



Emerging Leaders Programme 2011 Handbook

Delivered in association with

TheKingsFund>





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Introduction

Dear Emerging Leader,

Congratulations on gaining a place on the 2011 East Midlands Leadership Academy (EMLA) Emerging Leaders programme.

You might have noticed from the recruitment process that the approach in this programme is rather different – we want this programme to be an inspiring and creative development opportunity for you.

It is too easy to look to our own organisation, processes and structures for our development and to point the finger when it doesn't happen. The NHS needs managers and leaders who are authentic and who "make leadership personal" and own responsibility for their own development – in order to improve the patient experience. After all, if the standards of patient and service user care and experience isn't your problem- then whose is it?

This programme will take you on a developmental journey in which you will discover more about yourself- your skills, abilities, beliefs and limitations. By understanding yourself you can start to work out ways in which you can translate these skills, abilities and beliefs into experience, competence and behaviours that will stand you in good stead for both enhancing your current performance and also deciding future career ambitions.

Many of you will know someone directly affected by the current policy climate, as a result of the transitional processes of moving to new structures, with new imperatives and ways of working. This is the "big picture stuff"- the strategic context that sometimes isn't fully understood by everyone. Coping with the uncertainty is unsettling - being able and willing to step outside your comfort zone is a key skill required of the Emerging leader of today and tomorrow- developing resilience and an ability to support others in times of change is essential.

Our intention is that through participating in the programme you will have the time and space to think about these challenges, to consider your own ideas, to share them and listen to those of others. Valuing, respecting and utilising the difference that individuals bring to the programme is also an important leadership skill: one that underpins the whole of the development journey upon which you are about to embark. It is also that difference that creates innovation and creativity in turn helping to reshape and reform your contribution at work and within the NHS as a whole.

So again, congratulations on being successful and I hope that you will find the next 10 months inspiring and stimulating but most of all that you find that you can use your own personal learning journey to make a real impact within your current and future roles– by practising "Inclusive Leadership for a Purpose".

Best wishes

Professor Rachel Munton,
Director EMLA

Lyndsay Short,
Deputy Director EMLA

About the programme

This programme is about understanding and developing you; building on your existing skills capabilities and experience and focusing on you as leaders of the future.

We will take you as a group of 47 emerging leaders on a journey that will nurture and grow your **creativity, resourcefulness** and **agility**. Intrinsic to this will be developing your ability to work with others, including service users, within your own teams and organisations and across different organisations.

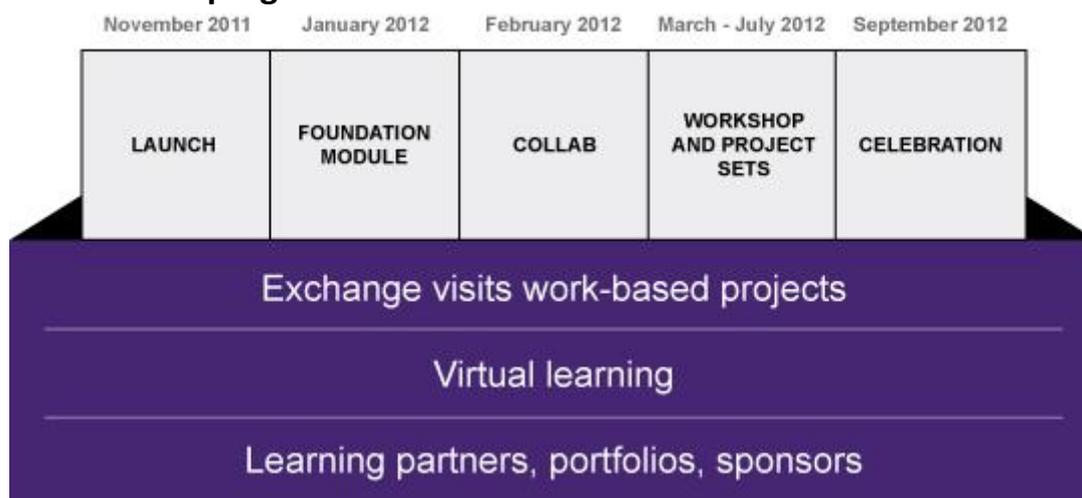
We want to increase your ability to work with **diversity**; diversity of people, organisations, approaches, disciplines, professions. We will do this through supporting you to recognise, understand and challenge your own assumptions and ways of viewing the world and developing your ability to listen, to be curious to understand and where appropriate challenge the perspectives and behaviours of others. We also want to help you to try doing things in a different way to provide a safe environment to test new approaches, explore new ideas and be creative and innovative.

Projects focused on **improving the experience and service for service users and their families and friends** will provide a tangible means through which you will practice your developing leadership skills. The projects will also be one of the means through which the EMLA and your organisations can see their **return on investment**.

By the end of this journey you will have:-

- Increased confidence in your abilities as a leader
- Ownership of your own power and authority and knowledge of how to use them in the service of quality patient care and service provision
- The confidence and commitment to lead by example, to recognise and celebrate good practice and challenge poor performance
- The ability to form relationships with people from different organisations, disciplines and backgrounds.
- Recognition of the resource and creativity that is released when one truly embraces working with and valuing difference.
- A wealth of practical tools, ideas, skills, approaches, methodologies you can use with others in your everyday work
- The satisfaction of undertaking a project which clearly leads to a positive impact on service user experience and contributes to your organisations QIPP challenge
- A broader network of colleagues across the health economy
- Knowledge of the wider political context
- Understanding of the local health economy
- A portfolio of evidence of your leadership practice

Overview of the programme



Programme Plan

Date	Time	Event	Location
24 th November 2011	08.45 - 17.00	Programme Launch	Eastwood Hall, Nottingham
11 th January 2012	08.45 - 17.00	Foundation Module Day 1	East Midlands Conference Centre, Nottingham
12 th January 2012	08.45 - 17.00	Foundation Module Day 2	East Midlands Conference Centre, Nottingham
15 th February 2012	08.45 - 17.45	Col/lab	Eastwood Hall, Nottingham
16 th February 2012	08.45 - 14.00	Project formation Workshop	Eastwood Hall, Nottingham
15 th March 2012	08.45 - 14.30 15.00 - 17.00	Experiential Workshop Project Learning Set	Sir Colin Campbell Building, Nottingham
19 th April 2012	08.45 - 14.30 15.00 - 17.00	Experiential Workshop Project Learning Set	Sir Colin Campbell Building, Nottingham
30 th May 2012	08.45 - 14.30 15.00 - 17.00	Experiential Workshop Project Learning Set	Sir Colin Campbell Building, Nottingham
21 st June 2012	08.45 - 14.30 15.00 - 17.00	Experiential Workshop Project Learning Set	Sir Colin Campbell Building, Nottingham
4 th July 2012	08.45 - 14.30 15.00 - 17.00	Experiential Workshop Project Learning Set	Sir Colin Campbell Building, Nottingham
13 th September 2012	08.45 - 17.00	Celebration Event	TBC

1.1 Attendance and participation

- Competition for a place on this programme was high;
- The programme is primarily experiential, which means it relies on the participation of all group members, and the learning cannot be gathered from notes or handouts afterwards.
- Your organisations have made significant investment in supporting you to take part.

For these reasons

It is part of your commitment to the programme and a condition of you being offered a place that you attend every element of the programme in full and that you complete the work based activities that will take place between modules and workshops.

If circumstances arise that mean you are unable to attend any element (we usually say these need to be the same circumstances that would bring you back early from a long haul holiday) you must telephone Charlotte Harris as soon as possible on 0115 955 5449

1.2 Conventions for the Emerging Leaders Programme¹

To help you get the most from your experience on this programme, we ask that you respect the following conventions during the programme.

Be open – and open-minded

Be prepared to hear views that you may not normally wish to hear - and be willing to learn something from them. You will certainly hear views expressed from other participants with whom you deeply disagree; we take the view that leaders need to know what other people are thinking, if they are to work effectively across boundaries.

Avoid both giving and taking offence

It is important that everyone feels able to say what they really think. When other people's views are articulated bluntly or clumsily, we ask you to suspend instant judgment and enter into constructive discussion on them. We also ask you to communicate in a respectful way and to listen to any feedback as to why your ideas or language might cause offence.

Be a leader

Make sure that your contributions are to the point - and be prepared to ask the difficult questions. Speak as yourself. Support fellow participants when they have the courage to go out on a limb. Don't delegate issues to the Course Director if the group is better placed to deal with them.

Be engaged – and positive

Show commitment. Make arrangements so that you can attend each event in full, keep to the timings given, prepare yourself well and ensure that you are not interrupted. Be fair and respectful in your dealings with other participants, contributors and alumni. If you can't help someone, say so. If someone can't help you, accept this. Use shared knowledge and experience for positive ends.

¹ These ground rules have been developed over many years by Common Purpose

Adhere to the Chatham House Rule

For the learning process to be effective contributors, participants and alumni must feel that they can talk openly and gain insights from each other, so we observe the Chatham House Rule.

The Chatham House Rule was devised at Chatham House (the home of the Royal Institute for International Affairs in London*) in 1927 and was refined in 1992 and 2002. It is an internationally recognised and respected way of conducting meetings and it reads as follows:

“When a meeting is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed”

This does not mean that the discussions are secret, although this is how it might appear at first sight. In fact (and in practice), the Chatham House Rule is there to encourage everyone to speak freely. Speakers can – and do – talk openly and truthfully about issues in their community, challenges in society or their own leadership dilemmas. They are also able to speak as individuals and express views that may not be those of their organisations. In these conditions, real issues or concerns can be aired, genuine debate can flourish and deeper learning can be achieved.

The Chatham House Rule simply means that people can talk about anything that they have learnt or discussed on the course but cannot say who it was that expressed a particular view.

As well as enhancing the learning experience for everyone this makes it easier for people to talk freely outside the course about what they have heard.

If we did not observe the rule, everyone would be more guarded – which would significantly reduce the effectiveness of the educational experience.

1.3 Your Sponsor

You will all have identified a sponsor. The role of the sponsor and your relationship with them is crucial to your success on the programme both in terms of your personal development and the extent to which your learning is translated back into your organisation. Evaluation of development programmes over many years tells us that where there is an active relationship between programme participants and their sponsors, the sustainable return on investment at an individual and organisational level is significantly increased.

The role of the sponsor

The purpose of the Sponsor role is to provide support and encouragement for you to help ensure that you are able to derive full benefit of your time on the programme. This includes supporting your personal leadership development and helping you understand and maintain the link between the programme activity and your contribution to the achievement of organisational priorities and objectives.

What the relationship with your sponsor involves:

To achieve this we ask that you:

- Meet with your sponsor prior to commencement of the programme to discuss the hopes and expectations for the programme from both a personal and organisational perspective;
- Work with your sponsor to help identify and hone your personal leadership development objectives
- Together with your sponsor to identify an appropriate project through which you will translate programme learning into organisational ROI;
- Meet with your sponsor throughout the programme [at a frequency determined between you and them] to review your progress against your learning and improvement objectives;

Time Commitment

Time commitment will vary in accordance with your needs and availability of your sponsor. As a minimum, we suggest you meet for around 1 hour per month of the programme to review your progress.

1.4 Return on Investment

The programme will have maximum impact if you are supported to develop your leadership capability, and if there is attempt at a clear translation between your progress and organisational benefit. It is therefore important to think at the outset of the programme about how the development of your leadership skills will add value to your organisation. Whilst it is impossible to be prescriptive about potential measures of return on investment, you may wish to focus on benefits at different levels:

- **Individual Leadership** - benefits realised might include improved coaching skills, ability to deal more effectively with conflict, greater strategic awareness of the health and social care system and the opportunities and threats it presents. Measures might include becoming a mentor to a more junior person in another part of the healthcare system, more productive team meetings, or input to development of an integrated care pathway
- **Organisational Effectiveness** - benefits realised for organisations might include improved talent management processes, service improvements for patients and staff, some knowledge and skills transfer. Measures might include more effective career succession planning processes which value diversity, PROMs improvement and productivity gains, designing and running a session for your team on influencing styles
- **Personal** - benefits realised might include improved resilience, confidence and job satisfaction. Measures might include reduction in sickness absence, higher productivity, the presentation of a paper or report to a Board meeting

Clearly it will never be possible to attribute all benefits to programme activity. Productivity or other gains are always a combination of multiple inter-linked factors and it would be inappropriate to suggest that the ability to deliver a quantifiable ROI is the only measure of success of your development journey. It is essential, though, that attention is paid to establishing clear objectives at the outset which could act as proxies for more quantifiable or longer-term metrics, recognising, for example, that an increase in your confidence in your leadership capability is likely to have an impact on their effectiveness in performance and talent management, service delivery and commitment to organisational goals.

2. Core programme elements

2.1 Leadership Framework (360° Feedback)

As part of your leadership development work we offer you the opportunity to undertake a 360 feedback process using the NHS Leadership Framework. Many of you will already be well on the way with this.

Below is a diagrammatic overview of the framework together with a brief introduction to it taken from the NHSI Website. For more information about the Leadership Framework go to:

<http://nhsleadership.org/framework-theframework.asp>



Leadership Framework

Delivering services to patients, service users, carers and the public is at the heart of the Leadership Framework. The needs of the people who use services have always been central to healthcare and all staff work hard to improve services for them. However, if we are going to transform services, acting on what really matters to patients and the public is essential and involves the active participation of patients, carers, community representatives, community groups and the public in how services are planned, delivered and evaluated.

The Leadership Framework provides a consistent approach to leadership development for staff in health and care irrespective of discipline, role or function, and represents the foundation of leadership behaviour throughout the NHS. Fundamental to its development was a desire to build on existing leadership frameworks used by different staff groups and create a single overarching leadership framework for all NHS staff.

2.2 Programme Launch

This purpose and focus of this day is to have an opening event which brings you together as the emerging leaders with those sponsoring you on the programme, people from the East Midlands Leadership Academy and the faculty team delivering the programme. This is an interactive day which will leave you:-

- Feeling energised and excited
- With a good sense of what the programme entails, how we will work together and what you need to do next
- Having started to get to know your fellow Emerging Leaders
- With an understanding of how your sponsors can support you through this process and what they need from you
- Knowing the expectations of your sponsors and the EMLA in commissioning this programme

2.3 Learning Partners

During the Emerging Leader programme we invite you to form Learning Partners. You will identify your partner during the launch event with the aim that as a partnership you will provide challenge and support to each other throughout the programme.

You can work with your partner in a number of ways; much of this will be up to you to agree how you want to work together. We suggest you do the following.

- Spend a day shadowing each other, use this as an opportunity to see your partner in action, and offer some feedback on how you observe them being a leader. It is also a great chance to see another organisation and learn how things are done elsewhere.
- Agree to meet (or phone, Skype, socially network) between modules and workshops to offer co-consultancy for each other. We will introduce you to some skills and a framework for this. This provides a useful way to get additional challenge and support around your own developing leadership practice as well as a chance to practice your coaching skills.
- As a resource for information, ideas, connections.

In choosing your partner you might consider the following issues. Do you want to work with someone who is the same or different to you. Think about:

- Role
- Professional background
- Organisation
- Client group
- Gender
- Ethnic background
- Age
- Geography
- Someone who thinks differently to you

2.4 Foundation Module

This two day module will set the foundation for the rest of the programme. We will introduce core concepts, skills and approaches that will underpin and guide your developing leadership practice. These will include:

- Exploring leadership
- Understanding yourself and others
- Working collaboratively with service users
- Developing a coaching approach
- Personal leadership development planning

2.5 Collab

Common Purpose has tried, tested and perfected the *Collabs* (Collaboration Laboratories) approach and methodology over several years. They provide participants with a tailored simulation based on a problem that closely reflects reality and calls for collaboration across multiple boundaries e.g. frail elderly care pathways. The *Collab* is run with a diverse group of leaders who are all involved – directly or indirectly – in the problem. Participants are challenged by being thrown into the realities of collaborative working.

The *Collab* will require you to take on a leadership role in an organisation other than your own. You will do this with the support of a local Advisor who is one of the senior leaders from that organisation.

The organisations taking part will come from a mix of sectors but will have a vested interest in the problem you are looking at. The problem chosen and the criteria for the partnerships will be selected in consultation with East Midlands Leadership Academy to focus on a key issue for the Region. This will tie in with the QIPP challenge.

The *Collab* will help you to:

- Deepen your understanding of place and the silos people work in
- Discover how organisations relate
- Explore the leadership and decision making challenges of other organisations
- Try out new approaches and ideas
- Experience adapting to a new set of circumstances and leadership challenges
- Build new relationships with stakeholders you may not previously have encountered

2.6 Experiential Workshops

Between March and July there are five experiential workshops. You will work in smaller groups for these workshops and you will all have the opportunity to attend all of them following a rolling programme. A brief overview of the workshops is given below.

Communicating with impact (In groups of 16)

In this workshop you work with one of our expert associates with a background in the performing arts. You will learn and practice techniques to improve your personal impact and receive individual feedback on how you come across

Sources of power (In groups of 16)

This workshop takes as its starting point that our ability to effect change is greatly influenced by our recognition of different kinds of power, how we use it and where we get it from. You will be encouraged to understand what may get in the way of you accessing and using your power and authority. In the workshop you will consider the interplay between societal constructs of power, how these play out in organisational life and your own internalised responses to these.

Celebrating excellence and challenging poor performance (In groups of 16)

In this workshop you will think about your role as a leader in establishing a culture which routinely models, and celebrates good performance and challenges poor performance. You will work on real life scenarios to understand underlying issues for yourself and others. You will have the chance to rehearse challenging conversations and receive feedback on how you are coming across and how effective your challenge is likely to be.

Thinking Differently (In groups of 24)

The Thinking Differently workshop will draw on materials and ideas from the NHS Institute for Innovation and Improvement. You will learn about and practice using some tools and techniques that you will be able to use in your workplace to motivate and involve others in creative thinking and innovation.

Personal Brand (In groups of 24)

The Personal Brand workshop will enable you to work out who you are and what you stand for, where you will and won't compromise. This provides a strong base for leading change. This is often the source of increased confidence, particularly for people who consider themselves to be in a minority group as it helps them to find how difference can introduce new ways of thinking about a problem.

2.7 Projects and Project Learning sets

The morning after the *Collab* you will all come back together for the project development event. The aim of this half day event is to draw on all that has happened in the programme so far and identify a project that you will work on through the rest of the programme. You may undertake a project on your own or you may want to work in small groups.

The projects you identify will be diverse. They may be direct service improvement projects or they may more indirectly impact on service provision and patient care e.g. increasing understanding across organisations by setting up a shadow exchange scheme between acute and community teams.

All projects will have to meet the following criteria:

- Provide you with a personal stretch for your leadership development
- Clearly defined objectives linked to the QIPP challenge
- Demonstration of how you are including service users in your project. For example you might work with a service user or user group as advisors to the project; you might include patient stories
- Clear articulation of how progress will be monitored and how you will know when your project is a success
- Demonstrate how Return on Investment will be measured
- Support and sign off from your programme sponsor

Towards the end of the morning you will divide into six Project Learning Sets (each cluster will have 8 participants). You will then meet your set facilitator and spend time planning how you are going to work together as a project learning set.

The project learning sets will draw upon the principles of action learning to support the work of the group in

- Reviewing progress of the projects
- Feeding back the personal learning that individuals have identified
- Assessing what further development needs to take place
- Identifying actions for next stages of the project

The Learning Sets will have 5, 2 hour meetings throughout the programme - the last session on each workshop day. In the Learning Sets you will have the opportunity to work on your personal leadership development plan and your project with the challenge and support of your colleagues.

2.8 Emerging Leaders webpage

For the duration of the programme there will be a secure website which only be accessed by those associated with the programme. The website will provide a repository for all electronic programme materials, for example copies of your Personal leadership Development Plan and portfolio, module timetables, copies of PowerPoint presentations and useful articles.

It will also be how you access the Leaders in the Hot Seat blogs and the audio visual slide presentations.

You can access the site by following this link:

http://www.kingsfund.org.uk/leadership/east_midlands_emerging_leaders/emel.rma

Username - emerging leaders

Password - leaders123

2.9 Leaders in the hot seat

For one week in each month we will provide a leader in the Hot Seat. The leader will begin the week with a blog inviting discussion and questions. Topics may include increasing productivity, improving quality, health and wellbeing boards, delivering patient centred care, the 'Nicholson challenge'. You will be able to ask questions and join in discussion with this leader. The leader of the week will commit to respond to questions and queries throughout the week.

2.10 Hot topics on line

These will be a series of on line audio slide shows that can be viewed at any time. Topics may include:

- Ways of engaging and working with service users
- Metrics and ROI
- Working with data
- Service improvement methodology

2.11 Celebration Event

You will be heavily involved in designing this event. We will plan a day where you will celebrate and share your achievements on the programme. It is expected that you will invite guests who have shared your journey, helped you along the way and have a vested interest in the positive outcomes from the programme.

3. Tools, templates and ideas

3.1 Personal Leadership Development Plan (PDLP) and Portfolio

At the launch event we will give you a document that will form your personal leadership development plan and your portfolio. (This will also be available electronically). The purpose of this is for you to set your own leadership development goals; monitor your progress towards achievement of your goals; and create a portfolio of evidence, resources and ideas to demonstrate your developing leadership practice.

3.2 Journal Keeping

Carl Rogers taught that the personal is also the most universal. There is no better way to learn universal insights about leadership and management than by tracking personal ones. We have provided you with a personal journal for this purpose.

Many people have found keeping a journal to be a useful way of recording their progress through a leadership development as it unfolds. It can help you make your learning more explicit. Using a journal can help you to notice things which might otherwise slip by too quickly or get forgotten. It can make it easier to look back over what has happened and think about it again.

Your journal may also prove invaluable when evaluating your own performance, in relation to your personal leadership development plan and reviewing the programme in general.

How to do it:

There really isn't a right way to use a journal, have a go and see what works for you. You may wish to record your thoughts and experiences using narrative, notes, quotations, single words, pictures, diagrams, doodles, descriptions and stories. They can also be useful when you find yourself "recollecting in tranquillity".

You may choose to make particular use of your journal in talking with your learning partner and for sharing in group work.

3.3 Setting up a Work Based Experiment

This is a framework that can help you plan how you are going to translate your learning on the programme into tangible actions back in the workplace. It can be useful to work through these questions with your learning partner.

- What is your objective?
 - if the objective is not clear help the client to clarify it
- What will it look like if it is achieved?
 - look for concrete, specific criteria to create an outcome check list
 - include emotional, mental and physical signs in the criteria
- Which situation would be a good test of your objective?
 - help the client to be specific in terms of time, place and people
- What do you need to prepare the experiment?
 - What support?
 - Where from?
 - What would this support look like?
 - How do you get it?
- What else do you need?
- What could get in the way of you achieving your objective?
 - How could you sabotage yourself?
 - What else might get in the way of achieving what you want?
 - How can you address this?

3.4 Guidelines for giving and receiving feedback

Giving and receiving feedback are important leadership, management, coaching and team working skills. We have also found that receiving feedback from fellow participants can be a powerful aid to development.

Giving Feedback

Be specific and descriptive: Define the situation in which you saw the behaviour and describe in as much detail as possible what you saw.

Separate description from evaluation: After describing the behaviour, state its impact on you and say how it might have been perceived by others. Try to avoid passing judgement.

Focus on what is changeable: Tell others about things you feel that they can change. For example, social behaviour can be altered whereas intellectual speed probably cannot.

Offer specific suggestions: If you can, suggest to the other person what they might do differently.

Even better, **encourage them to generate ideas** as to how they might do things differently.

Don't push it: Acknowledge the other person's right to be different. By all means tell them what you saw, but do not prescribe change.

Balance positive and negative: Do not make your feedback all critical. Tell others what you liked about their behaviour.

Skills of giving

The recipient of feedback is likely to accept the information and use it when the intention of the giver is to be helpful and that intention is communicated.

- Talk to the person you are delivering to
- Address them as “you”
- Look at them
- Don’t shy away from giving difficult feedback, but make sure you give it in a constructive way

Receiving Feedback

When you are the recipient of feedback, remember that it offers the possibility of learning how to improve and grow in effectiveness.

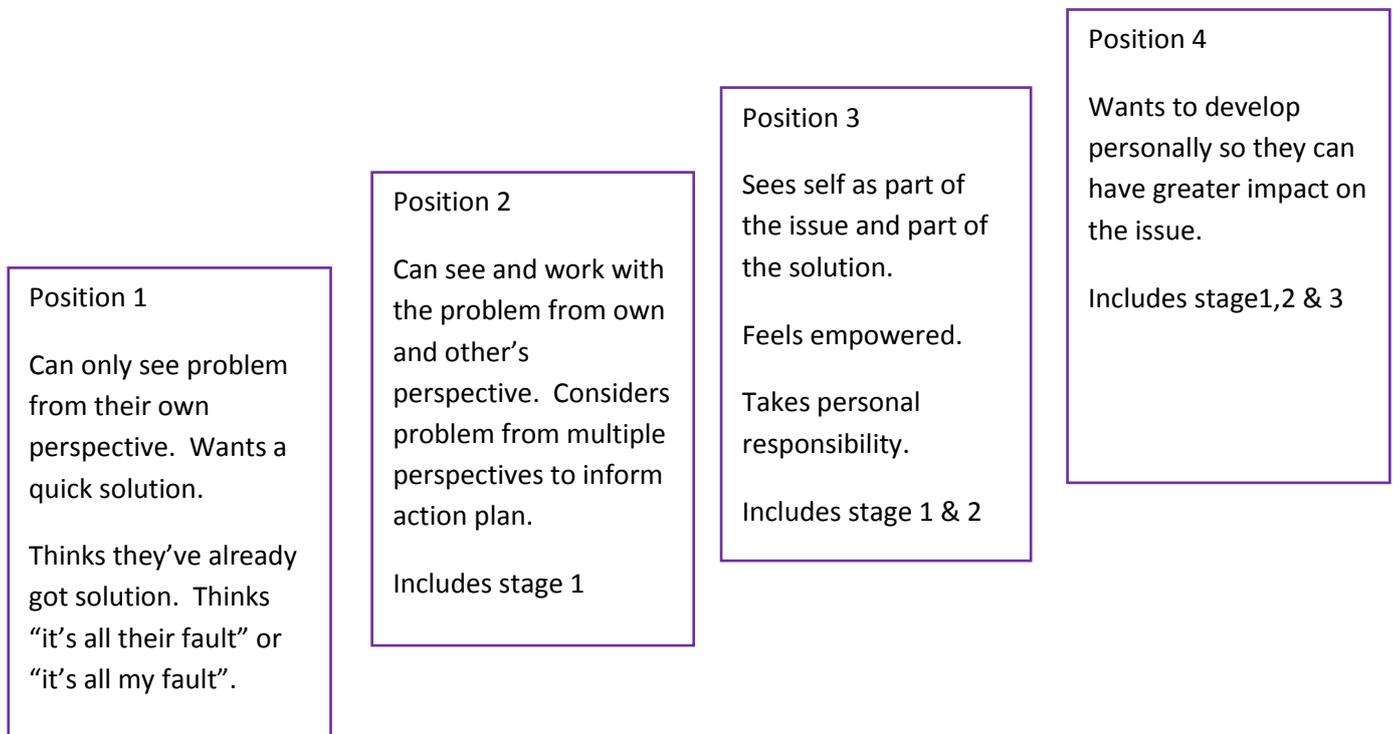
1. **Avoid justification:** You do not need to reply to someone in order to defend yourself.
2. Respond only to:
 - a) **Gain greater clarity:** If you have not understood, ask the feedback giver to be clearer.
 - b) **Get examples:** If the feedback giver has been vague, you may want to ask for an example of your behaviour.
 - c) **Check with others:** If you want to find out if the impression you give to one person is the same as you give to the others you may ask the group about it.
 - d) **Summarise:** You can summarise after each feedback giver finishes in order to check that you have got each point they were making.
3. It is up to you to decide what you do with feedback you receive. You have choice. You can act on all of it; you can act on part of it; you can ask others to see if they feel the same; you can choose to ignore it.
4. If you receive feedback you do not agree with before disregarding it out of hand it is always useful to ask yourself the question “In what way are they right?”

Skills of receiving

- Look as if you want feedback
- Listen
- Create time to think before responding (if you feel you need it)
- Remember, others’ interpretations of your behaviour often have far more impact than the actions themselves or the intentions behind them.
- Thank each person

3.5 Positions in Personal Development²

One of the core themes of the Emerging Leaders Programme is personal development. This is a life long journey for all of us. The model below shows 4 positions, the positions build incrementally, in that it is not possible to be in position 3 without having first experienced positions 1 & 2, for this reason they are sometimes called stages or levels. However, because we are human, the movement between the positions is fluid and dynamic. In other words when we are in any of the positions we can easily revert to earlier positions. Throughout the programme we will be inviting you to think which position you are occupying at different times, we will be encouraging you to occupy position 3 whenever you are able and to notice in what times, and under what circumstances you occupy positions 1 & 2. We will also encourage you to notice how you behave when you are in the different positions and how you may move from them.



This conceptual diagram shows how:

- When on **Position 1** we are often ineffective contributors to service improvements because we have limited self insight (and/or limited awareness of others) which means we often either blame others or behave like a victims. We like "instant fixes". Even when change is obviously needed we resist it and often provoke resistance from others. We can get stuck in this position and I am sure we have all worked with people who are. We can all return to this level on occasions, especially when under pressure.

² Adapted from ideas by Shohet & Hawkins, Supervision in the Helping Professions: An Individual Group and Organisational Approach, Open University Press 2000

- Once we are able to tolerate multiple perspectives **Position 2** we are able to start problem solving and become more co-operative and helpful team members. However, we still tend to see the problem as “out there” and often feel they lack personal authority and believe that we can’t influence those we work with.
- When we are mature enough to accept that whatever the problem is, we have a responsibility for our own part in it - we are in **Position 3**. This is where we become creative and are able to see many more ways to have a personal impact on a problem. For example, even in a case of bullying, a person who takes responsibility for their responses to bullying behaviour can shift the outcome. This is the level where we feel more empowered, influential and resourceful and can contribute to corporate decision making with flair and a lightness of touch. It is not until this position that we can really offer others the empathy that is vital for effective leadership and organisational change.
- **Position 4** is a rare state. When we can comfortably occupy Level 3 can stretch into considering how we learn and what the learning says about us, our values, attitudes and behaviours - and how this translates into other parts of life and other unrelated problems. This is true “double-loop learning” as described by Professor Chris Argyris. When individuals, teams and organisations can use reflective learning at this level, performance increases exponentially. The Viet Cong, for example, were hugely effective against the American military because of their capacity to debrief every intervention using this style of reflective learning.

3.6 Listening

The capacity and ability to listen is fundamental to intra and interpersonal learning and development. Whitworth et al³ described a framework of three different levels of listening that has been widely used in the field of coaching.

Level 1

I am thinking about myself. I am preoccupied with what I want, what I am feeling and what I might want to say. In my communicating I am worrying about whether I am asking good questions, what I should ask next, whether I am being helpful and how well I am doing.

Symptoms: giving advice; talking about me; feeling anxious or irritated; attending to my own agenda not that of the person with me.

Level 2

I am concentrating on the other person. I am interested and intrigued. I am aware of my own judgements and able to put them to one side. I am hearing the values they espouse. We are ‘locked in a joint bubble of concern’⁴. I am attuned to the other. My body language is mirroring theirs. I am able to summarise exactly what they have been saying. I am focussed on them, following their agenda with my questions and responses. This is active listening.

³ Whitworth L, Kimsey-House H & Sandahl P (1998) *Co-Active Coaching* Palo Alto CA: Davies Black Publishing

⁴ Management Futures Ltd: from their Executive Coaching training manual. P.76

Level 3

I am 'super aware'. I am fully attuned to the other person and aware of my own feelings, judgements and responses as well as other noises or goings on in the immediate environment. I hear the music behind the words. I notice changes in body movement, voice and energy. I am using my intuition and instincts. I am using the here and now and can help the other person learn from it. The dancer and the dance are one. This is the empathic state; I am using my emotional memory and physical recall to connect to their present emotional state. I am aware I am separate from them, not over-identified with them. I do not lose sight of my own shoes whilst walking momentarily in theirs.

3.7 Asking good questions

The ability to ask good questions is a key leadership skill. Below are some principles to guide good practice when you are trying to enable others to have ownership of issues and work out their own solutions to situations. Again these have been used widely in coaching.

- Avoid leading questions such as “have you tried...” or “do you think...”;
- Use probing and exploratory questions such as “tell me more about...” or “how was it for you...”;
- Also use questions that seek clarification such as “can you explain...” or “what did you mean by...”;
- Use “what” and “how” questions;
- “Why” questions can make the client feel defensive. Strive to keep to a minimum;
- Remember to confirm you understand what the issue is with the client and ask clarifying questions.
- The best and most powerful questions are short. (Aim for 7 words)

Remember when you ask questions...

Actively listen - pay attention; show you are listening with your body language and gestures; provide feedback - understand what is being said in response and ask questions to clarify, reflect and summarise; don't judge.

Silence is fine - it gives people space to reflect on what is being asked/discussed. Giving this space helps people to think about what they, or others, have just said and can help them to make links and draw conclusions. It also provokes people to say more about the issue they are discussing and consequently give information that may not have been elicited by just asking another question.

\$64,000 questions⁵

There are some questions which are super-useful in coaching, negotiating, influencing. They will also work in this order:

- What's the issue?
- How important is it on a 1 - 10 scale?
- How much energy do you have for a solution on a 1 - 10 scale?
- Who owns this issue / problem?
- What have you already tried?
- In an ideal world what would be happening around this issue? How would you know it had been resolved?
- What's standing in the way of that ideal outcome?
- What's going RIGHT here - even if it's only a bit?
- Imagine you're at your most resourceful, what do you say to yourself about this issue?
- What are the options for action here?
- What criteria will you use to judge the options?
- Which option seems the best one against those criteria?
- So what's the next / first step?
- When will you take it?

4. Useful Resources

<http://www.leadershipeastmidlands.nhs.uk/>

The East Midland Leadership Academy website where you can access information about leadership events, programmes and activities across the East Midlands

<http://www.kingsfund.org.uk/>

The King's Fund website is an excellent source of commentary on current policy, reports on topical issues, resources to support you leading quality care.

<http://www.commonpurpose.org.uk/>

The Common Purpose website has blogs to follow and information about news events and courses.

<http://www.institute.nhs.uk/>

The NHS Institute has many useful toolkits which are available free of charge to people working in the NHS. A few that may be of particular interest in this programme are:

High Impact Action for Nursing and Midwifery. The essential collection

The ebd approach - Facilitator's Pack

Thinking Differently

⁵ These are taken from Rogers J (2004) *Coaching Skills a Handbook* Open University Press : Berkshire

http://www.kingsfund.org.uk/ebcd/about_ebcd_toolkit.html

An on - line tool kit to help you undertake Experience Based Co-design. A method that involves service users and staff equally in the redesign of services.

<http://www.rcn.org.uk/development>

The RCN also has many resources to support personal and professional development and help you develop your teams and improve the quality of care.

<http://www.dh.gov.uk/en/index.htm>

The Department of Health is the place to go for current policy documents

<http://www.robertsoncooper.com/iresilience/>

A free online tool to assess your resilience across for domains

<http://www.youngfoundation.org/our-work/advising-public-service-innovation/regional-innovation-fund-advisory-service-rifas/how>

A set of guides about how to be innovative

5. About the delivery partnership

The King's Fund

The King's Fund is an independent charitable foundation whose work is focused exclusively on Health and Social Care and whose goals are to help develop:

- Informed policy, by undertaking original research and providing objective analysis,
- Effective services, by fostering innovation and helping put ideas into action, and
- Skilled people, by building understanding, capacity and leadership.

At the King's Fund we have a passion for, and over 30 years' experience of, providing creative, relevant and effective leadership development programmes for the NHS. We offer:

- A deep understanding of the NHS
- Experience of and expertise in working with service users as central to development programmes
- Expertise in designing creative development interventions which offer participants the time and space to reflect on and practice ways of thinking, being and doing differently;
- Expertise and experience in designing programmes that integrate leadership development with service improvement;
- Access to colleagues working at the forefront of policy analysis and commentary, this is supported by an enviable network across health, not-for-profit and private sector organisations, nationally and internationally, placing us in an excellent position to resource innovative, evidence-based input offering the latest thinking around leadership and health policy.
- Relevant experience working on similar programmes, including North West Leadership Academy, South Central SHA, East of England SHA, Top Talent commissioned by the Breaking Through Team, The Management Trainee Scheme commissioned by the NHS Institute for Improvement and Innovation.

Common Purpose

Common Purpose is a UK-wide and international, not-for-profit organisation that has been running leadership courses for over 20 years which bring leaders together from the private, public and not-for-profit sectors.

Our open courses help people, organisations, cities and regions to succeed, by broadening the horizons of their leaders and developing their ability to work together to lead complex change. We have many alumni from the health sector.

We design and deliver customised programmes for organisations that need their leaders and teams to:

- Influence beyond their immediate authority – inside and outside of their organisation
- Operate more effectively outside their familiar structures and across silos
- Work better with people from different disciplines, organisations, sectors and cultures
- Better understand the ‘bigger picture’ and adapt quickly to changing circumstances
- Explore, challenge and build innovation into their working practices.

The courses are facilitated by experienced professional staff. Our contributors come from a huge range of backgrounds and sectors and are leaders in their own organisations: therefore they’re able to provide fascinating insights into how they lead and how they work with other bodies and individuals, which serves as an example and role model for participants.

We value diversity and constantly strive to provide equality of opportunity as an employer and in the provision and delivery of all our activities.

Underpinning all Common Purpose courses is a belief that society benefits from people of all ages, backgrounds and cultures working together to help guide and shape the future of their organisations and communities. We will bring this awareness to the design and delivery of the programme for East Midlands health economy.

6. The Programme Team

Anne Benson, Programme Director, The King's Fund.



Anne joined The King's Fund from the Royal College of Nursing in July 2009. Anne is an educator, leader, manager and clinician with 30 years experience of working in and with health and social care services. Anne began her career as a general nurse moving into mental health nursing and for the last 20 years she has been working in work-based education and development, primarily in the field of leadership, team and organisational development. During her career Anne has worked in in-patient, community and primary care services with experience of working in the NHS, Local Authority, Higher Education and third sector services. Anne has first degree in education and Masters degrees in Sociology and Qualitative Research and Organisational Consultancy. She also works as a Cognitive Analytic Therapist in her local Mental Health Trust.

Specialist areas and relevant experience

- Working to create the conditions to enable people to find their individual and collective solutions to challenges and situations. This approach leads to people finding their authority to take decisions and make choices to positively influence the provision of services for service users.
- Understanding and working with organisational and team dynamics, working through change and transition and working at and across boundaries; boundaries between professions, teams, services and agencies.
- Designing and delivering leadership and team development programmes that impact at individual, team and organisational level and make a difference to those using the services.
- Designing and delivering programmes to develop facilitation skills and capabilities.
- Experiential learning.

Anne has led and contributed to the design and delivery of numerous development programmes including: Top Manager's Programme, Safer Birth Improvement Network development programme, King's College Hospital NHS Foundation Trust, Senior Manager's Development Programme, East of England Aspiring Directors Programme, NHS London Aspiring Nurse Director Programme, South Central Leading for Quality Programme, North Essex Partnership Foundation Trust succession planning programme.



Caroline Duckworth, Programme Faculty, Common Purpose

Caroline is Development Director for Common Purpose customised. Caroline joined Common Purpose UK in 1997 as Senior Course Director for Bristol and Swindon where she was responsible for the delivery of our open courses. Caroline led on the design and delivery of our Chairing workshops and on our Open Ground course for very senior leaders from across the UK. Caroline is passionate about developing all leaders to reach their full potential; "Being part of the growth and development of leaders at all stages of their careers is one of the most challenging and inspiring parts of my role at Common Purpose."

Prior to joining Common Purpose Caroline had a background in retailing working with Habitat UK, Maples Stores plc and Lewis's Ltd all in operational management roles. Caroline has worked for over 10 years with the appointments Commission on the recruitment and selection of Non Executive Directors to the NHS in England.

Caroline is an experienced facilitator and public speaker.

Recent experiences include:

- Delivering interventions to clinical commissioning groups in the NE of England to help them move to authorisation as part of the NHS reforms
- The design and facilitation of our Generation Infinity course where every adult attending brought with them a young person (aged 12-22) with an aim of encouraging intergenerational leadership development



Aggie Kalungu-Banda, Common Purpose

Aggie worked with Oxfordshire Equality and Human Rights Council until March 2011, helping to build the capacity of community based organisations. Between 2006 and 2008 she worked as a freelance consultant focusing on brokering cross sector partnerships, gender and leadership development. Earlier, she served as a Public Affairs Manager for YWCA England and Wales. From 2004 to 2006 she was Oxfam GB's Gender Adviser in the Humanitarian Department.

Aggie's passion is helping people and organisations in their quest to become more effective at what they do and aspire for.

Her experience also includes working in Yemen and Kosovo as Programme Development Manager and Programme Manager for the Kosovo Women's Initiative. Earlier in her career, she was Executive Director of the Zambia National Women's Lobby Group in Zambia.

She also served as Programmes Manager for Women for Change and Drop-In-Centre Coordinator for the Young Women's Christian Association in Zambia.



Martin Kalungu-Banda, Common Purpose

Martin is currently a Core-Faculty Member of the Presencing Institute, the University of Cambridge Programme for Sustainability Leadership and the National University of Singapore's Lee Kuan Yew School of Public Policy Executive Programme. He coaches, trains, and develops business and government leaders in different parts of the world, in the areas of transformational change, cross-sector collaboration, innovation, and individual/team/organizational development.

Martin is an adviser for the Tony Blair Africa Governance Initiative, coaching a number of Chiefs of Staff to African Heads of State. Earlier in his career, he held a number of high profile roles, including Global Leadership Advisor for Oxfam GB in Oxford, and Regional Corporate Affairs Manager for BP-Africa. In the latter role he was responsible for driving a significant transformation of the function, which also involved development of a process to mentor External Affairs managers to develop skills to work more effectively with core business units within BP-Africa.

In the last three years, Martin has co-designed and co-facilitated a number of innovation and transformation processes with organisation, which have included:

- Working with the WWF to help the Tuna Industry in the Coral Triangle to become more sustainable.
- Helping the Namibian Government's Ministry of Health increase accessibility to and improve the quality of healthcare services through an innovative leadership development programme.
- Co-designing and co-facilitating the Dishaa Project's inaugural challenge of how to reduce the cost of heart surgery to US \$1,000.
- Serving as a co-facilitator on Climate and Development Knowledge Network's Event held at the University of Oxford for over 150 experts and practitioners from over 70 countries seeking new ways of responding to climate and development challenges.

Martin holds academic qualifications in Public Affairs, Development Studies, Philosophy and Anthropology from the University of Warwick, UK; the University of Zambia and the Zambia National Seminary. He also holds professional qualifications in Leadership and Organisation Development from the National Training Laboratories (Oxford), Brokering Cross-sector Partnerships from the

United Nations Staff College (Turin) and SIMA Coaching (Oxford). He was also responsible for designing and teaching a course on Business Ethics at the University of Zambia.

Martin is the author of the bestseller *"Leading Like Madiba: Leadership Lessons from Nelson Mandela"* (2006) that has sold more than 30,000 copies and translated into six languages; *"It's How we end that Matters: leadership lessons from an African President"* (2009) and *Children of Lumwana: Mining and Stewardship* (to come out in June/July 2011). Martin has also published a number of articles and book reviews in numerous journals.



Belinda Weir, Senior Consultant, The Kings Fund

Belinda joined The King's Fund in June 2010. She has over twenty five years' experience as a leader, coach, consultant and trainer in health care settings, across public, private and non-profit organisations in the UK.

During her career Belinda has designed and implemented leadership development and individual, team and organisational performance improvement programmes for a wide range of healthcare organisations. She has planned and supported organisational change strategies for acute trusts, primary care trusts (PCTs), practice-based commissioning consortia, whole health and social care communities. She has also worked in primary, acute and specialist health settings to promote clinical engagement in strategic planning processes.

She is an experienced strategist, consultant and facilitator, and has worked at board and senior executive level in the NHS and in the private sector, with PCTs, hospital and care trusts, regional networks and strategic health authorities, and in the pharmaceutical industry. She has a particular interest in NHS board development, and in developing collaborative leadership approaches to support whole health systems working.

Belinda is a Non-Executive director of a mental health foundation trust. She was a university lecturer in health and social care management, and the Chief Executive of a mental health service provider for many years. She has an MBA from Manchester Business School, and is an accredited MBTI and Prince2 Practitioner.

7. Contact details:

East Midlands Leadership Academy

To send apologies or discuss queries about venues/ the Emerging Leaders Programme/ the East Midland Leadership Academy or to note dietary requirements please contact Charlotte Harris.

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