

Employee Performance and Conduct Unit

Leadership Training Program

Leadership Defined

Designed and Presented by

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Executive Coach

June 2010

Table of Contents

Objectives	3
Day 1 Program Overview	3
Recommended pre-reading	3
Pre-course on-line activities	3
Facilitator Details	3
Participant Contact List	5
What is Leadership?	6
The Four Confucian Principles.....	7
Lao Tzu	7
Thomas Jefferson	7
Apostle Paul (1 Thessalonians 4:11).....	7
Elliot Jacques.....	7
Leadership and Values	7
Leadership Research	9
Examples of Leadership Traits	9
Examples of Leadership Behaviours	9
Examples of Leadership Styles	9
Transactional Leadership	9
Transformational Leadership	10
Adaptive Leadership	10
Learning-Centred Leadership	10
Conditions of Learning-Centred Leadership.....	11
Your Leadership Style	13
DISC Chart	18
Style and Personality	21
Signature Strengths	22
Virtues	22
Happiness.....	23
The Inner Game	23
Can Leadership be Taught?	23
What top leaders said helped them to the top	23
What followers want from their leaders	24
Leadership Development	24
Executive Development	24
Leadership Capabilities Frameworks	24
Learning-Centred Leadership Capabilities	24
NSW Public Sector Capability Framework	25
Australian Public Service Commission	25
Leadership Capabilities Self-Analysis	26
Learning Organisations	27
Learning Organisation Assessment	28
Models of Change	29
Kotter’s 8 Stages of Change	29
Lewin’s Force Field Analysis.....	29
Bridge’s Transition Model.....	29
Prochaska’s Change Model	29
Appendices	30
Kegan’s Levels of Social Maturity	30
VIA Signature Strengths Groupings.....	31
Characteristics of Signature Strengths	32
Styles of Handling Interpersonal Conflicts	33
References	36

Employee Performance and Conduct Unit Leadership Training Program

Day 1: Leadership Defined

Objectives

At the completion of this training program participants will be able to:

- Understand leadership in the public sector from both theoretical and applied perspectives;
- Apply this understanding to the assessment of leadership capability and performance in themselves and others;

Day 1 Program Overview

Day 1 will consider what leadership is, and link it to the development of an organizational culture based on the learning organization concept. Issues such as values, leadership styles, authenticity, leadership compared to management, change, self-awareness, and assessment of leadership capability will be considered. The program is based on the concept that effective leadership is practiced at all levels. Clarity of self-awareness is a key consideration for leadership development.

Recommended pre-reading

Participants will be provided with access to copies of the following readings prior to the program:

- Banham C (2008) *Leadership Has Little to do with Rank* SMH 9 August
- Cosgrove P (2003) *Leadership Challenges – Lessons Learnt*. Centre for Defence Leadership Studies. Canberra
- Frame T (2008) *Values: The Building Blocks of Leaders* Public Administration Today
- Ross A (1992) *The Long View of Leadership* Canadian Business

Pre-course on-line activities

Participants will be asked to undertake the following on-line surveys:

- VIA Survey of Character Strengths at www.authentic happiness.com
- Big 5 Personality Assessment at <http://www.personalitytest.net/ipmap/ipmapneo300.htm>

Facilitator Details

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Employee Performance and Conduct Unit Leadership Training Program

Day 1 Program

Time	Topic	Activities and Notes
0900 -0915	Introductions and housekeeping	
0915 - 1045	Definitions of leadership	<p>Values. Transactional and transformational, Authentic, Learning-centred and Adaptive leadership. Time perspective. Leadership compared to management.</p> <p><i>Activity: Large group discussion of definition of leadership</i></p> <p><i>Processes of leadership</i></p>
1045 – 1100	Morning tea	
1100 - 1230	Leadership Development	<p>Developing leadership within organisations</p> <p>Learning organisations</p> <p><i>Activity: Small group discussion on application of learning organisation model to EPAC</i></p> <p>Leadership capabilities frameworks</p> <p><i>Activity: Assess your own position</i></p> <p>Developing leadership within individuals</p> <p><i>Activity: Available opportunities</i></p>
1230 – 1315	Lunch	
1315 - 1430	Assessing leadership style: The importance of self-awareness	<p>Leadership Style using DISC Analysis</p> <p>Personality Traits using Big 5</p> <p>Character Strengths</p> <p><i>Activities: Complete DISC Analysis. Discussion of results and their application to leadership</i></p>
1430 – 1445	Afternoon tea	
1445 - 1600	Leadership and Change	<p>Kotter, Prochaska, Lewin and Bridge models of change and their applications for leadership</p> <p><i>Activity: Small group discussion on using models to create a learning organisation at EPAC</i></p>
1600 - 1700	Review and discussion	
1700	Close	

References

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- Goffee R and Jones G (2006) *Why Should Anyone Be Led by You?* HBS Press
- Kotter John (1996) *Leading Change* HBS Press
- Rahim M A (2001) *Managing Conflict in Organizations* Quorum Books
- Ross A (1992) *The Long View of Leadership* Canadian Business
- Senge P (1990) *The Fifth Discipline* Random House
- Skiffington S and Zeus P (2003) *Behavioural Coaching* McGraw Hill
- Van Slyke D & Alexander R (2006) *Public Service Leadership: Opportunities for Clarity and Coherence*. The American Review of Public Administration. 36:362

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Leadership Training Program

Leadership Applied

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Table of Contents

Day 2 Program Overview	3
Objectives.....	3
Recommended pre-reading	3
Pre-course on-line activities	3
Day 2 Program	4
Review of Day 1: Leadership Defined	5
Steven Covey's 7 Habits of Highly Effective People	6
Introduction.....	6
Character and Personality	6
Maturity Continuum	7
Principles.....	8
Paradigm	8
Social Mirror	8
Effectiveness	9
Emotional Bank Account (EBA).....	9
Habit 1: Be Proactive.....	9
Survival	10
Taking Responsibility	10
Determinism	10
Circle of Influence.....	11
Habit 2 – Start with the End in Mind.....	13
Personal Mission Statement	13
Examples of Principle Statements.....	14
Neurological Levels.....	14
Habit 3: Put First Things First.....	16
Big Issues in a Life	16
Importance and Urgency	17
Six Steps of Mission.....	17
Habit 4: Think Win / Win.....	17
Achieving Win/Win	18
Four Dimensions of Win /Win.....	18
Habit 5: Seek first to Understand before being Understood.....	18
Effective listening	18
Empathic Communication	19
Habit 6: Synergise	19
Humility	20
Habit 7: Sharpen the Saw.....	20
Influence.....	21
Reciprocity	21
Consistency	22
Consensus	22
Liking	22
Authority	22
Scarcity.....	22
Influence across Cultures.....	23
Coaching Skills for Managers.....	24
Listening Skills.....	24
Questioning Skills	26
Feedback Skills	27
Professional Development Planning.....	30
Review of Day 2: Leadership Applied	33
References	34
Facilitator Details	34

Day 2: Leadership Applied

Day 2 Program Overview

Day 2 will consider development models by Steven Covey and Robert Cialdini as background to the application of leadership skills in the workplace and in personal life. The program provides practical training in the processes and skills needed to put leadership into action, including coaching skills, influencing, personal effectiveness, and professional development planning.

Objectives

At the completion of this training program participants will be able to:

- Understand and apply development models to work and personal life situations
- Develop and implement professional development programs to build leadership capability in themselves and others

Recommended pre-reading

Participants will be provided with access to copies of the following readings prior to the program:

- Cialdini R (2001) *Influence: The Psychology of Persuasion* HarperBusiness.
- Covey S (1995) *The Seven Habits of Highly Effective People* The Free Press.

Pre-course on-line activities

Participants will be asked to view the following on-line material:

- Sinek S (2009) *How Great Leaders Inspire Action* TED Talks
http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html

Day 2 Program

Leadership Applied

Time	Topic	Activities and Notes
0900 -1015	Personal Effectiveness	Introduction to Covey's Seven Habits <i>Activities: Self reflection on which habits to address and in which sequence</i>
1015 - 1030	Morning Tea	
1030 - 1115	Application of Covey's Habits	How are Covey's Habits applied to professional development? <i>Activities: Circle of Influence and Circle of Concern Urgent and Important Task</i>
1115 – 1125	Break	
1125 – 1230	Influencing	Introduction to Cialdini's Principles of Persuasion <i>Activity: Small group discussion of the applications of Cialdini's Principles to leadership</i>
1230 – 1315	Lunch	
1315 – 1430	Coaching Skills for Managers	<i>Activity: Demonstration and small group practice of questioning, listening and feedback skills</i>
1430 – 1445	Afternoon tea	
1445 – 1600	Professional Development Planning	Use a template to develop your own plan. <i>Activities: Identify your strengths and areas for development Getting manager feedback</i>
1600 – 1610	Break	
1610 – 1640	Leadership and learning organisations	Discussion of the way forward at EPAC
1640 – 1700	Evaluation	<i>Activity: Complete survey</i>
1700	Close	

Review of Day 1: Leadership Defined

10 Key Points

1. Leadership starts with self-awareness and self-mastery. Self-mastery is living life true to your values. For the most harmonious job fit, an individual's personal values should align with the organisation's values.
2. Leadership involves the pursuit of a shared preferred future informed by analysis of the current reality.
3. Effective leadership is practiced by developing relationships that enable the preferred future or vision to be brought to reality.
4. Some leadership situations involve the resolution of contentious problems. Provided that the ultimate vision is shared, diversity of viewpoints can lead to more sustainable solutions to these types of problems.
5. Organisations or business units can develop a culture of future-seeking using the learning organisation model, which focuses on development of the capacity for the organisation or business unit to create its own future using generative learning.
6. Self-awareness assessments can help leaders to a clearer description of their current personal reality. This is the basis for development of a range of styles for use in a variety of leadership contexts. The personality test, DISC assessment and capability self-assessment provide valuable data to support this development.
7. Leadership capabilities can be developed in individuals, especially through mentored work placements in a variety of leadership roles, especially outside their current experience, early in their careers. Management of change processes and significant projects are examples of such experiences.
8. Positive psychology suggests that an individual's signature strengths are the qualities of personality that describe the lifestyle that the individual should pursue to achieve authentic happiness. Authentic happiness is defined as the achievement of pleasure, engagement or meaning, with meaning being the form of happiness that may be most fulfilling and sustainable. Pleasure seeking may be the least satisfying and sustainable.
9. High performing individuals are able to use mindfulness to quieten the "telling" voice in their heads, enabling brain, mind and muscle memory to take over through the activation of the "doing" voice. This brain, mind and muscle memory is shaped in part by the creation of a mental picture of the preferred performance, and in part by practice.
10. Leadership is frequently exercised in the implementation of change processes. A range of change models is available to guide different types of changes from individual to whole-of-organisation change.

Review of Day 2: Leadership Applied

10 Key Points

1. Personal effectiveness is the ability to take responsibility for your life and to build functional relationships.
2. Personal responsibility involves committing to a purpose that allows living according to a set of principles.
3. The nature of our engagement in relationships evolves from dependence through independence to interdependence. We may be interdependent in some areas and dependent in others.
4. We see the world and project ourselves onto it through our own mental models or paradigms. We form these paradigms from social mirrors and from memory.
5. Our human endowments of *self awareness*, *imagination*, *conscience* and *independent will* allow us to choose our response to any situation, including those over which we have no control.
6. Maintaining our effectiveness requires the ongoing development of our capabilities.
7. One of the most valuable techniques for leaders is the ability to influence others. Evidence-based techniques are available which can greatly increase cooperation and agreement.
8. Managers can increase their effectiveness in developing workplace relationships and performance by improving their coaching skills in listening, questioning, giving and receiving feedback.
9. Coaching skills are the basis of effective workplace conversations, from which professional development plans are developed.
10. Goals in a professional development plan should be specific, measurable, attractive, realistic and time constrained.

References

Cialdini R (2001) *Influence: The Psychology of Persuasion* HarperBusiness

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http://www.ted.com/talks/philip_zimbardo_prescribes_a_healthy_take_on_time.html

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