



## **Bagnalls – Building Highly Effective Leaders**

By the end of this module, you will have:

- Been introduced to the Accountability and truly understand the importance of this in Leadership
- Been introduced to reflective cycles to support your learning, in particular, Gibbs' Reflective Cycle
- Understand the Trust Equation and the importance when communicating effectively
- Understand the Johari Model and how this can be applied in communication
- Reflect on how to use the Johari Model to understand yourself and others better
- Discussed the factors that impact communication, both positively and negatively.
- Been introduced to the principles of effective communication
- Understand the communication process and the communication funnel
- Been introduced to the importance of communication in leadership and the key elements of verbal and non-verbal communication
- Understand interpersonal skills and different forms of communication and techniques and how to apply them appropriately.
- Understand Effective coaching, through different models, with the use of effective communication
- Taken part in team-based activities and reviewed your contribution
- Put yourself forward as a leader/manager and then reviewed your contribution, identifying areas of improvement.

Day one, Morning session:

Day One					
Time	Activity	Learning Outcomes/Objectives	Assessment	Resource & Direction	Facilitator Notes
0830 (45m)	Welcome / Check-in H&S Introduce Facilitator Introduce objectives for the session overall, programme focus Introduce DAY 1 and its outcomes. Bagnalls representative to set the scene Overview of the programme, the purpose and objectives <ul style="list-style-type: none"> <li>Whatever the role function leadership behaviours are required throughout. As such the modules would focus on three aspects.</li> <li>Objectives of the session and of the day</li> <li>Read through the objectives and outline anything the delegates feel they want to add to</li> </ul>	<ul style="list-style-type: none"> <li>Personal commitment to being a leader within Bagnalls, and what that means.</li> <li>How to drive productivity, results and customer excellence through others by building trust and delegating with clarity to achieve unity.</li> <li>Managing performance and the ability to hold effective and encouraging coaching conversations &amp; robust feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Listening</li> <li>Communication</li> <li>Building trust</li> <li>Discussion and Q and A's</li> <li>Written detail and account</li> </ul>	Discussions around tables. Responses to flipcharts – delegates can present Encourage delegates to reflect on what they have done complete and feedback 121	<ul style="list-style-type: none"> <li>Trainer to lead using post its and flip chart</li> <li>Introduce the workbook and the information throughout the day. NB – the importance of collating evidence and making notes</li> <li>Set and establish ground rules</li> <li>Confidence, safe environment and confidentiality</li> </ul>
0915 Outdoor Activity	Energiser Bit of FUN! <ul style="list-style-type: none"> <li>Speed Hula</li> </ul>	<ul style="list-style-type: none"> <li>Explain to the group that they have to get the hula</li> </ul>	<ul style="list-style-type: none"> <li>The exercise is about building trust</li> </ul>	<ul style="list-style-type: none"> <li>This activity is a quick activity that works</li> </ul>	Ice Breaker Activity Groups can race to beat

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30mins	<ul style="list-style-type: none"> <li>Are we the only ones that define our purpose? What or who influences our purpose?</li> <li>How do we communicate our purpose to new members or people outside of our group?</li> <li>Why is it important that we all understand the purpose of our group/activity/etc.?</li> </ul>	<p>hoop all the way around the circle (COVID Safety, no touching of hands)</p> <ul style="list-style-type: none"> <li>Time them while they perform the activity and if the group completes the activity quickly, ask them if they can go faster.</li> <li>For a final round – have groups pass two hula hoops around in opposite directions!</li> </ul>	<p>and communication.</p> <ul style="list-style-type: none"> <li>Listening to one person and reacting based on the instructions</li> <li>Trusting that leader who will be providing the instructions to help the team win</li> </ul>	<p>very well as an energizer, icebreaker.</p> <ul style="list-style-type: none"> <li>Variations; This activity can also be performed with an 8' loop of rope.</li> <li>This activity can be performed as a competition with multiple groups racing against each other.</li> <li>Blind Folds – 1 lead member selected to provide the instructions and all other members are blindfolded</li> </ul>	<p>their time in moving the hoop around or race against each other!</p>
1000	BREAK				
1015 60 mins	<p>The Accountability Ladder</p> <ul style="list-style-type: none"> <li>What are the “Pains” of the role?</li> <li>A culture of ‘accountability’ is the most important element in ‘making things happen’.</li> <li>The Ripple Effect</li> </ul>	<ul style="list-style-type: none"> <li>Importance of accountability the “Blame Others” rung on the Ladder of Accountability are the “Personal Excuses” and “I Can’t” levels.</li> <li>Introduce delegates to the concept of the ripple effect of their behaviour.</li> </ul>	<p>Allow delegates to understand and populate the levels of the ladder</p> <p>Break out rooms – what does accountability mean to them?</p>	<ul style="list-style-type: none"> <li>It doesn’t matter how good the vision is, or the strategy to deliver that vision – if you don’t have a culture of accountability, you’re ‘wheel spinning’ – putting in tons of effort, making lots of noise but not actually going anywhere!</li> </ul>	<ul style="list-style-type: none"> <li>Key introduction about Leadership and behavioural change</li> <li>Discuss and review accountability ladder</li> </ul>

1115 60 mins	Appraising your leadership  Ripple effect of their behaviour, every Action has a reaction	Mark yourself out of 10 as a leader  ● What does good look like?	● Group discussion 10 mins walk for Peers to discuss what does each pf the level look like in their business?	● Workbook pages 16-17	● Facilitated session to support the conversations
1215	● LUNCH				
1300	<ul style="list-style-type: none"> <li>● Effective Communication in Leadership</li> <li>● 7 C's</li> <li>● Communication Process</li> </ul>	<ul style="list-style-type: none"> <li>● What are the expectations they have and what do they set?</li> <li>● Are they leading by example – truly?</li> <li>● Recognize the need for effective communications.</li> <li>● How this can impact leadership</li> </ul>	Discussion Q and A's  Initial discussion around what is effective communications?  In Business? In teams?	Led by lead facilitator.  Pages 10 – 17  Initial discussion  Taught session to review with the 7 C's	Questions on Flip chart  <ul style="list-style-type: none"> <li>● Lead the discussion 45 mins for this activity</li> </ul> End morning Session with 7C's
1345 60 mins	<ul style="list-style-type: none"> <li>● Bridge Over Troubled Water</li> <li>● Activity centred around communication and listening</li> <li>● Within groups discuss reflection and feedback. Collectively the group are to provide feedback to each other in the teams and reflect on this by writing the details in activity</li> </ul>	<ul style="list-style-type: none"> <li>● Aim is to get delegates in a teamworking and communicating a task environment.</li> <li>● Leaders must give one command per action; they cannot interrupt to say the action is wrong. First to finish wins.</li> </ul>	<ul style="list-style-type: none"> <li>● objectives and completing actions 45 mins</li> </ul> Reflection 15 mins	<ul style="list-style-type: none"> <li>● Delegates briefing sheet</li> </ul> Completion of workbook pages 65	Group is split into two teams and given different amounts of paper and straws with which to build a bridge that will support the weight of a toy car. Within each group there are Leaders and Builders. Builders must be given objectives by the leaders to build the tower.
1445-1500	● Break	●	●	●	
1515	● Communication and body	● Communication and the rule	● Listening	● Workbook pages	● Facilitator to provide an

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45 mins	language <ul style="list-style-type: none"> <li>● 7/38/55 Rule</li> <li>● Transactional Analysis - Parent/child behaviour</li> </ul>	of verbal and non-verbal <ul style="list-style-type: none"> <li>● Provide an overview of the PAC Transactional analysis</li> </ul>	<ul style="list-style-type: none"> <li>● Communication</li> <li>● Discussion around understanding</li> <li>● Questioning around their own behaviour</li> </ul>		overview and bring the team into discussion Communication – what if this fails? <ul style="list-style-type: none"> <li>● Facilitator to discuss the impact of parent vs. child behaviour</li> </ul>
1600	<ul style="list-style-type: none"> <li>● Check out Review of the day</li> </ul>	<ul style="list-style-type: none"> <li>● Complete reflection of the day and key take away</li> </ul>	<ul style="list-style-type: none"> <li>● Open discussion</li> <li>● Listening</li> </ul>	Day review	Review to be completed prior to the end of the session.
1630	<ul style="list-style-type: none"> <li>● Close of the Day</li> </ul>				

## Day two Session plan

Time	Activity	Learning Outcomes/Objectives	Assessment	Resource & Direction	Facilitator Notes
8:30am 45mins	<ul style="list-style-type: none"> <li>● Introduction to the day &amp; delegates set their daily objectives.</li> <li>● Check in from yesterday's session</li> <li>● Take away from yesterday</li> <li>● Key actions and what they are committing too</li> <li>● How did they feel?</li> </ul>	<ul style="list-style-type: none"> <li>● Review of Objectives.</li> <li>● Reflect on previous activities</li> <li>● Outlines what they have been applying / practicing.</li> <li>● Introduction to Johari Window</li> <li>● Understand the Trust equation and the importance when communicating</li> <li>● Put themselves forward and revisit coaching</li> </ul>	<ul style="list-style-type: none"> <li>● Listening</li> <li>● Communication</li> <li>● Building trust</li> <li>● Discussion and Q and A's</li> </ul>	<ul style="list-style-type: none"> <li>● Review page 7 of the workbook</li> <li>● Update pages 30</li> </ul>	<ul style="list-style-type: none"> <li>● All delegates plus cohort leader and facilitator(s).</li> <li>● Flip chart with key objectives for today, change, innovation</li> </ul>
0915 60 mins	<ul style="list-style-type: none"> <li>● The Trust equation</li> <li>● The Trust Equation uses four objective variables to measure trustworthiness. These four variables are best described as: Credibility, Reliability, Intimacy and Self-Orientation.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand the Trust equation and the importance when communicating effectively with your team</li> <li>● What does their line manager need to stop, start or continue to do?</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Break out rooms</li> <li>● Q and A's</li> </ul>	<ul style="list-style-type: none"> <li>● Flip chart and pens.</li> <li>● Table discussions</li> <li>● Workbook page 31</li> </ul>	<ul style="list-style-type: none"> <li>● Delegates to discuss the questions in groups</li> <li>● This is to identify the understanding in the room</li> <li>● Play the trust Video link</li> <li>● Group discussions on what the elements of the Trust equation mean to them?</li> </ul>
1015	BREAK				

1030-1130	<ul style="list-style-type: none"> <li>● Tower of Power</li> <li>● Outdoor activity - The group's task is to create a tower by piling up the blocks vertically, using all the blocks, if possible.</li> </ul>	<ul style="list-style-type: none"> <li>● Instructions</li> <li>● Each participant holds one wooden ball (end of the rope) in his/her hand</li> <li>● The participants may neither shorten the ropes, nor enter the marked area.</li> <li>● The wooden blocks may not be touched with hands or feet but only with the arresting device</li> </ul>	<ul style="list-style-type: none"> <li>● Team building, building relationships, communication, listening to instructions, Q and A's, observation of team working together and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>● Workbook pages 36-37</li> </ul>	<ul style="list-style-type: none"> <li>● Resources – briefing attached</li> <li>● Tower of power boxes</li> <li>● Marking out tape roll</li> <li>● 20 pegs (to hold the tape)</li> <li>● Ropes must be taught at all times</li> <li>● Reflection and discussion round how well it went</li> <li>● 30 mins for the task and 30 mins for review and reflection</li> </ul>
12:15	● LUNCH	●	●	●	
1300-1400	<ul style="list-style-type: none"> <li>● Introduce GROW as a coaching model that their line managers will be using</li> </ul>	<ul style="list-style-type: none"> <li>● Coaching models, Goal, Action, Options, Will</li> <li>● Get the supervisors to consider the goal they are trying to meet,</li> <li>● Discuss this with a colleague</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion</li> <li>● Communication</li> <li>● Peer to peer coaching</li> <li>● Feedback and group discussion regarding how well the activity went, what suited their style of management better? Why?</li> </ul>	<ul style="list-style-type: none"> <li>● Workbook pages 44-47</li> <li>● Taught session of the new models and how they differ from GROW</li> </ul>	<ul style="list-style-type: none"> <li>● Facilitated – What went well?</li> <li>● Break into pairs</li> <li>● Mix up the delivery, use break out rooms, go for a walk, make a call to your partner</li> <li>● Bring back the “pains” from session 1</li> <li>● Ask delegates to use the “pains” as scenarios to have better constructive conversations.</li> </ul>
1400	Break				

1415-1500	Effective Coaching Facilitated sessions consider how they would deal with the scenario	<ul style="list-style-type: none"> <li>Delegates to use the GROW model in the scenario, a role play exercise that enables individuals of using the grow model or questions within to help deal with a situation through coaching</li> </ul>	<p>Experiential, stretch and challenge delegates to do things differently</p> <ul style="list-style-type: none"> <li>Peers activity Coaching</li> <li>Communication</li> <li>Active listening</li> <li>Group discussion</li> <li>Communication</li> <li>Open and honest discussion</li> <li>Formalized teaching and delivery</li> </ul>	<ul style="list-style-type: none"> <li>Workbook pages 41-46</li> <li>delegates to use GROW for coaching</li> </ul>	<ul style="list-style-type: none"> <li>Facilitated sessions.</li> <li>Break into pairs for effective coaching sessions</li> <li>Facilitator to note this could be the first time they are dealing with this kind of training</li> <li>To include reflection ad discussion on how it all went</li> <li>Scenarios               <ol style="list-style-type: none"> <li>An operative is using a ladder and they are overreaching to paint a section of soffit and fascia. How do you approach this situation with the operative?</li> <li>Over the last few weeks one of the operatives in your team has had several one-day absences from work (the absences are all on either Mondays or Fridays).</li> <li>You have noticed that one of the operatives in your team is withdrawn and seems distracted. They also look tired and the quality of their work has reduced over recent weeks.</li> <li>An operative on the site you are supervising refuses to wear the FFP3 mask required for the work they are undertaking.</li> <li>One of the apprentices working in your team is consistently poor with their timekeeping.</li> </ol> </li> </ul>
1515	<p>PEW</p> <ul style="list-style-type: none"> <li>How to use the</li> </ul>	<ul style="list-style-type: none"> <li>Select the behaviours that you want to develop and agree</li> </ul>	<ul style="list-style-type: none"> <li>Self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Workbook pages 48-52</li> </ul>	<ul style="list-style-type: none"> <li>Using the PEW is very simple:</li> </ul>

	Personal Effectiveness Wheel?	<p>them with your line manager, for example: 'time management'; 'self-confidence'; 'holding others to account' etc.</p> <ul style="list-style-type: none"> <li>Write a simple definition for the behaviour so that 'all parties' know exactly what is meant by the behaviour; this might include a version of 'what good looks like'.</li> <li>Write the behaviour you are looking to improve against one of the spokes on the wheel (only have a maximum of eight).</li> <li>concentric circle (1 is the innermost circle and 10 is the outermost circle).</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Reviewing personal skills</li> </ul>		<ul style="list-style-type: none"> <li>Facilitator to lead discussion around PEW, worksheet to be downloaded and completed during the session</li> <li>Facilitator to make reference to the PEW booklet that will be handed to all Supervisors</li> </ul>
1545 Close at 1600	<ul style="list-style-type: none"> <li>Check out Review of the day</li> </ul>	<ul style="list-style-type: none"> <li>Complete reflection of the day and key take away</li> </ul>	<ul style="list-style-type: none"> <li>Reflection time on the 2 days and the feedback they have received</li> <li>Review to be completed prior to the end of the session.</li> </ul>	<ul style="list-style-type: none"> <li>Complete pages 55 onwards, what feedback have they received, what do they need to stop, start and continue to do.</li> </ul>	<ul style="list-style-type: none"> <li>Please ensure the group has the time to spend to complete their workbooks. Facilitate the session for discussion should this be more effective</li> </ul>