

# LEADERSHIP DEVELOPMENT

By Polaris Learning



## **Contents**

Planning Leadership Development: What Makes a Good Supervisor or Manager

How We Can Help You

The Learning Process

Strategy and Focus

Programme Design

Implementation

Delivery Models and Options

Quotes, Case Studies and FPAL Feedback

## LEADERSHIP DEVELOPMENT: THE BRILLIANCE OF BLENDED

### PLANNING LEADERSHIP DEVELOPMENT: WHAT MAKES A GOOD SUPERVISOR OR MANAGER?

*“Managers at all levels need a certain set of skills associated with their people management role, and these need to be developed. It should also not be assumed that well-qualified professionals who attain promotion to posts involving line management responsibilities will automatically be able to assimilate the people management role.”*

**CIPD Factsheet “Management Development”, 1 July 2016**

#### What to Consider

- Many people are promoted to leadership positions on the basis of technical skills or operational requirements that may mean they are promoted earlier than would be ideal.
- It can be sensible to assess leadership levels and to consider that basic leadership training may be required as much as the more advanced leadership training.
- Do not assume an automatic correlation between management qualifications and an individual’s ability to lead and manage. Qualifications that have not been linked clearly back to the workplace may not support managers to know how to use what they have learnt and how to use this at a day to day level.
- It is important that companies tell their leaders what is expected of them, providing a clear brief on their responsibilities to their team members or to the organisation, and the behaviours that are therefore required. The learning and development programme should incorporate these key messages.
- Hands-on, practical workshops with clear workplace links are an eye opener to employees regardless of their level of position, experience or qualifications. At the very least it works as a good refresher but in most cases employees take away a lot that they can immediately apply in how they lead and manage.
- On the job experience as a manager is important to help employees get the most from a leadership development programme. However, different techniques can be used to help develop future managers or graduates.

*“Management Competences*

*Larger organisations often have the capacity to identify the requirements for effective management in the form of specific competence frameworks, which will include many of the specialist areas such as:*

- *The skills of managing others*
- *Knowledge of management techniques and the development of strategy*
- *Interpersonal skills such as communicating, influencing and negotiating.”*

**CIPD Factsheet “Management Development”, 1 July 2016**

## Actions to Implement now

- Most leaders and managers will realise that they are not as good as they could be at the basics of leading. And those who feel that they are good can be the ones who need the most input. Covering the basics or running a refresher programme can be a key way to boost the basics of leadership across the business. An online programme with practical assignments can work well for this purpose.
- Assess leadership skills if you do not already have a clear picture of each employee’s ability to lead and manage. You will have your own methods for doing this, however from a people management perspective there are some clear signs that a manager may not be covering the basics for example, HR feedback, appraisals, employee turnover and team performance.
- Where possible, build in some self awareness work to be completed before an employee attends leadership training. This can be set as pre-course work and does not need to be time consuming.
- This initial piece of work ahead of the training can play an important role in helping employees understand what they need to be thinking about and why the training really does apply to them.
- Building in the company’s vision, values, and relevant procedures and paperwork is essential. This enables the employee to much better understand what is expected as well as giving the company a great opportunity to reinforce key messages.
- It is important to consider the learning process and how people learn. You cannot take someone out for a day of training and expect transformational and sustained change. Learning and development programmes need to be built accordingly and blended learning has a large role to play.
- Use a leadership competency framework to help you plan and assess the success of your leadership development programme.

## HOW WE CAN HELP YOU

We have over 20 years of experience assisting organisations to plan and implement flexible leadership development programmes that focus on the changes in the behaviours of leaders.

Our strength is working with team leaders and supervisory levels up to middle management.

We use a wide range of solutions including accredited and non-accredited programmes, and we work with organisations to develop competency frameworks and standards for their leadership.

By working closely with our clients, we ensure that leadership development programmes have the maximum impact and result in changed behaviours back in the workplace, giving our clients the results they need.

## THE LEARNING PROCESS

When planning leadership development there are some key things to build into the leadership development programme:

- Short, practical pre-course work that encourage learners to think about their own approach to leadership is a great way to get the learners engaged and ready to participate.
- Use bite size learning to avoid overload, keeping the amount of information to be absorbed manageable and make sure the learning is re-visited throughout the training.
- Provide practical work based assignments after the training to help the learners consolidate and apply what they have learnt.

### The Role of Blended Learning in the Learning Process

We believe that a blended approach provides more flexibility for the organisation and is more likely to result in changed or enhanced behaviour.

In 2015, we launched our online and blended learning portal PLUS and this gives us the ability to deliver leadership programmes with tremendous flexibility and engagement.

### Illustration 1

This table describes the differences between online, blended and onsite learning.

| Online Learning  | Blended Learning  | Onsite Learning   |
|--|---|---|
| <ul style="list-style-type: none"> <li>• All learning activities completed online.</li> <li>• Learning activities supported through forums and discussions.</li> <li>• Learners received individual feedback from appointed trainer.</li> <li>• Checkpoints built in for longer term programmes to monitor individual progress and learning.</li> <li>• Different methods of assessment available.</li> <li>• Useful where geographical and travel costs create barriers to implementing training programmes.</li> </ul> | <ul style="list-style-type: none"> <li>• Split of learning activities undertaken online and offline.</li> <li>• The option of including pre-course work and post course activities and reflection.</li> <li>• Valuable option for longer programmes and accredited options.</li> <li>• Timescales and milestones to help manage programmes.</li> <li>• Mixed learning materials and activities enhance the learning process.</li> </ul> | <ul style="list-style-type: none"> <li>• Most learning activities delivered face to face.</li> <li>• PLUS used to provide pre-course work, assessment material and additional learning materials.</li> <li>• Enables learning sessions to focus on the development of practical skills.</li> <li>• Assessments can be monitored and tracked online.</li> <li>• Additional resources, client information and links hosted on PLUS as the learning portal and hub.</li> </ul> |
| Work done online   |   | Work done offline   |

## STRATEGY AND FOCUS

Our experience from working with supervisors and managers across different sectors has given us a good understanding of the challenges and opportunities in developing leaders.

We also have an in-depth understanding of how people learn, what needs to be achieved in order for behaviours (and sometimes attitudes) to change and how to design learning programmes that maximise the learning experience for each person.

Throughout, we have used qualifications from the Institute of Leadership & Management (and its predecessor, NEBS Management). These qualifications provide a valuable framework to plan the development of individuals, succession planning of leadership talent as well as providing a framework for identifying the typical development requirements for your leaders working in different areas of your organisation.

We start by understanding your objectives for the leadership development programme, your key messages, the roles being performed by the target group and any key processes or frameworks that need to be considered within the programme. This last stage usually involves understanding your performance management, learning and development systems as well as any values, behaviours or leadership frameworks that you need reinforced.

### Illustration 2

The following diagram is an extract from a fuller leadership planning exercise undertaken for a client and represents the development priorities and different levels of leadership linked to role descriptions:

| Team Leaders & Supervisors   | First Line Managers  | Middle Managers  | Senior Managers  |
|--|--|--|--|
| <p><b>Key Development Requirements :</b></p> <ul style="list-style-type: none"> <li>• Coach/mentor the performance of team members</li> <li>• Leading and motivating</li> <li>• Financial basic</li> <li>• Task and resource allocation</li> <li>• Empowerment / delegation</li> <li>• Manages performance / supports appraisals/ provides feedback</li> </ul> | <p><b>Key Development Requirements :</b></p> <ul style="list-style-type: none"> <li>• Leading and motivation</li> <li>• Planning, monitoring and evaluation</li> <li>• Communication</li> <li>• Managing change</li> <li>• Performance management</li> <li>• Coaching</li> <li>• Customer service</li> </ul> | <p><b>Key Development Requirements:</b></p> <ul style="list-style-type: none"> <li>• Change management</li> <li>• Project management</li> <li>• Financial management</li> <li>• Performance management</li> <li>• Coaching &amp; mentoring managers</li> <li>• Implementing policies and procedures</li> </ul> | <p><b>Key Development Requirements:</b></p> <ul style="list-style-type: none"> <li>• Managing the performance development process</li> <li>• Ensure effective communication and consultation with employees</li> <li>• Recruitment of staff and effective induction within the company</li> <li>• Ensure compliance with HR policies and procedures</li> <li>• Strategic planning</li> <li>• Planning and managing change</li> <li>• Managing the business</li> <li>• Coaching managers</li> </ul> |

## PROGRAMME DESIGN

We recognise that leadership development is a process. Therefore our approach is to support this process through progressive learning activities and feedback, helping to bring learning back into the workplace.

Our project manager works with you to plan the training that is required, agree the best approach and agree timescales.

Some of our clients choose short leadership development training options to address specific skills.

Others require full development programmes where the programme is being used to help with succession planning short and longer term, cultural change or to support continuous improvement programmes.



### Client Service

We recognise that client service and project management are as important as the training delivery.

As part of this service, we appoint a project manager to look after each client.

This project manager will make sure that you and the learners are happy with the training, and will ensure that you receive regular reporting on the progress of learners, anticipated milestones and projected completion dates.



## IMPLEMENTATION

### Our Training Approach and Resources

We aim to always deliver very practical training that has little reliance on slides and is designed to get the learners to actively participate in the training. We find this approach increases the amount of learning that the learners can take back to the workplace and use in their role as managers.

We have developed our approach to delivering training workshops focusing on a mix of activities that involve and engage our learners:

- **Facilitated group discussions**
- **Use of case studies**
- **Practical activities**
- **Opportunities to practise**
- **Skills evaluation during workshops**
- **Evaluation and assignment tools after workshops**



### Skills and Competency Evaluations

There are a number of tools we use that enable individuals to undertake self evaluation on supervisory skills, competencies and behaviours. These can be used for different evaluation and feedback activities before, during and after workshops.

This is a very effective way to increase each learner's self awareness, help them to set goals and obtain feedback.

### Illustration 3

This is an extract from a skills and competency evaluation tool that we use. This is used by each delegate as part of a pre-course SWOT analysis used during the course to provide feedback and then for post course monitoring. These types of tools can also be used within mentoring programmes.

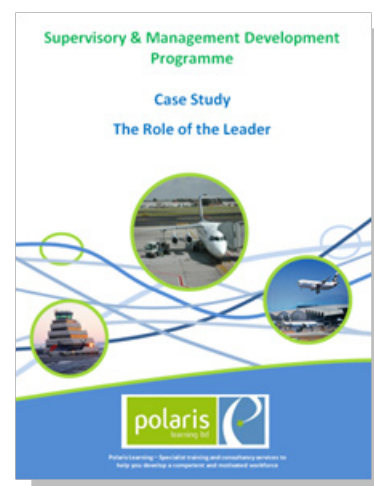
| Supervisor Skills                        | level indicators and outcomes   |  |   |   |
|--|---|--|---|---|
|  | 1   | 2  | 3   | 4   |
| <b>Understanding Leadership</b>          | Awareness of how I interact on a daily basis with individuals and team members during working operations. <input type="checkbox"/>      | Trust in individuals or teams skill and knowledge base. <input type="checkbox"/>                     | The ability to develop team members within specific roles. <input type="checkbox"/>   | The ability to interact with management at all levels within the organisation. <input type="checkbox"/>   |
| <i>Impact on team &amp; performance:</i> |   |  |   |   |
| <b>Effective Communication</b>           | Do you take into consideration various factors when planning to communicate with individuals and team members. <input type="checkbox"/> | Recognise the barriers that can prevent the effectiveness of communication. <input type="checkbox"/> | Understands the basics of communication and their application.<br><br>Always engages in two way communication. <input type="checkbox"/> | Actively listens and questions feedback to ensure that the message is clear and concise taking any remedial action required. <input type="checkbox"/> |
| <i>Impact on team &amp; performance:</i> |   |  |   |   |

### Case Studies

We use detailed case studies for clients which explore a variety of management concepts.

Learners can be asked to review an area of the case study ahead of the workshop and be prepared to participate during linked activities within the workshop.

If you prefer, the case study can be used throughout the various topics with no pre-course work.



## Assessments (Leading to a Certificate of Competence or Qualifications)

We use workplace assessments within a number of programmes that we deliver.

These can be set after the training workshop or we can ask learners to complete some groundwork on these assessments prior to the workshops. We can then practise elements of these within the workshop.

Examples of assessments are:

- **Leadership Skills: 360 Feedback**  
Obtain feedback from two people on your leadership skills and identify priority areas for improvement
- **Communication Skills**  
Review and improve situations where communication can be challenging, including how to overcome barriers
- **Motivation for Performance**  
Identify opportunities for improving the motivation of your team members
- **Leading Change**  
Identify a change, current or recent, and how you helped your team implement that change effectively
- **Coaching Skills**  
Develop the performance of team members through coaching

## Leading Change project

For companies looking to support continuous improvement, the leading change topic is designed to help learners understand what is involved in change and what they can do to contribute to a continuous improvement organisation. Some of our clients have used the project element to help the company identify improvements which have gone on to save significant costs or on one occasion, resulted in the creation of a new product line.

## Webinars

We can use webinars to support remote and blended programmes, where applicable, bringing together learners to enable group learning.

## PLUS - Our Online and Blended Learning Portal

Our online learning portal can be utilised in different ways to support learners including:

- PLUS as the main hub for the programme. Each learner would have access to their leadership development programme.

This could be the central place for information sharing, asking questions, discussions and accessing supporting learning materials and pre-course work.

- The central point for all learning and qualification support.



## Leadership and Management Key Skills

- Induction:** Candidate Induction Your Key Dates
- Course Facilities:** Progress Report Course Forum Information Board

**\*\*Note you must first complete the candidate induction before you can access the course.**

*\*For help using the site click on the "HELP" section on the blue navigation bar above, alternatively, contact your trainer.*

*\*For IT issues, please contact your IT department first, alternatively email:*

[admin@polaris-learning.com](mailto:admin@polaris-learning.com)

### Candidate Feedback Questionnaire



## DELIVERY MODELS AND OPTIONS

We are able to provide a range of delivery options:

- Workshop only
- Blended learning
- Online learning

### Workshops

Some organisations prefer a training only approach for their employees. We offer a range of workshops for supervisors and managers, and these can be designed around your own organisation's systems and processes.

### Blended Learning

This includes different combinations of learning such as pre-course and post work online to help with preparation for the workshops, and follow-up after the workshops.

It can also be structured as a series of very practical skills based workshops and then online for further learning to support the achievement of qualifications.

### Online

Learning can be completely online supported by webinars.

## QUALIFICATION OPTIONS

### INSTITUTE OF LEADERSHIP & MANAGEMENT ENDORSED AWARDS

We have created two endorsed awards in conjunction with the Institute of Leadership and Management (ILM). These offer a high level flexibility and high impact personal change.

Both awards are thirty hour programmes of learning, development and assessment. They are organised and delivered to fit around your operations and learner availability. Our clients often prefer one of two main options: three continuous one day workshops or a number of half day workshops to fit in with operations.



Alternatively, we offer these awards online and allow five to six hours per topic with two assignments for the Leadership & Management Essentials qualification and follow up work for the Leadership & Management for Excellence qualification.

The programmes are typically based on six key topics (equivalent to twenty two hours of learning) with each learner required to complete four or five assignments and related learning (equivalent to eight hours).

These awards are very flexible and use practical workbased assessments to develop skills and knowledge beyond the workshops. This flexibility allows us to modify the programmes to suit the needs of your supervisors and managers.

### Workplace Assignments

The assignments used within both programmes have been designed to have the following impact:

- Bring learning into the workplace
- Close the gap on the learning process
- Provide tools for learners to use (e.g. delegation plans)

## **Leadership & Management Essentials Endorsed Award**

This award is aimed at those less experienced in a leadership role or people with more experience but no formal training.

This award is based on a set of Key Skills Workshops and linked assignments. The main skill areas that we find new leaders need to develop are:

- Communication
- Leadership and motivation
- Coaching skills
- Planning and allocating work
- Conflict management
- Leading change

## **Leadership & Management Excellence Endorsed Award**

This award is aimed at middle to senior management and focuses on the knowledge and themes that individuals will require to perform their roles to a high standard.

This award is based on a set of Key Themes Workshops and linked assignments.

For middle managers and beyond, we find that the following development areas help to improve their performance:

- Management communication
- Leadership and team dynamics
- Motivating your people
- Setting priorities and delegation

## INSTITUTE OF LEADERSHIP & MANAGEMENT QUALIFICATIONS

These qualifications have been designed with a strong focus on progression so that managers can progress between the ILM Level 3, Level 4 and Level 5 Awards.

These qualifications offer a wide variety of topics and are recognised throughout the UK and internationally.

They are also a great option to support your internal progression and succession planning. We can provide the qualifications individually or as part of a company-wide leadership development programme.

Many of our clients also use this programme as a foundation for developing future talent programmes, graduate programmes and cultural change programmes.

Each qualification requires a minimum number of credits to be achieved through a combination of guided learning and assignments. We would work with you to select the appropriate units that will meet your requirements and the requirements of the qualification.

As an indication of time commitment, we would allow twenty hours of commitment at Level 3, twenty five hours at Level 4 and thirty hours at Level 5.

### Level 3 Award and Certificate Qualifications

The Level 3 Award requires each individual to achieve a minimum of 4 credits.

The Level 3 Certificate requires each individual to achieve a minimum of 13 credits.

The following options are suggested for the qualifications at Level 3:

#### Level 3 Award Options

- Understand the communication process in the workplace
- Planning change in the workplace
- Understand the communication process in the workplace
- Understanding how to motivate to improve performance

#### Level 3 Certificate options

- Understand training and coaching in the workplace
- Understanding leadership
- Understanding conflict management in the workplace
- Leading and motivating your team effectively
- Planning change in the workplace
- Developing yourself as an effective team member
- Understanding costs and budgets



## Level 4 Award and Certificate Qualifications

The Level 4 Award requires each individual to achieve a minimum of 5 credits.

The Level 4 Certificate requires each individual to achieve a minimum of 13 credits.

The following options are suggested for the qualifications at Level 4:

### Level 4 Award Options

- Management communication
- Understanding financial management
- Delegating authority
- Developing a culture to support innovation and improvement
- Managing and implementing change in the workplace
- Understanding the manager's role to improve performance

### Level 4 Certificate Options

- Understanding financial management
- Delegating authority
- Developing a culture to support innovation and improvement
- Managing and implementing change in the workplace
- Understanding the manager's role to improve performance
- Understanding the skills, principles and practice of effective management
- Coaching and mentoring

## Level 5 Award and Certificate

The Level 5 Award requires each individual to achieve a minimum of 5 credits.

The Level 5 Certificate requires each individual to achieve a minimum of 13 credits.

### Level 5 Award Options

- Understanding governance of organisations
- Understanding the skills, principles and practice of effective management
- Coaching and mentoring
- Managing recruitment
- Improving own leadership performance through action learning

### Level 5 Certificate Options

- Management communication
- Understanding financial management
- Delegating authority
- Developing a culture to support innovation and improvement
- Managing and implementing change in the workplace
- Understanding the manager's role to improve performance

## CLIENT AND LEARNER FEEDBACK

*“Polaris Learning helped to create and implement the course which was specifically tailored to suit the needs of our business.”*

*“I thought I wanted to be a manager, now I know that I want to be a leader”*

*“Polaris Learning are a very customer focused organisation, nothing is ever too much for the organisation, and their staff, and they always go the extra mile to ensure the quality of service for the customer is maintained.”*

*“This has been a fantastic course for me, helping me to understand key roles I needed to fulfil in my position. Delivery and coaching was first class. Would recommend this course to anyone looking at further advancing their career.”*

*“The trainers were fantastic.”*

*“Having taken part in other “mind numbing” courses, this was a breath of fresh air.”*

*“This has been an invaluable experience as it has taught me to apply my skill and adapt it to suit an overall objective. I feel more comfortable and optimistic about my future preparations and how my skills might be valued.”*

*“The course will be invaluable in helping me with my role back in the workplace.”*

*“Communication for everyone was an eye opener and had the biggest impact on participants. The communication improvement is impacting on all of my life not just work.*

*“ I now realise that I am not as effective at communicating as I thought I was and now value listening to others - I thought I did but now realise I didn't listen very well.”*

## EXAMPLES OF CLIENT PROJECTS

### **International Airport**

Provision of leadership development programme leading to ILM Level 3 Leadership and Management Award using face-to-face workshops, online learning and remote support.

### **International Marine Contractor**

Provision of leadership development programme including assessor and verifier training for supervisors and managers. Face to face workshops and online learning.

### **International Food Manufacturer**

Provision of award winning Supervisors of the Future development programme leading to further progression for successful participants. This is delivered through workshops with a mentoring programme and support through PLUS.

### **UK Manufacturer Specialist Fluids**

Provision of leadership development programme leading to ILM qualifications. This was delivered through workshops with PLUS as a support hub.

### **International Food Manufacturer**

Provision of leadership programme including technical and soft skills. This was a combination of workshops and support through PLUS.

### **International Marine Contractor**

Provision of Institute of Leadership and Management training and qualifications. This was delivered through workshops.

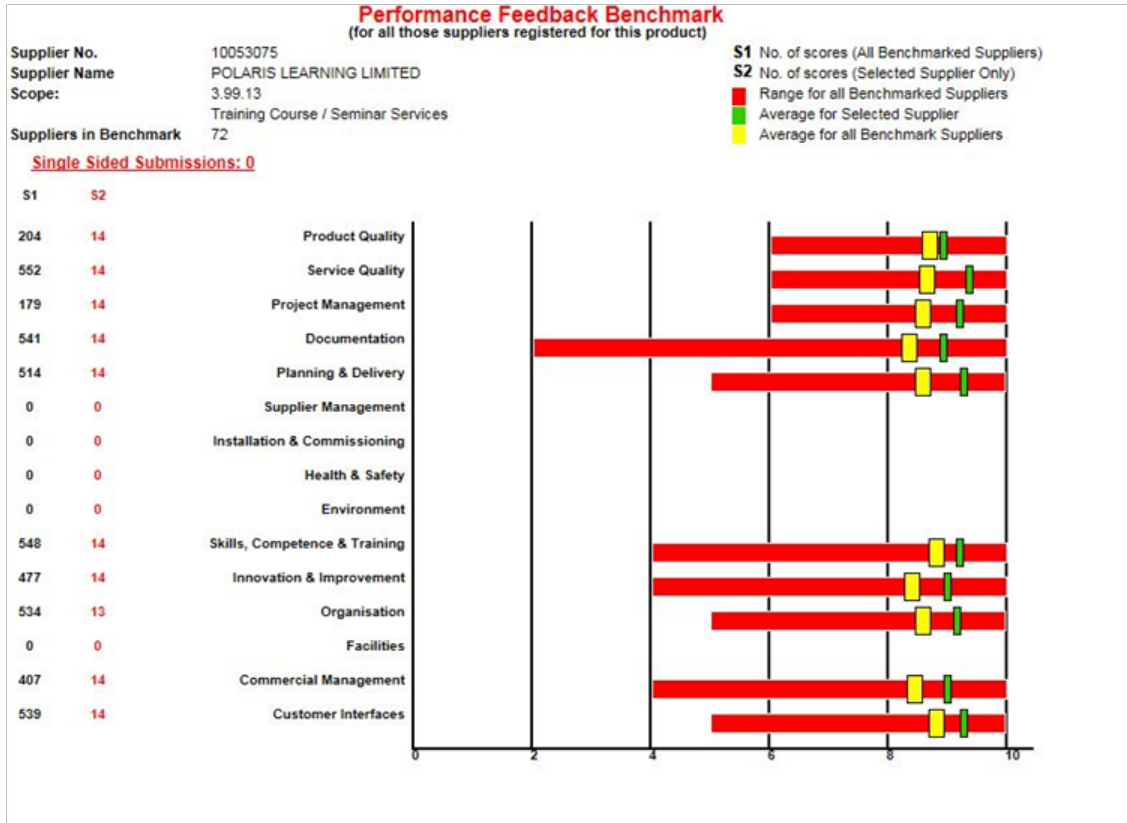
### **UK Packaging Manufacturer**

Provision of three day intensive workshop programme and follow up support to achieve ILM qualifications.

### **Online Learners - Open Programme**

A wide range of learners completing the learning online to achieve the ILM qualifications. This includes companies from across the food and drink, and oil and gas industry.

## FPAL PERFORMANCE FEEDBACK



training | development | competence

### Polaris Learning LTD

12 Meadows Industrial Estate, Oldmeldrum, Aberdeenshire AB51 0EZ

T: +44(0) 1651 873398

F: +44(0) 1651 873399

E: info@polaris-learning.com

**SPECIALIST PROVIDER OF  
TRAINING, QUALIFICATIONS & COMPETENCE ASSURANCE**