Senior Leadership Programme

Workshop Two
Leading Change

Participant workbook

Speedy

dove nest GROUP

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Programme Overview

Welcome to the Speedy Senior Leadership Programme. This document contains an overview of the programme, a timetable for Workshop One and space for you to record your thoughts through the workshop.

It is your resource, it won't be submitted or marked, so feel free to take notes in a way that works for you. Keep it available for reference in future workshops, the coaching sessions and for updating your line manager.

Objectives

By participating in this programme, you will,

1. Have established your own leadership proposition,
2. Be accountable and take the initiative for driving proposals to the board,
3. Have built self-awareness,
4. Be able to evaluate the performance of others and give timely and constructive feedback,
5. Understand and value the range of leadership styles required to motivate different people in a variety of situations,
6. Have identified the leadership qualities required for success in complex environments,
7. Be able to lead change and effectively cascade consistent messages,
8. Have explored how you, as a leader, can provide a positive return for Speedy.

Anticipated Outcomes

By the end of the programme, you will be able to,

a. Proactively drive change to achieve Speedy's strategic objectives,
b. Develop others to unlock potential and maximise performance,
c. Work effectively as a single peer team across the business,
d. Increase morale, motivation and engagement within their teams,
e. Consistently communicate and cascade corporate priorities.

Workshop Two – Leading Change

During this event we will focus on change, how people respond to it and your role as a leader in guiding people through change and uncertainty.

Notes:

Coaching

Over the course of the programme you will be participating in four, two-hour coaching sessions with a coach from Dove Nest Group.

As with all coaching, the content of each session should be selected by you, with the proviso that the session must include a review and update of your Personal Development Plan and a progress review for your Business Project. These will need to be shared with the CITB as evidence of application of learning.

Coaching sessions will take place using MS Teams. Invitations will be sent by your coach.

Coach:

Email address:

Phone:

Business Project

One of the best ways of embedding learning is to apply it in the workplace as soon as possible. Naturally much of this will be in your normal, day-to-day work, but to give additional focus we would like you to liaise with your line manager and select a specific business project that will enable you to demonstrate your application of learning.

During the first workshop and coaching sessions you will have an opportunity to define your project and the quantifiable results that you will be able to deliver by the end of the programme.

At the end of the programme you will be asked to present your project to the Exec Board to show application of learning and ROI.

N.B. You are already busy enough. If you are currently working on a project that will enable you to achieve the requirements above, you should adopt this as your business project to minimise the impact on your time.

Personal Development Planning

Throughout the programme you should maintain a personal development plan (PDP). This needs to support and work with any PDP that you already have in place as part of the PDR process.

You have been supplied with an electronic PDP document for the purposes of this programme. Please have this available for the workshops and the coaching sessions, and involve your line manager in its development and implementation.

Line Managers

Please ensure that you keep your line manager updated during this programme; their involvement can significantly enhance your experience. Use this programme as an opportunity to engage them more closely in your overall development. Key topics to involve them in are,

- Selection of your Business Project and endorsement of the outcomes achieved,
- Contribution to your personal development plan by providing development opportunities, feedback and guidance.

As part of the programme evaluation we will be interviewing line managers at 6 and 12 months to identify evidence of application of learning. It really helps if they know what you have been doing!

Dale Carnegie

During Q3 of the programme Dale Carnegie will be working with you to focus specifically on communication skills. The emphasis will be on developing your communication skills in a practical way, giving you real-time coaching to make your communication highly impactful.

There will be a pre-event, a two-day workshop and a follow-up session in.

Evaluation

We will be evaluating this programme at multiple levels, to ensure that we can develop it to meet your needs as we progress, to improve it for future participants and to demonstrate ROI to the CITB who are funding the programme. You can expect the following.

Level 1 – Validation of reactions to the training

After each event (workshops and coaching sessions) you will be asked to complete an evaluation using Survey Monkey to measure your immediate reactions.

Level 2 – Validation of the learning achieved

At the end of the programme, we will be repeating the 360 survey that was taken at the beginning of the programme, to demonstrate development.

Level 3 – Validation of learning application

This will include a summary of your PDP, the output from the coaching sessions and interviews with your line manager at 6 and 12 months into the programme.

Level 4 – Evaluation of added value and ROI

This will be a composite of the quantifiable outcomes delivered through your business projects and the output from the two 360 surveys.

Notes:

Workshop Two Timetable

Day One

Time	Content
09.00 – 10.20	Welcome and introductions • Workshop overview • Personal updates (pre-prepared)
10.20 – 10.40	**Break**
10.40 – 12.00	Change • The need for change / responses to change • My leadership proposition
12.00 – 13.00	**Lunch**
13.00 – 14.20	**Why?** • Personal values and alignment with Speedy • My focus of attention
14.20 – 14.40	**Break**
14.40 – 16.00	**How?** • Building trusted stakeholder / business relationships • Giving feedback and holding difficult conversations
16.00 – 16.20	**Break**
16.20 – 17.00	

Day Two

Time	Content
09.00 – 10.20	Check-in **How?** (cont'd) • Proactive and reactive leadership • Leading in ambiguity and change
10.20 – 10.40	**Break**
10.40 – 12.00	**What?** • Strategy and tactics • Commercial awareness • Team insights and feedback
12.00 – 13.00	**Lunch**
13.00 – 15.00	Development planning • Co-coaching
15.00 – 15.20	**Break**
15.20 – 16.40	Business projects • Planning, feedback and coaching
16.45 – 17.00	Personal commitments Next steps / Workshop review

Individual Update

Please prepare a brief update on your progress since Workshop One. You will have 5 minutes to update the group.

N.B. During this event we will focus on change, how people respond to it and your role as a leader in guiding people through change and uncertainty. This will be broken down to look at ***why*** you do what you do; ***how*** you do it and ***what*** outcomes are important.

1. **Personal Development**
    a. What did you plan to do after Workshop One?

    b. What progress have you made?

2. **Business Project**
    a. What are you doing?

    b. What progress have you made?

3. **Coaching**
    a. What insights and clarity did you gain?

4. **Objectives for this event**
    a. What do you wish to achieve because of this event?

Change

Love it or hate it, change is here to stay. The COVID-19 outbreak has significantly accelerated the rate of change in our lives, both at work and at home. Interestingly, this has seen a widespread adoption of new technology, particularly in education and the workplace, while in the home we have also seen a resurgence in older practices such as home-baking and gardening.

Looking forwards, we know that there is more change on the horizon, whatever the next few months bring. Any 'return to normal' will be to a normal that has been altered because of the journey we have been on to get there.

Inevitably, ***Simplify, Standardise, Grow*** brings change across the business. How we react to and implement those changes is key to gaining the benefits they are designed to deliver.

Leading change

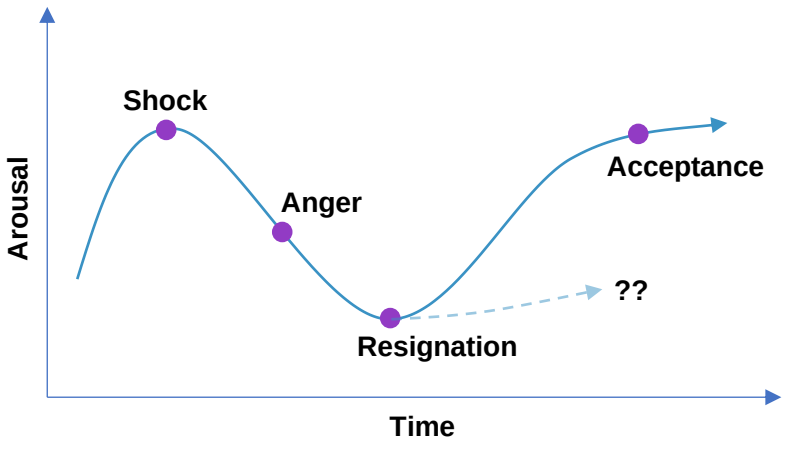
In his work on managing change, Dr John Kotter proposed an eight-step process.

1. **Create urgency** – what is the burning platform?
2. **Engage the right team** – people who have the power and influence to make a difference.
3. **Create a vision** – outline what the future looks like.
4. **Communicate** - to get people on board.
5. **Empower others** - remove barriers.
6. **Generate quick wins** – to create a sense of progress.
7. **Consolidate** – build on quick wins to produce bigger changes.
8. **Embed change** - make it stick.

A simpler model is credited to Kurt Lewin; **Unfreeze** – **Change** – **Refreeze**. Again, the process is clear, we need to realise and embrace the need for change, invest energy in making the change and then most significant of all, work hard to ensure that we don't slip back into old ways.

Reactions to Change

Elisabeth Kubler-Ross recognised a pattern of responses when people are presented with bad news or change they are not keen on. These have been adapted to produce the change curve.



Where are we now?

Looking at the challenges faced by Speedy today and the changes that are already in place,

1. Populate the eight-step process for your part of the business. Consider,
   a. what has been achieved,
   b. what remains to be done,
   c. what is holding you back?
2. Looking at your team and the Change Curve,
   a. where are your team,
   b. where are you?

Break into groups of 3 for 15 minutes to discuss. Return and share output.

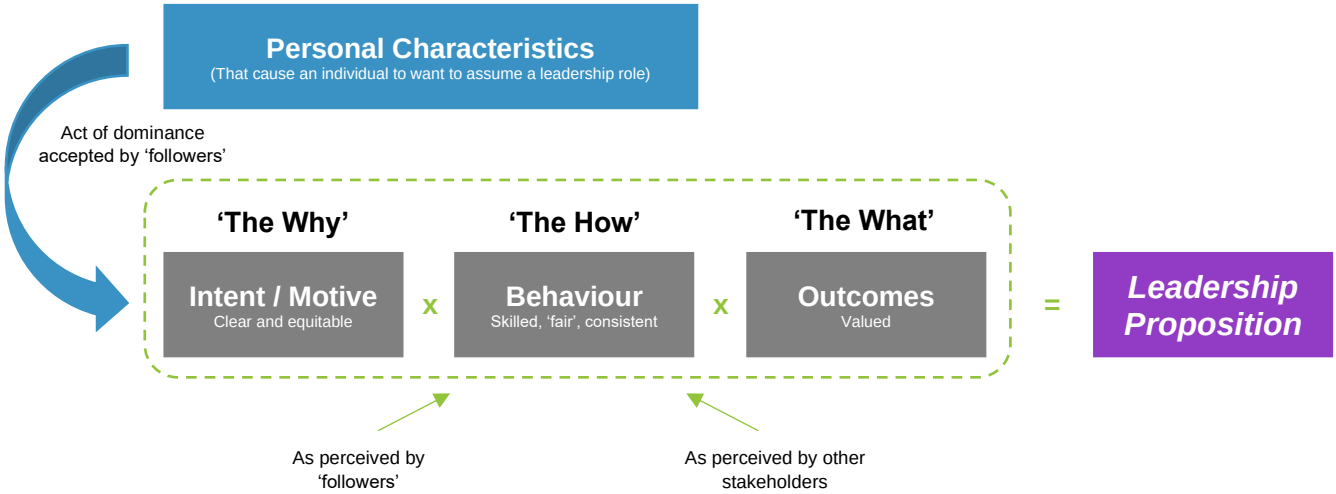
1. Create urgency	
2. Engage the right team	
3. Create a vision	
4. Communicate	
5. Empower others	
6. Generate quick wins	
7. Consolidate	
8. Embed change	

a. Where are <u>your team</u> on the Change Curve?
b. Where are <u>you</u> on the Change Curve?

Leadership Proposition

What are the key messages from the video?

https://www.youtube.com/watch?v=3IocHs38Vao



Personal Characteristics are the things about us that mean we want to adopt a leadership role. In essence these are the characteristics that have elevated you to your current role. Leadership is not a passive activity, hence the need to **do something** to link to the rest of the illustration.

Intent and Motive describe what we get out of leading people – what are we trying to achieve; is it for our personal gain or for the good of all?

Behaviour represents what we show in our leadership role. Our followers and stakeholders expect us to be skilful in what we do, to be fair and consistent in the way we treat people.

Outcomes looks at performance. In almost all cases, this is the 'gatekeeper – if we aren't delivering here, our intent, motive and behaviour don't do anything to strengthen our leadership proposition.

All these factors make up our leadership proposition, which is what individuals, teams and stakeholders 'buy into' when they allow us to lead.

My Leadership Proposition

Based on your current understanding, what do you demonstrate and how do you feel your stakeholders value your intent, behaviour and outcomes?

Intent/motive

Behaviour

Outcomes

Why?

Speedy's values

- *Safe* - the first priority in everything we do
- *As One* - working together to collectively achieve our goals
- *Innovative* - to continuously improve
- *Driven* - to deliver first class customer service

Personal Values

Reflect on the session from Workshop One where you described your leadership journey and how that has shaped your values. What are your values and how do these align with Speedy's values?

Authenticity

Achievement

Adventure

Authority

Autonomy

Balance

Beauty

Boldness

Compassion

Challenge

Citizenship

Community

Competency

Contribution

Creativity

Curiosity

Determination

Fairness

Faith

Fame

Friendships

Fun

Growth

Happiness

Honesty

Influence

Inner Harmony

Justice

Kindness

Knowledge

Leadership

Learning

Love

Loyalty

Meaningful

Work

Openness

Optimism

Peace

Pleasure

Popularity

Recognition

Religion

Reputation

Respect

Responsibility

Security

Self-Respect

Service

Spirituality

Stability

Success

Status

Trustworthiness

Wealth

Wisdom

Dilts' Neuro-logical Levels

Robert Dilts' Neuro-logical Levels stems from his early work on Neurolinguistic Programming. It helps people to reflect on their areas of focus in a given situation, enabling change by focusing on the area that needs to be addressed.

> **Environment** – Where you live work and play. The physical, social and emotional environment. At this level you will focus on what happened, how things happened, who was there.
>
> **Behaviour** – What you do and how you behave and react to the environment you are in. The focus here tends to be on thoughts and actions, those that happened and those that could have happened.
>
> **Skills and Abilities** – The emphasis here is on how to do something. What can you do? What are your skills? How are they relevant? How do you apply them? How could you develop additional skills that may be required?
>
> **Beliefs and Values** – How do your values and beliefs shape your behaviour? What is important to you about this situation?
>
> **Identity** – The focus at this level is on you – what drives, interests and motivates you.
>
> **Spirit or Purpose** – Looking beyond the individual level, what else can you contribute to networks, family, society etc.

For example, if I am required to undertake a lot of presenting in my role, but find it difficult to do, it helps to understand where the challenge is (what am I focusing on?)

- It could be that I don't feel I have the capability. "I haven't been trained in that" or "I don't know how to use the technology".
- Or I might believe that presenting is something *others* do, people with particular characteristics that I don't have.
- Or perhaps this is about my sense of identity – I might dislike being the focus of attention.

Establishing where your focus lies increases the likelihood that you can develop strategies to address the challenges that you face, for example if you can address the challenge of identity, that may resolve all the other challenges involved.

My focus of attention

For the key leadership challenge(s) that you are currently facing, where is your focus?

What could you do to resolve this?

My team's focus of attention

Where is the focus for key members of your team?

What could you do to help them move forward?

How? (Part One)

Building Trusted Relationships

In his book, *The Trusted Advisor,* David Maister presents the 'Trust Equation'.

$$T = \frac{C + R + I}{S}$$

T = Trust
C = Credibility
R = Reliability
I = Intimacy
S = Self orientation

The trust equation provides structure to help us understand what we can do to enhance people's perceptions of how we operate.

- In their eyes, are we credible? Do we have the knowledge, skills and behaviours that others expect of us?
- Do we reliably deliver what we commit to?
- Intimacy measures how much we focus on creating an open environment where people feel able to share and communicate readily?
- Self orientation describes our motivation – is it for us or are we genuinely concerned for others?

My Stakeholders

Choose a stakeholder relationship where you feel trust needs to be strengthened. Use the trust equation to identify areas of focus.

My Team

Review the relationships between your team and those they interact with.

- Which are strong and why?
- Where could relationships be strengthened?

Feedback

Key to tackling difficult conversations is the ability to give feedback well. Whether the discussion is about an area of strength or an area of development, the receiver needs to understand the feedback clearly through examples, to recognise why it is important, and to be fully involved in identifying what actions to take in the future. The **BROFF** model can help us achieve this.

Behaviour: Identify the behaviour and give specific examples. Reduce any uncertainty by indicating the purpose of the feedback, is it to acknowledge strength or explore a development need? Set it in the context of overall performance; how significant is the behaviour? Use timely examples using non-judgemental language. Stick to the evidence and facts.

Reasons: Jointly explore the reasons why this action was taken. Ask for their view of the reason. Use open questions to encourage the person to discuss how they see the situation.

Outcome: Discuss the outcomes and implications this has had for those affected. For a strength, how has this helped achieve results? For a development need, where has this made it more difficult to achieve results. Be concise and clear about the context.

Feelings: Explain the significance of the outcome for you / those affected and how you felt about it. Check your tone and language. Think about slowing down so the person hears the change and subconsciously listens more closely. Allow time for the recipient to absorb the message and their thoughts before moving on.

Future: Discuss changes in the future. Ask the individuals what action they might take in the future. Only make suggestions if the individual requests them or is unable to come up with development ideas of their own.

Feedback activity

Spend 10 minutes preparing feedback for your ‘buddy’, then 15 minutes sharing and discussing your feedback before reciprocating.

Aim for a 2:1 ratio of strengths: development needs.

Feedabck <u>for</u> my ‘buddy’

Feedabck <u>from</u> my ‘buddy’

Review of Day One

How? (Part Two)

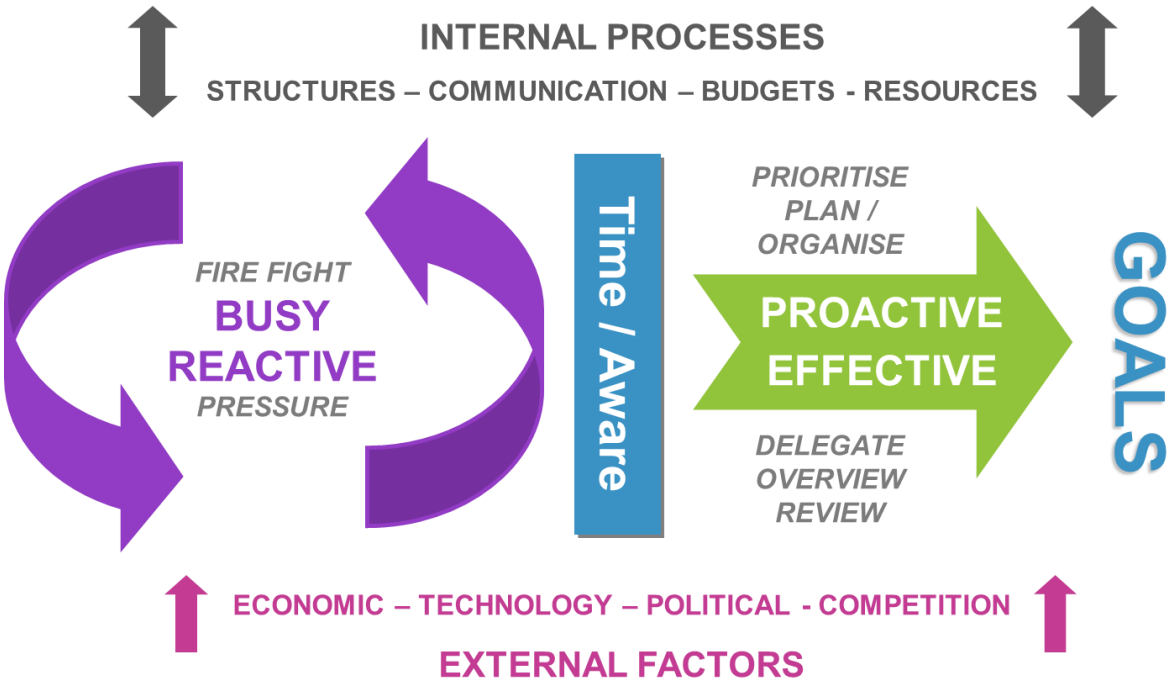
Proactive versus Reactive Leadership

Leaders work within two sets of constraints which have an impact on the progress they make towards their objectives. These can be described as external and internal factors.

The external factors are a function of the environment in which the organisation operates and include social, political, technological and economic factors. The internal factors can include organisational structure, systems, procedures, culture and controls. These two elements form the sides of an obstacle course through which the leader has to travel in order to reach their objectives.

In addition, barriers are thrown across our path, including:

- Interruptions (both in person and by telephone).
- Constraints on resources.
- Meetings.
- Day to day crises and problems.



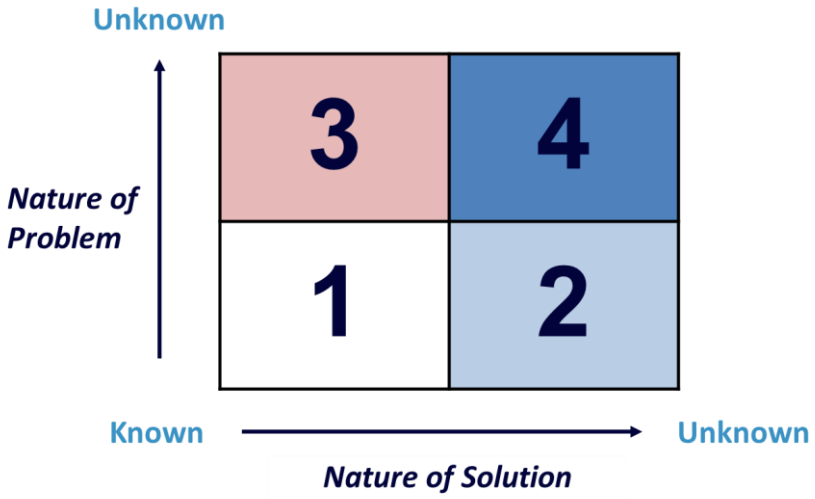
Many leaders spend a great deal of time reacting to these barriers and trying to find a way through or over them. They are extremely busy and may not have time to enjoy or get the most out of their jobs. Other leaders take a proactive stance towards their work. Investing time in planning before getting involved in the task. They stand back and take an overview, delegating more and getting more involvement from their staff. They prioritise and filter what needs to be done. They develop strategies and an awareness of the total situation making better use of their own time and resources.

Proactive leaders may or may not achieve the objective more often than reactive leaders. They will achieve it more easily and consistently, with less stress and greater job satisfaction. They still have plenty to do but rather than being purely busy they are effective. Leaders need to find the balance between time spent in being reactive and in being proactive, which will differ for different jobs.

Proactive versus Reactive Leadership

What is the balance like in your world?

Leading in Ambiguity and Change



Box 1: Known problem/known solution: Simple problem. The problem itself is clear, the way of dealing with it is known.

Leaders ensure that problems of this type are covered by standard rules and procedures within the organisation.

Box 2: Known problem/unknown solution: Problem is still clear; method of solution is unfamiliar and demands thought and a measure of creativity. There is a need to explore ideas, not necessarily go for the obvious before acting.

Leaders need to get the right people together and give them time and space to explore options.

Box 3: Unknown problem/known solution: Problem unclear but if it can be identified the solutions will become apparent. There may be different ways of defining the problem and the analysis of the problem will take some time.

Leaders need to provide 'air cover' so that the team working on the problem are able to fully understand the root cause and solve the problem, not treat its symptoms.

Box 4: Unknown problem/unknown solution: Problem unclear, solutions unclear. Requires intuition and insight, need to take an overview, look for certainty amongst the uncertainty, start to develop long-term strategies and policies.

Leaders need to provide structure to enable people to function while the situation unfolds.

https://www.youtube.com/watch?v=a0a6-0caI0w&t=4s

Where do the challenges that you are currently facing sit on this grid?

What could you do to start to resolve them?

Commercial Awareness

How closely does the level of commercial awareness in your teams match that required to deliver Speedy's current strategy?

Where and what are the gaps?

What can you do to move people to where they need to be?

What?

Strategy and Tactics

How do YOU win at Monopoly?

How does your approach influence what you do at each turn?

As a team, if we don't know HOW we are going to deliver the result, we won't know what we need to DO to get there.

For the objectives that your teams are trying to achieve, do people know HOW you are planning to achieve the end result?

At each stage, do they know what they need to DO to move forward in a way that aligns with the rest of Speedy?

Insights

As a leader, how are you contributing to success in your area of the business?

As a leader, provide an example of how you could improve / contribute further in your area of the business.

Identify one leadership behaviour which you have recently either under or over used?

Development Planning

What are Speedy's expectations of you?

What are your expectations of yourself?

What do I know about myself?

My PDR and previous reviews	
Strengths	**Development areas**
Feedback I have received this week	
Strengths	**Development areas**
Learning from this event	

My Goals/Actions

Short-term goals

Medium-term goals

Long-term goals

Business Project

Summarise progress to date.

Project scope:

When you present to the Exec Board, what do you want them to ;

THINK?

FEEL?

DO?

Next Steps

Q2

Q3

Q4

Further Reading:

- *Leading Change*, John Kotter, Harvard Business Review Press
- *On Death and Dying*, Elisabeth Kubler-Ross, Routledge
- *The Trusted Advisor*, David Maister, Simon & Schuster

The Speedy Senior Leadership Programme is designed and delivered in partnership with Dove Nest Group.

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