MAKING A DIFFERENCE

Sample Programme

rrm uk.com

Prepared and delivered by:

Ronnie Malcolm, Director

RRM (UK) Limited

PO Box 26494
Glasgow
G74 9DE

T: 0044 1355 909010
E: info@rrmuk.com
W: www.rrmuk.com
M: 0044 7850 870986

Sample Development Programme

CONTENTS

Introduction

MAD Aims

MAD Style

MAD Programme

One-page Overviews of MAD modules:

"MAKING A DIFFERENCE"

Introduction

"Making A Difference" is RRM UK's core management development programme. The MAD programme is flexible and universal and provides a comprehensive grounding in modern management skills for anyone who has or is soon to have the responsibility for managing people.

The programme can be pitched at specific levels from the Boardroom to First Line Team Leaders or it can be delivered to a mixed group thereby building an appreciation and understanding between levels in the organisation.

RRM UK's MAD programme has been used to make significant impact on the management development and performance of many organisations, large and small, across many industry sectors, at all levels.

The programme addresses the common factor across any business / organisation – **people** – and the manager's ability to effectively mange and lead those people both now and in the future.

MAD aims

- build common vision of the role of the modern manager

- make links between business and personal development

- introduce modern management tools and techniques

- establish an understood vocabulary

- develop understanding of personal style

- establish the importance of leadership and teambuilding

- transfer learning into action

MAD Style

There are commonly 8 to 10 one-day modules in a MAD programme. We have presented 11 days here and it is from these that we select (with your input) to prepare a programme. We can also work with you in greater depth to find your issues and custom design modules to work within the proposed programme.

Each module is complete in its own right as a 1 day course. However when delivered together in a comprehensive programme each module complements the others and participants build a powerful management model.

The programme combines serious business, hard work, motivation and fun. Each module will involve elements of teaching, group discussion, self assessment / analysis and management exercises. There is a high degree of practical application and the programme calls for a real commitment to action.

This programme is challenging and is action centred. Each participant will leave with their own personal action plan for change, growth and development.

MAD Programme

Module 1   Orientation and Managing Change
Module 2   The Role of the Modern Manager
Module 3   Business Development Planning
Module 4   Action Centred Leadership
Module 5   Communication Skills
Module 6   Presentation Skills
Module 7   Managing Performance
Module 8   Delegation
Module 9   Coaching
Module 10   Time management and self organisation
Module 11   High performing teams

An overview of each of these 1 day modules is provided on the following pages. Elements from each of these days can be mixed and matched, with emphasis increased or reduced to meet your particular needs. For example, the complementary skills of Delegation & Coaching can be combined in 1 day, covering the essentials of the subject.

Whatever the final format of your MAD programme it will get your career and organisation on target.

We can also combine classroom teaching with outdoor pursuits such as orienteering, bridge building, archery and off-road driving. All outdoor exercises contain direct and indirect team learning.

We encourage all our clients to close the programme with a debrief (overview on page 17). This allows an evaluation of the programme, identification of benefits and a focus on continuing application of learning to benefit the participants and the company.

Module 1   Managing Change

If we are delivering a programme this module presents an obvious starting point. It also stands in its own right as a very popular and successful day on the subject of "Change". The MAD programme is generally targeted at managers who are initiating and driving change, but this workshop can easily be slanted towards those at lower levels who need to be engaged to implement change.

Aims

- to provide appropriate background and context for the programme
- to introduce participants to facilitator and programme
- to establish an understanding of the current situation
- to establish the importance of managing change
- to increase awareness and readiness for change

Agenda

- Course overview and demands
  - *This ensures familiarity with the programme and establishes 'ownership' and the need for action*
- Our changing environment

  - Sometimes we are too close to change to appreciate what is really happening. This creates the opportunity to step back and think about change and the demands it puts on individuals, teams and organisations
- Introductions

  - Getting to know you is an important part of the introductory module. It also helps participants (even those who have worked together for a long time) to get to know each other better and establishes the form of dialogue that is essential throughout the programme.
- Chaos in change

  - Change can sometimes seem chaotic but by looking at chaos we can see that there are patterns to change. Participants will complete a 'readiness for change' questionnaire to benchmark current performance.
- Defining reality

  - Where are we now? Participants will use a number of tools (such as SWOT analysis) to describe the current situation so that we know what works and what must change.
- Living with Change

  - This case study is based upon the hugely successful Channel 4, Jamie Oliver's School Dinners Project. In the video we identify the most common reactions to change and draw parallels with our change experience. What can we learn from Jamie?
- Expectations

  - What do we expect from each other in our daily work and what is expected from us in this programme? A chance to consider these key questions.
- Planning for change

  - Change doesn't happen itself, it needs a plan and a clear commitment to change. Managing change and Making A Difference is part of the role of the modern manager.

Module 2　　　　　Role of the Modern Manager

Aims

- to allow participants to consider their role and how it will develop
- to illustrate the importance of clear roles and responsibilities
- to provide guidance on effective goal setting
- to identify and explore management competencies
- to establish the importance of managing people
- to identify influencing style and models for improving influencing skills
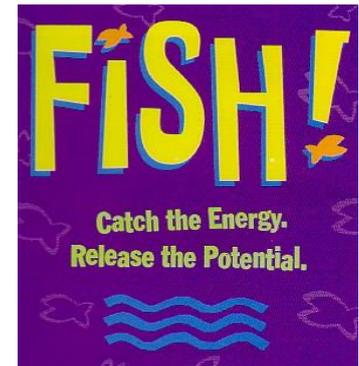
Agenda

- Alignment
  - *What does the business need and what can you provide? The importance of a match between personal and business goals.*

- Your role
  - *Key questions: Where does your role fit in the organization? What are the key areas in which you get results? What parts of the job are sometimes neglected? How do you balance your role as you progress through the company?*

- Empowerment
  - *What do we expect of people and what freedom do we provide? A discussion which establishes policy and individual preferences with respect to empowerment.*

- FISH!
  - *A video case study using the Pike Place in Seattle to illustrate how they dramatically changed their workplace through their philosophy of: play, make their day, be there and choose your attitude.*

- Facilitation
  - *The importance of creating the environment where others will find success. Examining a key management skill.*

- Decision taking
  - *Making decisions is a key part of the manager's role, we identify a cycle of decision taking and ideas on how to improve the cycle.*

- Personal action planning
  - *Identification of key actions required to fully develop your role.*

Module 3   Business Development Planning

This module can be delivered with a number of departmental heads such that they share ideas across functions to the benefit of the organisation. It can also be delivered with a team where all participants will have their role to play in executing the plan. We have also delivered this as a multi-company workshop, this format generates lots of useful and interesting ideas but does leave participants with more work to be done outside the classroom.

Aims

- to increase participants' strategic awareness
- to increase responsibility for planning for the development of their function
- to improve planning through the use of established models
- to improve ability to engage others in implementing change

Agenda

- Planning for Change
  - *we identify the components of change and the essential blend required to make a plan for change work*
- Practical application of Change Tools
  - *we revisit change management tools and techniques this time to be used at the level most appropriate to participants and their plan.*
- Planning with the SODA Model
  - *the SODA model provides a simple four step planning model that can be used at any organisational level. Where it is used across levels and functions it provides a tightly integrated planning routine with sufficient freedom for managers to make their own mark on the plan.*
- Ingredients for Change
  - *We revisit Jamie Oliver's School Dinners Project and observe Jamie's ingredients for change: Passion, People, Planning and Perseverance.*
- Creating your plan
  - *This workshop is very much a working session and a great deal of the plan is generated by participants in the classroom.*

This workshop usually ends with agreement of the time period required for completion of participants' Business Development Plan. A follow-up session would be scheduled where participants can come back together

Module 4   Action Centred Leadership

Leadership isn't just about the Managing Director or 'figurehead' of the organisation. It's about how every one of us who can engage people doing so to the maximum benefit.

John Adair's ACL Model examines the intersection between Achieving the Task, Developing the Individual and Building the Team. All of these are key manager responsibilities.
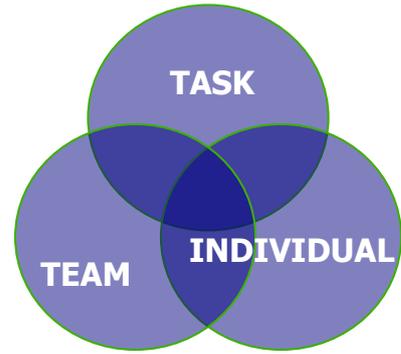
Aims

- to stimulate thinking about leadership in organisations today
- to establish the importance of leadership and build a definition of effective leadership
- to allow individuals to consider their leadership style
- to build an appreciation of the Action Centred Leadership model
- to allow participants to identify opportunities to improve their leadership performance

Agenda

- Concepts of leadership
  - *Exploring ideas on leadership and how our view of leaders had developed*
- Directive and Supportive behaviour
  - *A questionnaire and discussion identifying participants preferred style and the desired organizational style*
- Management vs Leadership
  - *Discussions identifying differences between management and leadership and how our approach to leadership has changed over the past few decades*
- Leadership models
  - *Introduction to a handful of leadership models and theories with the focus being on Action Centered Leadership*
- Action Centered Leadership
  - *An introduction to John Adair's ACL model and its principles*
- ACL - 12 o'clock high
  - *We observe ACL in action in a video case study with five workshops each examining a different aspect of a leadership problem. Participants are asked to put themselves in the leader's shoes to consider how they would react to the circumstances*

Module 5   Management communication

Aims

- to apply Action Centred Leadership model
- to develop communication skills
- to examine methods of management communication
- to develop awareness of prime communications media

Agenda

- 12 o'clock high
  - *The last workshop in the video case study creates the opportunity to present in the role of the leader in the video and allows us to contract various interpretations of the situation*
- Communication basics
  - *Improvement of basic skills in communication and systems used at individual, team and organizational levels*
- Communications media
  - *Getting more out of meetings and preparing great reports*
  - *Delivering presentations*
  - *Arriving at consensus*
  - *Acting on incomplete information*
- Influencing style
  - *Identification of and discussion on individual influencing style. Tips for how to improve influencing.*
- Temperament – MBTI
  - *Identifying and examining the effect our temperament can have on our interpersonal skills*
- IDEA
  - *Questionnaire and discussion based on the IDEA model (inspire, direct, enable, achieve). Participants are asked to develop an improvement plan based on their questionnaire score*

Module 6 Presentation Skills

Aims

- to build confidence in delivering presentations
- to improve performance in delivering presentations
- to gain a consistent approach to presentations

Agenda

- Delivery of 'homework' presentation
- Presentation critique
  - *What to look for in presentations. How to give constructive feedback*
- Delivering group presentations
  - *Working with others to present a cohesive message as a team*
- Key points in making presentations
  - *Tips and techniques for effective presentations*
- Further skill development through preparing and delivering presentations

This module involves video recording and feedback.

Module 7   Managing Performance

Aims

- to build understanding of performance management
- to develop effective techniques in 1-2-1 situations
- to equip managers for conducting performance reviews
- to develop our understanding of temperament
- to explore individual motivation

Agenda

- Managing Performance - key points
- Performance Management Systems
- Performance interview roleplays
    - *An opportunity to deal with some difficult circumstances in the safety of the training environment*
- How am I doing?
    - *A video case study showing how not to do it*
- 1-2-1 technique
    - *Tips on interview technique*
- Motivation and involvement
    - *A discussion on the theory and practice of motivating others*

Module 8   Delegation

Aims

- reinforce leadership style
- establish the value of delegation
- examine the process and models of delegation
- generate ideas for improving delegation

Agenda

- Definitions
  - *Ensuring clarity of understanding and distinctions on delegation, devolution, coaching, mentoring etc*
- Do you need to delegate more?
  - *An incisive questionnaire on current delegation ability and discussion to establish action plans*
- Directive / supportive
  - *Revisiting the earlier directive/supportive profile and looking at its impact on delegation*
- Jigsaw exercise
  - *a simple task where the team leader is prevented from becoming involved hands-on*
- Delegation
  - *Identifying delegation as a process and producing delegation plans*

Module 9   Coaching

Aims

- to reinforce the role of the modern manager
- to improve delegation
- to identify the skills involved in coaching
- to develop those skills

Agenda

- What makes a great coach?
  - *Personal inventory against our criteria for great coaching.*
- Coaching cycles
  - *Identifying the appropriateness of two different models:*
  - *Brief / Monitor / Debrief*
  - *Explain / Demonstrate / Imitate / Practice*
- Coaching
  - *"I hear what you're saying but …". A team exercise requiring effective communication and coaching.*
- So what would you do?
  - *Group discussions on difficult coaching situations with joint development of successful strategies for dealing with them.*
- Learning and coaching
  - *Identification of learning styles and their impact on coaching*
- Actions required to improve your coaching performance

Module 10   Time Management and Self Organisation

Aims

- to reinforce the modern management principles advocated throughout the programme
- to examine personal effectiveness
- to identify the effects of stress in the workplace
- to identify our time management performance
- to generate ideas for improving time management and self-organisation

Agenda

- Key points from the programme
- Time - the critical resource
- The 7 Habits of Highly Effective People

  - *We use Stephen Covey's highly successful "Seven Habits of Highly Successful People" as a model to generate discussion o personal effectiveness*
- Stress awareness

  - *Described as the "21st Century bad back" stress in the workplace is an increasing issue for managers. We ensure that participants have an awareness of stress and its effects*
- Time management and self-organisation

  - *Principles, tips and techniques of time management*
  - *Measuring your current time management performance*
  - *Actions for improving time management*

Module 11   Developing and leading high performing teams

Aims

- to identify what makes high performing teams
- to identify the stages of group development and what it means for your team
- to examine functional and team roles
- to explore the interaction between team roles and the value of each
- to identify your team role and its strengths and allowable weaknesses
- to apply team theory (and many other tools and techniques learned throughout the programme) in a competitive team exercise

Agenda

- High performing teams
  - *identification of what makes a high performing team, benchmarking of our team against that criteria and identifying actions required to improve team performance*
- Team development
  - *a little light team theory examining the process by which teams develop*
- Team roles
  - *Belbin's team role theory in action*
- The MAST contract
  - *a competitive team exercise which requires application of the principles learned throughout the programme*

The MAD programme presents the opportunity to work together with your colleagues, in a different way, to build communication, understanding and team performance.

MAD Programme debrief

The programme debrief is usually of ½ day in duration. This module is planed and delivered by the participants. It is designed to allow participants to:

- consolidate learning,
- learn from colleagues' perspectives,
- evaluate the worth of the programme,
- state intentions
- reinforce commitment to apply learning through action.

Typically the debrief will cover:

- highlights of the programme,
- what has been gained,
- actions taken and/or planned,
- intentions for ongoing personal management development.

Participants are encouraged to invite their boss along to the debrief so that they can jointly assess the success of the programme.

RRM UK Overview

Ronnie Malcolm

Ronnie Malcolm has worked in consultancy since 1988, he was Managing Director and co-owner of ECN Limited from 1992 to 99 and established RRM (UK) in 2000. His initial consultancy and training experience was with P-E International where he operated from several regional offices.

Ronnie is a time served engineer with a degree (BSc Honours in Production Engineering and Management) from The University of Strathclyde. Subsequently he worked at two very different ends of the manufacturing industry with WEIR Pumps and as a business planner with Motorola Semiconductors. His consultancy experience now spans all industry sectors working predominantly in the UK but also with clients across the USA and mainland Europe.

Ronnie is a skilled communicator and motivator with a clear ability to link vision and strategic development with day-to-day operations. His objective is to help you to see your world differently and provide a valuable contribution to you and your team.

Recent and current clients include: Children's Hospice Association Scotland, Hydro Group, First Group, James Watt College, ClydeUnion, VWS Westgarth, HM Treasury Solicitors, Horsecross Arts, Schering Plough, Sulzer Pumps and Sulzer Wood, WEIR Services and Loch Lomond Golf Club.

The following quotes are taken from a variety of RRM events:

"Of several seminars attended - quite the best - perhaps as a result of the presenter's understanding of the variance and complexities associated with the company."

"Very valuable for bringing everyone together - very motivating - created a team."

"RRM (UK) performed well - kept relating back to the company rather than throwing theory at everyone - they knew their customers."

"Well presented - encouraged team spirit. Enjoyed the whole time from morning to night."

"Ronnie Malcolm's presentation/facilitation skills were second to none. Excellent down to earth approach, with use of appropriate anecdotes."