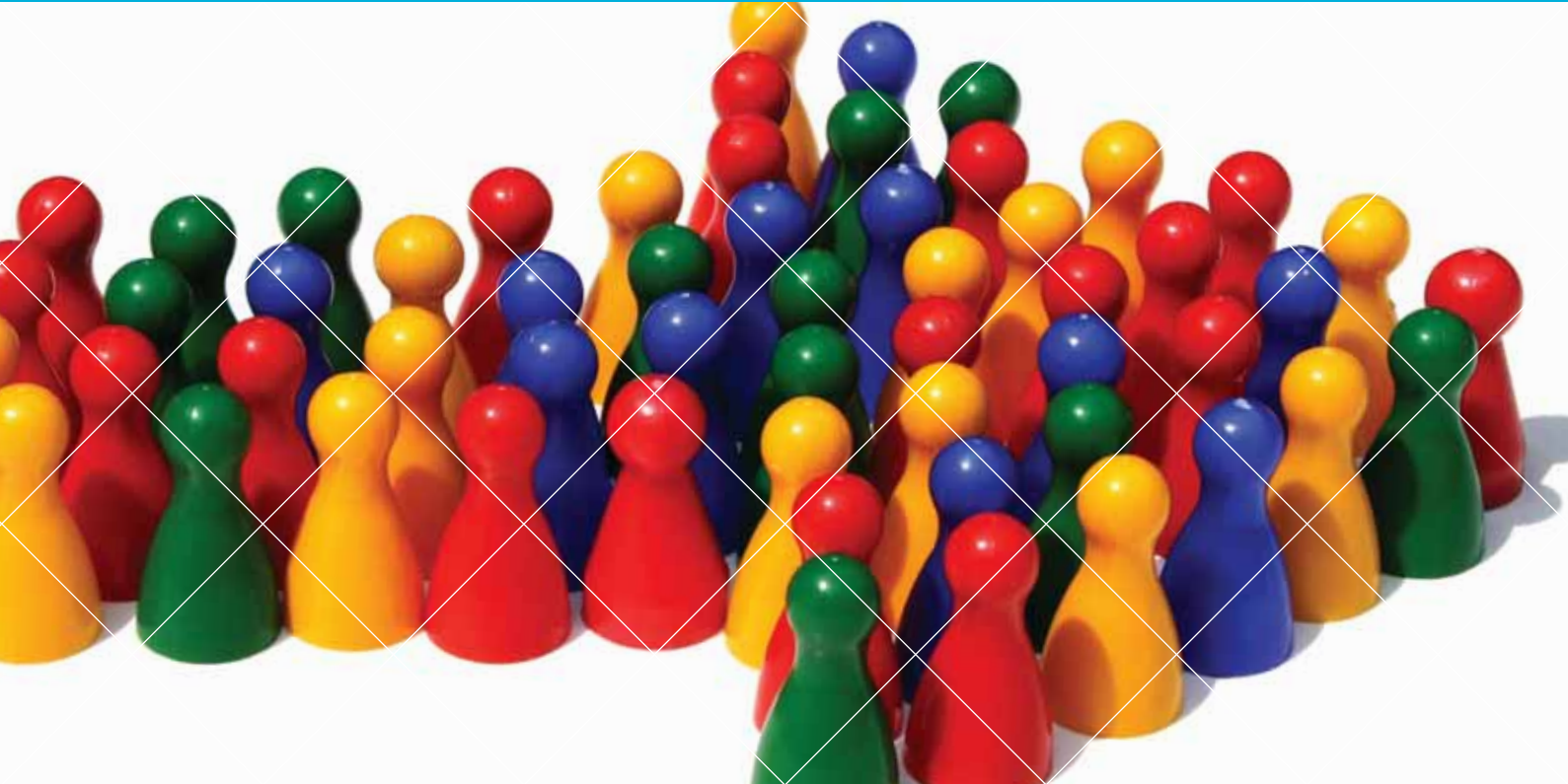


Leadership Team Coaching

Leadership Team Coaching

The Productive Leader
Releasing time to lead™





Leadership Team Coaching: introduction

Leadership Team Coaching is the first module in The Productive Leader. This module is typically delivered as a facilitated session, bringing together entire leadership teams (leaders and PAs) for the first time. Using Honey and Mumford's Learning Style Inventory, you will be guided to consider your preferred learning style. This will enable you to compare your preferred learning style to those in your team and help you change and adapt to new behaviour.

Understanding the crucial relationship between leader and PA is an important focus of this module. For the first time, you will start to consider your roles and responsibilities in your working relationship and be encouraged to consider how you might change to improve productivity.

As part of this module you will consider the results of your Personal Effective Questionnaire (PEQ) and baseline data to identify and understand future learning opportunities that the programme offers.

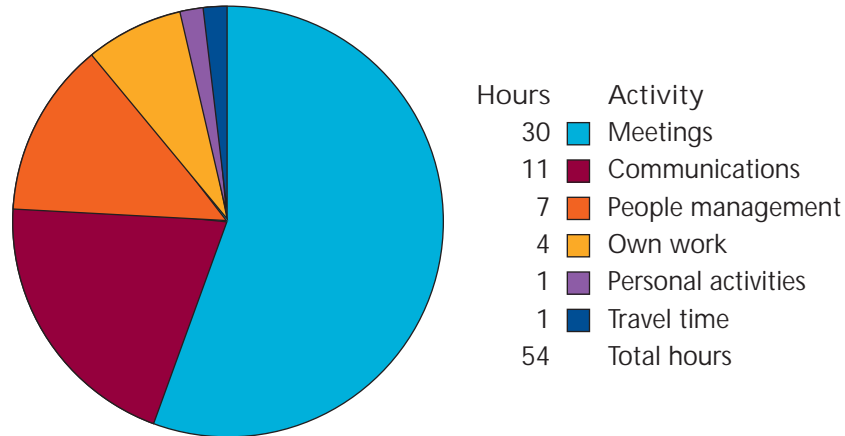
NHS leaders are working to capacity

A survey in the *Health Service Journal* found that:

'Managers felt they often spend too much time firefighting rather than making fundamental changes which can contribute to long-term improvement.'

'60% say talent is being driven out.'

How NHS leaders spend their week

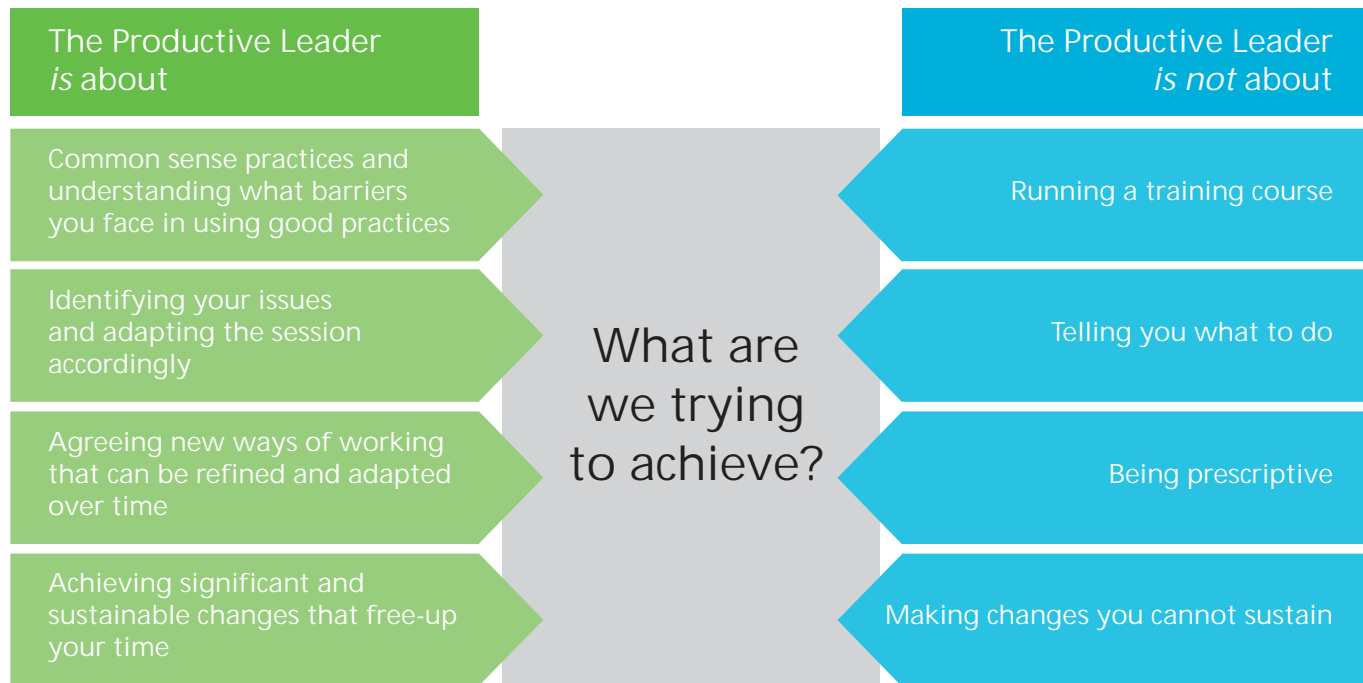


Hours spent on a weekly basis

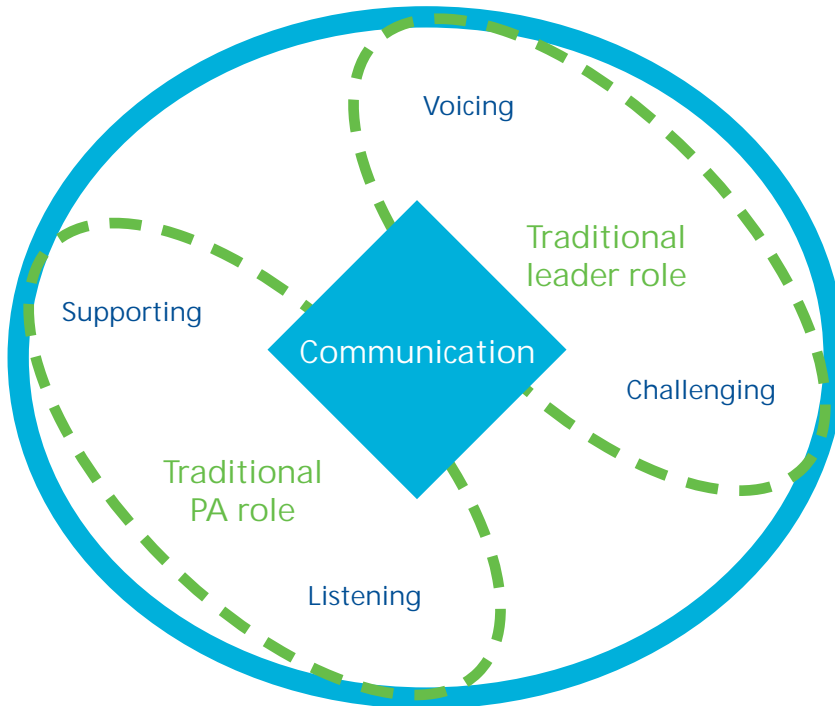
'NHS Institute research in seven organisations across the NHS found that on average leaders are spending about 75% of their core working day, ie 9am to 5pm in meetings'.

NHS Institute for Innovation and Improvement 2007

What is The Productive Leader trying to achieve



The Productive Leader is about working together as a team and having open communication channels



Using the Honey and Mumford learning styles inventory

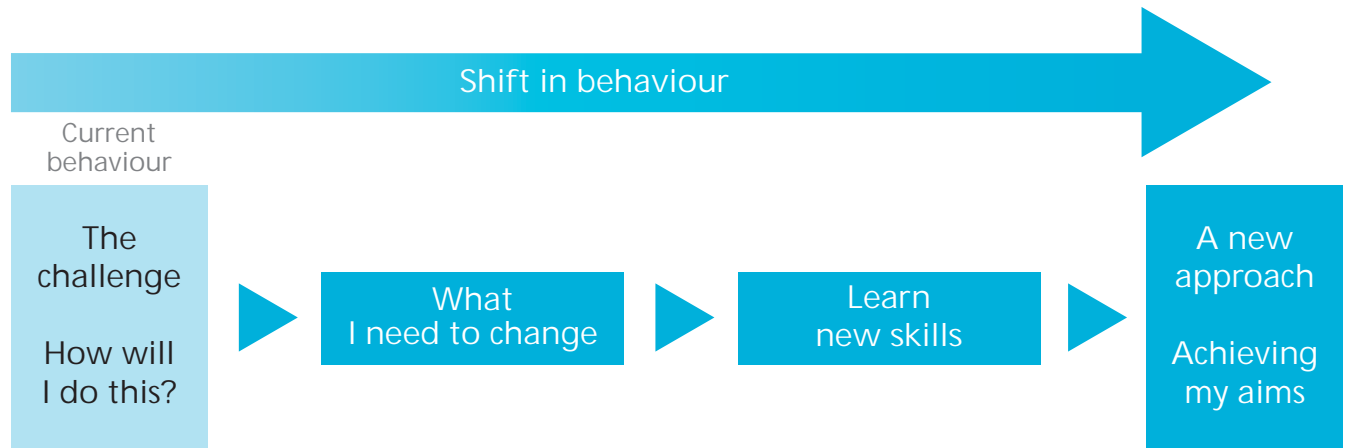
The Productive Leader requires a change in behaviour if you want to adhere to best practice.

Through The Productive Leader you will learn new tools and techniques that can be applied to everyday activities.

The learning styles inventory provides an opportunity to understand your preferred learning style and help you change and adapt to new behaviour.

You will compare your preferred style to that of your colleagues and understand the impact you have on each other in your team.

Changing behaviour through learning



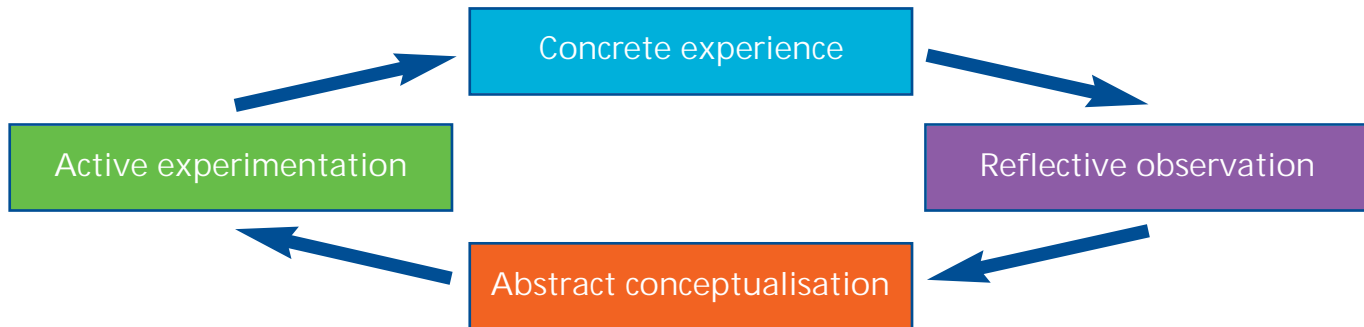
Understanding your strengths and what you find challenging allows you to identify how you need to change your behaviour to become even more effective.

Process of learning during The Productive Leader

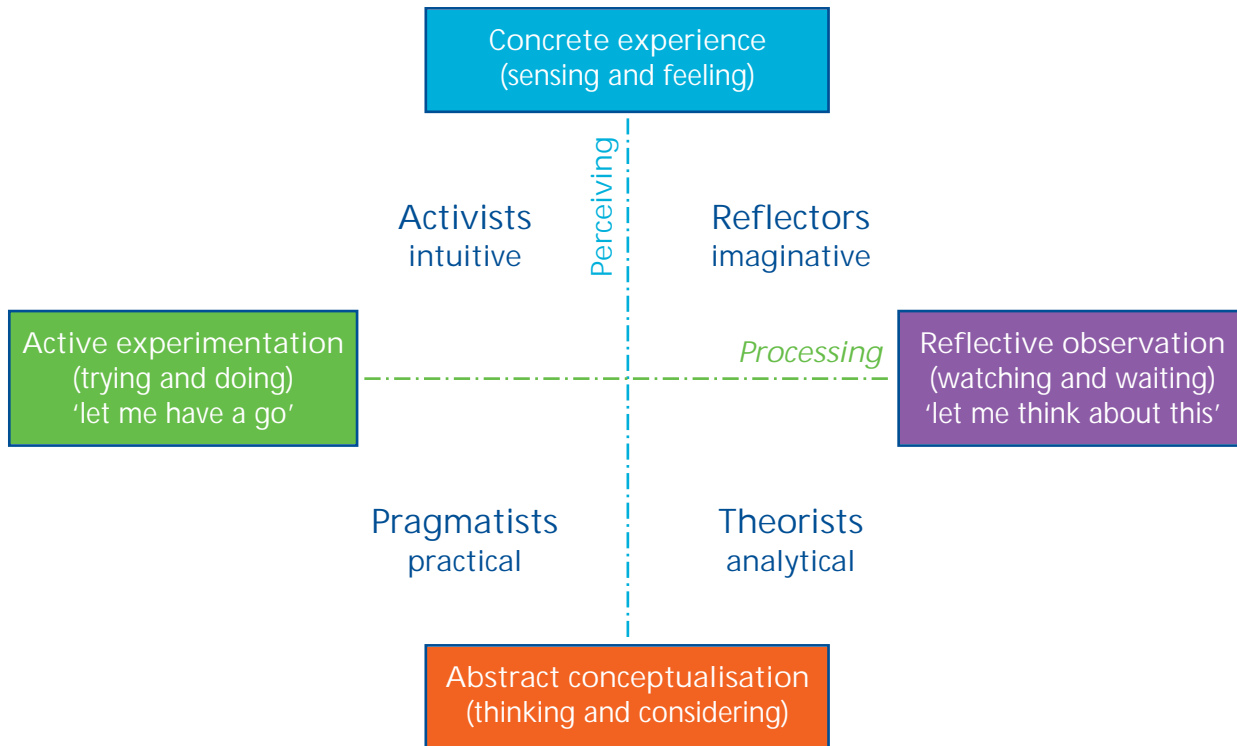
Throughout the modules, you will be encouraged to:

- articulate the current issues you have within the areas identified
- identify the areas where changes can be made
- learn new tools and techniques that can be applied
- apply the new techniques both individually and as a team.

This process is based on David Kolb's *Experiential Learning Cycle* (1984).



We all learn in different ways



What is your preferred learning style?

Activists – like new experiences and are enthusiastic about new ideas. They tend to act first and consider the consequences later.

Learn best when...	Learn less when...
<ul style="list-style-type: none">• involved in new opportunities• working in the team• faced with a difficult task• chairing meetings; leading discussion	<ul style="list-style-type: none">• listening to lectures• working alone• understanding data• following precise instructions

Reflectors – like to look at situations from different perspectives. They collect data and have to analyse it carefully before coming to conclusions.

Learn best when...	Learn less when...
<ul style="list-style-type: none">• observing people at work• reviewing what they have heard and think about it• producing reports without tight deadlines	<ul style="list-style-type: none">• forced to act as a leader• given no time to prepare• thrown into a situation• rushed or up against a deadline

Theorists – like to adapt observations and apply theories.
They are very systematic and logical when thinking through problems.

Learn best when...

- placed in complex situations
- in a structured situation with clear objectives
- considering different theories
- given the chance to question and probe

Learn less when...

- thinking about feelings and emotions
- undertaking unstructured activity
- not understanding underlying principles

Pragmatists – very keen to try new things out.
They tend to be impatient and want to get to the conclusion.

Learn best when...

- visualising the link with learning and their work
- trying out techniques
- aware of the advantages
- applying a model

Learn less when...

- there are no guidelines
- there appears to be no benefit
- the learning or event is all theory

Honey, P., Mumford, A. (2006). *Honey and Mumford learning style questionnaire: 40 item version*. Peter Honey Publications

Ideas for discussion

What implications might this have for you in your role?

What activities in your role might suit you best?

What activities in your role might prove most challenging?

What activities might best suit you as a leader and PA team?

What considerations will you need to make as a team?

What insights will help you?



Improving your team performance

- Group exercises



Group exercise – best practice

PAs

List the qualities and behaviours of your ideal manager

Share some examples when your manager has shown these

Leaders

List the qualities and behaviours of your ideal PA

Share some examples when your PA has shown these



What can make a difference

As a team complete the following sentences on your flip charts:

'We like it when you'

'We find it difficult when you ...'

'In future we would really like it if you ...'

Now work together to create a definition of best practice regarding how you can all work together better.




Focus on the team – roles and responsibilities



It is important to clarify your roles and responsibilities

NHS Institute research has indicated that a typical PA in the NHS has worked with their leader for seven years, however they have never formally clarified their roles and responsibilities.



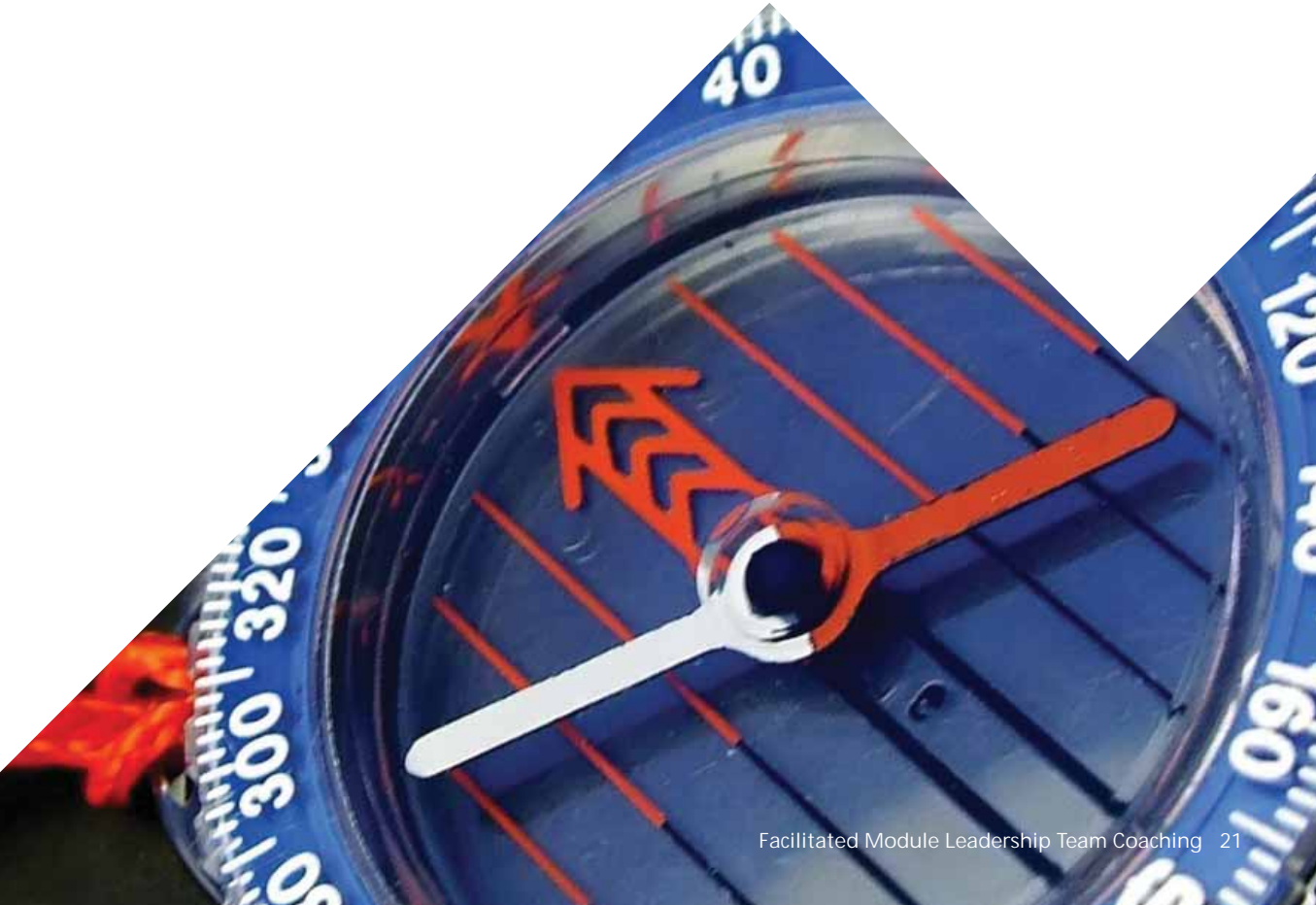
'I have been working with my PA for a long time now. We have never taken the time to step back and look at the ways we work together – it has just grown up over time.'
(Director, primary care trust)

Team roles and responsibilities

Compare your thoughts from your pre-work as to who does what in relation to the activities associated with the leader.

Agree a list of roles and responsibilities that can be reviewed at subsequent meetings. Below is an example referring to roles and responsibilities in email management.

Activity	PA	Manager	Areas for improvement
Emails			
Email inbox management, including managing the waiting for reply			
Email filing, printing and deleting			
Writing and sending emails			
Other			



Measuring your personal performance



Why you need to collect data

Gathering baseline data gives an indication of how you currently spend your time and how effective it is, so you can see where there is room for improvement.

Measuring improvement in personal performance is as important as measuring clinical performance and outcomes.

The data you have gathered will highlight areas for improvement. By implementing The Productive Leader you will be able to make a noticeable improvement in your personal productivity.

Personal effectiveness questionnaire: interpreting your results

- What does your profile say about you?
- Do you find it surprising? If so, in what way?
- What does the team's profile say about the team?
- Does anything about the team's profile seem surprising? If so, in what way?
- How can you use this information to form an even more productive team?

Actions for continuous development

Based on your personal effectiveness questionnaire profile, what learning could you benefit from:

- for you
- your team.

Which self-development modules could be useful to:

- you
- your team.

If everyone undertook the actions described, what would the new environment be like?



Review of your baseline data

- How much time are you spending in meetings?
- Are you surprised by the amount of meetings that don't start or finish on time?
- How many emails do you receive with clear subject lines?
- What changes or improvements would you like to make?
- How can you use this information to form an even more productive team?



Reflecting on what you have achieved



Area covered

Application to modules

Learning styles

Contributes to your understanding of your preferred learning style and that of your colleagues and how this might affect your learning and approach during the programme

Improving team performance

The learning from this session is applicable to all modules as you develop your understanding of your colleagues

Roles and responsibilities

The learning from this session is applicable to all modules where you will be encouraged to further define your responsibilities

Personal effectiveness questionnaire

This indicates which modules will specifically assist you in improving your productivity

Baseline data

This data will show you how you are currently spending your time and which modules you should focus on, particularly in relation to the Workload Management module

