

How to Set up a  
**Leadership**  
& Management Programme



**“Finding the way forward 2005 - 2010.”**  
A discussion paper for Senior Management

**Will Doherty**

MBA.MA HRM.PG Dip PM Cert Ed. MCIPD  
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## Introduction

This guide aims to help Chief Executives and HR Directors plan their Leadership and Management Development strategy. To get the most out of the guide I recommend you focus on answering the four basic questions in detail. The appendices provide comment and feedback on well-known management programmes, as well as courses available from business schools and universities. The Four Key questions: -

1. Why do you want a development programme?

Why

2. What should be included?

What

3. Who should attend?

Who

4. Where can you buy / find a programme / provider?

Where

### About the Author:

Will Doherty is a senior consultant with [On Track International](http://OnTrackInternational.com). Having worked in a variety of industries across the world including Gold Mining in South Africa, Royal Hong Kong Police and as an HR Consultant / Training Manager in Europe he is well placed to advise senior management teams how best to develop their leadership potential. Linking in with current thinking from lead bodies such as the CIPD and the Chartered Management Institute this paper aims to ask more questions rather than supplying the answers. To informally discuss your needs and identify how best to set up a leadership / management programme please contact Will at: [William.Doherty@ntlworld.com](mailto:William.Doherty@ntlworld.com) or phone 07963 974 966.

## **Q1: Why have a Development Programme? (10 Questions)**

Ask yourself and the senior team: “How do you know the managers need leadership development?” “What leadership qualities / performance is lacking?”

Q1: Which part of your business is performing well? Why?

Q2: Which part is not achieving performance expectations? Why?

Q3: What is your vision - Where do you want the business to be 1 yr – 5 yrs?

Q4: Where is the business now – your starting point?

## **How will you get your business on a path of sustainable growth?**

- Define your Values – What do you respect / believe in?
- Create a Vision that is realistic and understandable.
- Recruit People with the right behaviour, attitude and skills.
- Develop a strategy / cunning plan: define expectations.
- Agree performance standards against which to measure.
- Communicate the plan, co-ordinate the implementation.
- Keep your eye on the business – measure / monitor performance.
- Celebrate success and keep developing the vision.
- Believe / have confidence in yourself, your people, your business.

## **How will you justify the development programme?**

Q5: What is it that management is not doing? (Identify 5 qualitative examples).

Q6: What is it you want more of? (Identify 5 quantitative examples).

Q7: What is it you want less of? (Identify 5 qualitative examples).

Q8: What will happen if you develop you leaders / managers?

Q9: What will not happen if you do not develop your leaders / managers?

Q10: What are the risks / benefits?

## **Stage 1 Summary - Hints and Tips:**

- Start at the end goal and work backwards – work your vision / define your standards. (Start – finish – how / by when to get from A to B).
- Be honest with your teams – share your answers (1-10) with them.
- Ask them what their expectations are of you and the organisation.
- Give them insight of your expectations, the customers and their colleagues.
- Find out if they see the development need as strongly as you.
- The CEO needs to be the Development Champion / sponsor.
- Define realistic business goals and SMART objectives for the programme before deciding on content.

- ❑ Decide how the programme will be evaluated – when and by whom?
- ❑ Decide performance standards and a strategy re how to manage people who cannot or will not meet the standards defined.

## **Q2: What is an effective Leadership Development Programme?**

**Example:** A programme that quantifiably increases and improves the Leadership skills and performance of management.

**Hint:** Define your performance standards for your management team.  
(See new leadership and management standards on [page 9](#))

### **Assumptions: Training Needs Analysis**

- ❑ Can you identify the management's skills / attitudes and behaviours that impact on the performance of the business?
- ❑ Do you know what skills / attitudes / behaviours and operational performance you want more of / less of?
- ❑ Do you know the difference between leadership and management?
- ❑ Do you know the context and challenges management is currently facing and will be facing. You know the characteristics of the management team?
- ❑ Do you have current data that confirms current performance and what ideal performance levels should be at the end of the programme?

### **Programme options:**

Q1: Do you want a Leadership Development Programme?

Q2: Do you want a Management Development Programme?

Q 3: Do you want a mix 80% (L) 20% (M) or vice versa or 50% 50%?

### **Programme Content (Examples in the appendices)**

For sample programmes look in the appendices. From experience successful programmes link in with the business vision and values of today and determining how the operational performance targets and strategy of tomorrow will be achieved. Team leadership, strategic thinking, planning and practical leadership problems and situations need to be in the programme. Ideal programmes work with real issues that need addressing and someone needs to own the problem – lead and manage the team to solve it. These action centred learning projects help justify the programme especially if they improve performance. To help identify the base line skills refer to the new leadership and management standards launched Nov '04 (See appendices).

An example of an experiential case study: BP and ETAP 1997 see [www.celerantconsulting.com/casestudies/CS5](http://www.celerantconsulting.com/casestudies/CS5). Similar to an Anneka Rice challenge, the development programme supported the key values and

together the teams rebuilt and refurbished a derelict farmhouse which they later handed over. The project developed many areas of management including project leadership, strategic thinking, communication, operational teamwork and contingency planning.

### **Programme Ownership**

To succeed the CEO and the Operational Directors need to identify and agree the contents and outcomes with the HR Team.

Any programme will fail if the operational directors do not identify how this programme will improve their teams and the companies overall performance. Rather than abdicate the ownership to HR the senior team must be actively involved in the design and content of the programme. The programme should be linked to the present and future strategy and the responsibility for ensuring its success depends on their enthusiasm and motivation. Their attitude, how and what message they communicate to their teams and the potential delegates will impact on the credibility and success of the programme.

### **Benefits of Outsourcing:**

- ❑ Marketing badge and kudos of working with a leading business school.
- ❑ Academic excellence – in house professors delivering key note lectures.
- ❑ You benefit from the university / organisations delivery experience working from other companies.
- ❑ You can gain accreditation – CMA / DBA / MBA and use of their e.learning.
- ❑ Rapid implementation – off the shelf quick win, seen to be doing something!

### **Weaknesses of Outsourcing:**

- ❑ The programme will not be closely linked in with your business drivers.
- ❑ Often theory and knowledge based – how much will relate and transfer to your business?
- ❑ The programme co-ordinator will not be as passionate with delivering business results and improvement for your organisation.
- ❑ More focussed with the quality of delivery and reactive evaluation.
- ❑ Costs will be high and material copyright will be retained by the supplier.
- ❑ Often internal management is not receptive or ready for high level academic theory – has the motivation, course material, learning styles and academic ability of delegates been checked?
- ❑ Projects and assignments do not get completed – course work seen as an addition to the day job and removed from the realities of the problems which they face on their return.

- ❑ Lecturers do not know the background reality of the organisation including the politics, barriers and history associated with the causes of poor performance.

### **Q3: Who should attend ?**

Strategic managers who are within 60% of the performance management standards.

Motivated individuals open to learning who have the potential to become leaders and managers.

### **Who should not attend?**

The programme is not a substitute for performance management. If the diagnosis / reason for poor performance is a lack of skill or knowledge then their application should be considered. The root cause of poor performance needs to be identified. If the individual knows they are not performing what are they doing about it? Have they asked for help or taken the initiative to try and develop themselves.

Poorly motivated staff who are not conforming with or complying with the corporate culture or newly introduced changes. The risk is that these people could negatively influence the outlook and philosophy of the programme.

Badge collectors or Club members. These people want to be included and be associated but lack the confidence to apply the learning and use the knowledge and skills after the course. They could reduce the return on investment.

### **Critical success factors:**

- ❑ Sponsorship by their line manager.
- ❑ Competence interview to identify motivation and commitment.
- ❑ Performance data that links in with the core objectives / subject matter.
- ❑ A personal development audit that refers to performance, attitude and behaviour of the delegate based on either a 180' or 360' appraisal.
- ❑ A learning style inventory to assess their preferred learning style.
- ❑ A half-day induction involving their line managers and the programme co-ordinator.
- ❑ An overview of the programme identifying where their strengths and weaknesses – where they might struggle and what help is available.
- ❑ Clear objectives and KPI's to be achieved during and after the programme.
- ❑ A personal mentor or coach.

- ❑ Defined expectations of performance and behaviour between the organisation and the delegate.
- ❑ A costed project Gant chart defining milestones and outcomes.
- ❑ A pilot programme to test commitment, cost and benefit.

#### **Q4: Where can you find a programme?**

The UK leading business schools can offer you a generic programme or a bespoke programme. The choice will depend on your delegate numbers, the budget and learning / business outcomes and time expectations. A point of fact: You cannot turn managers into leaders in three days!

Some providers will send a facilitator on site; alternatively you may have to send your staff to their location. The overnight costs and opportunity costs of being away from work can cause problems.

A good provider should deliver on site and be able to balance theory input with operational application and problem solving.

**Stage 1:** Confirm and agree their training / development needs analysis.

**Stage 2:** Review their programme design and development – course outline.

Confirm their material is current / relevant and focussed on your Industry and business. Does it benchmark your business against your competitors?

**Stage 3:** Sit in on the delivery. Is it challenging / engaging or death by Power-Point? Does the material include your current / real business issues, does the facilitator have an understanding of all the issues?

**Stage 4:** Use the Kirkpatrick model levels 1 - 4 for evaluation. Review the results and benefits after four months. Review the evaluation report of the pilot programme at board level. Adjust and make appropriate changes If required.

#### **Names of academic providers:**

- ❑ Business Schools – Check out Association of MBA: [mbaworld.com](http://mbaworld.com)
- ❑ Henley Business School. [henleymc.ac.uk](http://henleymc.ac.uk)
- ❑ Cranfield Business School. [som.cranfield.ac.uk](http://som.cranfield.ac.uk)
- ❑ Ashridge Business School. [ashridge.org.uk](http://ashridge.org.uk)
- ❑ Insead Business School. [insead.edu/programs](http://insead.edu/programs)

### Independent and institute providers:

- ❑ Ontrack International: [ontrackinternational.com](http://ontrackinternational.com)
- ❑ Leadership trust: [leadership.co.uk](http://leadership.co.uk)
- ❑ Chartered management institute. [managers.org.uk](http://managers.org.uk)
- ❑ Institute for leadership and management. [i-l-m.com](http://i-l-m.com)

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## Appendices

### New Leadership and Management Standards.

The Management Standards Centre (MSC) in collaboration with the Skills for Business Network has officially launched the new National Occupational Standard for Management and Leadership: (3 November 2004). Rather than pay a consultant, these frameworks can be obtained free of charge from this address. These guidelines provide a starting point that defines the minimum performance levels for your management team. [management-standards.org](http://management-standards.org)  
Key sections include :

1. Managing self and personal skills.
2. Providing direction.
3. Facilitating change.
4. Working with people.
5. Using resources.
6. Achieving results.

These standards have been adopted by awarding bodies such as the ILM and Chartered Management Institute. One approach is to use them as a benchmark or template to determine your training and development needs.

### Mythodrama – Leadership Development using Shakespeare.

In partnership with *Cranfield* University Richard Olivier uses theatre and history as a vehicle to explain leadership concepts in his development programme. Enthusing the leadership journey that Henry the V goes through Olivier shows it has relevance for all modern leaders – the programme cleverly combines theatre and psychology.

Olivier identifies leadership as finding the bit of you that knows what you want to do with the rest of your life and setting off in a clear direction. Using Shakespeare's words he explains the meaning behind the 400 year old play - Henry V and its relevance for today's business leaders. Forging new ground – seeing more than one step ahead, not just doing what someone else has done. Learning to motivate staff to take risks and be determined.

Depending on what the needs are of the organisation, Olivier refers HR Directors to different plays that will illustrate their situation and provide a framework for a solution:

- Motivation – Henry V
- Influencing skills, political intelligence – Julius Caesar
- Managing Change, transformation process - The Tempest.

### **Power bases: Leadership in the future - Informal networks.**

Nicholson identifies that organisational charts only give you the merest hint of organisational culture, which is what really matters in terms of understanding what is going on in a business and how effective it is.

If a leader wants to get something done he / she needs to know which are the levers of power, where are the blockages, who matters and who is impotent? In addition the sequence of change events and where the chains of influence are need to be identified. These network maps include: -

- Trust
- Respect
- Innovation
- Decision making
- Energy
- Relationships.

Instead of drawing up an organisational chart a leader could choose to map out a single, comprehensive network that covers everything, or break things down into: A communication map, a trust map, a power map. These maps would help a leader make changes, promote new ideas and generate commitment. Nicholson identified that the reality of work is shaped most directly by our ideas, perceptions, ambitions, fears and worries - not by the organisational chart. The way our feelings interact with others creates the links that make informal networks. Key question is who trusts who?

### **Leadership Programme at *Roffey Park*:**

Sinclair identifies that coordinating projects across continents needs specific leadership skills. A modern leader needs to be:

- Facilitative yet decisive.
- Have global alignment but sensitive to local requirements.
- Self-awareness with an ability to receive feedback.
- Development in different environments on different projects.
- Cross cultural awareness and sensitivity.
- Ability to deal with change and ambiguity.
- Personal ethics and an ability to manage their own reputation.

- ❑ Being an ambassador for their organisation.
- ❑ Present and market the team they represent.

Roffey Park recommends the need to encourage a more diverse group to progress to leadership positions supported by mentoring. In addition leadership needs to be devolved to all staff in the organisation to maximise their contribution and become proactive – less controlled and constrained by management.

Leaders need to be less self sufficient and more dependent on their teams, this emphasises the need of leaders to build teams with the necessary competencies and to be able to facilitate the work of these teams. Leadership involves excellent communication skills ensuring the people are clear what they need to do and have adequate support.

The Roffey Park leadership course programme includes modules on: -

- ❑ Leadership Skills and competencies.
- ❑ Strategic planning.
- ❑ Giving and receiving feedback.
- ❑ Understanding the organisation.
- ❑ Power networks.
- ❑ Creating a personal vision for teams.
- ❑ Corporate expectations of leadership.
- ❑ Situational leadership.
- ❑ Performance management.
- ❑ Appropriateness and effectiveness of leadership styles.
- ❑ Motivation.
- ❑ Building high performance teams.
- ❑ Managing change.
- ❑ Leading teams through change.

In addition workshops are delivered on handling conflict, negotiation, facilitation, managing from a distance, delegation, presentations and coaching. The final module reviews the change seen in their behaviour after the programme. Early results from course (1) indicate 5 out of 14 delegates have been promoted – 4 have had a career move with extra responsibility. In addition the programme increased cross-functional working and networking.

### **Leaders: Inspirational Heroes – Ashridge Business School**

Binney's research identifies that leaders have an impact when they connect with the people around them. They need to live up to the expectation of being the transformation hero. Instead of being super mortal new leaders need to connect more with their people, speak their language. New leaders need support from above e.g. a mentor or coach – a lifeline giving pragmatic support and feedback. The successful leaders in the *Ashridge* research were able to make use of their own life experiences and develop relationships.

Weak leadership was identified by working in isolation, not being at the same level with colleagues for fear it might compromise difficult decisions later.

Leadership development suggestions included:

- ❑ The ideal leader gets real about the issues facing the organisation – not the abstract theory what might happen.
- ❑ Need to learn about their organisation and how to work with it not against it.
- ❑ Need to determine their own boundaries and be their own boss rather than follow the script from above.
- ❑ HR Directors and Operations need to identify realistically how much change can be / should be achieved in one period. Agreement and communication between all parties is the key to success.

Often the leaders mandate was confusing and contradictory. Leaders need to be able to negotiate. Leaders need thinking space, have an ability to slow down – be less ambitious and more realistic - completing more objectives. Leaders need to make sense of events, thoughts and feelings i.e. be more intuitive.

Developing networks outside the organisation provided answers for all parties involved and a refreshing new outlook how to solve problems.

To succeed leaders need to find time to resolve their own needs – healthy selfishness is imperative. Looking after others is secondary to looking after oneself.

### **What sets leaders and managers apart?**

Boydell's research is highly compelling and contrasts well against the models used by Cranfield, Roffey and Ashridge Business School programmes. He confirms that little empirical research has been done into leadership development leading to unexamined assumptions and in comparison with management development it is the dark side of the moon!

The current findings assume leadership is about the personal qualities of outstanding individuals. The leadership programmes on offer conclude these qualities can be trained enabling the trainees to provide good leadership for others to follow.

Boydell argues that the word “Leadership” is not clearly defined. Rather than develop the personal and interpersonal attributes or competencies he recommends a need is to look at the environment in which the leader operates. His research shows that leadership and management are differentiated with the key fact that management struggles to deal with complexity, unpredictability and rapid rates of change. He recommends a leadership programme should be focus in three areas: -

1. Challenges: Tasks / problems issues requiring action.
2. Context: Local situation, environment and on site conditions in which action and learning takes place.
3. Characteristics Qualities, abilities skills and competences of all the people involved in the situation.

He critics the use of a leadership competence model because it takes no account of the context in which leadership action is required. Nor does it reflect the distribution of power within an organisation and the control of risk and moral responsibility a leader has for taking appropriate actions.

According to Gerald Egan: An organisation with only one leader – is short on leadership. Leadership is needed in many places in an organisation on a daily basis – He recommends the way forward in 2005 is to create more leaderful organisations with more leadership than just developing leaders. In 2005 and beyond: 4 types of structure are emerging in companies:

- Functional communities – hierarchical organised and part of the main organisational structure – HR / finance.
- Initiative networks. Global project or problem based groups collaborating on specific tasks.
- Communities of practice - Groups responsible for producing best practice guidelines.
- Interest communities – Sharing professional, academic and social / leisure interests.

The purpose of leadership is to provide the energy and direction to get the important work done. The difficult question is “What is important work?”

### **Police Leadership Programme**

New programme to be rolled out nationwide in 2004. Contact: Allan Gibson – CENTREX National Police Leadership Centre: [www.centrex.police.uk/nplc](http://www.centrex.police.uk/nplc).

This programme uses the transformational and transactional models. It intends to be directional and instructional, aspirational and inspirational –

stretching and challenging leaders to be all they can be, not just about conforming to best practice. Overall aim of Police Service Leadership doctrine being: "To get the job done and keep people safe."

**Comment:**

An ambitious programme that could create powerful and committed leaders. The critical question is whether this approach will fit in with an established culture of compliance and conformity. The local, national, international context and challenges and characteristics need to be considered in detail. Politics at local and central government will impact on the degree of autonomy and empowerment each leader has.

A key question that needs to be asked is whether the Chief Constables have defined outcomes they want to see and can these be measured after the programme. Another question to be addressed is whether any base line data has been collected before adopting this programme so that change and improvement can be measured? (See mistakes at the BBC below).

**BBC Leadership Programme.**

Thomas reports that 7,000 managers are to be trained on the Ashridge Management - Leadership Programme with the goal of making the BBC's values real and link the audience with suppliers and the organisation together.

The experiential approach includes completing a personal development plan. Completing on line learning to support individual development plans and take part in a team workshop: What does leadership mean to you? Evaluation so far concludes the programme lacks objectivity and any direct link into quantifiable business metrics at Kirkpatrick levels 3 and 4.

**Leadership according to American Guru: Warren Bennis :**

Warren Bennis adopts McGregor's theory 'Y' as his ideal model. He suggests people should try to view work as natural and as enjoyable as play. His research proposes effective leadership should encourage staff to exercise self-direction and self-control towards achieving their objectives. The logic being they are committed to the company goals and they want to learn, develop, accept and seek responsibility.

Bennis identifies a successful leader as one that loves what they are doing. They feel their work has significance and impact on organisational life, and they are happy. They work with people they really like working with. He recommends leadership development should be based around mentoring and coaching on the job. He is highly critical of MBA's.

## 2004 CIPD Conference on Leadership

Manocha reports from the CIPD conference Leaders of tomorrow need to reject a concept that a healthy profit margin relies on a heroic chief executive.

A new theorist, Costas Markides, suggests effective leadership depends on the everyday efforts of all the people in the organisation and it is this that produces high performance not the actions of one leader as perceived in the past. Empowering relationships – devolving control is key to successful corporate leadership supported with engagement and trust. To be strategically resilient to threats and problems organisations need to include humanity in their values and culture: Leadership / follow ship / fellowship / forgiveness. To survive the changes organisations will need to reinvent and regenerate themselves faster. Deepak Chopra commented that emotional intelligence and thinking small, very small are the secrets to successful leadership. Intuitive leadership relies on microanalysis. Where there is uncertainty there is opportunity to achieve maximum potential – uncertainty is an ally not a foe. This combined with emotional intelligence i.e. self-belief in what you can do and doing it – not over reaching.

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