

People and Organisation Ltd

Two Day Leadership and Management Development Programme

Specific to the needs of the BME Community and
Voluntary Sector

A Reflective Account prepared for:
The Centre for Equality and Diversity's Change
Improving Reach Programme

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1. Introduction

The assignment is to develop and deliver a 2 day Leadership and Management programme targeted to the needs of the BME community and voluntary sector. The Leadership and Management programme covers one of 5 priority areas and is part of a one year pilot programme to develop infrastructure support for front line BME organisations.

This report provides a brief description of the programme, the participants' responses, the lessons learned and an assessment of areas that can be improved.

2. Approach and Methodology Used

The approach taken is based on four factors. Firstly, we believe that leadership and management competences can be learned. Secondly, we believe that genuine leaders possess an inner authenticity. Thirdly, although it is useful to differentiate between management and leadership, we do not see leadership competences as separate or 'superior' to management. Both sets of skills are required for effective performance. Fourthly, becoming a truly competent manager and/or leader is a personal journey of application, practise and determination.

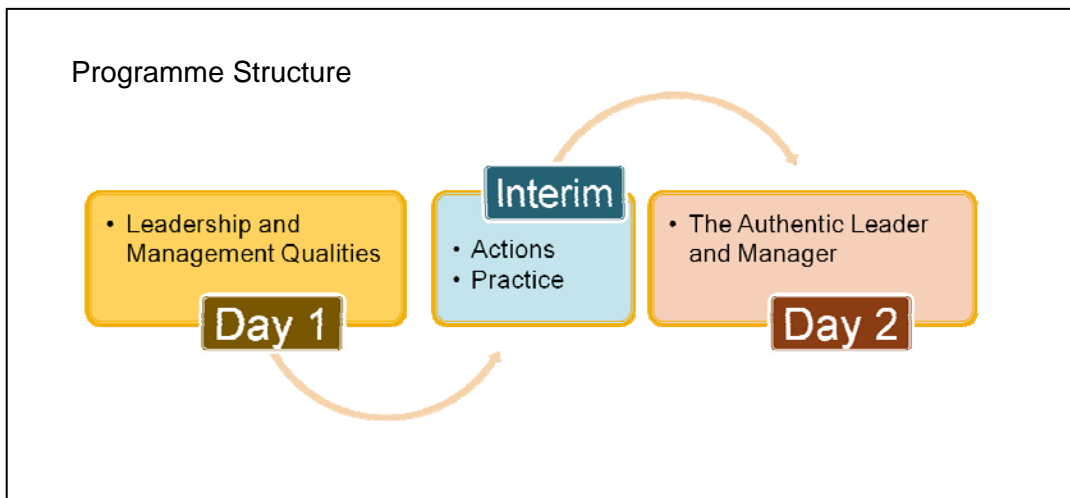
The issues considered when designing the programme were:

- the participants will have varying leadership and management skills and therefore will have different needs
- the participants will come from different BME cultures and will have different expectations
- the participants will come from a mix of professional, business people and community backgrounds
- some of the participants may not be fully conversant with English

As two days is a very short time for developing leadership and management skills certain choices have to be made. The programme was therefore designed to achieve the following:

- provide an understanding of basic key leadership and management qualities but also to have sufficient flexibility that can respond to participants needs
- facilitate participants in gaining insights and an awareness of themselves as managers and leaders
- provide opportunities for participants to discuss and share their insights and experience with each other
- encourage participants to 'exercise' some leadership and management skills in real life situations
- support participants to identify their own leadership and management development needs

The training programme was carried out on 2 separate days, with an interim period of approximate one month, as illustrated in the diagram below. During the interim period, the participants were encouraged to carry out agreed exercises on some aspect of management or leadership.



The training methods used were interactive and participative. Learning techniques include lectures, visual presentation, discussions, brainstorming, working in groups and a case example. Participants were given a programme package that includes presentation handouts, questionnaires and templates.

Coaching sessions were also held during the interim period and a few weeks after the second day. The coaching sessions were designed for participants who have committed themselves to change actions and want some personal support and peer review. Attendance was therefore voluntary.

3. The Programme

By the end of the leadership and management programme the participants were expected to achieve the following:

- demonstrate knowledge of the key qualities for effective leadership and management
- gain better insights of themselves as leaders and managers and how they might further improve their themselves
- identify a personal development plan

a) Day 1: Key Leadership and Management Qualities

The first part of the training programme began with basic leadership concepts covering traits and styles, transformational and transactional and contingency or situational leadership. The purpose was to enable the participants to understand the range of competences that are associated with effective leadership and management, and the differences between them.

Participants then worked through a case example of a typical community group faced with an issue. The aim of the case example is to enable the participants to explore and share experience on the tasks needed to deal with the issue and

what leadership or management may be needed. This was followed by a session that enabled participants, through self-assessment questionnaires, to identify whether they were task or people focused and whether their leadership styles were authoritarian, participative or delegative.

Towards the end of the day the participants were asked to reflect on their strengths and weaknesses, and to identify areas they would like to improve. Participants were then encouraged to choose a course of action that they can apply during the interim period before the second part of the course.

b) Day 2: The Authentic Leader and Manager

Becoming a better leader or manager is an on-going practical journey that builds on experience and feedback. Hence, the second day focused on enabling participants to deepen their insights on leadership development, beginning with a session for participants to share their experiences and lessons learned during the interim period. This was followed by a session on changing paradigms of leadership, including the significance of public and distributed leadership in the voluntary sector.

The participants were introduced to a leadership development model that integrates acquiring knowledge and skills with changing attitude and behaviour as well as developing personal character and authenticity. Participants were then given an exercise that enables them to identify their development aspirations, followed by a self assessment exercise to identify any management and leadership skill gaps. The participants were then assisted to analyse and prioritise their personal development needs in order to meet their aspirations.

Finally, the participants were encouraged to review what they have learned and commit themselves to one or two actions that would enable them to grow.

4. The Participants

a) Day 1

A total of 15 participants attended the first day of the programme which was held at Dudley Council Plus. Six of the participants were from Dudley Borough Council and the rest from various community and voluntary groups. There were 43% males and 57% females. The age range was from early twenties to the mid-forties. Most of the participants were in the thirties to forties age group. The participants came from various ethnic and religious back groups. (Please see Appendix A for more details.)

The participants were generally satisfied with the programme, as can be seen from the table below. The evaluation was taken by CfED at the end of the first day.

Item	Very Poor ----- Very Good			
	1	2	3	4
Course Administration	0%	0%	29%	71%
Venue	7%	14%	36%	43%

Refreshment/Catering	0%	0%	43%	57%
Accessibility	0%	0%	29%	71%
Visual Aids	0%	0%	21%	79%
Handouts/Resources	0%	0%	15%	85%
Size/composition	0%	0%	29%	71%
Quality of Training	0%	0%	21%	79%
Usefulness of Training	0%	0%	21%	79%
Quality of Facilitator/Speaker	0%	0%	29%	71%
Quality of Workshops	0%	0%	21%	79%

The evaluation form also requested information on what the participants hope to achieve from the course, how well the training met their personal objectives, any issues that should have been addressed, how the participants will implement what they have learned and other comments they like to make.

Generally, all the participants were looking to gain more knowledge, understanding and insights into management and leadership. One was looking for refresh his/her understanding of leadership and another wanted to understand the skills needed. Typically, the personal learning objectives of the participants could be summed up as:

'To gain knowledge and understanding and to learn new skills of working'

All the participants indicated that the training met some or all of their personal objectives. Comments include:

'Very well - enable me to change'

'It was very beneficial for my work'

'Felt safe with the makeup of the group to express my concerns'

'I found it very beneficial and met other peers'

'It has made me look at myself'

Suggestions for issues to be addressed were for *'more practical examples'* and to include *'coping strategies/skills to challenge management'*.

Regarding how the participants might apply what they have learned, most of the responses were general statements. However, there were a number of more specific commitments:

'Improve on weaknesses'

'Change my approach'

'By next session I will attempt to do the opposite - to see what the outcome is'

'Through applying the task discussed'

'Look at my weakness and attempt to exercise them out and get feedback on how I am perceived'

'I will start to look at how to be a great leader and a brilliant manager as the course taught me the difference'

Other than several general comments of overall satisfaction with the course and a comment on the temperature of the room there no other issues raised.

b) Interim Period and Coaching Sessions

During the interim period 6 of the participants attempted to apply some actions, such as:

- delegate more, be more assertive
- adopt a more emphatic, listening style
- practise being firm
- change own negative behaviour
- tackle issues at work in a different way

One participant noted that s/he identified situations to apply leadership skills but was reluctant to take any risks. Another noted that people wanted him/her to remain the same and that s/he returned to his/her default position when hurt.

4 of the participants supplemented their self assessment by asking their peers and managers to complete the leadership grid and leadership style questionnaires. The results have given them better insights when they realised that others do not necessarily have the same assessment of themselves.

Two half day coaching sessions were arranged during the interim period – one in the morning and one in the afternoon – so participants could choose to attend whichever was convenient. A total of 6 participants attended the coaching session during the interim period. A final coaching session held 3 weeks later was attended by 4 participants. An interesting observation is that the people who came to the coaching sessions were mainly professional people, especially those working in Dudley Borough Council.

c) Day 2

A total of 10 people attended the second day – 8 from the first day and 2 new participants. 70% of the participants were males and 30% were females. Six of the 10 participants were from Dudley Borough Council and the rest from voluntary organisations. No evaluation was taken at the end of the second day. However, 9 of the participants completed a learning review, which enabled participants to reflect on what they have learned, their development aspirations, their learning needs and skill gaps and the next steps they will take. The participants' learning responses are recorded in Appendix C and highlighted below.

'My own understanding of myself was different to how my team perceived me as'

'I have learned that I am risk averse so need to work on this'

'I found that I am able to switch between leadership styles, from authoritative to more democratic'

'Something I learned about myself was: change my facial expressions'

'I have also learned that there is a difference between leadership and management and there are a lot of skills and qualities to gain in order to be an effective leader'

The participants also identified the following learning needs that would help them to improve their management and leadership capacity:

- effectively motivate staff; inspire, motivate and guide others toward accomplishment
- creativity; problem solving
- strategic planning and management, build shared vision
- budget planning
- conflict management; influencing skills
- mentoring and guiding employees
- management controls, delegation
- public speaking and presentation skills

In terms of their own personal growth the participants indicated that, besides following identified courses they will continue to do the following:

- practise being confident, practise on being firm, work on being lighter and being more assertive
- being more open to conflict
- willing to take risk
- change existing mindset and develop new mindset
- obtain Masters in management
- become Chairperson for a voluntary organisation
- improve behavioural expressions
- continuous self assessment and getting feedback from staff

5. Observations and Lessons Learned

a) The Participants

Almost all the participants were professional people working in the public and voluntary sectors at different levels of their organisations. A few of them are team leaders but most of them do not have any or significant management responsibilities. There is a difference in characteristics and need between those who work in the public and voluntary sector.

All the participants from the public sector have aspirations to become managers or to move up the managerial ranks. There are deep feelings of frustrations as they feel that their views are not sufficiently valued and they generally want to become more assertive to challenge senior management. For those who aspire to management positions they are either not getting selected for interviews or failing at the interview stage. A major reason for the failures is because the participants were not aware of the management and leadership qualities that they need to have and demonstrate.

The participants from the voluntary sector did not have the same frustrations as those from the public sector. Generally, they felt more positive and upbeat. This would be because, as they work in small organisations with less hierarchical layers, they have more control of their work processes. Most of them did not apply an action in the interim period, chose not participate in the coaching sessions and did not attend the 2 day of the course.

The possible reasons for the drop in interest from the voluntary sector participants are:

- the public sector participants were more voluble in expressing their frustrations and were getting more attention but the issues raised were not relevant to those who work in the voluntary sector
- the emphasis on applying leadership and management actions to develop greater self-awareness appealed to those in the public sector who want to advance in their careers
- the participants from the voluntary sector appeared to be satisfied with the way they are doing their work or were in positions where they do not feel that they could exercise any management or leadership actions

Although the context for the programme is about management and leadership in BME communities the questions and issues raised were organisational in nature and from the perspectives of a worker rather than a community leader. This could be because almost all the participants are professional workers. Also, even those who are active in their communities chose to raise issues from their professional work rather than their voluntary work.

b) Programme Structure

The programme was designed as two integrated parts, firstly to convey an understanding of the basic concepts of management and leadership and secondly to encourage the development of deeper insights, self-awareness and behaviour change through application. However, only about half the participants took up the opportunity to apply an action or change their behaviour during the interim period. As a result, the number of participants for the second day of the programme dropped to half.

Perhaps it would have been better to design the first part of the programme as a complete introductory module. The participants are formally acknowledged for completing the first part and could choose to stop or to proceed further. The second part would then consist of optional modules ranging from personal growth coaching to master classes on specific management and leadership skills. Such an approach would be more flexible in meeting the diverse development needs amongst the participants, especially those participants who are not really take on a commitment of personal growth but may want to acquire more knowledge and skills.

c) Course Timetable

The course was scheduled for a normal working day of 9 am to 5 pm. In the morning most participants arrived by 9.30 am and some by 10.00 am. In the afternoon, several participants had to leave between 3 pm and 4 pm because of child care responsibilities. This was especially so for participants from the

voluntary sector. As the course relied strongly on participative group processes the coming and going of participants were disruptive. Late comers had to be introduced into groups and as people leave some groups became too small and had to merge with others.

One possible lesson is to organise the course into 2 half day sessions from 10 am to 3 pm instead of one full day course from 9 am to 5 pm.

6. Recommendations

The management and leadership development programme was a useful starter course. It introduced the basics on leadership and management and supported those participants who wanted to do so on a path of personal growth. It also enabled these participants to identify training needs and skills gap. However, the following recommendations for improvements should be considered.

- a) A management and leadership development programme that focuses on enabling participants to gain greater self awareness and commitment to personal growth needs to be supplemented or follow up with master classes on specific management and leadership skills.
- b) Management and leadership are active skills. They need to be practised and applied in an organisational or community context. Leadership in particular requires situations that necessitate a leadership response. Ideally, a training programme on leadership and management should be connected with something that is happening, for example, an organisation that is going through change, in the process of applying for a large funding application or negotiating with statutory bodies to develop new services or rescue a failing service. This would enable participants to immediately practice what they have learned in real life situations.
- c) In the absence of real life situations for the participants to relate with it would be useful if the training programme has case scenarios based on BME examples. The development of BME case materials for leadership and management development programmes, as well as related subjects such as strategic management, change management and organisation development, could be future CfED projects.
- d) Continuous management and leadership development requires regular encouragement and peer support. One way of doing this is to establish a BME Leadership Development Network in Dudley. The Network could be funded as part of a wider capacity building programme to improve BME community structures. The purpose of the Network could include representing the interests of BME leaders, professionally in the workplace and in the community, enabling peer support and mutual learning and facilitating development opportunities.

Annex A: Participants' Composition

Ethnic Origin:		Sex:	
Indian	3	Male	6
Pakistani	5	Female	8
Bangladeshi	1		
Asian other	0		
Black African	0		
Black Caribbean	2		
Black other	0		
Chinese	0		
White British	0		
White Irish	0		
White other	0		
Yemeni	1		
Black African/White	1		
Black Caribbean/White	0		
Mixed other	1		
Other	0		
Total	14		
		Age:	
		16-24	1
		25-34	4
		35-44	8
		45-54	1
		55-64	0
		65+	0
		Religion:	
		Buddhist	1
		Sikh	2
		Hindu	1
		Christian	3
		Muslim	7
		Jewish	0
		Other	0

A total of 15 participants attended the first day of the programme, however, one had to leave early and therefore did not complete the evaluation form.

9 participants continued to the second day of the programme.

Annex B: Participants' Comment

1. What did you hope to achieve by attending the session/conference

Have a good insight about leadership and Management

Learning new skills

To gain more knowledge on leadership and management

Have understanding about the concepts of leadership

To have more understanding about leadership and management

To learn about what approach to take

To gain knowledge and understanding and to learn new skills of working

Very useful

Vision, Direction, Reflection

Refresh understanding of leadership

Management skills and how to be an effective leader

To be able to understand what skills are needed

Management qualification

Good

2. How well did the training /conference meet your personal objectives?

Very well

Very well - enable me to change. My management and leadership

Completely

Fairly well

It was very beneficial for my work

Very well

I believe the training met some of my expectations. Felt safe with the makeup of the group to express my concerns

Yes

Quite well

I found it very beneficial and met other peers

It has made me look at myself

Good

Training concepts, presentations, how to control the group, manage, how to make group discussions

3. Are there issues which you think should have been addresses and were not?

No

NA

More practical examples

To include coping strategies/skills to challenge management

I think the trainer over the majority of the areas for this course

No

Very well delivered

No as this was the first session and there are three more

Yes

Fine

4. How will you implement the things you have learned?

Improve on weaknesses

Change my approach

By putting the knowledge into practice within my role

By next session I will attempt to do the opposite - to see what the outcome is

I can use all the info for my projects

Through applying the task discussed

Look at my weakness and attempt to exercise them out and get feedback on how I am perceived

Provision of supervision to set off

Use the Management style

I will start to look at how to be a great leader and a brilliant manager as the course taught me the difference

Practice

How to make decision + Group

5. Are there any other comments which you would like to make?

Very good overall

NA

Too cold - then got too hot - room temperature!

I really enjoyed attending the session, learned some concepts of leadership, which I will try to implement. Felt that Dr Poon was excellent in his delivery. Well appreciated, thank you very much , kind regards

Well constructed workshop

I feel there should be more training sessions

Very happy with the training/ trainer

Annex C: Participants' Learning Review

Reflection on Learning	Aspirations – the leader you want to be	Learning Needs	Development Path
My own understanding of myself was different to how my team perceived me as. Although I am a very reflective person I was not concentrating on issues which I should be reflective of.	Getting people to do things which they would not otherwise do. Not to force people to do but to be able to invite them to a journey.	Effectively motivate staff Inspire, motivate and guide others toward accomplishment Public speaking	Effectively motivate staff
Found all of it interesting – leadership model was interesting. I would like to find out more on strategic leadership and management, motivating staff and conflict resolution.	Inspiring, knowledgeable, learning leader Ambitious/visionary Firmness, playful, listening Confident, peaceful and creative	Motivating others Creativity Strategic planning and management	Practise being confident Practise on being firm Work on being lighter and being more assertive Being more open to conflict
You do not need to be in a higher position to exercise your leadership skills. Influencing skills are more powerful sometimes than authority. I have learned that I am risk averse so need to work on this.	Strategic thinker Visionary leader Effective problem solving Risk management Contingency planning	Presentation skills Public speaking Influencing skills	Willing to take risk Attend more training courses Change existing mindset and develop new mindset.
Different jargon	Understanding, fair and just	Public speaking Presentation Strategic planning Build shared vision	Follow up training
Management and leadership. Learning about strategic thinking. Would like to know more about lateral thinking. Something I learned about myself was: change my facial	I want to be able to be delegative style	Understand and appropriately applies performance until targets are achieved Inspire, motivate and guide others toward goal	Masters in management Chairperson for a voluntary organisation A new job with better pay Ask family to check

Reflection on Learning	Aspirations – the leader you want to be	Learning Needs	Development Path
<p>expressions, give messages or feedback when it is only necessary and changing my behaviour in being trustworthy and approachable.</p>		<p>accomplishment Delegate responsibilities and tasks Public speaking Strategic planning and management Build and share vision with others; translate vision into action.</p>	<p>behavioural expressions</p>
<p>I found that I am able to switch between leadership styles, from authoritative to more democratic. I would like colleagues to comment on my outputs and style be it good or bad.</p>	<p>Fair, tolerant and honoured amongst those I lead (Selection from list of quotations)</p> <ul style="list-style-type: none"> - Leadership is an art. - Leadership is a condition of the mind and heart. - Leadership should be born out of the understanding of the needs of those who would be affected by it. - A leader gets his people from where they are to where they have not been. - Good leaders develop through self-study, education, training and experience. - Exemplary leaders are distinguished by their mastery of people skills, taste, judgment and, above all, character. 	<p>Strategic performance, strategic planning, budget planning</p>	<p>Continuous self assessment and getting feedback from staff planning</p>
	<p>Charismatic, democratic and people first (Selection from list of quotations)</p> <ul style="list-style-type: none"> - Innovation distinguishes between a leader and a follower. - A leader enables others to consistently do better. - A great leader inspires people with confidence in 	<p>Readily readjusts priorities in respond to changing demands Problem Solving Strategic planning and management Conflict management</p>	<p>Training in the identified skill gaps</p>

Reflection on Learning	Aspirations – the leader you want to be	Learning Needs	Development Path
	themselves. - Leaders give people faith that mountains can be moved. - Leadership is getting people to do things they would not otherwise do, or to achieve more than they otherwise might. - Leaders don't force people to follow; they invite them on a journey.		
I would like to know more about policies and procedures, plus strategic management and planning. I learned networking amongst other members within the training. I have also learned that there is a difference between leadership and management and there are a lot of skills and qualities to gain in order to be an effective leader.	Organised, communicate, coherent Problem solver, influential Supportive, fair, team building Aspirations, knowledge Delegate Self study – education Experience, action Honesty	Organisation Develop and maintain effective controls Mentoring and guiding employees	
I would like to learn more about: 'more leaders, not more followers' 'Innovation distinguishes between a leader and a follower'	Exertive Confident Have people skills, taste, judgement and above all character Could inspire people Leader is action not position.	Leadership Management	To run community organisation I would like to learn more about management of less able people, people who had never worked professionally in their lives, as they do not accept or obey rules and regulations, but the management is answerable to funders etc