# Rhaglen Datblygu Rheolwyr Canol yng Nghymru
Middle Manager Development Programme for Wales (MMDP C6)

Cohort 6: Module 1

Welcome…Croeso…

Module 1 – Day 2

Developing as a Leader

Cohort 6: November 2021

But first…Some hints & tips for online working

Everyone enters on mute. Mostly stay on mute so we are not all talking at once

Use the chat to ask questions and make comments. This will be a dynamic learning experience

Turn on your video camera, please!

Unless you have a shaky connection! In that case, switch off your video

You will be going into breakout rooms, be prepared to be in rooms with 6 - 8 people

Raise your hand or click the hands up symbol if you want to speak in discussions

Be on time for breaks

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Reflecting on day 1 – what's stayed with you?

Assessment criteria

a) Demonstrate a critical understanding of the principles, theory and practice of leadership within the social care environment

b) Critically evaluate the implications of key national and local drivers on leadership practice within your organisation and / or wider partnerships

c) Critically analyse your organisation's readiness to address these implications both now and in the future

d) Identify and critically evaluate development proposals for your own leadership practice and role - PDP

e) Present your work clearly

f) Demonstrate good academic practice

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Session 1: Leadership Theory to Practice

Theory to Practice
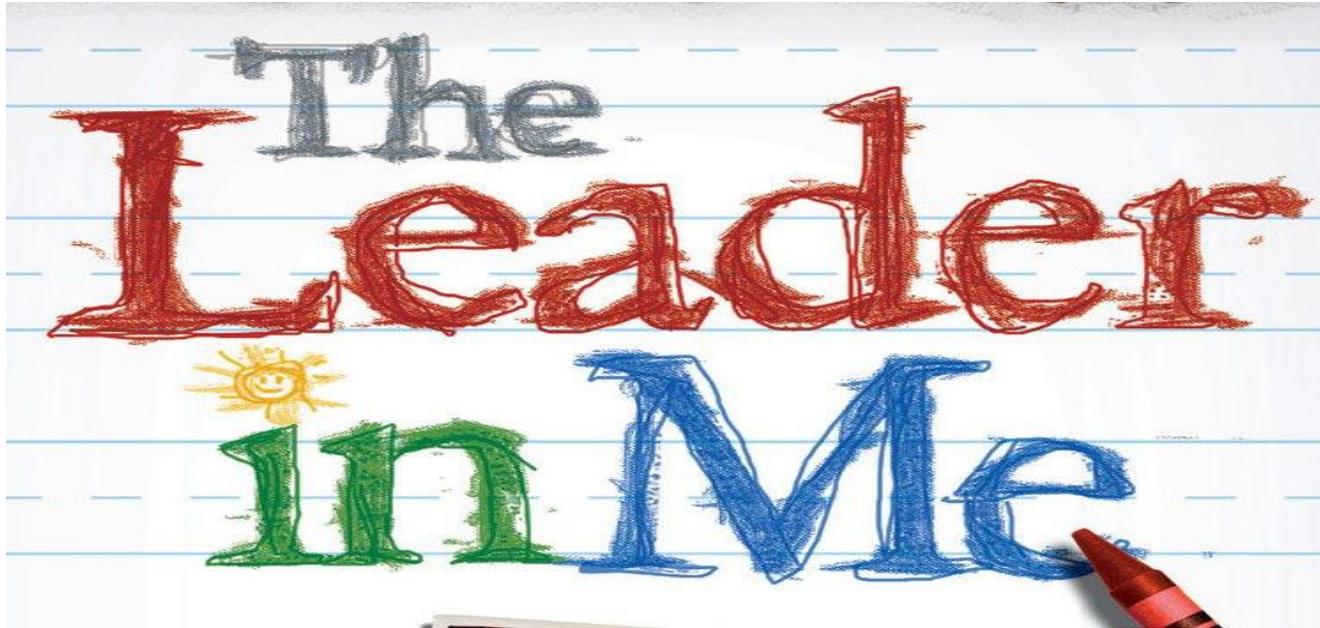
The theory bit ..

Role/s of managers?

Champion of ideas

Source of information

Sense makers

Leader of change

Manager of teams

Advisors

AND?

Interpreter

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Leadership and/or Management?

Management is doing things right, Leadership is doing the right thing.

Leadership is about setting strategic vision and direction for the organisation or team, while management is about supporting the team in achieving the vision and goals

The difference between managers and leaders is that managers hold others accountable and set the day to day tasks considering hard data and performance. Leaders motivate and inspire people to take risks and be creative, using EI, influencing and take them on a journey.

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All about people

"At the heart of effective leadership is an ability to work effectively with others."

Gray I, Field R, and Brown K (2010) Effective Leadership, Management and Supervision in Health and Social Care

"A leader is a person who is appointed to achieve results with, and through other people."

Adair J (1973) Action Centred Leadership

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Autopilot v conscious leadership – Anderson and Ackerman (2011)

Autopilot

- Respond automatically and unconsciously based on conditioned habits, existing world view, dominant leadership style

Conscious

- Understand their beliefs and assumptions determine how they see the world, affecting their decisions, actions and results

- Seek to understand their mind sets & transform what limits their perceptions, actions and outcomes

Leadership behaviours

Asking better questions

Taking and holding multiple perspectives

Seeing inter-connectedness

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Leadership behaviours

from	to
Giving answers	Asking better questions
"Let's re-think"	Auditing our assumptions
Setting goals	Offering puzzles
Seeing the pieces	Seeing interconnections
Plan and execute	Experiment and learn
Showing up	Being present

Derived from the research of Professor Bob Kegan and Liz Wiseman

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Leadership behaviours in action

C/19

Leadership Response/s

- The war, the fight, the battle against Covid-19

- A journey with challenges and a hopeful destination

- Crime: "lockdown"; "curfew"; social isolation "transgressors"

- Positive human actions: "Building" "forging" "reimagining"

- Doctors and nurses as "superheroes", "troops in battle", "frontline"

- Many people working together, each playing their part – interdependence

- Resilient, connected communities

- "Battening down"

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Four groups of leadership theories

1. Trait theories: what type of person makes a good leader?

2. Behavioural: what does a good leader do?

3. Contingency: how does the situation influence good leadership?

4. Power and influence: what is the source of the leader's power

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Situational Leadership
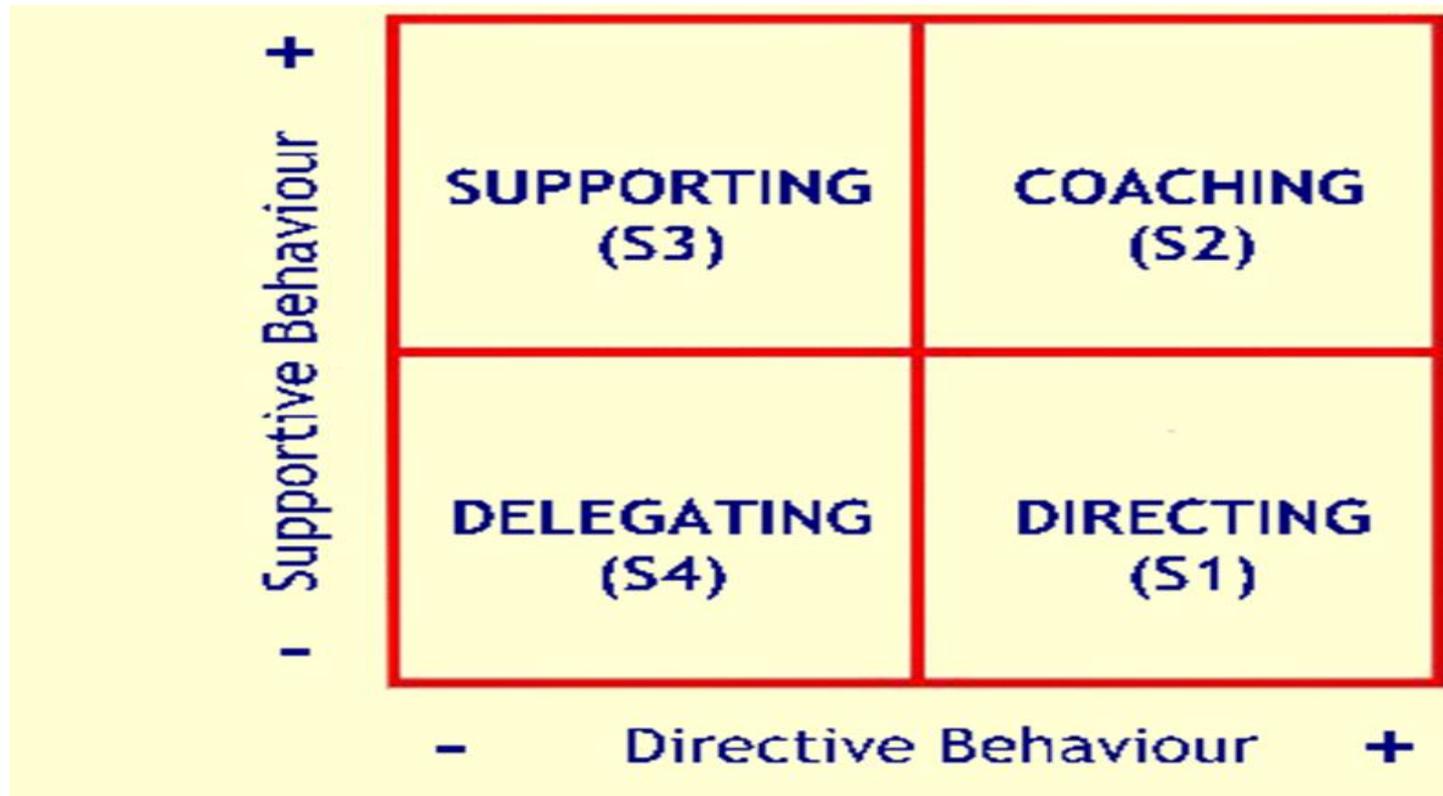
Hersey, P and Blanchard, KH (1993) Management of Organisational Behaviour: utilising human resources. London

Transformational v Transactional leadership

Transactional:

- By appointed managers using legitimate authority

- Based on the contract of employment

- Pursues organisational goals and motivates employees to achieve these goals using organisational reward systems.

- Closely associated with managerialism

Transformational:

- Inspires followers, challenges established processes in organisations and services, enables others to bring positive changes.

- Not confined to appointed managers, not dependent on authority

- Engages teams in service development and improvement on a voluntary basis.

Bass B, and Riggio R (2005) Transformational Leadership. Psychology Press

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Adaptive leadership

Adaptive challenges	Technical challenges
Clarity of values	Solutions based on knowledge
New strategies	Ready solutions
New behaviours	Leader/expert can provide answer
Shared responsibility and engagement	Clear definition of problem
New ways of working	
Often no ready answers	

Heifetz R et al (2009) The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World

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When is leadership theory useful, and how?

In 3 breakout groups and using the theory briefing sheets:

- Prepare a synopsis of your theory and 1 example of common leadership situations when it would be useful in it's application:

  - **Situational**

  - **Transformational/Transactional**

  - **Adaptive**

- Each group to present their theory and leadership practice example to the other groups

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Breakout groups – Leadership theory to practice

Group 1:   'Situational'

Group 2:   'Transformation/Transactional'

Group 3:   'Adaptive'

it's ☕ o'clock

Session 2: Leading to influence

Lost at sea!

Leading by influencing

In 2 groups each with 2 observers:

Rank the following items in terms of their importance for you, as you wait to be rescued:
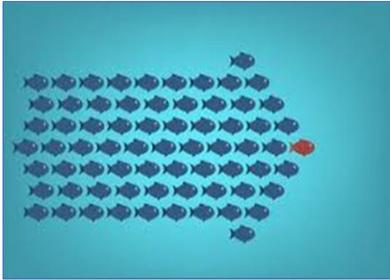
- Shaving mirror
- Mosquito netting
- 25-liter container of water
- Maps of the Atlantic Ocean
- Floating seat cushion
- 10 litre can of oil/petrol mixture

- Small transistor radio
- 20 square feet of opaque plastic sheeting
- Can of shark repellent
- One bottle of 160 proof rum
- 15 feet of nylon rope
- 2 boxes of chocolate bars

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Breakout groups – Lost at sea

Group 1:

Observers:

Group 2:

Observers:

Lost at sea!

Leading by influencing

How did you agree/did you agree?

Did the different leadership/influencing styles and approaches feel OK?
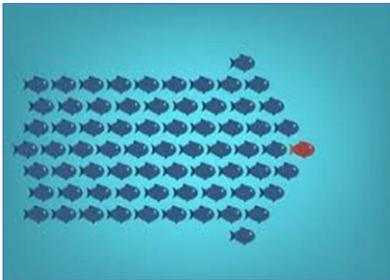
What did the observers notice?

What do we mean by influence?

Leading by influencing

"The capacity to have an effect on the character, development or behaviour of someone or something, or the effect itself"

"The power to shape policy or ensure favourable treatment from someone"
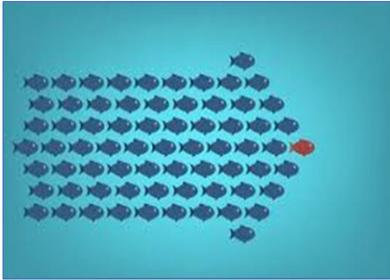
Oxford English Dictionary

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Leadership and influence

Leading by influencing

"Where a managers authority is conveyed through their defined position within an organisational structure, a leader's authority is drawn from the commitment of their followers. Without followers, there can be no leaders."
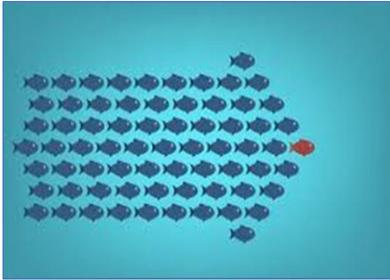

Welbourne et al (2012) - Leadership of Whole Systems

Success factors in influence

Leading by influencing

- A cause, vision or purpose which resonates with others

- A clear purpose with a realistic chance of success

- A common set of values/principles exhibited by the leader of that cause

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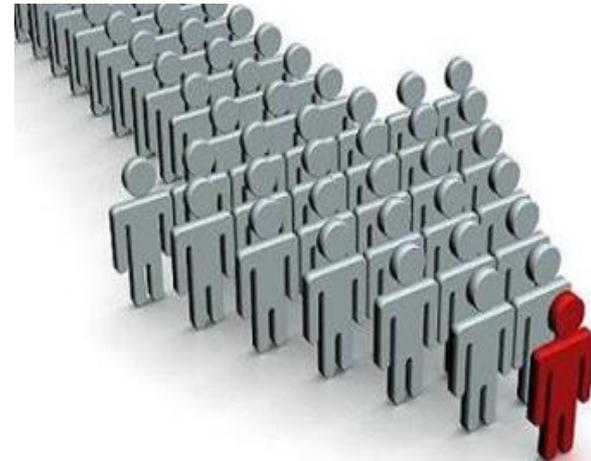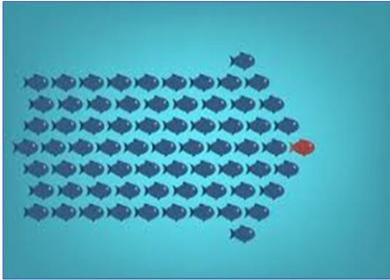
Session 3: Leading in troubled times
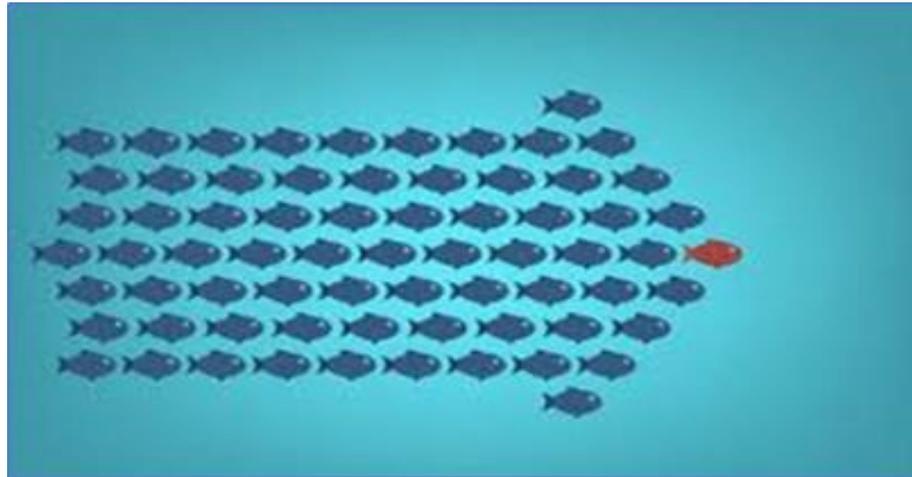
Management/Leadership in Troubled Times
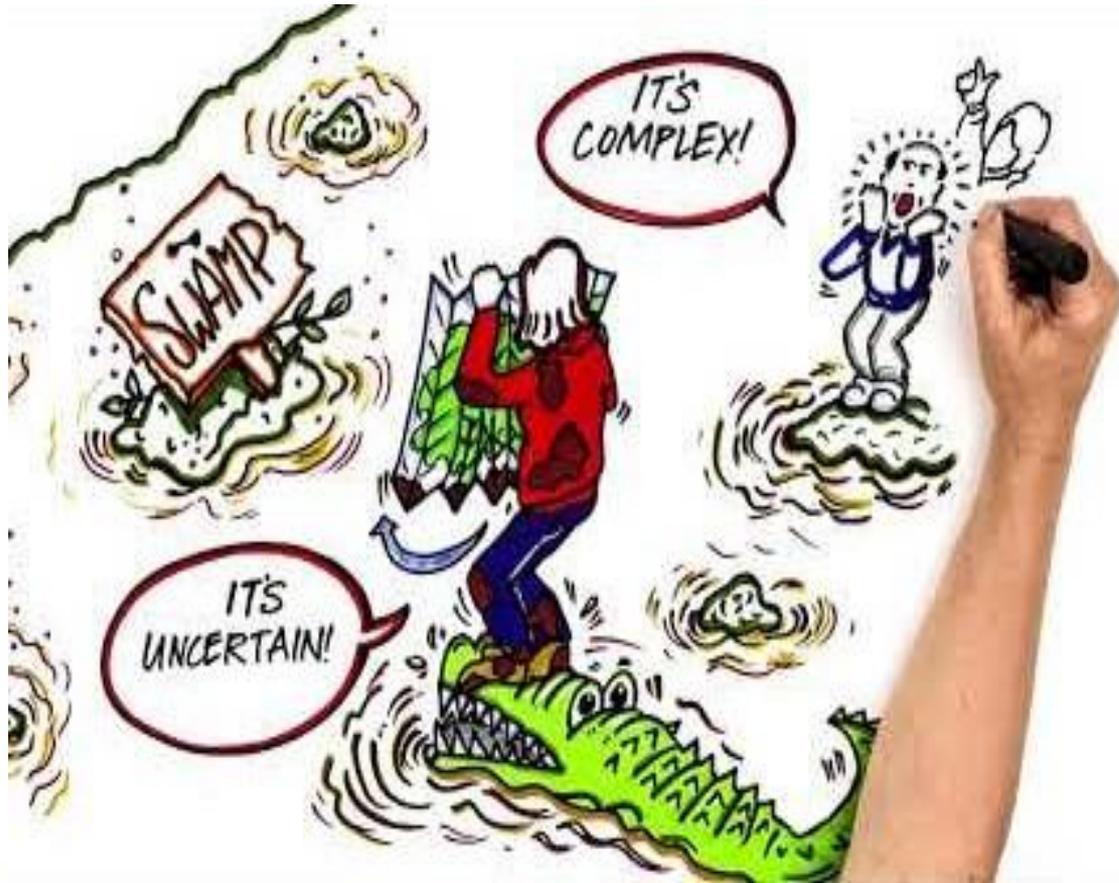
From the swamp to the high ground (dance floor to balcony)

In 3 breakout groups reflect on the video clip and consider:

- Would you describe yourself as 'stuck in the swamp/stranded on the dance floor' or that you've 'moved/moving to the higher ground/balcony'?

- What strategies have you used/are you using to get from the 'swamp/dance floor' to 'higher ground/balcony'?

- What factors do you take into account to decide when it's appropriate to be 'in the swamp/on the dance floor'?

2 minute presentation from each group

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Breakout groups – 'swamp to the high ground'

Group 1:

Group 2:

Group 3:

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Lunch

Session 4: A problem shared is a problem halved

Action Learning Sets

Action Learning Set/s – key skills

- Listening

- Questioning

- Staying in the space

- No one is an expert

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The Action Learning Set Process

Present

The presenter describes their issue and what they want to achieve

Clarify

The group ask questions to better understand the problem
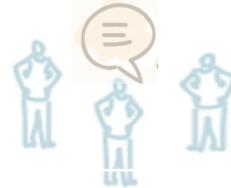
Listen and Learn

The group to share experiences with the presenter in order to create a better understanding of the problem and ways forward

Reflect

The presenter reflects on what they have heard and says what they will do

The facilitator evaluates the set

Each Action Learning Set

- 10 minutes – 'presenter' talks through leadership challenge

- 10 minutes – individuals ask questions of clarity

- 5 minutes – individual reflection (optional)

- 15 minutes – individuals, drawing on their own experiences, take turns to feedback suggestions/comments

- 5 minutes – feedback from 'presenter'

45 minutes total
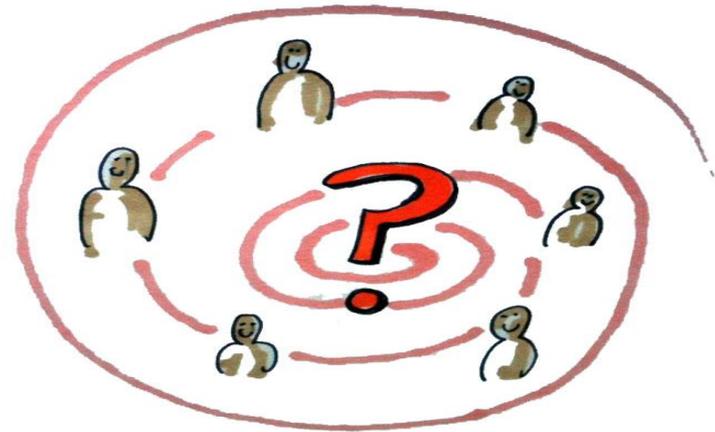
Action Learning Sets

Vicky:

Mark:

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Session 5: Resourceful & Resilient Leadership

Leadership – core behaviours of the resourceful leader

1. Openness to possibilities

2. Ability to collaborate

3. Demonstrating a belief in their team and people

4. Personal resilience and tenacity

5. The ability to create and sustain commitment

6. Focussing on results and outcomes

7. The ability to simplify

8. The ability to learn continuously

C4E0 and National College for Leadership of Schools and Children's Services, (2011)
Resourceful leadership: how directors of children's services improve outcomes for children
Nottingham: National College for Leadership of Schools and Children's Services

Emotional intelligence and leadership

- The ability to understand and manage both your own emotions, and those of the people around you.

- People with a high degree of emotional intelligence usually know what they're feeling, what this means, and how their emotions can impact on other people.

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Facets of emotional intelligence

- Self-awareness

- Self-regulation

- Motivation

- Empathy

- Social skill

Goleman D (1998) Working with Emotional Intelligence

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The need for *vertical* development as well as *horizontal*
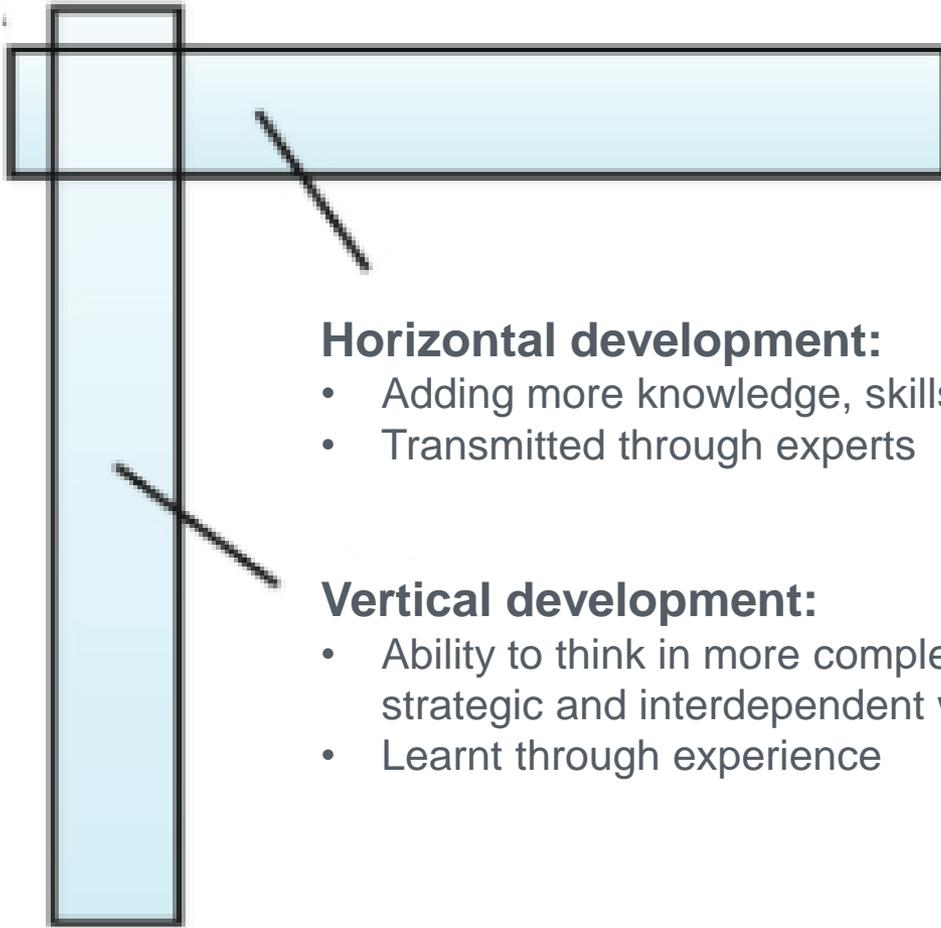
Horizontal development:
- Adding more knowledge, skills, and competencies
- Transmitted through experts

Vertical development:
- Ability to think in more complex, systemic, strategic and interdependent ways
- Learnt through experience

Vertical development is about the ability to think and act in more complex ways. It's about how you think. It's about maturity, and growing "up" and increasing one's depth

Charles Palus, Centre for Creative Leadership

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Stages of vertical development

Level of development (vertical axis)

Dependent

- A team player
- Follows others faithfully
- Works with "old power" authority
- Sticks to QI methods and/or project management approaches

Time (horizontal axis)

Source: adapted from Center for Creative Leadership

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Stages of vertical development

Level of development (vertical axis)

Time (horizontal axis)

Dependent
- A team player
- Follows others faithfully
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Independent
- Think in an independent way
- Drive the agenda
- Guided by my own values
- Take a stand for the things I believe in
- Spark and initiate change

Source: adapted from Center for Creative Leadership

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Stages of vertical development

Dependent
- A team player
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Independent
- Think in an independent way
- Drive the agenda
- Guided by my own values
- Take a stand for the things I believe in
- Spark and initiate change

Interdependent
- I think in inter-dependent ways
- See systems, patterns and connections
- Hold multiple perspectives at the same time
- Comfortable with tensions, paradox and contradictions
- Lead transformation

Level of development

Time

Source: adapted from Center for Creative Leadership

The growing 'up' leadership you

In 3 groups:

- Where are you at in your leadership development e.g. dependent/independent/interdependent?

- How much of your leadership time/energy is taken up with the 'horizontal' stage of development i.e. consolidating knowledge/skill (management) rather than vertical development (leadership)?

Breakout groups – the 'growing up' leadership you

Group 1:

Group 2:

Group 3:

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Next Steps?
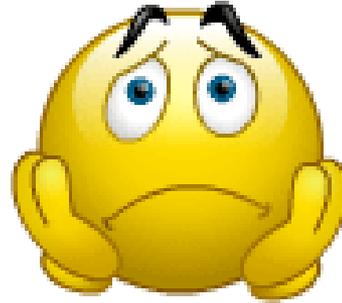
And now…?

- Finalise your 360 and PDP

- Log into Moodle, download the assignment template and look at reading list

- Look at anonymised assignments

- Prepare for your telephone tutorial/s

- Check you have dates for your coaching sessions

- Work on your assignments!

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Programme dates

- **Module 1**: Assignment Submission: Monday 31sst January 2022

- **Module 2**: 23rd & 24th February '22, 9.30 – 4.00

- **Module 2**: Presentation Assessment: 24th March '22, 9.30 – 4.00

- **Module 3**: 18th & 19th July '22, 9.30 – 4.00

Key IPC contacts

IPC Course Director:

Fiona Richardson

frichardson@brookes.ac.uk

IPC Course Administrator:

 ipc_courses@brookes.ac.uk

Your Academic Advisers:

Mark Molloy - mmolloy@brookes.ac.uk

Vicky Allen - vallen@brookes.ac.uk

- **https://ipc.brookes.ac.uk**

- **ipc@brookes.ac.uk**

- **@IPC_Brookes**

- **01865 790312**

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