SOCIAL ENTERPRISE ACADEMY

DEVELOPING MY LEADERSHIP

Reflective Journal

Museums Galleries Scotland

Supporting Scotland's Museums

JOINING A COMMUNITY OF LEADERS

For many people it is difficult to think of themselves as a leader or as someone who is a role model and a source of inspiration for those around them. We hope that this learning journey will support you to recognise the critical role you play within your team, your organisation and the sector.

Whether you are a senior, middle or new manager, you are in a unique position to make a positive difference. Stepping forward as a participant on this programme singles you out as someone motivated to learn, develop, grow and make a greater contribution. We hope it will help you to be the leader you want to be and to show up as the best of yourself.

You will join a community of brave, innovative and determined leaders from across Scotland's third sector. All of you have made the important decision to learn more about your strengths, values and skills so that you can serve yourself, others and your organisations even better. Our sector is facing some of the most challenging and exciting times and good leadership is critical to help us continue thriving as a vibrant and dynamic sector – thank you for stepping up.

"
If your actions inspire others to dream more, learn more, do more and become more – you are a leader."

John Quincy

MY COLLEAGUES ON THIS PROGRAMME

Name	Organisation	Email	Phone / WhatsApp

PROGRAMME JOURNEY

Module 1 – Leading and Understanding Myself

Programme registration & Pre – Programme reflection form	**MODULE 1** DAY 1 DAY 2	Weekly emails Reflection, Practice and Embedding Activities	**BUDDY CONVERSATION** DATE

Module 2 – Leading and Understanding Others

MODULE 2 DAY 3 DAY 4	Weekly emails Reflection, Practice and Embedding Activities	**BUDDY CONVERSATION** DATE	Programme Preparation

Module 3 – Leading Within my Organisation

MODULE 3 DAY 5 DAY 6	Reflection, Practice and Embedding the Learning	**ILM ASSESSMENT** DEADINE	**PROGRAMME MEETUP?** DATE

THIS REFLECTION JOURNAL

TABLE OF CONTENTS

This symbol refers to a page number in your *Digital Learning Manual,* where will find more in depth information and reading about concepts covered in your programme.

Save the workbook to your device before you start using it.

HOPES AND EXPECTATIONS FOR THE PROGRAMME

What would I like to gain from the programme?

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MODULE 1

Leading and Understanding Myself

DAY 1 PREPARATION

Your Hopes and Concerns?

We are very much looking forward to meeting you for Day 1 of your programme. Ahead of the first session please take some time to consider:

What are your hopes for the programme:

- For your workplace?
- Personally?

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Setting up for zoom!

Your live sessions will be hosted on Zoom. Ahead of the first session please take some time to read through the Zoom guidance document on your learning platform to make sure that you are familiar with key functions. If you have any questions at all please don't hesitate to get in touch.

What do you want to ask others for?

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What do you want to offer?

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How are you going to challenge yourself during the programme?

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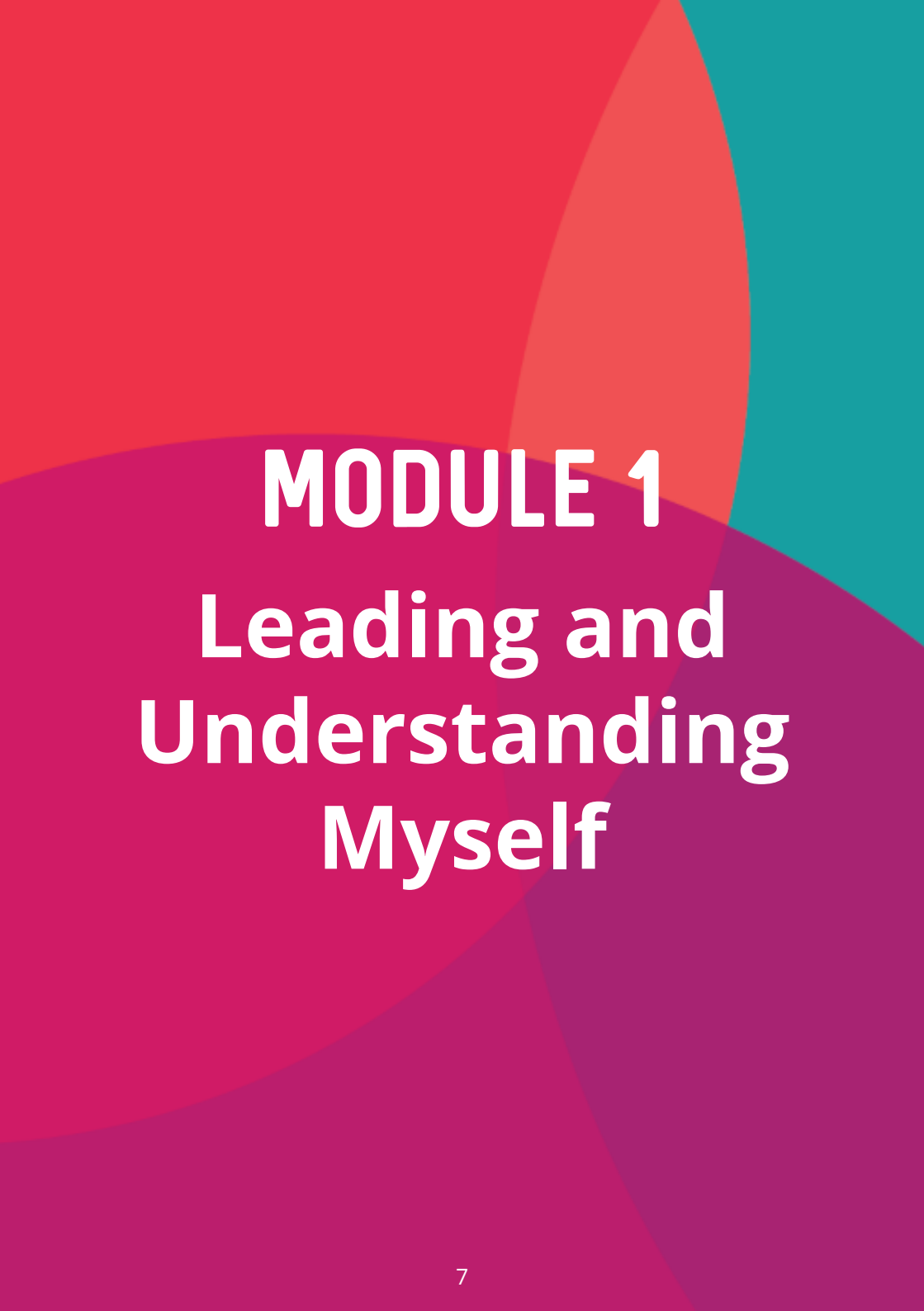
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THE LEARNING ZONE

THE COMFORT ZONE

THE PANIC ZONE
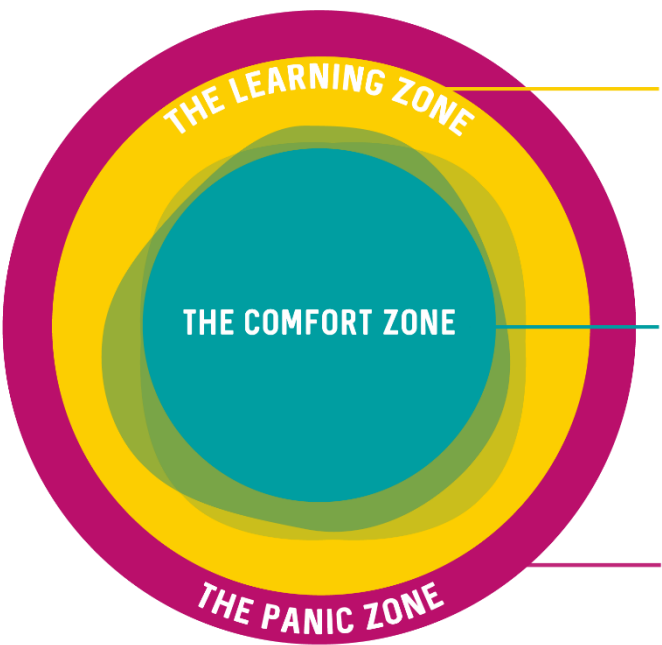
In order to develop and learn new things we sometimes need to push ourselves outside our Comfort Zones and enter the Learning Zone. As we do this we may sometimes feel a bit uncomfortable and out of place. As you spend time in the Leaning Zone you will find that your Comfort Zone grows wider. Support and social interaction with peers can help us expand the Learning Zone even further and maximise our learning.

The Comfort Zone is made up the tasks that we feel most comfortable with. As we learn and develop it is important that we allow time and space to return to the Comfort Zone to reflect and make sense of things.

As we learn and develop we need to be self-aware and make sure that we do not push ourselves outside past the Learning Zone and into the Panic Zone. When we are in the Panic Zone tasks become overwhelming and instead of learning all of our energy goes towards managing our stress.

YouTube: William Ury – The Power of Listening

Ask yourself the following questions:

Listening to...

- Who am I really listening to?
- To the speaker? To myself and thoughts in my head? To background noise?
- Does the speaker have my undivided attention?

Listening for...

- What am I really listening for?
- For agreement with my own view? For a reason? For an answer?
- Am I truly listening with an open mind? Have I made assumptions and pre-judged the message?

Listening from...

- What viewpoint am I listening from?
- That of a friend? A parent? A manager? A colleague? How does this affect what I hear and how I interpret it?
- Am I really listening in a non-judgemental way?
- Have I understood? Clarify what you have heard. Have I listened with emotional intelligence? Seek out the 'feeling' of what is being said.

> **When you talk, you are only repeating what you already know. But if you listen, you may learn something new."** Dalai Lama

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LEVELS OF LISTENING

LEVEL 3

- Understanding the person's words, intent and feeling
- What is behind what is being said?
- Body language, tone, facial expression
- Taking it all in
- Curiosity

LEVEL 2

- Focused listening
- Hearing what is being said
- Transactional
- Informative
- Gathering facts

LEVEL 1

- Paying attention to what the person says and comparing it to your own experience
- Thinking about something you want to talk about and what you are going to say next.
- You are listening only for the parts that interests you
- Trying to decide how you feel about the person or what's being said that might be disregarding / dismissing the other person's views

LEVEL 0

- Pretending, (occasional nod etc.)
- You might look like you are listening but you are actually thinking about other things.
- You are losing interest
- Making no effort to look like you listen

NOTES:

OPPORTUNITIES AND CHALLENGES IN OUR ORGANISATIONS

New opportunities and positive changes:

Challenges and trickies that you see:

What kind of leadership do we need?

Research by Julie Hodges from Durham University and Brian Howieson from the University of Dundee has identified some key shifts that have happened in the last few years which are impacting how the sector operates, including:

• A focus on survival and resilience for many organisations rather than growth

• A drive by funders and local authorities for organisations to provide more robust evidence of impact and value for money

• Increased accountability requirements with greater expectation of transparency and reporting on organisations

• An intensified focus on collaboration

The findings highlighted four key areas that leaders in the Third Sector should focus on:

Maintaining the reputation of the organisation

Ensuring that ethical obligations are adhered to

Ensuring people are motivated

Creating a positive environment

Source: The Challenges of Leadership in the Third Sector, Julie Hodges and Brian Howieson, European Management Journal 35 (2017)

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Leadership vs Management

Where do you spend your time – map out the things that you do every week

Management ⟵――――――――――――⟶ **Leadership**

How much time do you currently spend on leadership?

Starting with no time

Ending at all the time

1   2   3   4   5   6   7   8   9   10

> **The real challenge is to combine strong leadership and strong management and use each to balance each other"** John Kotter

Leadership vs Management

	Leadership	Management
What are we setting out to do?	• Establishing direction • Developing a vision and strategies to achieve that vision • Setting high but reasonable standards	• Planning and budgeting • Establishing detailed steps and timetables and allocating resource
How do we deliver results?	• Aligning people • Communicating direction to influence creation of teams and coalitions that understand vision and strategy	• Organising and staffing • Establishing a structure to achieve the plan • Delegating authority and providing policies and processes
How do we make it happen?	• Motivating, mentoring and inspiring • Energising people to develop change and overcome barriers	• Controlling and problem solving • Monitoring and organising
What are the outcomes?	• Producing change • Often to a dramatic degree, such as cultivating new services and new approaches	• Producing predictability and order • Consistently achieving budgets and targets

Source: Based on materials in John Kotter's "What Leaders Really Do", Harvard Business Review, December 2001

THOUGHTS AND NOTES

DAY 1: REFLECTIONS

What really stood out for you from Day 1

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What did you learn about yourself

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What did you find challenging?

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What are things that you might try in the next week?

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DAY 1: SELF DIRECTED LEARNING

Third Sector Leadership?

During day 1 you have been exploring the concept of leadership and what this might mean for you. Ahead of the next session please take a few minutes to read the section on What sort of leadership do we need in your digital manual (page 3-6).

Learning Styles Questionnaire

Ahead of the next session also set aside 10-15 minutes to complete your **Learning Styles Questionnaire** which you should have received in your programme pack (either digitally or as a paper version).

The accuracy of your result depends on how honest you are in your response so try to think about the things that you actually do rather than how you would like to do it.

During day 2 you will have an opportunity to discuss your results.

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LEADERSHIP MIND-MAP
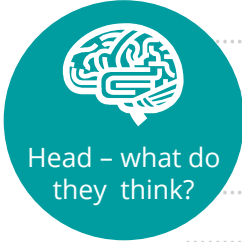
The following mind map shows the important issues of being and developing as a leader.

Clarity on what needs tight control

Managing budgets

Networking
Awareness of critical issues
Building positive relationships
Using opportunities to add value

Managing stakeholder relationships

Acting with courage
Acting justly and impartially
Leading with enthusiasm
Leading with imagination
Leading with humility
Leading with humour

Acting with integrity

Me as leader

Focusing on big picture
Being enthusiastic
Being positive
Enthusing others

Maintaining shared vision

Coaching others and being coached
Mentoring others and being mentored
Giving and receiving feedback

Developing myself and others

Championing change

Encouraging positive dissatisfaction with status quo
Helping people develop a vision
Supporting change agents

Being politically aware
Able to influence well
Making networks work
Managing my boss

Interacting with others
Keeping my colleagues up to date
Understanding where others are coming from
Networking
Managing conflict
Praising where deserved
Disciplining where needed

Thinking & acting strategically
Developing a situational awareness
Keeping up to date
Reading the environment
Being aware of trends
Seizing appropriate opportunities

Managing my team
Giving and receiving feedback
Monitoring progress
Clarifying objectives
Championing safety awareness

Managing myself
Using my time wisely
Able to think issues through logically

Source: Hall, Ian (2003), Introduction to Leadership and Motivation

WHAT SORT OF LEADERSHIP DO WE NEED?

Head – what do they think?

Heart – what do they feel?
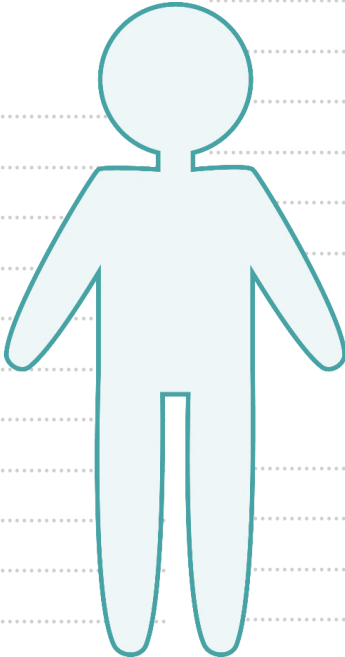
Hand – what do they do?

LEADERSHIP STRENGTHS

> " **There is a person with whom you spend more time than any other, a person who has more influence over you, and more ability to interfere with or to support your growth than anyone else. This ever-present companion is your own self".** Dr Pamela Butler

Questions for Thought

1. What do you consider to be your strengths and areas for development as a leader?

2. How can you use your strengths more in your day to day leadership?

"What is Your Core Quality?" by Daniel Ofman (1992, 2001) describes the core quadrants model which helps you determine, describe and diagnose your core quality.

Spend some time considering what your core qualities, pitfalls, challenges and allergies are – you will have more than one in each quadrant.

The exercise should help you to increase your self-knowledge, and thus strengthen your ability to set a course for your own development.

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YOUR CORE QUALITY

What you consider to be "normal"

What others appreciate in you

What you expect from others

YOUR MAJOR PITFALL

What you tend to justify

What you are willing to forgive others

What others dislike about you

YOUR ALLERGY

What you would hate in yourself

What others would like you to be able to deal with

What you hate in others

YOUR BIGGEST CHALLENGE

What you lack

What others wish you were

What you admire in others

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QUESTIONS FOR THOUGHT

Is there someone you can think of at work, or in your personal life, that you might use the Core Quadrants framework to develop your understanding of how and why they irritate you?

What you discover might offer an opportunity to resolve your differences and develop a more positive relationship.

Can you think of someone in your life who represents your 'allergy'? Or perhaps someone whose allergy you, yourself, represent? What are the dynamics of this relationship? Is it possible that sharing this framework with them might help to shift the dynamics in a more positive direction?

People are usually allergic to the 'too much of a good thing' they themselves need most (their own challenge). In other words, we can learn from people we have a hard time getting along with. Who can you learn from?

What's your preferred learning style?

	Activist	Reflector	Theorist	Pragmatist
Very Strong preference	13 - 20	19 – 20	16 – 20	17 – 20
Strong preference	11 – 12	15 – 17	14 – 15	15 – 16
Moderate preference	7 – 10	12 – 14	11 – 13	12 – 14
Low preference	4 – 6	9 – 11	8 – 10	9 – 11
Very low preference	0 – 3	0 – 8	0 – 7	0 - 8
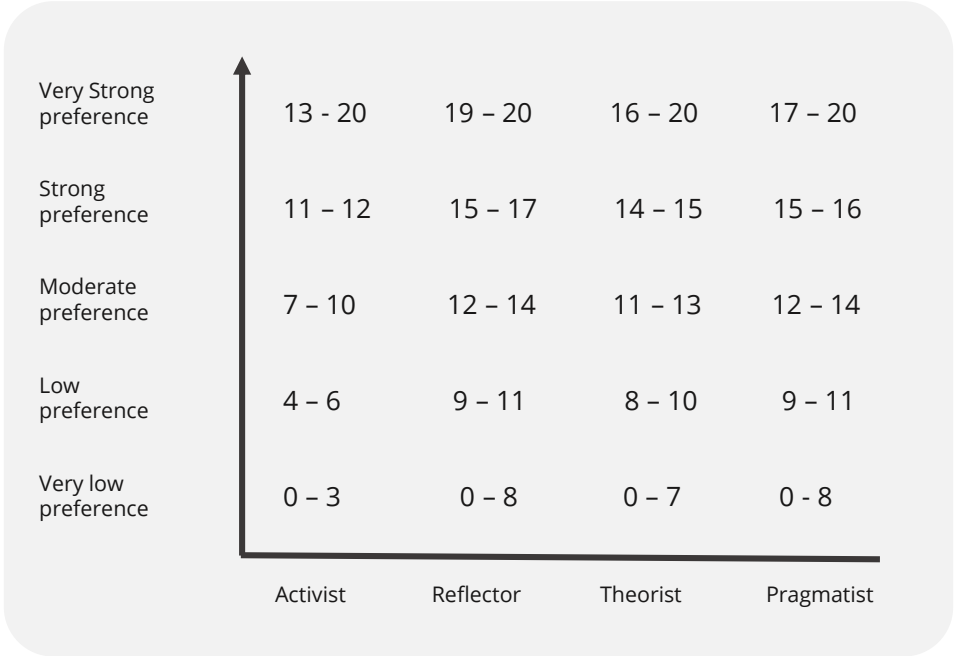
HONEY AND MUMFORD'S FOUR LEARNING STYLES

Learning style	Associated stage	Likes	Dislikes
Activist	Having an experience	Doing and experiencing. Games, practical activities, anything that is energetic and involving	Sitting around for too long, working alone, theorising, having to listen to others
Reflector	Reviewing the experience	Time to think, observe, take it all in, watching others, solitude and time	Being hurtled into activity, no time to think, crammed timetables, lack of privacy, no time to prepare
Theorist	Concluding from the experience	To know where something fits into overall ideas and concepts, analysis and logic, being stretched, abstract concepts, structure, clarity	Frivolity, mindless fun, wasting time, not being able to question, lack of timetable and structure
Pragmatist	Planning the next steps	Practical problem solving, relevance to real world, applying learning	Anything theoretical, learning that focusses too much on past or future not present

Source: Honey, P. & Mumford, A. (1982) Manual of Learning Styles London: P Honey

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LEARNING STYLES REFLECTIONS

Questions for Thought

1. What have you learned about your preferences and how might this affect your leadership?

2. How can you help yourself to go through the whole cycle?

3. What insight have you gained about yourself?

4. What have you learned about how others may learn and assimilate information?

5. What relevance might this have for you as a leader?

6. How do you compensate for lack of preference

Goleman's areas for Personal Competence

	Emotional Awareness	**Recognising one's emotions and their effects**
Self-Awareness	Accurate Self-Assessment	Knowing one's strengths and limits
	Self-Confidence	Sureness about one's self-worth and capabilities
Self-Regulation	Self-Control	Managing disruptive emotions and impulses
	Trustworthiness	Maintaining standards of honesty and integrity
	Conscientiousness	Taking responsibility for personal performance
	Adaptability	Flexibility in handling change
	Innovativeness	Being open to novel ideas and new information
Self-Motivation	Achievement Drive	Striving to achieve or meet a standard of excellence
	Commitment	Aligning with the goals of the group or organisation
	Initiative	Readiness to act on opportunities
	Optimism	Persistence in pursuing goals despite obstacles and setbacks

Source: Consortium for Research in Emotional Intelligence in Organisations ©
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Questions for Thought

Which of the personal competence are you strong in?

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How might you use them more purposefully in your day to day role?

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Which of the personal competence elements do you need to develop? How might improving these elements improve your effectiveness?

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EMOTIONAL INTELLIGENCE – QUESTIONS FOR THOUGHT

Which of the areas of personal competencies is/are more important in the work that you do?

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What goals can you set yourself to improve your personal awareness?

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Recommended Reading

- Daniel Goleman, Emotional Intelligence, Why it can matter more than IQ

- Schaeffer, L. D. Oct 2002. The Leadership Journey, Harvard Business Publishing. – One CEO's account of how he progressed through different styles of management / leadership.

NOTES

YouTube: Optimising the Performance of the Human Mind: Steve Peters TEDxYouth 2012

The Chimp Paradox:
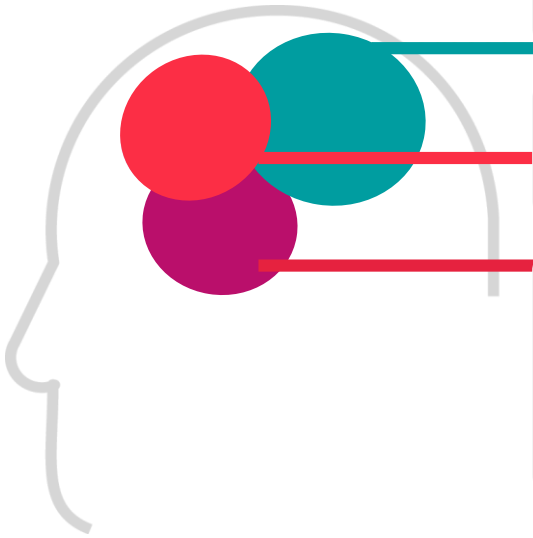
Computer – Parietal Brain

• Area for storing information

• Uses the information that we feed it and puts it into action.

Human – The Pre-frontal Cortex

• Facts, Truth, Logic

• Does not understand emotions

Chimp – The Limbic Brain

• Feelings, Impression, Emotions

• But also irrational and dramatic.

• 5 times more powerful and 5 times faster than the human part of our brain

Source: Based on Dr Steve Peter's The Chimp Paradox. Vermilion (2012)

Thoughts and notes:

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THE CHIMP PARADOX

Instead of ignoring the Chimp we need to accept that it is there, manage it, and learn to live with it. It might help to name your Chimp, picture it, talk to it. Developing our emotional intelligence is key to managing our Chimp brain"

What are typical things that trigger you?

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What are the unhelpful things that you might be telling yourself?

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DAY 2: REFLECTIONS

What really stood out for you from Day 2

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What did you learn about yourself

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What did you find challenging?

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What are things that you might try in the next week?

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DAY 2: SELF DIRECTED LEARNING

Your Future Leadership Vision

Linking to your discussions about your leadership goal in on Module 1, complete your strengths-based SWOT analysis on page 40.

Action Planning using GAS

From your overall future leadership vision and strengths-based SWOT analysis, use the GAS Action planning model on page 43 to identify a number of clear and separate goals that you will be working towards for Module 2

Follow up with your Buddy

Make sure to connect with your Buddy or Trio team at least once before Module 2 to follow up on your actions and share how you are putting your learning into practise.

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Strengths-Based SWOT Analysis

Re-visit your future leadership vision. Use the headings below to analyse where you are currently at in relation to that future vision:

Strengths

Areas for development

Opportunities

Challenges

GAS Action planning Model

Firstly, from your overall future leadership vision and strengths-based SWOT analysis, identify a number of clear and separate goals. Then action plan for each one using the following headings. Be as specific and detailed as you can:

Goal

Choose one goal at a time. If you have only identified 1 or 2 overall, see if you can divide each one into sub-goals, then treat each of them as 1 goal.

Action(s)

All the actions that <u>you</u> will need to take in order to complete the goal. You could order these as a timeline, or in order of importance, or in order of how easy you think they will be to achieve.

Support

This includes any supports you might need to take the action(s) identified to achieve the goal- resources, training, people, time, permissions etc.

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REFLECTIONS AND LEARNINGS

Date:

This week I found myself in this situation... and I tried to...

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What I noticed was...

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This is what I'm learning about myself?

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These are my next steps...

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REFLECTIONS AND LEARNINGS

Date:

This week I found myself in this situation... and I tried to...

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What I noticed was...

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This is what I'm learning about myself?

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These are my next steps...

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INSIGHTS, LEARNINGS, REFLECTIONS

INSIGHTS, LEARNINGS, REFLECTIONS

MODULE 2 — PRE-PROGRAMME PREPARATION

1. This is what I committed to doing/trying.

2. This is what I would have usually done and this is what I tried instead and this is the impact it had.

3. This is what I am learning about myself.

4. This is what I found tricky etc.

MODULE 2

Leading and Understanding Others

Maslow's Hierarchy of Needs

SELF ACTUALISATION
Personal growth and fullfilment

ESTEEM NEEDS
Achievment, status, responsibility

BELONGING AND LOVE NEEDS
Family, affection, relationships, work group,etc

SAFETY NEEDS
Protection, security, order, law, limits, stability,etc

BIOLOGICAL AND PHYSIOLOGICAL NEEDS
Basic life needs - air, food, drink, shelter, warmth, sex, sleep, etc

Herzberg's two-factor theory achievement

Herzberg's research demonstrated that people will strive to achieve "hygiene" needs because they are unhappy without them, but once satisfied the effect soon wears off - satisfaction is only temporary.

HYGIENE NEEDS	MOTIVATORS	
• Work conditions and salary	• Achievement	• Advancement
• Company car	• Recognition	• Personal growth
• Status and security	• Work itself	• Autonomy
• Technology	• Responsibility	
• Physical work environment		

David McClelland's Needs-Based Motivational Model

Need for Achievement	Need for Affiliation	Need for Power
To excel and succeed	To generate or maintain good relationships	To control and get things done

Dan Pink's elements of intrinsic motivation

"Human beings have an innate inner drive to be autonomous, self-determined, and connected to one another. And when that drive is liberated, people achieve more and live richer lives" Daniel H Pink

Purpose – the yearning to do what we do in the service of something larger than ourselves

Better performance and personal satisfaction!

Autonomy – the desire to direct our own lives

Mastery – the urge to make progress and get better at something that matters

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MOTIVATING MYSELF AND OTHERS

Things that motivate you at work

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Things that de-motivate you at work

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What could you do to create a motivating environment for others?

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Goleman's Social Competencies

	Empathy	Sensing others' feelings and perspectives and taking an active interest in their concerns
Social-Awareness	Service Orientation	Anticipating, recognising and meeting customers' needs
	Developing Others	Sensing what others need in order to develop and bolstering their abilities
	Leveraging Diversity	Cultivating opportunities through diverse people
	Political Awareness	Reading a group's emotional currents and power relationships
Relationship Management	Influence	Wielding effective tactics for persuasion
	Communication	Sending clear and convincing messages
	Leadership	Inspiring and guiding groups and people
	Change Catalyst	Initiating or managing change
	Conflict Management	Negotiating and resolving disagreements
	Building Bonds	Nurturing instrumental relationships
	Collaboration & Co-operation	Working with others toward shared goals
	Team Capabilities	Creating group synergy in pursuing collective goals

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FOR GOLEMAN'S PERSONAL COMPETENCIES FOR EMOTIONAL INTELLIGENCE – SEE PAGE 32

Questions for Thought

Which of the emotional intelligence competences are your strongest?

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How might you use them more purposefully in your day to day role?

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Which of the competence elements do you need to develop? How might improving these elements improve your effectiveness?

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EMOTIONAL INTELLIGENCE – QUESTIONS FOR THOUGHT

Which of the areas of competence is/are more important in the work that you do?

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What goals can you set yourself to improve your personal awareness?

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GOLEMAN LEADERSHIP STYLES

Assessing your style

The following statements each describe aspects of 'emotionally intelligent' leadership behaviour.

Respond to each statement according to how you would most often act when in a leadership position.

Score yourself from 6-1.

6 = very like my style   1 =very unlike my style

It is important to score yourself in terms of how you actually are rather than how you would like to be or try to be!

No.	Statements	Score
1	I'm good at getting onto other people's wave length	
2	I often talk to my team about what we can achieve if we all pull together	
3	I enjoy identifying the hidden talent in my team	
4	People often need to be cajoled into high performance	
5	I prefer to reach decisions by consensus	
6	I set challenging goals for my team	
7	I find the best way to get results is to really understand the people I work with	
8	I like to lead from the front	
9	I enjoy sharing the benefits of my previous experiences with those around me	
10	I like to stress the importance of consequences to my team	
11	I prefer to be seen more as part of the team than as a figurehead	
12	I believe that competition is a healthy way to improve our performance	
13	Listening is one of my greatest strengths	

GOLEMAN LEADERSHIP STYLES

No.	Statements	Score
14	I give my team/people I work with greater self-belief	
15	I delegate for development purposes as much as to get the job done	
16	I believe I have a duty to motivate people – to 'wake up and smell the coffee'	
17	I like to get people to buy into ideas before implementing them	
18	I often need to use my initiative in order to get things done	
19	Group harmony is one of my main priorities	
20	I am happy to be regarded as the figurehead for my team	
21	I believe that people's potential is unlimited, they often just need a helping hand	
22	I am generally the one who confronts difficult staff	
23	I actively seek input from my team/ those I am working with	
24	I like to instil a sense of urgency in my team/ those I am working with	
25	I am often the peacemaker in the team	
26	I promote a 'can do' culture	
27	I like people to play to peoples strengths	
28	Leadership is often a lonely business	
29	I look for opportunities to collaborate with other teams/organisations	
30	I am often the person that makes things happen	

Score Sheet

Place the score you allocated to each of the numbered statements in the six boxes below, then add up the total score in each of the boxes.

The total scores in each of the boxes indicate to what degree you prefer each of the leadership styles.

Affiliative		Visionary	
No	Score	No.	Score
1		2	
7		8	
13		14	
19		20	
25		26	
Total		Total	

Coaching		Coercive	
No.	Score	No.	Score
3		4	
9		10	
15		16	
21		22	
27		28	
Total		Total	

Democratic		Pace Setting	
No.	Score	No.	Score
5		6	
11		12	
17		18	
23		24	
29		30	
Total		Total	

Source adapted: Terra Nova Training (www.terranovatraining.co.uk). With permission.

Advantages and disadvantages of each style?

Affiliative	Visionary

Coaching	Coercive

Democratic	Pace Setting

SITUATIONAL LEADERSHIP

How and when do you need to adapt your preferred style?

When have you adapted your style recently?

What style could you be using more?

What is happening in the next few weeks and what style do you need to use?

INSIGHTS, LEARNINGS, REFLECTIONS

DAY 3: REFLECTIONS

What really stood out for you from Day 3

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What did you learn about yourself

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What did you find challenging?

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What are things that you might try in the next week?

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Your Leadership Style Questionnaire

During day 3 you have been discussing Goleman Leadership Styles and Situational leadership. If you have not done so already, please take a few minutes to fill out the **Goleman Leadership Style Self Assessment** on the page 59.

Try not to overthink your response. Respond to each statement according to how you would most often act when in a leadership position.

Coaching at work (optional)

The coaching leadership style is particularly useful to help develop others around you. Follow the link below and watch the video on **'Leaders and Managers as Coaches'.**

You will have to register an account and log in to our Learning Library if you have not already done so.

https://app.goodpractice.net/#/socialenterprise-academy/s/0d97c807

Take a moment to think about day to day situations when you could apply a coaching approach to your leadership.

Leadership transitions (optional)

Take a few minutes to read the section on Leadership Transitions Model in your digital manual (page 55-59).

1. Think about your own Leadership Journey and reflect on the following questions:

2. Can you identify your Transition Points in your own leadership journey?

3. What ways of working have you had to let go of?

4. What did you have to learn to do differently or embrace?

5. Where are you in your current role?

6. What things are you aware of the need to let go of?

The surprising truth about what motivates us (optional)

Follow the link below and watch the video with Dan Pink on YouTube.

Take a moment to think about how Autonomy, Mastery and Purpose affects motivation in your workplace.

https://www.youtube.com/watch?v=u6XAPnuFjJc

LEADERSHIP TRANSITIONS MODEL

DIRECTOR / CHIEF EXECUTIVE

SENIOR MANAGER

TEAM / MIDDLE MANAGER

FIRST LINE MANAGER

INDIVIDUAL CONTRIBUTOR MANAGING SELF
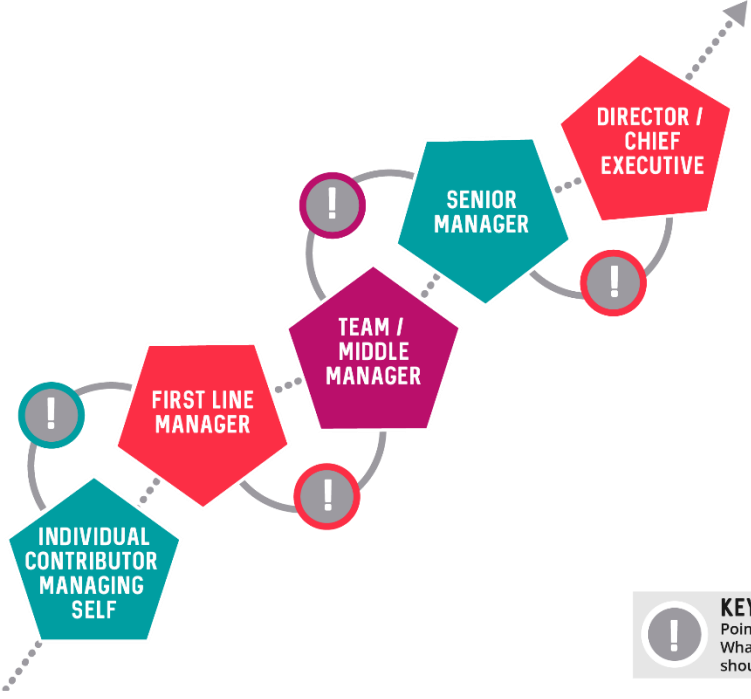
KEY
Points of reflection.
What behaviours
should I stop or start?

I Will Stop Doing...	I Will Start Doing...	I Will Continue...

Source: Adapted from Charan, R., Drodder, S., Noel, J. (2012), The Leadership Pipeline:
How to Build the Leadership Powered Company

Exploring

The first level of delegation. The employee will look into a task, collect information and report back. You then decide what to do.

Proposing

The employee will look into a task and report back with proposed solutions. You then decide what to do.

Informing

The employee will look into a task, decide what to do and report back informing you of what was done.

Controlling

The highest level of delegation where the employee has complete control of the situation. The employee will look into, decide upon and complete the task. No report back is necessary.

CONTROL

INFORM

PROPOSE

EXPLORE

Questions for thought

Think of something that you could be delegating
What do you think is the right level for delegation in this case?

DELEGATION

What would you like delegated to you? How would this help your development?

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What would help you to do great work when you get something delegated to you?

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Often as a leader we may set a goal or task for someone without feeling confident about how best to support them to achieve the intended outcome. This can particularly be the case when we are offering an individual a new opportunity for their development. In such an instance it can be useful to match your style of interaction with the individual's readiness for the task. The Skill/Will Matrix will help with this.

Diagnose whether the individual's skill and will are high or low, for the specific task to be accomplished

Skill depends on experience, training, understanding, role perception

Will depends on desire to achieve, incentives, security, confidence

Notes:

SKILL WILL MATRIX IN YOUR WORKPLACE

High Will

Low Will

Low skill   **High Skill**

How could you use the skill will matrix in your workplace?

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NON DIRECTIVE

PULL
HELPING SOMEONE SOLVE THEIR OWN PROBLEM

LISTENING TO UNDERSTAND

REFLECTING

PARAPHRASING

SUMMARISING

ASKING QUESTIONS THAT RAISE AWARENESS

GIVING FEEDBACK

MAKING SUGGESTIONS

OFFERING GUIDANCE

GIVING ADVICE

INSTRUCTING

TELLING

DIRECTIVE

PUSH
SOLVING SOMEONE'S PROBLEM FOR THEM
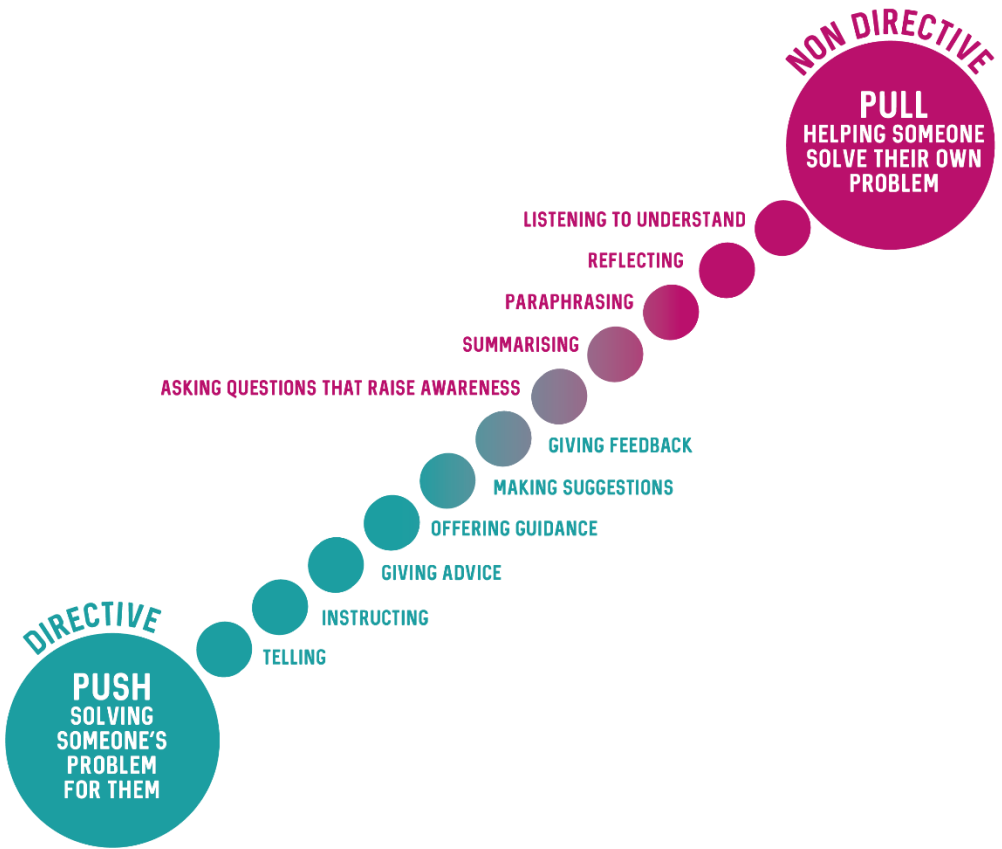
Further reading on coaching

- The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever - Michael Bungay Stanier

- Conversational Intelligence: How Great Leaders Build Trust and Get Extraordinary Results - Judith E. Glaser

- Coaching Questions: A Coach's Guide to Powerful Asking Skills - Tony Stoltzfus

What are the
skills/assumptions
you need to adopt a for
non-directive approach?

When is it easy to use a
non-directive approach
and when is it not?

Barriers and
opportunities to using
this approach are...

There are several tools available which may help you to develop good questioning techniques. One of these is to consider the 4 directions of questions helping the other person to look at the issue from all four angles.

WHEN

WHAT

EXPLAIN

WHO

OTHER PERSPECTIVES
What is the big picture? Who else is involved?

HISTORIES
What led up to this? What did people expect? Are there any issues in the past that affected this piece of work?

ISSUES IDEAS FEELINGS

FUTURE CONSEQUENCES
What might happen? Who will it effect? How does it make you feel?

ASSUMPTIONS
What are you thinking and feeling? What assumptions are being made in this story?

TELL ME

WHY

IN WHICH WAY

HOW

Other perspectives

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Future consequences

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Assumptions

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Histories

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What situations will you be in in the near future and what leadership questions would be useful?

DAY 4: REFLECTIONS

What really stood out for you from Day 4

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What did you learn about yourself

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What did you find challenging?

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What are things that you might try in the next week?

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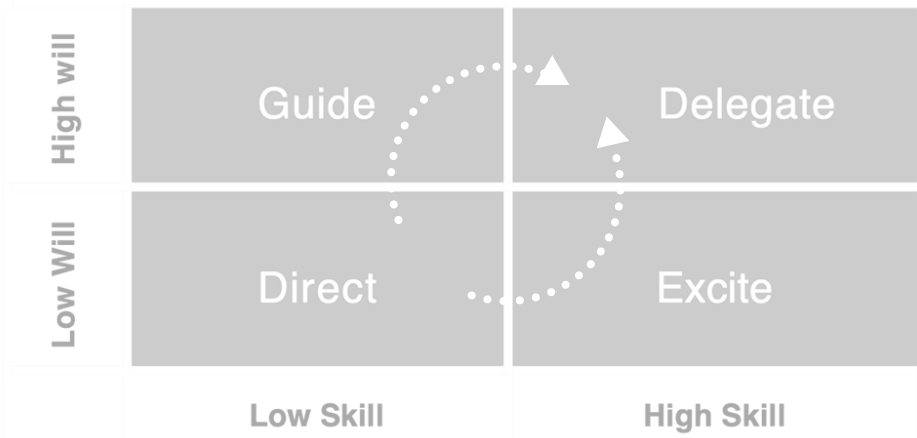..

Your future Leadership Vision

Look back at your strength-based SWOT analysis on page 40-41 and take a moment to think about:

- Had anything changed after module 2?
- Is there anything you would like to add or take away.

Our leadership visions might be evolving as we develop as leaders. Take a moment to update your SWOT analysis if you need to.

Action Planning using GAS

Building on your key takeaways from Module 2 and your Leadership Vision, take some time to complete your action planning for this module using the **GAS Action planning template** on the next page.
If you need a quick recap of the GAS mode you will find this on page 42.

Follow up with your Buddy

Make sure to connect with your Buddy or Trio team at least once before Module 3 to follow up on your actions and share how you are putting your learning into practise.

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REFLECTIONS AND LEARNINGS

Date:

This week I found myself in this situation... and I tried to...

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What I noticed was...

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This is what I'm learning about myself?

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These are my next steps...

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REFLECTIONS AND LEARNINGS

Date:

This week I found myself in this situation... and I tried to...

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What I noticed was...

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This is what I'm learning about myself?

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These are my next steps...

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REFLECTIONS AND LEARNINGS

Date:

This week I found myself in this situation... and I tried to...

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What I noticed was...

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This is what I'm learning about myself?

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These are my next steps...

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REFLECTIONS AND LEARNINGS

Date:

This week I found myself in this situation… and I tried to…

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What I noticed was…

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This is what I'm learning about myself?

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These are my next steps…

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INSIGHTS, LEARNINGS, REFLECTIONS

MODULE 3 — PRE-PROGRAMME PREPARATION

1. This is what I committed to doing/trying.

2. This is what I would have usually done and this is what I tried instead and this is the impact it had.

3. This is what I am learning about myself.

4. This is what I found tricky etc.

MODULE 3

Leading Within My Organisation

What have you learned about...

My strengths and core qualities?

What are your personal strengths and qualities for leadership?

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What does that mean for the other people in your team?

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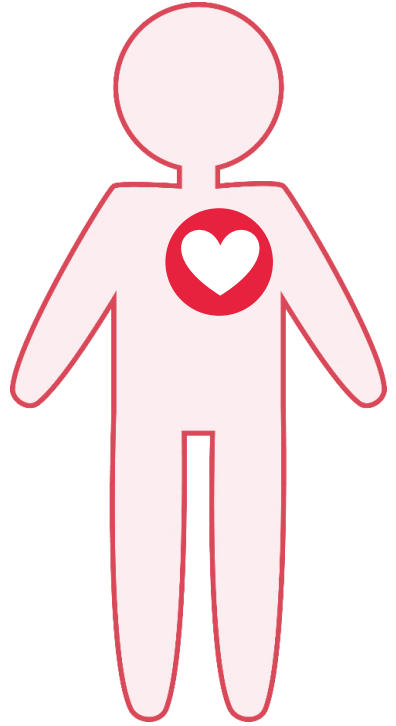
My leadership goals?

What key leadership skills do you want to develop?

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What have you tried that you would not have done normally?

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Learning styles?

What is your preferred learning style? What does this mean for the way I lead others?

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Goleman Leadership styles?

What leadership styles are you most comfortable using? When might you need to use a different leadership style ?

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My drive?

What really motivates you in the workplace?

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What can you do to motivate the people around you?

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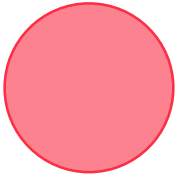
HOMOGENOUS TEAMS

Team members are very similar to one another and often find it easy to work together.
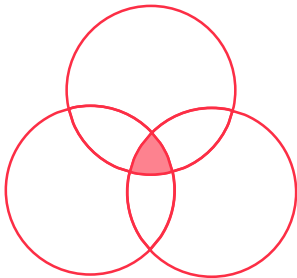
DIVERSE TEAMS

Team members are very diverse but differences are not valued. Therefore they only work well where similarities overlap
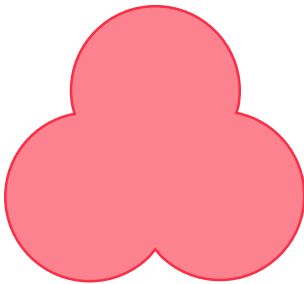
INCLUSIVE TEAMS

Team members diversity and differences are valued and appreciated. The team is benefiting from different views and the difference becomes part of the team strength

Source: Unleashed: The unapologetic leader's guide to empowering everyone around you, Frances Frei & Anne Morriss, 2020

> ## "Strength lies in differences not in similarities" Steven Covey

Why do you think difference, diversity and inclusion are important in our organisations?

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What differences and diversity do you see presented in your organisation and how do you utilise these differences?

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How can you ensure that you lead in a way that taps into diversity and maximises inclusion in your team?

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LEADING TEAMS AT DIFFERENT STAGES

Norming

- Agreement and consensus is largely formed among the team who respond well to facilitation by leader
- Roles and responsibilities are clear and accepted
- Big decisions are made by group agreement
- Smaller decisions may be delegated to individuals or small teams within group
- Commitment and unity is strong
- The team may engage in fun and social activities
- The team discusses and develops its processes and working style
- There is general respect for the leader and some of the leadership is more shared by the team

Storming

- Decisions don't come easily within group
- Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members
- Clarity of purpose increases but plenty of uncertainties persist
- Cliques and factions form and there may be power struggles
- The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues
- Compromises may be required to enable progress

Performing

- The team is more strategically aware
- The team has a shared vision and is able work independently
- Team makes most of the decisions against criteria agreed with the leader
- The team has a high degree of autonomy
- Disagreements occur but now they are resolved within the team
- Necessary changes to processes and structure are made by the team
- Team members look after each other and don't need to be instructed or assisted
- Team members might ask for assistance from the leader with personal and interpersonal development

Forming

- High dependence on leader for guidance and direction.
- Little agreement on team aims other than received from leader.
- Individual roles and responsibilities are unclear.
- Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships.
- Processes are often ignored.
- Members test tolerance of system and leader.
- Leader directs

Tuckman's Team Development Model. Available at:
http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm

REFLECTIONS ON TEAM DYNAMICS

From your experiences, what does this stage look like in practice (behaviours)?

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What types of leadership style, technique, behaviours do you think are needed at this stage?

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I know I'm ready to give feedback when:

❏ I'm ready to sit next to you rather than across from you.

❏ I'm willing to put the problem in front of us rather than between us (or sliding it toward you).

❏ I'm ready to listen, ask questions, and accept that I might not fully understand the issue.

❏ I want to acknowledge what you do well instead of picking apart your mistakes.

❏ I recognise your strengths and how you can use them to address your challenges.

❏ I can hold you accountable without shaming or blaming you.

❏ I'm willing to own my part.

❏ I can genuinely thank you for you efforts rather than criticize you for your failings.

❏ I can talk about how resolving these challenges will lead to your growth and opportunity.

❏ I can model the vulnerability and openness that I expect to see from you.

From Daring Greatly by Brené Brown | Copyright © 2017 Brené Brown, LLC.

> **Be brave enough to start conversations that matter".**
> Dau Voire

Before your courageous conversation, you want to make sure you have prepared yourself. **5 STEPS to prepare for a courageous** conversation

S — **Start with the end in mind**: What outcome do you want? What do you want to achieve? What is important to ensure happens? (e.g. I want to still have a good relationship)

T — **Think about the other**. Look at things from their perspective – what might they be thinking feeling? What sort of person are they and how best can you talk with them? (see things from their perspective)

E — **Environment** – When and where do you want the conversation? How can you create a good environment to have the conversation?

P — **Preparation** - What questions do you feel would be helpful to ask – think of affirmative questions, how can you help them prepare for the conversation? What are the 4 or 5 key things you want to get across? How can you prepare yourself so you are in the best mind-set to have the conversation?

S — **System** – what else is going on that might impact on the situation? What could you have done differently?

Preparing for courageous conversations

The **STEPS** I want to pay attention to...

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" **Leaders are made, not born, they learn from trial and error, and from experience"** Colin Powell

DAY 5: REFLECTIONS

What really stood out for you from Day 5

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What did you learn about yourself

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What did you find challenging?

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What are things that you might try in the next week?

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DAY 5: SELF DIRECTED LEARNING

Your Style Under Stress Questionnaire

During day 5 you were exploring Courageous Communication. Take a few minutes to fill out the 'My style under stress questionnaire' to find out more about your own preferences and tendencies in high pressure situation

https://www.vitalsmarts.com/style-under-stress-assessment/

Day 5 Reflection

Review pages 89-99 of the learning journal. Complete any activities that feel helpful and add any notes from Day 5 that you want to keep a record of.

The Essential Skills of a Change Leader (Optional)

During day 6 you will be discussing Change Leadership. Follow the link below and read the article about **the essential skills of a change leader.** On this page you will also find a **self-assessment** for you to complete.

You will need to register an account and log in to our Learning Library if you have not already done so.

https://app.goodpractice.net/#/socialenterprise-academy/s/aed26b60

Kubler Ross – Change Curve
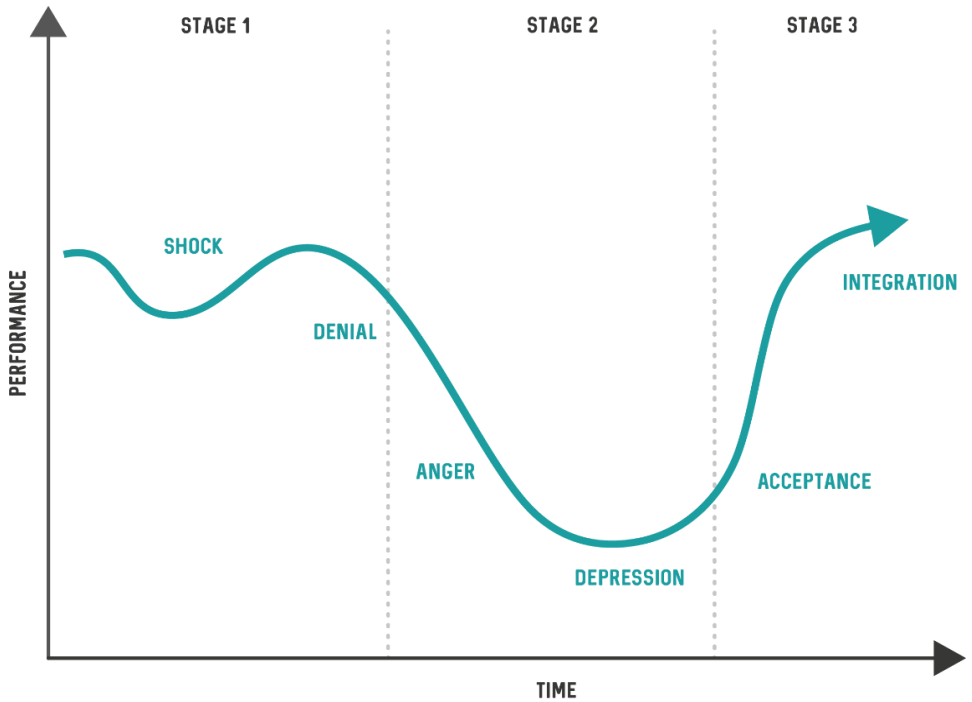
Source: Academia. (n.d.). www.academia.edu.
Retrieved from: http://www.academia.edu/12747714/The_Change_Curve

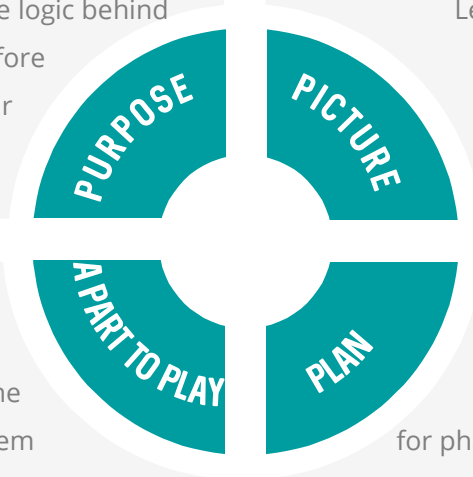## TEDxPerth - Jason Clarke - Embracing Change

Endings 〉 Neutral zone 〉 Beginnings

PURPOSE

Explain the basic purpose behind the change. Help them understand the logic behind the change before they apply their minds to it.

PICTURE

Paint them a picture of how the future will look and feel. Let them imagine it first before committing to it.

A PART TO PLAY

Show people the part each of them plays in the future and how they contribute

PLAN

Lay out the plan for phasing in change. Provide a clear sense of direction.

Source; https://www.mindtools.com/pages/article/bridges-transition-model.htm

ESSENTIAL SKILLS OF A CHANGE LEADER

The Essential Skills of a Change Leader: Self Assessments

VISION

(Imagination, awareness of energy, clarity re purpose)

COALITION BUILDING

(Networking, negotiating, politically aware)

COMMUNICATION SKILLS

(Listening, influencing)

INTERPERSONAL SKILLS

(Developing relationships, team building, delegating)

MOTIVATION

(Inspiring, goal setting, rewarding)

BIG PICTURE

(Flexibility, risk taking, awareness of external environment)

Source: Emerald works 2020:
https://app.goodpractice.net/#/socialenterprise-academy/s/aed26b60

? **What do we mean by resilience:**

Overcoming past misfortunes, bouncing back from adversity, steering through every-day challenges, re-focussing and moving on when events take us off course, being open to new experiences and challenges (and the learning that comes with them).

Resilience is a learned and 'learnable' ability

It's not just about how we respond to adversity, but how we respond to change of any kind

It's not just about 'bouncing back' to where we were before, but also about growth

NOTES AND REFLECTIONS

Video: Six Resilience Factors for Leadership Success

https://app.goodpractice.net/#/social enterprise-academy/s/e0730c6b

To watch this video you will need to register an account and log in to our Learning Library if you have not already done so.

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Personal resilience

Relationships

Ability to build and maintain positive relationships. Have some 'go-to' support people in your life. Have a good balance between support and challenge in your relationships.

Self-awareness and Self-control

Knowing yourself, how different situations affect you and how you affect others. Ability to express, regulate and manage your emotions as necessary.

Locus of Control

Recognising and using your agency in your own life. The belief that you are in charge of your own life and can affect the outcome.

Positivity

Optimism, hope, gratitude and appreciation.

Self-efficacy and Self-esteem

Belief in your own ability to tackle challenges, stretch yourself, take risks and achieve goals. Recognising your own intrinsic value. Knowing and using your strengths and skills.

Flexibility

Problem solving ability. Adaptability and coping with change. Mental agility (creativity and the ability to change or develop your thinking as required).

Source: Martin Seligman, Woodworth (2016) '10 Characteristics of Resilient People'

Team resilience

Shared mission and vision

All team members know what it is, contribute to it or at least align with it.

Leveraging strengths

Members are aware of their own and each other's strengths, actively develop and utilise theirs and other's strengths, ask for help when needed.

Healthy relationships

The team works to build and maintain positive relationships internally and externally.

Empowerment

Everyone has agency within their role and is supported to use it.

Responsibility and accountability

Everyone holds themselves responsible for their role and there is a culture of reflection on own and team practice

Recovery

Everyone is aware of when recovery is needed (own and team's). Recovery is actively supported and encouraged.

Source: Amy Grazen (2016) '6 Key Elements of High Performing, Resilient Teams' Redesigningwellness.com

DAY 6: REFLECTIONS

What really stood out for you from Day 6

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What did you learn about yourself

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What did you find challenging?

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What are things that you might try in the next week?

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Your actions following the programme

Look back over all your learning from the programme. **Create an action plan** that will take you towards your vision of your own future leadership. Use the action planning models provided or one of your own that works best for you.

If you plan to complete the **ILM Assessment**, get started on this as soon as you can and aim to complete within the next few months if possible.

If you want to, **keep in touch with your buddy groups** and the whole Aspiring Leaders cohort to support each other's ongoing leadership development.

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PROGRAMME JOURNAL

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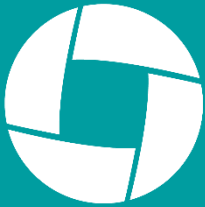
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