DETAILED CASE STUDY

Leadership Development Programme

Background

Following the roll-out of a new business model, a bespoke leadership development programme was designed and delivered for a critical operational population within an engineering business.

An agile design and delivery approach was chosen to ensure high engagement and high impact for a relatively resistant, disengaged audience. A series of interventions including masterclasses, action learning, coaching, and metrics were included to support learners make the critical leadership transition from 'Leading Others/Technical Expert' to 'Leading Leaders/General Business Manager'.

Ongoing co-creation, metrics, observational data and engagement with executive stakeholders ensured that the intervention not only supported the development of individual leaders, but also supported the wider business transformation required to achieve the vision and optimise the new business structure.

Overall learning objectives

★ **Benchmark and track impact, strengths, development area**s and progress against key leadership domains

★ **Learn the mindset, skills and tools that will support leadership effectiveness** as an entrepreneurial leader in the domains of: Think Wisely, Engage Widely; Lead Boldly; Transform Mindfully and Perform Purposefully

★ **Learn how to think critically and reflectively** to enhance effectiveness of key managerial and leadership decisions

★ **Build personal resilience, confidence, influence and thinking capabilities** to deliver against the evolving business challenges and demands

★ **Enhance influence and impact** with internal and external stakeholders

★ **Tackle real workplace issues**, reflecting what is needed to promote confident, high performing, continuously improving and adaptive organisation

★ **Build a powerful peer support network** that spans organisational boundaries to learn, exchange experiences and generate ideas

Approach to design

We combined multiple approaches to training needs analysis, outlined and summarised below:

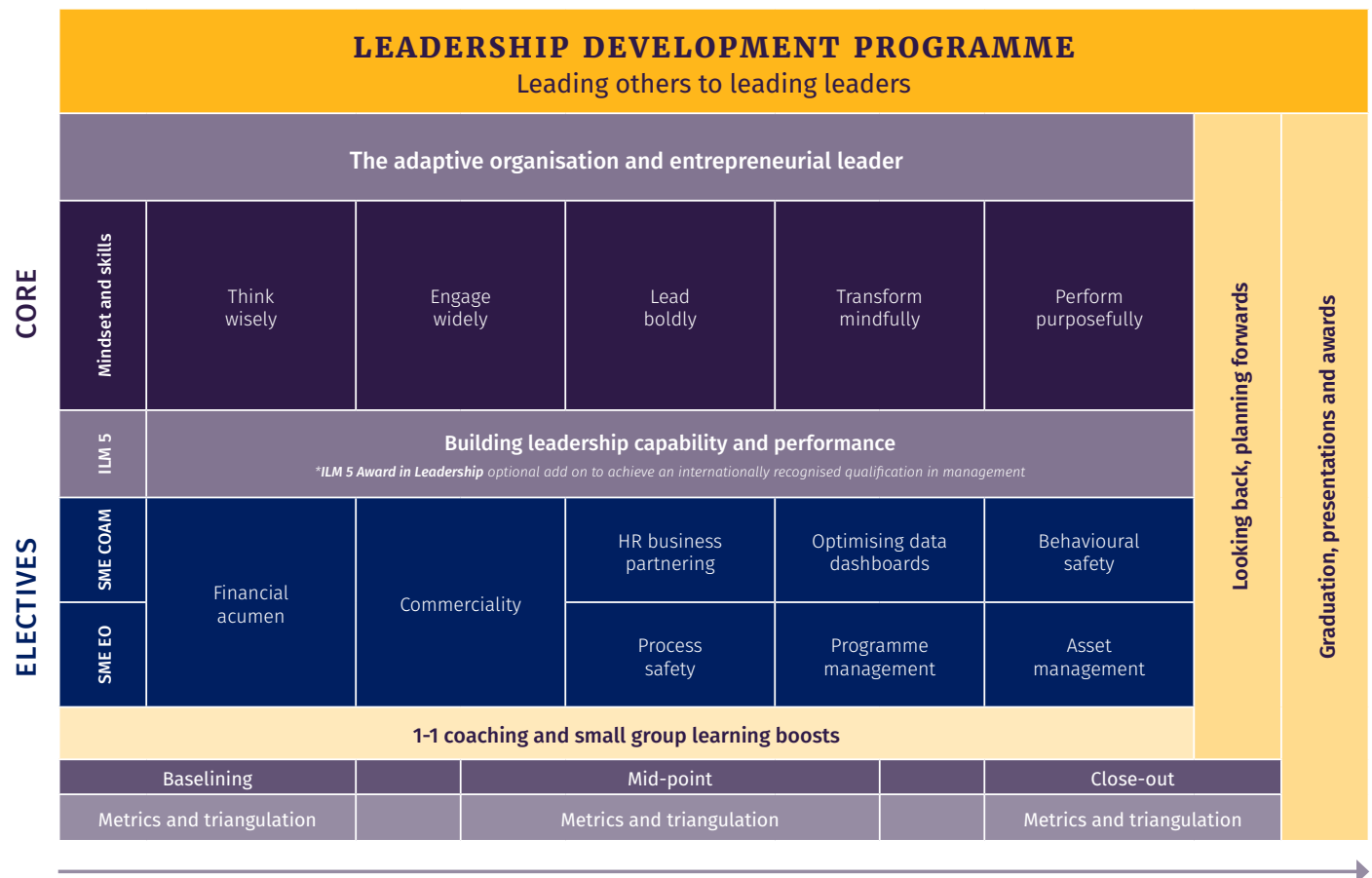## 01

Aggregate training needs discovery

- Review of job descriptions for the target population, level above, and level below

- Review of business documentation including previous learning needs and gap analysis conducted for the target population

- A series of co-creation interviews and focus groups with:
  1. COO
  2. Programme sponsor
  3. Directors and line managers
  4. Learners
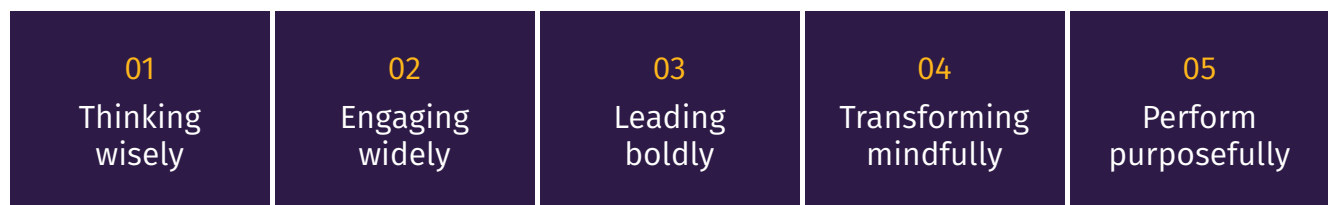 5. Additional 1-1 deep dive interviews with high performers

02

Individual training needs discovery via 360 assessment + triangulation interview with line manager

- 360 assessment for robust baselining data on the critical leadership capabilities

- Triangulation session with learner, line manager and coach to review the baseline and identify strengths and areas for development

- Co-creation of individual PDP with measurable projects and targets that will demonstrate progress in the targeted leadership capabilities

Actual development content

LEADERSHIP DEVELOPMENT PROGRAMME Leading others to leading leaders						
CORE · The adaptive organisation and entrepreneurial leader						Looking back, planning forwards
	Mindset and skills	Think wisely	Engage widely	Lead boldly	Transform mindfully	Perform purposefully	
	ILM 5	Building leadership capability and performance *ILM 5 Award in Leadership* optional add on to achieve an internationally recognised qualification in management					Graduation, presentations and awards
ELECTIVES	SME COAM	Financial acumen	Commerciality	HR business partnering	Optimising data dashboards	Behavioural safety	
	SME EO			Process safety	Programme management	Asset management	
1-1 coaching and small group learning boosts							
		Baselining		Mid-point		Close-out	
		Metrics and triangulation		Metrics and triangulation		Metrics and triangulation	

Five core leadership modules

| 01 Thinking wisely	02 Engaging widely	03 Leading boldly	04 Transforming mindfully	05 Perform purposefully

The modules were delivered in a hybrid format, blending face-to-face residentials and virtual masterclasses. The common activities and techniques to develop the required mindset, skills and tools include:

- Exploration of common leadership challenges through diverse perspectives and personal experiences
- Examination of core challenges through 'systemic' lens to align to desired corporate culture and strategic agenda
- Examination of business case studies and best practices to solidify concepts and broaden understanding and application
- Knowledge sharing, critical discussion and debate
- Critical reflection on own styles, techniques and impact
- Identify underlying blockages and frame the new mindset and behaviours
- Experimental activities and application of core concepts to own business-relevant scenarios
- Apply tools and techniques to real-life workplace challenges and opportunities
- Group problem solving and presentations
- Behavioural feedback from peers and expert coaches
- Guest speakers, including alumni and business specific case studies/success stories
- Goal setting and public commitments
- Personal goals and 'requests' for the next module topic area
- Ongoing reflection and iterative learning
- Social learning and building connections to utilise on and outside the programme

Behavioural pulsing

Behavioural pulsing with targeted selection of behaviours to give ongoing, real-time feedback on key behaviours. Drawing upon 'nudge theory' principles, this technology enables individuals to continually track and measure their success against their own objectives, and generates evidence of sustained behaviour and culture shifts, at the individual, team and organisational level.

Sample of behavioural pulsing tool
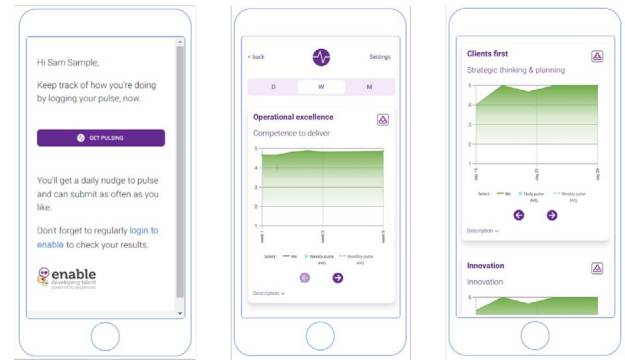
Organisational-specific modules with SME co-delivery

1-1 coaching sessions

With Peoplewise coach to ensure focus on individual personal development needs.

Small group learning boosts

Peer coaching and accountability forums enabling collaborative problem solving and positive reinforcement of achievements and efforts.

Mid-point review

Focus groups to review progress, successes and ongoing challenges from a systemic perspective, and feed up to senior management.

Think wisely module

The key content covered:

01 **What is a leader paid to do?**

02 **Think Wisely: a core leadership capability**
    a) Definitions
    b) How you stack up

03 **Create the mindset (thinking capability)**
    a) Critical transitions: from leading others to leading leaders
    b) Systems thinking, ambiguity and complexity
    c) Doing/tactical/technical vs. thinking/long-term/strategic focus
    d) T junction thinking

04 **Develop the Skills (thinking capability):**
    a) Two thinking styles: divergent and convergent thinking
    b) Thinking exercises: divergent and convergent thinking

05 **Master the Tools (thinking capability): application to live business challenges**
    a) A model for strategic thinking and problem solving
    b) Thinking tools: environmental scanning
    c) Thinking tools: problem definition and analysis
    d) Thinking tools: generating options
    e) Thinking tools: decision making
    f) Thinking tools: strategic planning and implementation
    g) Thinking tools: review

The following learning objectives emerged from the discovery:

★ Enable learners to be less focused on 'technical' problem solving and **more comfortable with longer-term, strategic thinking and problem solving**

★ Create the mindset required to **think more strategically** and flexibly about business problems

★ Demonstrate the importance of **managing time effectively** and balancing operational/tactical BAU vs. longer-term planning and thinking

★ Provide tools and techniques to **support divergent and convergent thinking** without relying on technical knowledge

Impact analysis

END-POINT QUANTS
Leadership behaviours

'Learners' self-assessment following the development programme identified increased effectiveness in the following areas:

Top areas developed

01 Manage own time effectively to balance operational delivery and longer-term planning

02 Consider the big picture and wider impact of decisions

03 Being decisive and entrepreneurial to deliver value and improvements in my area

04 Being open to feedback and embracing opportunities to personally grow and develop

05 Flexing my leadership style to meet different needs and outcomes

06 Increasing confidence, stance, diplomacy and assertiveness

07 Enhancing emotional agility and resilience

08 Managing personal impact and increasing gravitas

09 Making independent decisions

10 Build and leverage collaborative relationships across peers and internal stakeholders

11 Seeking opportunities outside of my comfort zone

Ongoing areas to focus on

01 Deliver effective performance reviews, development plans and succession plans

02 Develop the managerial and supervisory skills of my direct reports

03 Create a distinct culture and identity for my own area of responsibility

04 Increase employee engagement in my field force

END-POINT QUANTS
ILM5 qualification achievement

In this programme, the ILM5 Certificate in Leadership & Management qualification was an optional component.

Achievement of the ILM5 qualification in Leadership & Management required successful submission of three assignments that demonstrated knowledge, skills, self-reflection and personal development in the areas of:

1. Problem solving and decision-making
2. Innovation and leading change
3. Developing own leadership capability and effectiveness

*Of the 22 learners signed up, **81% successfully completed** the ILM5 Certificate in Leadership & Management.*

Reasons for non-completion, including change of roles, retirement/left the business. A celebration and summary of these achievements is included in the graduation event and celebration dinner with award trophies and special achievement awards.

END-POINT QUANTS
Leadership performance and potential

Talent observations and analytics per individual were provided to support succession planning, including:

- Review of progress and achievements against PDP goals

- Feedback on observed mindset and behavioural shift (on-the-job)

- Feedback on observed strengths, development areas and shift (on-the-programme) covering:
  - Engagement
  - Thought leadership
  - Curiosity and learning agility

- Recommendations for ongoing development goals and support requirements

Business outcomes

A number of business outcomes have been observed, although ongoing longitudinal would be beneficial:

Performance improvements

Significant performance improvements were observed in key performance indicators, such as C-SAT, safety, efficiency etc. Including one learner achieving highest ranking C-SAT (from lowest rank), with credit provided to the programme for facilitating more critical thinking, greater connectivity across peers, more effective leadership behaviours and effort exerted in the problem via the ILM5 assignment. Similar stories were provided in areas such as safety and utilisation.

Business case studies

The ILM5 assignments provide a variety of case studies that demonstrate tangible business improvements in performance, embedding the new vision and values and evidencing own ability to flex and adapt own leadership style, communication methods and motivation/engagement tactic.

Community of practice / collaboration within and across networks

Significant reduction in silos across networks and areas. One specific example includes a learner-led initiative to set up a monthly collaboration day to collaborate on business issues and opportunities. Other examples include sharing innovations, policies, talent. In the London area, two COAMs took responsibility to represent the 'voice of the collective' to influence central functions on policies, structures and procedures that would enable quicker decision making and devolution of power.

Retention rate and promotion of supervisors

At the start of the programme, it was stated by COO that 'not all will make it', in recognition of the process and talent that initially filled the 28x positions within the new structure. The programme was designed to help differentiate between the 'technical managers' and 'business leaders' that have the desire to invest in focusing on leadership and leadership development of themselves, and of their supervisors. Throughout the duration of the programme, there were several delegates that retired, changed role or left the business. This has resulted in 8 new promotions, who have been invited to participate in the next cohort for 2023.

Promotion rate

21%

achieved a promotion
(6 out of 28 learners)