

This programme, with an exclusive leadership focus, is unique in design and implementation. The programme equips leaders to lead, think and behave differently in order to make a profound difference in their teams and in their organisations. It is an applied leadership learning programme that suits the profile of middle managers, specialists and emerging leaders.

PROGRAMME IN SUMMARY

Duration: 10 contact days over approximately four months or 15 contact days over approximately seven months.

Contact sessions: 10 contact-day programme: five sessions of 2 days, or a 1-day session followed by three sessions of 3 days each, four to six weeks apart. 15 contact-day programme: a 1-day session followed by seven sessions of 2 days each, four weeks apart.

Participant group size: minimum of 20, maximum of 30.

Target group: Middle Managers, specialists, junior managers, emerging leaders.

Venue: Decided upon by the organisation.

Assessment: Portfolio of Evidence containing four projects. Group projects are presented to and assessed by Senior Executives, four weeks after the final contact session.

PROGRAMME PHILOSOPHY AND DESIGN CONSTRUCTS

The core philosophy of the programme is that the **transformation** of organisations require the transformation of its leaders. This requires **leadership capacity**; the development of which this programme promises.

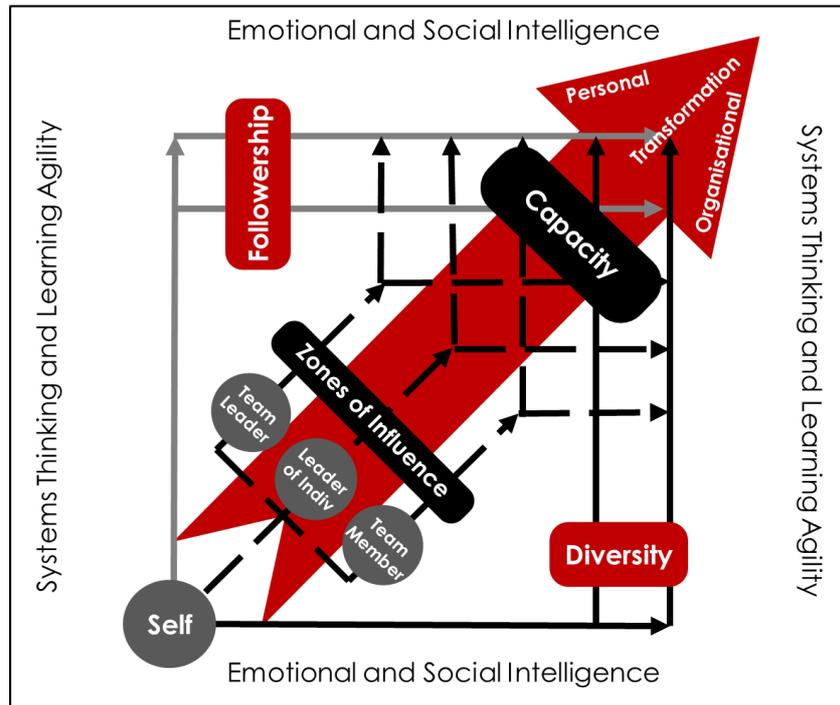
The programme is founded in the scientific evidence that **emotional intelligence and social intelligence** are the true differentiating skill sets of a leader, whilst **learning agility** takes leadership to a higher level and therefore each portion of the programme and its link to learning agility is indicated and explored.

Systems thinking skill development is considered as the cognitive differentiator of leaders faced with complex problem situations and making better strategic choices. A systems thinking methodology is used in the Group projects of the programme.

Diversity is woven into the programme design and delivery because of the reality that diversity brings not only complexity to the world of a leader, but also because it presents exceedingly more potential benefit to leaders with a mind-set of valuing diversity in the building of diverse teams.

Followership is the other side of leadership and is the key to being an authentic leader. This concept is blended into the programme and is a differentiating design feature.

The four intra-organisational **zones of influence of a leader** is the focus of leadership learning in the programme. These zones are personal leadership or leading oneself, leading one other individual or one-on-one leadership, leading a team or a group of followers, and fourthly, also being a follower within a team led by another leader.



EVIDENCE OF LEARNING: FOUR PROJECTS

Four projects designed to deepen learning in the four leader zones of influence, provide the evidence of applied leadership learning and support integrated learning. Work on the projects commences during the programme culminating in a completed Portfolio of Evidence submitted four weeks after the final day of a programme for evaluation and moderation.

The projects are:

- **Leader of Self: Project ME – My personal and leadership journey**

This project instills the essential leader skill of reflection and on-going personal development by using a learning journal as tool. Through this project participants deepen their self-knowledge, their leadership strengths, and start dealing with their personal and leadership challenges as they capture their development journey over the duration of a programme.

- **Leader of Individual Follower: Project YOU – Leading through coaching**

Participants coach at least one follower for the duration of the programme to develop this critical leader skill. The coaching is done in a structured way with guidance from the facilitators as well as by participants sharing experiences with one another.

- **Team Leader: Project US – Repositioning myself with my team**

The notion of one's team as a leadership skill development 'laboratory' is introduced and fully exploited during the programme. Participants re-position themselves with their teams through doing leadership work with them, learning with the team and through extensive feedback experiences. This noticeably impacts team morale, climate and performance over the period of a programme.

- **Team Member: Project WE – 'Dissolving' complexity (Group projects)**

Organisations can either allow participants to identify leadership culture projects themselves during a programme, or may prescribe the complex leadership-related problems that they need to work on. These small-group projects demonstrate the application of a systems thinking methodology and produce specific proposals for executive consideration. Participants also commit to being involved in the implementation of their proposals beyond the programme. The nature and scope of these projects are closely monitored and discussed with the organisation to ensure alignment with other organisational initiatives.

PARTICIPANT SELECTION

The programme is designed for middle managers, specialists, junior managers and emerging leaders. It is facilitated at a level appropriate to the profile of the participant group. It is advisable to group middle managers and specialists on a programme. Junior managers and emerging leaders as well as high-potential individuals earmarked for accelerated development, may be grouped together on a programme.

The content is current, very comprehensive and is therefore also suitable for leaders who have already attended other management development programmes that included a leadership component.

The overall purpose of the programme is to develop a Connection Economy leadership culture within an organisation (this is an economy that has relationships at its core). This requires a critical mass of leaders who share a common leadership philosophy and skill set, as well as a support network during and after the programme.

DURATION

The overall duration of a programme, including a final group presentation, is four to eight months depending on the preferred configuration of sessions (refer 'Programme Summary' above). The time between sessions give the participants time to practice and master what they have learnt and to work on the four projects within their work environment. This is based on the view that leadership is learnt in real life, not by it being taught in classrooms.

ASSESSMENT

The underlying assumption of the programme is that self-development is maximised through realistic personal insight, feedback and reflection as well as by setting and execution of personal challenges.

Core to the learning design of the programme is continuous feedback through self-assessment, as well as 'other' assessment including a 360° leader effectiveness assessment at the outset of the programme. Participants receive a detailed report on this assessment. Although all the areas covered in the programme are measured and assessed, no psychometric testing is included.

Non-registered diagnostics on personality type, leadership style, processing style, decision-making style, followership, sources of power, stress and burnout, performance profile, personal wholeness and team effectiveness among others are undertaken. An advantage of these assessments is that participants may use it during and after a programme individually as well as with their teams. A range of organisational behaviour and effectiveness questionnaires are also completed by participants and interpreted during the programme.

The presentations on the Group projects (Project **WE**) made to an executive group four weeks after the final session are not only evaluated for implementation suitability but participants are also evaluated against the requirements of the 'Art of persuasion'.

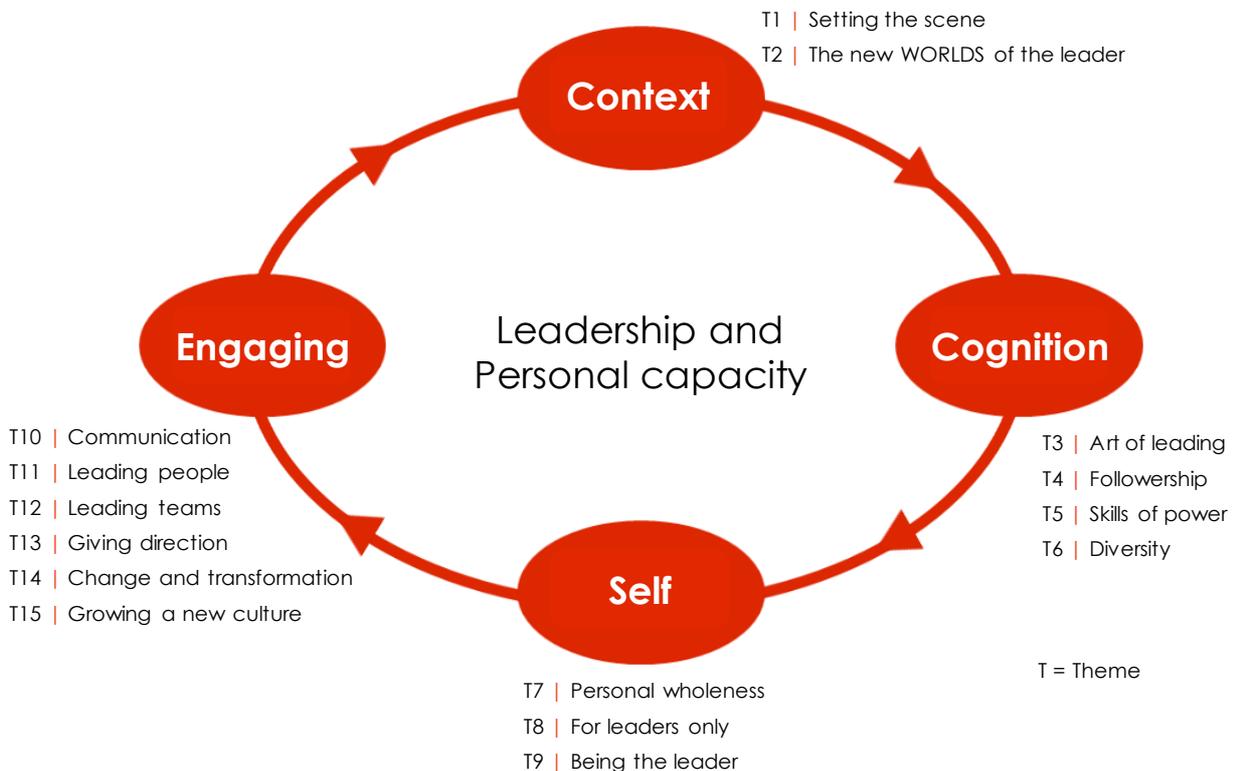
DESIGN FEATURES, THEMES AND CONTENT

The programme is clearly differentiated from other leadership programmes in design, delivery, content and impact. It has a reputation of quality, currency and relevance having been tested, refined and accepted since its first version in 2006.

The programme content and reading are reviewed annually. Provision is also made to include additional content and customise delivery to best suit organisational requirements.

The goal of the programme is to develop **personal and leadership capacities** in individuals so that they individually and collectively re-frame the context within which they lead i.e. in all four zones of influence, and as such, positively impact the leadership culture of the organisation. To achieve this goal themes are grouped into four clear and sequential **development clusters**.

The **context** cluster contains the first two themes; 'Setting the scene' and 'The new WORLDS of the leader'. The context and leadership requirements of the emerging organisational environment, the Connection Economy, and the external leadership challenges are dealt with. Thereafter, four **cognition** themes are devoted to understanding leadership at a mainly content level. This includes the role and responsibilities of a leader and the importance of applying leadership power correctly through themes such as 'Art of Leading', 'Followership' and 'Skills of Power'. As self-knowledge, personal capacity and skill are pre-requisites for good leadership, a further three themes being 'Personal Wholeness' and 'Being the Leader' as well as a personal impact theme, 'For Leaders Only', are devoted to the development of the **self**. With the foundation, soundly in place, the last six themes are dedicated to leadership application i.e. **engaging**. This construct is illustrated in the schematic below:



THEME 1: SETTING THE SCENE

The programme structure and philosophy is unveiled and most importantly, the four projects are unlocked.

Participants are introduced to the concept of leadership and that leadership is learnt through obtaining feedback, through reflection by using a learning journal (unique three pen journaling is introduced) and through application in real work environments. Learning agility is unpacked and the way it will be linked to the content explained to enhance the value throughout.

THEME 2: THE NEW WORLDS OF THE LEADER

The context i.e. the changing worlds of work of the leader and how that impacts on leadership today, are explored. Organisational trends and current issues of the day impacting organisations and leaders, are also debated.

A key insight of this theme is the nature of the Connection Economy. The leadership demands and how the organisation shapes up against the demands of this new economy are at the core of the programme.

An important outcome of this theme is identifying the leadership culture shifts required to fit the demands of the Connection Economy based on leadership culture and organisational functioning measures.

Coaching, giving feedback, receiving feedback and dealing with feedback are also introduced as these are core to all four projects. Participants also receive their 360° leader effectiveness reports and are guided on how to deal with feedback from different sources.

During this theme the participants are also introduced to the systems thinking principles and methodologies as well as how these will be applied in the Group projects (Project **WE**).

Having created the context for the programme and for learning leadership, the next 'cognition' cluster of themes deepens leadership insight and intensifies the journey of self and organisational discovery.

THEME 3: ART OF LEADING

To have an impact as leader requires an understanding of what leadership really is, and most crucially, that emotional intelligence and social intelligence truly make a leader. Participants measure their own leadership style profile to identify which styles are essential to use to their advantage as well as which require further development.

This theme also clarifies the difference between the art of leadership and the principles of management, including the tasks of both that should be competently executed by the same person. The most recent insights on the focused leader as well as the migration from traditional 'either/or' leadership to paradoxical 'both/and' leadership are confronted to set the bar even higher.

THEME 4: FOLLOWERSHIP

A special focus and differentiating feature of the programme is the focus on followership as the forgotten side of leadership. It is a fact that all leaders are most of the time also followers. Participants gain knowledge on what the effective follower looks like, understanding the rules of good followership, building strategies to promote effective followership and finally, discovering their own followership behaviour.

By gaining an understanding of the importance of followership for leaders, debating their own views on followership, by being challenged on how to establish an effective leader-follower relationship as well as how to establish their own followership and followership within their teams, participants commence the journey of courageous followership towards authentic leadership.

The measurement of followership behaviours of all those reporting to participants provides a valuable team and organisational followership profile. A detailed follower effectiveness measurement tool supports participants to engage their followers constructively. It further informs the coaching agenda of Project **YOU**.

THEME 5: SKILLS OF POWER

Gaining power through influence distinguishes the leader role from the follower role. Power is often feared and in general viewed negatively. In this session understanding is established on what power is, its importance as well as the role and sources of power and influence. Most importantly, participants establish their personal brand, values and vision as skills of power. Using these as anchors in being authentic is emphasized.

THEME 6: DIVERSITY

The visible and invisible differences between people are explored in this most valuable theme. The underlying reason for stereotyping, being unconscious bias, is fully debated as well as the consequences of unconscious bias.

Gender, race, age, personality type, processing style, disability and other factors bring richness and diversity to the place of work. Whilst diversity presents complex challenges to leaders, the intrinsic value of diversity is unlocked sensitively yet unavoidably plain to get participants to a point of personally committing to embracing diversity positively. Participants also learn from their own personal journeys how their personal qualities were carved and their personalities moulded.

The leader armed with these insights and understanding, now has the foundation knowledge to make a conscious decision to bring unconscious bias to the conscious; to embrace diversity. This is required to build a diverse and inclusive teams in full acknowledgement that building true inclusivity takes time and requires constant leadership work.

Measurements on the organisational commitment to diversity as well as making personal diversity commitments, convert the learning to action.

THEME 7: PERSONAL WHOLENESS

Many leaders experience role overload, poor work-life integration and deteriorating personal wholeness. These risks are illuminated through feedback on the participant group's collective personal wholeness profile, captured and assessed during the session. The crucial and essential requirement of whole leaders in leading whole organisations is an undeniable challenge presented to participants.

The meaning of happiness and learning about ways to gain happiness as well as understanding the concept of 'flow' as the description of the optimal experience, unlock insight into wholeness.

Measuring own levels of stress and then learning how to manage it further sets the scene. These insights are amplified with some valuable and recent content on personal strategies on managing the high intensity workplace with relentless change and polarities that exacerbate stress. Embracing vulnerability as an essential part of the personal wholeness journey is also unlocked. It all needs to, in the final instance, lead to success that lasts; building a personal kaleidoscope of success which concludes this very sensitive theme.

This theme challenges participants to take accountability for their own wholeness and for entering into conversations with followers about their wholeness.

THEME 8: FOR LEADERS ONLY

The goal of this theme is to empower participants to improve their personal impact through appearance and personal behaviour. Understanding the Primacy Effect; the initial formative judgements that people reach within the first 15 to 30 seconds of a meeting, sets the tone for the importance of making a good first impression. The theme deals with practical matters such as dress sense, personal appearance, etiquette, social grace and decorum. Participants are also sensitised to specific non-verbal cues like handshakes and eye contact, body posture and the impact of these on the perceptions created.

THEME 9: BEING THE LEADER

Being **the** leader requires knowledge of what leaders must do to be truly effective. Being the leader also requires being the ethical leader, being the inspirational leader, being the mindful leader, the personal fundamentally best leader and being the authentic leader that practices authentic engagement.

Ethics and integrity are probably the greatest challenges of the modern-day leader. This theme therefore deals with ethical dilemmas, personal ethics orientation, and how to make the toughest decisions about 'gray-area issues'. The dimensions of inspirational leadership are dealt with at a personal level including the notion of selective vulnerability. Mindfulness is unlocked as not only a source of happiness but also as a requirement to be constantly 'present' as a leader.

By discovering one's fundamental best and by mastering being that best self more often, one can become an exceptional person and leader. Being this fundamental leader that is authentic, inspirational and able to lead change and transformation, requires being anchored – a tough but worthwhile discovery process. Fundamental leadership is recent thinking in leadership development and is dealt with thoroughly.

Fundamental leadership also manifests itself in ethical leadership behaviour that impacts the behaviour of others. Leadership authenticity is often presented as the gold standard of leadership. Whereas this view is embraced, the challenge is presented to participants to avoid becoming rigid.

With all this knowledge and after this reflective work, participants craft a clear, concise, and declarative statement of their leadership purpose for discussion with their teams and as part of Project **US**.

This theme in the 'self' cluster of themes is the start of a profound inner-journey that is often a personal turning point for participants.

THEME 10: COMMUNICATION

Organisations are information processing systems within which leaders spend more than fifty percent of their time communicating with relevant others. Effective communication is a leader's single most critical tool to inspire others and for making performance happen.

Transactional communication is explained as it is the ego states that leaders choose to be in that often disempowers followers in interactions with them. Our natural tendency to evaluate also prevents us from listening with attention hence active listening is explored in this theme. Effective listening enhanced by the skill of questioning using Socratic questioning as framework, is dealt with. Careful and respectful listening during adult to adult constructive interactions are undoubtedly critical for developing relationships and for empowering followers.

Improving vocal delivery, non-verbal communication, public speaking, kinaesthetic speaking and story-telling as an effective leader competence, are all dealt with. Participants are exposed to the concept of the human moment to emphasise the importance of direct personal communication as well as the importance of assertiveness in communication. Leaders being naturally assertive, require insight on the differences between discourse, debate and dialogue as these skills, and in particular dialogue, increase the influence of a leader in an organisation.

A strong focus and the final measure of the programme (Project **WE**), is whether participants truly master the art of persuasion.

THEME 11: LEADING PEOPLE

This theme deals with the hard work of leaders; people leadership. It starts with the practical expectations that all people at work have of their leaders, and the fact that trust is the essential requirement for people leadership.

The latest, and fascinating, theory on the neuroscience of trust and the new theory on the basic emotional drives underlying motivation, position this theme firmly in new science.

Feedback is dealt with extensively. Understanding the value of giving people feedback, types of feedback and the essentials of effective, constructive feedback are dealt with comprehensively in this theme because it is widely accepted that most leaders lack this skill. To understand how to deal with feedback when participants get it themselves, it is also used to unlock

their understanding of how to coach their followers (strengthened by the experience in Project **YOU** and Project **US**) in dealing better with receiving feedback.

High-performance individuals and how to develop them is the ultimate aim of this theme thus a thorough understanding is reached on this. Instead of emphasising a 'performance management' approach as the prime tool to drive performance, a fresh notion is introduced that leaders need to turn employees' struggles into growth opportunities by cultivating vulnerability in followers. This very powerful new look at developing performance is personalised as participants are challenged to 'go first' by having these conversations with their own leaders. This is a very powerful theme that breaks the mould of conventional people management.

THEME 12: LEADING TEAMS

Teams are the primary units of performance in high-performance organisations. The goal of this theme is for participants to build the confidence, based on sound knowledge, to become leaders that develop teams. They get a clear understanding of the difference between groups and teams, the dimensions of a high-performance team and the critical importance of effective relationships in teams. The essential requirement for a team of mutual, or joint accountability, is practically dealt with.

Fundamentally, teams are about relationships between members who are all different in personality, brain profiles and work styles amongst others. The most recent science on work styles provide valuable insight on how a leader can effectively lead a team with diverse work styles. They build a profile of their team based on these dimensions in order to practically work on the implications of this in developing their teams.

Participants use the dimensions of high-performance teams to get a full grasp of these kind of teams and the challenges to develop their teams to this level. They also work on the dimensions of effective relationships to understand how to build trust in teams as well as how to deal with the dysfunctional behaviours in teams.

Armed with this knowledge, assessments of their own teams as well as a leadership baseline assessment of themselves as team leaders, they work with their teams to construct a team development agenda. This becomes part of their Portfolio of Evidence (Project **US**). This theme is practical and has a noticeable impact in organisations as all participants engage with their teams simultaneously.

THEME 13: GIVING DIRECTION

The goal of this theme is to define the role of the participant in the strategy of the organisation as well as to take accountability and ownership as a leader to make it happen.

To achieve this goal leaders must take accountability for strategy leadership as well as strategy management at their level as distributed leaders. This requires an understanding of decision-based strategy and how good strategic decisions are made being through the dynamic and disciplined fusion of insight, foresight, thinking and practice. The notion of strategy being simply handed down for programmatic implementation to lower levels is discarded as they realize their own role as 'co-owners' of business success.

Participants discover their own decision-styles and the extent to which it needs development to make good strategic decisions given their natural brain preferences. Throughout this theme participants evaluate and reflect on their own capacity and competence to lead direction using the organisation's strategy as well as the strategy at their level as reference points. They are also introduced to the **thinking** fusion AUSTRALIA strategy framework against which their strategy leadership competence is assessed.

The latest research on the myths of how to implement strategy effectively and their discoveries of their own strategic leadership competence are used to design a presentation that participants practice at the session. They then subsequently make the presentation to their teams covering their role in 'giving direction', their insights as leaders, their priorities and actions as well as their expectations of their teams.

THEME 14: CHANGE AND TRANSFORMATION

Developing change leadership skill as opposed to change management skill, is the focus of this theme.

By understanding the difference between change and transformation, types of organisational change, its scale and style as well as exponential change on the one hand and personal change on the other, participants are given the foundation to develop change leadership skill.

The theme is a journey of change on two paths- one on personal change and one on organisational change in order to get participants to understand the convergence between these. At the same time, the theme has a change and transformation focus, which requires change management as well as change leadership skill. Participants get to understand that content has more to do with change management (the what) while the process has change leadership as core focus as it is where personal transformation takes place (view of life, behaviour, and attitude).

The fundamentals of the psychology of change, change dynamics in organisations, resistance to change in organisations as well as how to deal with it, are dealt with. The established science of the 'change curve' and the emotions brought about by organisational change are discovered with a focus on the appropriate leader behaviour during change.

This is a conceptually challenging theme that positions the reality that change leadership is a critical leadership competence to master.

THEME 15: GROWING A NEW CULTURE

The **thinking** fusion AUSTRALIA model on planting and growing a new culture is used as the foundation for understanding the concept of organisational culture, its drivers, enablers and the evidence of a new emerging culture. A very conceptually challenging theme; participants integrate the knowledge gained throughout the programme by designing the desired culture for their organisation using a creative small-group process. Alternatively they focus on how the desired culture could be implemented and what the role of leaders are in this. It is a highlight in learning and participants gain a clear understanding of the leadership challenges, their roles in developing the desired corporate culture as well as the magnitude of such an undertaking.

CERTIFICATION

Successful completion of the programme, which includes handing in a Portfolio of Evidence that meet requirements and exceeds 65%, and presenting the system thinking-based Group projects to the Exco/Board, as well as attending 85% of the programme days, lead to a certificate of successful completion.

FACILITATORS

Two well-trained and experienced **thinking** fusion AUSTRALIA facilitators, who are diverse in gender, professional background, etc. present all themes to a particular group. They form a strong bond with the participants and guide participants in their personal discovery, the completion of their Portfolios of Evidence as well as in the completion of the Group projects.