PrimaryPeople
coaching, training, supporting change

Institute of Leadership & Management

Endorsed Course

The Value-Adding Leader
(TVAL)

3-day course + assignment

INFORMATION PACK

ENDORSED

ilm

Thank you for your interest

How could this programme benefit you?

1) Overview

This course is designed for people who work as leaders and who would like to improve their value-adding leadership skills. Successful leaders engage their teams to deliver greater results and to continually find ways of improving products and services to be *'Faster, Better, Cheaper.'*

The course covers three essential leadership topics:

Day 1 – Self-Management – a leader needs to act thoughtfully in awareness
Day 2 – Process Improvement – a leader needs to spot waste and refine processes
Day 3 – Communication skills – a leader needs to use language with precision

In addition the course has a short 500 to 1,000 word assignment that invites delegates to reflect on what they have learned and how they have increased their value adding work since the course.

2) Content

The course mixes practical tools and techniques from the world of leadership, lean process improvement and Transactional Analysis. A sample of the three days is shown below:

Day 1	Day 2	Day 3
Self-Management	**Process Improvement**	**Communication Skills**
AM – 3 hours About Leadership • Welcome • Assignment discussion • What is leadership? Berne, Shackleton, Collins, Zander • Learning Styles • Permissions and Affirmations	AM – 3 hours Process Improvement • Welcome • Process improvement tips • 5S • 7 Wastes • Reducing waste exercise 'Birthday Card Factory'	AM – 3 hours Overcoming Resistance • Ego states and use of Positive Controlling Parent and Adult • Transactions • Thomas-Kilmann conflict handling model • Ok-Coral – Okness for change
PM – 3 hours Building Repertoire • Becoming Autonomous • Drivers & Working styles • Making use of time • Situational Leadership skills	PM – 3 hours Motivating Others • Clear Contracting and the Psychological level • The Stroke Economy • Discounting and accounting • Gemba, 3rd Position, Observation	PM – 3 hours Application • Workplace Games • Learning review • Assignment setting • Course close

Designed for team members, supervisors, managers, directors, change agents, improvement specialists, coaches and internal mentors, all delegates become student members of the ILM for 6 months. On completion of the course delegates are awarded a formal ILM Endorsed Certificate, which can be used as evidence of continuous personal development.

ILM Endorsed Programmes are formally accredited to the ILM and have to meet requirements for minimum Guided Learning Hours (GLH) and formally assessed assignments.

2) Learning Outcomes

At the end of the programme delegates will:

1. Have a greater awareness of their own leadership style.
2. Understand process improvement concepts.
3. Be able to find ways to reduce organisational waste.
4. Be able to spot organisational 'Discounting'.
5. Be able to use simple models of communication to inform their thinking and styles of speech.
6. Be able to use assertive and thoughtful leadership approaches.
7. Be able to motivate others in order to make organisational change.
8. Be able to use language more effectively to overcome resistance.
9. Be able to diagnose the cause of conflict and design new interventions.

3) A High Quality Package

We specialise in providing clients with a high quality approach and the course is structured as follows:

- All delegates receive a course folder, containing handouts and ILM information.
- All delegates receive a copy of the book *Working it out at Work*, the popular and informative introduction to Transactional Analysis by Julie Hay.
- All delegates receive a copy of the Learning Styles Questionnaire, by Honey & Mumford.
- All delegates are formally registered to the ILM as student members for 6 months.
- **Workshop Day 1** – taught modules about leadership and building repertoire.
- **Workshop Day 2** – taught modules about process improvement and motivating others.
- Optional learning gap to give people a chance to practice new behaviours and to draft assignment.
- **Workshop Day 3** – taught modules about communication skills, with a learning review.
- Telephone support, if required, to ensure successful completion of assignment.
- Assignment delivery, assessment and verification. Assessment is about showing learning and application.
- Issue of ILM Endorsed Certificates to delegates.

The ILM endorse management and leadership programmes outside the standard NVQ framework that meet the formal requirements for teaching time and assessment.

4) About Transactional Analysis

One of the best set of tools and techniques for working safely with behaviour at a deeper level, because of the twin foundations of contracting and Okness, Transactional Analysis gives people the awareness and insight to develop emotional intelligence, thoughtful leadership styles and productivity improving language skills.

Developed in the late 1950s by Eric Berne and his colleagues, TA is the study of communications, in terms of what we say to ourselves and how we interact with the world around us. Although its roots are firmly bedded in psychotherapy, it's now also used extensively in a wide variety of public and private organisations, as well as schools and colleges. At its core is a central philosophy that says:

- We are all OK
- We can think for ourselves
- We can choose to make changes

This humanistic approach makes it a natural source of leadership and management tools and the models within TA are easy to learn and use. They can also be a powerful force for change and self-development, because of their deep underpinnings and practical application.

5) Programme Details

Please note – timings and content order are for illustration and may change in response to delegate needs.

WORKSHOP DAY 1 – SELF MANAGEMENT

3hrs	SECTION 1 – ABOUT LEADERSHIP
Minutes	Content
30	Introduction to course and delegates – including briefing about the assignment and marking scheme
40	What is Leadership? – Jim Collins (Good to Great...Dawson Smith example), Benjamin Zander (The Art of Possibility), Berne (Hungers Structure, Recognition, Stimulation, 3-types of leader), Ernest Shackleton (keep going, lead from the front). Henry Ford…you choose your attitude
20	BREAK
30	Learning Styles Questionnaire – Complete booklet, share styles
30	Learning Styles discussion – implications for leadership and problem solving
30	Permissions & Affirmations – You set the scene, think about actions and words

3hrs	SECTION 2 – BUILDING REPERTOIRE
20	Becoming Autonomous – explain autonomy and need for awareness

60	Working Styles – pen portraits and personal preferences, permissions to change and leadership implications
20	BREAK
40	Situational Leadership – choosing style and linking to working styles
40	Making use of time – making personal changes and identifying development actions

WORKSHOP DAY 2 – PROCESS IMPROVEMENT

3hrs	**SECTION 3 – PROCESSS IMPROVEMENT**
20	Introduction to day two and delegates
20	Review of learning – from day one
30	Process Improvement– tips and ideas to stimulate thinking
20	BREAK
50	Birthday Card Factory – process improvement exercise
20	7 Wastes – waste in the workplace
20	5S – workplace organisation

3hrs	**SECTION 4 – MOTIVATING OTHERS**
40	Clear Contracting – 3-level contracting, multi-party contracting, psychological distance
30	Stroke Economy – stroking patterns to include doing and thinking
20	BREAK
30	Discounting & Accounting – linking to contracting, stroking, process improvement
20	Gemba & 3rd Position & Observation – ways to account for what is happening
40	Personal Planning – what do people need to change, do differently?

WORKSHOP DAY 3 – COMMUNICATION SKILLS

3hrs	**SECTION 5 – OVERCOMING RESISTANCE**
20	Introduction to day three and to delegates

30	Ego States – using Positive Controlling Parent and Adult to influence people
40	Transactions – the power of the psychological level, using silence and spotting crossed transactions
20	BREAK
40	Thomas-Kilmann Conflict Handling – options to choose and linking to Ego States
30	OK-Corral – Okness for change and thinking about self and others

3hrs	**SECTION 6 – APPLICATION**
60	Workplace Games – drama triangle, winner's triangle, using Adult to break the cycle
20	BREAK
70	Open Learning – group set agenda to revisit areas and cement new learning
10	Assignment Setting – agreeing content and timescale for completion
20	Course Review & Close – collect feedback

6) Assignment

Candidate Notes:
- The purpose of the assignment is to demonstrate new learning, reflection and practical application.
- Please use a '*Word 97-2003 Document*' and email your report to the course Tutor by the agreed deadline. Include your name, date and contact details.
- Make your answers concise and ensure you have answered all the questions.
- If you have quoted any references please list the sources at the end of your report.
- If you have any questions please contact the course Tutor.
- This is a formally assessed piece of work. One point is given for each piece of feedback or example given. Please make sections and answers clear, so that it is easy for the assessors to award points and pass your assignment.

ACTIVITY	ASSESSOR GUIDELINES	MARKING SCHEME
PART 1) LEADERSHIP *'A leader needs to assert themselves in thoughtful and respectful ways, set clear tasks and motivate people.'* Consider this statement and then score yourself out of 10 for:	**(500 words max)** (1 is low and 10 is high)	
a) You as a leader just before the start of this course.	Score is shown	1 mark
b) You as a leader just after the end of this course.	Score is shown	1 mark
c) When you think about your assertiveness, task setting and motivation of others, what do you do differently now?	Candidate details what they do differently, one mark per item	6 marks
d) Review your own ability to manage yourself under pressure using the tools and models from the course. What do you do well? How has your 'self talk' changed?	Candidate is able to give examples of new behaviour in action that shows how they have improved	8 marks
e) What will you do to ensure this new learning and awareness is retained in six months' time?	Candidate is able to list tangible steps they will take to ensure they maintain positive changes described above	4 marks
		(Minimum pass = 12 marks)

ACTIVITY	ASSESSOR GUIDELINES	MARKING SCHEME
PART 2) ADDING VALUE MINI-PROJECT Think about how you have improved a process, saved time, reduced waste, improved quality, resolved a conflict or created a significant shift in the way two or more people communicate.	**(500 words max)**	
a) Describe the particular the issue you were faced with.	Issue is described accurately	2 marks
b) Describe a tool or model you used to inform your project and detail how you used it.	Chosen tool described and how and when used is documented	6 marks
c) Quantify the impact of your success, in terms of time or money.	A metric is given to assess impact	3 marks
d) How did you stroke success with your colleagues?	Positive strokes for thinking and doing are detailed	5 marks
e) What have you learned from this experience and what would you do differently next time?	Candidate shows learning, by critiquing own effectiveness	4 marks *(Minimum pass = 12 marks)*

7) Assessment Summary

CANDIDATE NAME: **ASSESSMENT DATE:**

Internal Verifier Name:	Comments	Marks
	PART 1) **LEADERSHIP**	
	a) Score	1 mark
	b) Score	1 mark
	c) Assertiveness	6 marks
	d) Pressure	8 marks
	e) Six Months	4 marks
	(Minimum pass = 12 marks)	TOTAL: Pass / Fail
	PART 2) **VALUE ADDING MINI-PROJECT**	
	a) Describe issue	2 marks
	b) Tool for thinking	6 marks
	c) Quantify impact	3 marks
	d) Stroking success	5 marks
	e) Learning review	4 marks
	(Minimum pass = 12 marks)	TOTAL: Pass / Fail
		OVERALL MARK = PASS / FAIL

External Verifier Name:	Comments	Assessor Mark
		= / 40 IV Mark = / 40 Overall PASS / FAIL

8) Contact

If you would like more information or would like to book a programme for you or your organisation please contact us today:

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