



Bite Sized Training - PREVIEW

Leadership Diagnostic Tool



Leadership Diagnostic Tool

Introduction

This session introduces the main aspects of behaviour that contribute to effective leadership in an organisation. It gives visibility to Team Leaders, Supervisors and Managers of the main skills and qualities of effective Leaders. The thinking of Professor John Adair (developer of the Functional Leadership model), Jack Welch (ex-C.E.O. of G.E. Capital) and ideas gleaned from www.businessballs.com have been incorporated into the diagnostic tool.

Duration

Allow up to one and a half hours.

Process

- **INTRODUCE** the topic and explain what you will cover.
- Start the session by **ASKING** delegates to name as many Leaders (past, present, famous or infamous) and **FLIP CHART** suggestions (ensure that both CHURCHILL and HITLER go up on the list).
- **DISCUSS** what makes a Leader from the list developed – what do these people do or say that makes them Leaders?
- **CONCLUDE** that they do 2 things:
 - ◆ They have a vision of where they want to be – they have the ‘big picture’.
 - ◆ They can communicate it in a way that is inspirational i.e. people follow them willingly (irrespective of the direction e.g. Hitler had a very negative cause but people were committed to follow).
- **STRESS** that in our roles:
 - ◆ We don’t necessarily have a ‘vision’ however we do need to keep our eye on the end of the week or month in terms of targets, and our rate of progression towards those targets.
 - ◆ We do need to help people understand the context of their jobs and how their contribution helps the department / organisation.
 - ◆ Team members need to know where the department / organisation is heading; what it’s working towards; the benefits of doing things well ; the consequences of getting a task wrong.
 - ◆ All this is ‘big picture’ stuff i.e. where we play ‘Leader’.

Process (continued)

- **ASK** delegates how they found the questionnaire – ease of use, extent of how much it revealed about them and their strengths and development areas.
- **SPLIT** delegates into groups of two, ideally with pairs who know each other and therefore see each other in action, in the workplace.
- **EXPLAIN** that they should share each others' top 2 strengths and 2 development areas with their partner. In addition, if they know each other, get some feedback on the extent to which their behaviour and communication is received by others. In other words, what is it like on the receiving end? – are they as good (or as bad) as they self-assessed?
- **ALLOW** around 15 minutes for sharing of feedback.
- Once completed, **LEAD** a review of the exercise using questions such as:
 - ◆ What did you learn about yourself?
 - ◆ Did you over-rate (or under rate) yourself?
 - ◆ What examples do you have to justify your rating?
 - ◆ What effect might some of these behaviours have on your own / the department's reputation for delivering exceptional leadership?
- **STRESS:**
 - ◆ They may have been too hard and under-rated themselves (good for motivation). However, they may have got feedback that they weren't as good as what they thought.
 - ◆ If the partner agreed with their self-assessment, were they being honest or did they not want to upset you?
 - ◆ Don't worry if they circled a '5' and you circled a '6' – the checklist is subjective in judgment. However if you circled a '5' and they a '2' then there may be something behind that which is worthy of exploration.
 - ◆ Asking for feedback from others is a really good habit to develop in business because you learn what is effective about your behaviour and what is not.
- **ENCOURAGE** delegates to share the results of the diagnostic tool outside of this training and get feedback from a wider range of people. Each time, encourage honesty – let people know that you want the truth not what they think you want to know. Ask for examples from them to help understand your skill level.
- **STRESS** that care is needed if they are to receive an honest opinion, especially from team members who report to them. There is an unbalanced relationship – you have the position of power, they don't. Beware they are not just telling you things to keep you happy – you have to encourage honesty, and stress that even you have development areas – you're not perfect.