MASTERING EFFECTIVE LEADERSHIP

Module 1: Facilitator's guide

Translating business priorities into leadership needs

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INTRODUCTION

This document provides the facilitator with guidelines for the training of the programme as is noted in the programme duration. The below are recommendations provided, but not set in stone. The onus is upon the facilitator to adapt the material to suit their style in delivering the learning material.

Programme Duration

This programme affords attendees an opportunity for online-based training along with 1:1 support which includes assistance with the practical component of this programme.

Online contact time	4 hours (2x 2 webinar style sessions)
1:1 support	1 pre-programme call (1 hour)
	On-call for the duration of the programme
	1 post-programme call (1 hour)

Related Documents

The facilitator should become familiar with these documents prior to starting the training session.

- ✓ Module 1 Workbook
- ✓ Code of Conduct for Facilitators

Programme purpose

The purpose of this programme is to equip attendees with the skills and knowledge to:

- Translate business priorities into leadership needs by means of conducting a Leadership Needs Analysis (LNA)
- Assess the current leadership capabilities in a business
- Plan, prioritise and implement leadership development

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Learning Outcomes

Upon completion of this module, participants will be able to:

Module 1:

1. Understand and define what effective leadership is
2. Define leadership needs
3. Understand why a Leadership Needs Analysis is critical
4. List reasons why leadership needs are not always assessed in business
5. Describe the impact of ineffective leadership on performance
6. Outline a strategic plan for a business
7. Devise strategic priorities
8. Translate these strategic priorities into leadership needs
9. Describe what a skills framework is
10. Provide examples of skills frameworks
11. Define what kind of leadership is useful for business by conducting a Leadership Needs Analysis

Document Details

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DISCLAIMER

The information presented in this document is intended for use in a business environment.

Correct application of the information presented in this document is dependent on context, legal facts, and other documents/processes used in conjunction with this document.

Neither the author nor the quality checker takes any responsibility whatsoever for incorrect application of the tenets presented herein.

All information is presented as a guide and there is no warrantee implicit in the neither application nor interpretation of the information presented in this document.

All information supplied in this document is supplied on an "as is" basis.

FACILITATOR GUIDANCE

Attendees will not be formally assessed, but instead be encouraged to complete pre-, during and post-activities to facilitate their learning journey.

The purpose of the pre- and post- calls, alongside being 'on-call' for support, is to ensure that should any queries be raised, attendees are supported sufficiently.

The participation and the purpose of activities are explained below.

The facilitator should ensure that attendees who made special needs known are accommodated on all contact days. Methods of facilitation and tools used during facilitation must be adapted for attendees with special needs.

Online Activities Designed to help attendees understand topics.

PROGRAMME ADMINISTRATION

Facilitators must ensure that these tasks are completed during contact time:

- Each attendee should be mailed their workbook after they register for this programme.
- After the final session of every module, each attendee should be mailed a feedback form to complete.

FACILITATION PLAN

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Programme:	Translating business priorities into leadership needs	Module:	1 Two sessions	Duration:	2 hours per session (4 hours total)

Notes to facilitator:

- Module 1 is designed to be delivered online, in two sessions (of 2 hours each). There is only *1 workbook* which includes all material for each attendee.
- There are two PowerPoint presentations, labelled as *Module 1: Part 1* and *Module 1: Part 2*.
- To facilitate the learning journey, we encourage the attendee to engage in some activities, outlined as pre-work, activities during each session and post-work.
- Our approach to learning is to ensure each session is engaging, interesting and fun! Our objective is not to have a facilitator 'lecture' during each session, but rather to create a dynamic environment where each attendee participates in the session. This keeps them engaged and intrigued, which aids learning transfer. For more information around this, please refer to document titled "8 creative facilitation techniques" available on Blackmore Four's SharePoint folder here. (If you cannot access this, please liaise with a member of our staff and this will be provided to you: contact@blackmorefour.co.uk).
- Blackmore Four has assigned you as a facilitator as we trust in your skill in delivering this material. To that end, you are encouraged to utilise the resources we provide to you in adding your own style to the material, so that you are comfortable with the information you are delivering. Please feel free to add in your own 'games' or techniques to create energy in the sessions. You will see we have included practical parts of each session, namely debates, discussions and opportunities to share learnings / research.

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Module 1: Part 1:

The attendee is not required to read the content in their workbook ahead of each session, although there are activities they are encouraged to complete.

If they wish to read through the content in anticipation for their sessions, that is at their discretion.

However, it is certainly encouraged to read through the content after each session in order to solidify learning.

Each attendee to complete pre-work before commencement of session 1
In the workbook complete the following: • Action 1: provide a personal definition of leadership • Self-study: Read article When you say Leadership, do you really mean Management? • Action 2: provide a short summary on how your business currently ascertains what leadership it requires (and answer related questions in this activity) • Self-study: Read article The Most Important Leadership Competencies, According to Leaders Around the World (hbr.org) • Action 3: Related to the above article, do you think the respondents/business leaders know what makes themselves or others effective? Why/why not? (Complete related questions) • Self-study: Read article Leadership Development Is A $366 Billion Industry: Here's Why Most Programs Don't Work (forbes.com) • Self-study: Ineffective Leadership And The Devastating Individual And Organizational Consequences (forbes.com)

	Facilitator tasks and guidelines		
	Content to be covered	Content type	
		Theory	Activity
1st hour	Introduction: Facilitator to introduce self & Blackmore Four	-	
	Learning objectives: explain this, alongside the structure of the workbook and how to use it.	√	
	Let's discuss! What is effective leadership?		√
	1.1. What is effective leadership?	√	

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	Let's debate! What is the difference between management and leadership?		√
	The Evolution of Leadership	√	
	1.2. Blackmore Four's definition of Leadership	√	
	1.3. Defining Leadership needs	√	
	Let's discuss! What skills or behaviours do leaders need to possess?		√
Recommended short break			
2nd hour	The top 10 leadership competencies	√	
	1.4. Why Leadership Needs Analysis is critical	√	
	Let's share! If you have been on a leadership development programme, what did you learn that you apply every day?		√
	1.5. Typical reasons Leadership Needs are not assessed	√	
	1.6. The impact of ineffective leadership on performance	√	
	Homework for next session: Research a case-study of either: a business salvaged by refreshed leadership, or a business' demise owed to ineffective leadership.	-	
	Conclusion: remind attendees if they require support, to contact BM4 offices.	-	

Again, the attendee is not required to read the content in their workbook ahead of each session, although there are activities they are encouraged to complete.

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If they wish to read through the content in anticipation for their sessions, that is welcome. However, it is encouraged that to solidify learning, they read through all the content covered in the workbook that was taught during each session.

****If they haven't already, please recommend they now complete reading of the workbook from the beginning, until the end of section 1.3.*

Post-work after conclusion of session 1
In the workbook complete the following: • Action 4: Research a case study of a business salvaged by refreshed leadership or a business's demise owed to ineffective leadership • Action 5: Utilising your business's business plan, answer the related questions

Module 1: Part 2:

	Facilitator tasks and guidelines		
	Content to be covered	Content type	
		Theory	Activity
1st hour	Welcome back	-	
	Reflect upon learning from last session	√	
	Your programme facilitator	√	
	Learning objectives: explain this, alongside the structure of the workbook and how to use it.	√	
	Let's share our case studies: a business salvaged by refreshed leadership, or a business' demise owed to ineffective leadership		√
	2. Strategic priorities	√	
	2.1. Strategic planning for the business	√	
	2.2. Strategic plan in action: How to create strategic priorities	√	

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	2.3. Translating strategic priorities into leadership needs	√	
	Let's discuss! What are competencies?		√
Recommended short break			
2nd hour	3. Leadership Needs Analysis	√	
	3.1. What is a skills framework?	√	
	3.2. International examples of skills frameworks	√	
	3.3. Defining what kind of leadership is useful for your business	√	
	A quick demonstration of the BM4 system		√
	3.4. Conducting a Leadership Needs Analysis	√	
	Let's discuss! What have you learned from Module 1?		√
	Conclusion: remind attendees if they require support, to contact BM4 offices.	-	

Post-work after conclusion of session 2
In the workbook complete the following: • Self-study: Read article What does high-performing teams mean? (globalbankingandfinance.com) • Self-study: Read article A Better Way to Set Strategic Priorities (hbr.org) • Self-study: Read article How Smart Leaders Translate Strategy into Execution (hbr.org) • Action 6: Complete your own LNA either by pen-and-paper (guidance in workbook) or request a link from BM4 to utilise our Leadership Library. • Action 7: Self reflect on what you have learned in this module. • Read through workbook to solidify learnings from sessions. ****If the attendee hasn't already, please recommend they now complete reading of the workbook from section 1.4 until the end.*

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Note for office use: Facilitator will need support / training with regards to the Blackmore Four Leadership Library (for the Leadership Needs Analysis component) and demonstrating this to the attendees. Moreover, support needed for

- *Issuing link to complete a Leadership Needs Assessment on the Blackmore Four Leadership Library (attendees do need to request this, however)*

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