

**PROGRAMME SCHEDULE ILM L5 leadership**

<b>ACTIVITY</b>	<b>FACILITATOR</b>	<b>DATE</b>
Pre Course Briefing and meetings with Candidates and Line Managers	M. Wade	September 2009
ILM Induction to Programme including study and research guidelines, feedback from Myers Briggs Type Indicator and Belbin Team Roles 14 ILM Registrations and Marking @£150.00 14 Psychometric Tests @ £50.00 per head	P. Taylor M. Wade	October 2009
Understanding Self and Others – Foundation of Leadership (2 days)	P. Taylor	October 2009
Action Learning Sets and Individual Tutorials for Personal Learning Logs and Business Improvement Project	P. Taylor	November 2009
Effective Leadership (2 days)	P. Taylor	December 2009
Action Learning Set to be organised and facilitated by programme participants		January 2010
Mid Term Evaluation – Focus Groups and Report	M. Wade	January 2010
Action Learning Sets and Individual Tutorials for Personal Learning Logs and Business Improvement Project	P. Taylor	February 2010
Action Learning Set to be organised and facilitated by programme participants		March 2010
Creativity, Problem Solving and Decision Making	P. Taylor	April 2010
Action Learning Sets and Individual Tutorials for Personal Learning Logs and WBA	P. Taylor	May 2010
Action Learning Set to be organised and facilitated by programme participants		June 2010
WBA to be handed in and marked	M. Wade	June 2010
Review and Evaluation 2 x 0.5 day	P. Taylor M. Wade	July 2010
<b>TOTAL COSTS</b>		<b>£16000.00</b>

**In addition to this we expect participants to conduct personal research prior to Action Learning Sets and for their Work Based Assignment.**

## **UNDERSTANDING SELF AND OTHERS**

### **– The Foundation of Leadership (2 days)**

#### **OVERVIEW**

The purpose of this workshop is to provide greater insight into what drives human behaviour: emotions, habits, beliefs, values, personality etc. Understanding ourselves and others is the foundation of leadership. Thus all of the topics covered during this workshop will be reprised during the later Effective Leadership workshop. For example, to build motivation requires an understanding of what drives a particular person, empathy and influencing skills. This workshop will build on the MBTI and Belbin feedback given at the Induction.

The general approach of the workshop is, firstly, to explore each topic in relation to the participants themselves and, secondly, to consider how the participants can use their new understanding to lead and develop their staff.

#### **Workshop content**

- Understanding people – using MBTI as a framework for understanding how people are different and how leaders need to be flexible and use different approaches with different people:
  - ~ Where people focus their attention
  - ~ How people prefer take on information or find out about things
  - ~ Preferred decision-making styles
  - ~ Orientation to the outside world
- How to be the best that you (and your staff) can be - getting into ‘the zone’; basic Neuro Linguistic Programming (NLP) techniques to help in achieving optimum performance: visioning, framing, anchoring, self-talk, NLP patterns, “maps of the world”
- Covey’s Eight Habits – principles for success
- Making it happen - achieving focus and providing clear direction – using Getting Things Done® (GTD) - a systematic approach to self-management:
  - ~ Visions and SMART objectives
  - ~ Coping with information and task overload
  - ~ Processing – the 5Ds – discard, do, defer, delegate, document
  - ~ The system – how to prioritise and ensure that tackling strategic goals becomes part of one’s every day habits
- Overcoming obstacles

- Emotional intelligence
  - ~ Self-awareness – accurate self assessment and confidence
  - ~ Self management – transparency, optimism, self-control, initiative
  - ~ Social awareness - empathy
  - ~ Relationship management – inspirational, change catalyst
  
- Conflict management – Thomas Kilmann model
  
- Influential Communication – how to get people to do what you want them to do because they want to do it. Gaining commitment rather than mere compliance:
  - ~ Authenticity is the foundation – influencing without this is manipulation and destroys the trust, resulting in major difficulties
  - ~ Networking as a component of influencing
  - ~ Winning minds – the rational perspective
  - ~ Winning hearts – people decide with feelings, justify with reason
  - ~ Triggers (e.g. Cialdini)

## **EFFECTIVE LEADERSHIP (2 days)**

### **OVERVIEW**

Throughout this workshop the insights and skills developed through the MBTI profiling and during Workshop One will be used and given practical application. For instance, the flexible leadership model is used to provide structure but participants will explore how leaders will behave differently.

### **Workshop content**

- What is leadership?
  - ~ Overview of main leadership models
  
- Flexible leadership – Hersey-Blanchard Situational Leadership as a framework
  - ~ The need for flexibility – NO one best style of leadership; it depends on the needs of the employee. The leadership style varies with different employees and with the same employee depending on the specific task or goal.
  - ~ An approach that increases productivity, morale, confidence, initiative and innovation
  - ~ The leadership framework:
    - The direction dimension – ability:
      - Teach, organise, structure, supervise
    - The support dimension – confidence and motivation:
      - Maslow's hierarchy, Herzberg etc
      - Praise, reassure, ask, involve, encourage self-reliance, explain
  
- Leadership styles – when to use them and the appropriate leadership behaviours:
  - ~ Directing
  - ~ Supporting
  - ~ Facilitating
  - ~ Delegating
  
- Focus. Ensuring that actions are aligned with the organisation's objectives. The leader's role in:
  - ~ Creating a vision
  - ~ Setting goals
  - ~ Monitoring
  - ~ Providing feedback

- The progressive and regressive cycles – the framework provides an approach that not only accomplishes current tasks but also develops people, making them increasingly self-reliant and productive. It also provides guidance on how a leader should deal with declining performance.
- Feedback
  - ~ JoHari's window
  - ~ Principles for giving feedback
  - ~ Principles for receiving feedback
- Coaching – exploring further how leaders can facilitate the development of their staff
  - ~ Setting goals
  - ~ Providing perspective
  - ~ Generating options
  - ~ Deciding on actions
- Appreciative inquiry – how to focus on what's right to build confidence and overcome barriers
- Teams – identifying the characteristics of effective teams:
  - ~ Purpose
  - ~ Empowered members
  - ~ Open relationships
  - ~ Flexibility
  - ~ Appropriate resources
  - ~ Appreciation
  - ~ Morale
- Team development
  - ~ Recognising the stages of team development and the needs of team members
  - ~ Appropriate leader behaviours for each stage of team development
- Team roles
  - ~ Distinguishing functional and team roles
  - ~ Belbin's team roles
  - ~ What does a balanced team look like
  - ~ What if your team isn't balanced – how do you overcome team role gaps?

- Leading change
  - ~ Barriers to change
  - ~ Kotter's model – the 8 steps to successful change:
    - Vision, urgency, guiding coalition, short-term wins, communication, embedding change etc
  - ~ The key step – creating a sense of urgency – “positive crises”
  - ~ Leading people through change:
    - Bridges – endings, neutral zone, beginning
    - The transition curve
      - Stages
      - Leader behaviours at each stage

## **CREATIVITY, PROBLEM SOLVING AND DECISION MAKING (1 day)**

### **OVERVIEW**

The purpose of this workshop is to provide participants with a range of practical tools for developing new approaches, overcoming problems and making effective decisions.

### **Workshop content**

- Thinking styles – perception is reality; recognising that our view of the world is always subjective and that taking a different perspective can lead to new insights
  - ~ Filtered perceptions
  - ~ Faulty processing
  - ~ Beliefs and biases
  - ~ Mindsets and paradigms
  - ~ Cialdini – *click-whirr* programs
  - ~ The role of intuition
  
- A structured step-by-step framework:
  - ~ Definition
    - Restatement
    - Is / Is Not
  
  - ~ Identify causes
    - Fishbone / Ishikawa
    - FFA
    - 5 Whys
  
  - ~ Generate options (Creativity)
    - Six Hats
    - Lotus Blossom
    - SCAMPER
  
  - ~ Evaluate and decide
    - Weighted matrices
    - Decision and probability trees
    - The role of emotion
    - Intuition
  
  - ~ Implement
    - Gantt

- Links back to GTD and Covey (Workshop 1) – building implementation into everyone’s everyday jobs
  - Overview of the Balanced Scorecard
  - Links back to:
    - Vision and SMART objectives
    - Leading change – e.g. creating a sense of urgency, transition curve
    - influential communication – winning hearts and minds
    - team development stages
    - ability, confidence and motivation of staff – flexible leadership
    - personality etc – different strokes for different folks
  
- Systematic, holistic approaches – these approaches look at the situation as a whole and recognise that changes in one area will have repercussions in others. Leaders need to consider the whole rather than artificially isolating areas:
  - ~ Visible thinking / causal mapping
    - goals
    - drivers
    - measures and targets
    - issues and assumptions
    - leveraging and building strengths
    - prioritisation
  - ~ Systems thinking

## **PROGRAMME OVERVIEW FOR ACTION LEARNING SETS**

We would suggest that the group is broken into two smaller groups of seven participants for the Action Learning Sets and they will operate in two different formats.

### **Format One**

Paul to provide support whilst the Action Learning Sets are established dividing the day into:

- 0900            Action Learning Set for Group 1
  
- 1100            Paul to provide 15 minute individual tutorials per participant to:
  - ~ Monitor and encourage participants with their Personal Learning Logs
  - ~ Provide support for Business Improvement Project
  
- 1300            Action Learning Set for Group 2
  
- 1500            Paul to provide 15 minute individual tutorials per participant to:
  - ~ Monitor and encourage participants with their Personal Learning Logs
  - ~ Provide support for Business Improvement Project
  
- 1700            Finish

### **Format Two**

Participants to facilitate their own Action Learning Sets, for approximately 2 – 3 hours.