



MALAWI FEMALE LEADERSHIP TOOLKIT

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Funded by

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Introduction

This leadership toolkit is designed to support the development of female leadership within the TVET sector and provide a resource targeted to upskill and reskill female lecturers and leaders within the TVET sector. The Toolkit will provide a repository of practical tools and resources designed to support leadership development.

The toolkit focuses on three key areas to support personal and professional development

- Personal Effectiveness (Managing self)
- Interpersonal Excellence (Leading and managing others)
- Organisational Performance (Leading Teams and change)
- Being an ethical and inclusive leader

Users can work systematically through the four topic areas of the toolkit to increase their skills and knowledge building higher level awareness of self through better understanding own personal effectiveness, developing interpersonal excellence by enhancing skills to lead and manage others. Leading change is a critical aspect of leadership, this toolkit will support leaders to build an effective skillset to support the development and integration of change required to build a stronger and more equitable educational society in Malawi. Leaders are encouraged to reflect on their own ethical and inclusive approach to their leadership style ensuing a sustainable approach to effective and ethical leadership is embedded in future practice.

Key aims of the Malawi Leadership toolkit supporting female leaders in the TVET sector is targeted to facilitate female leaders' growth and development reflecting the below goals:

Moving towards Leadership

Actioning with evidence

Leading from the front

Asserting Influence

Willingness to improve

Initiating Action

The Leadership Toolkit draws on the [CMI Professional Standards](#) to build better led and managed organisations. Individuals can use the tools and resources in each topic to assess their competencies and to improve those they identify as needing development. Each topic area comes with an overview, additional reading and Leadership tools and tips to help guide you.

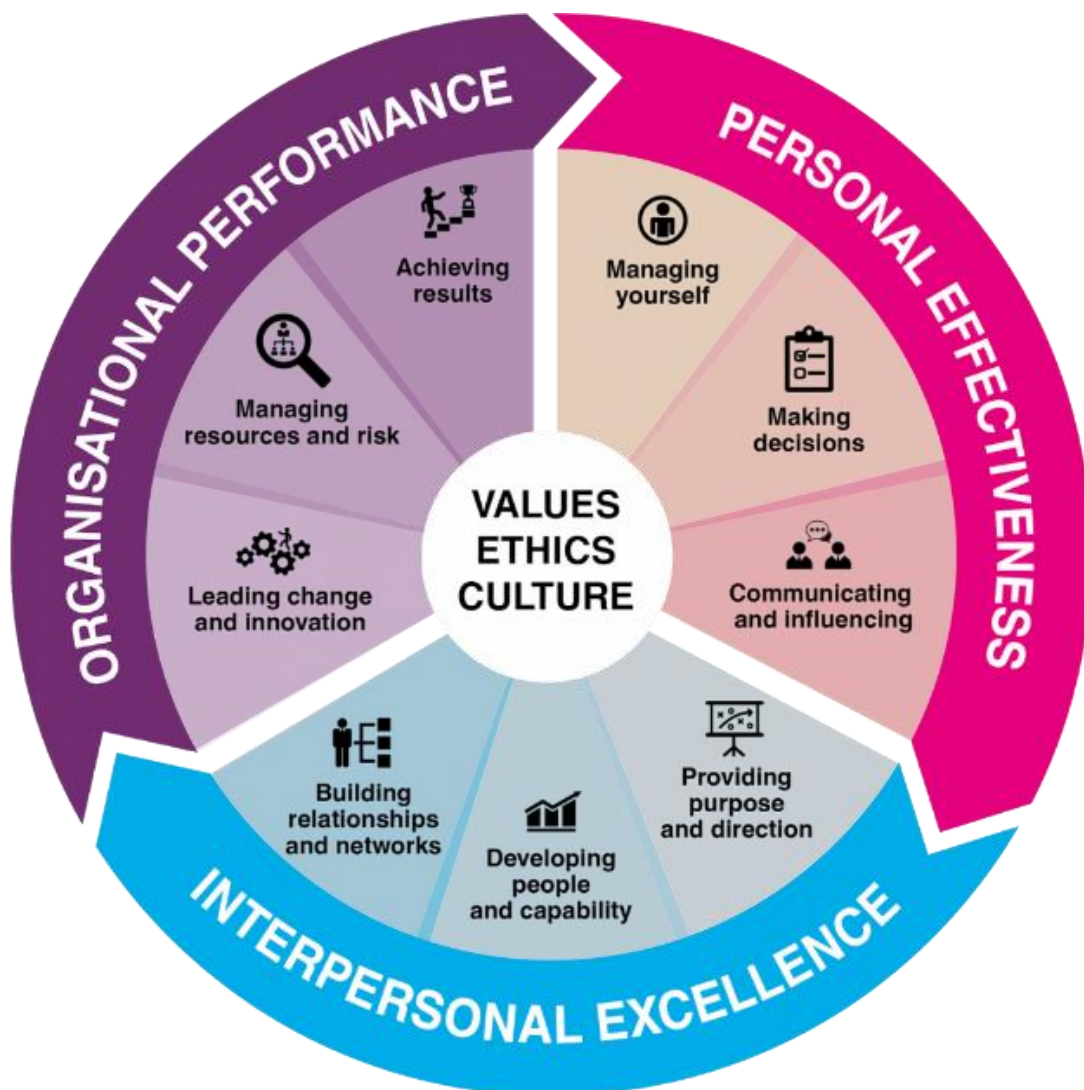
CMI Professional Standards

Grounded in 75 years of Management & Leadership expertise, and developed in consultation with professionals far and wide, the CMI Professional Standard is an invaluable tool for anyone looking to develop the highest quality skills and capabilities.

The Professional Standard Wheel

The three main sections of the wheel are broken down into segments, each of which encompass a set of capabilities.

- **Personal effectiveness**
 - Managing yourself
 - Making decisions
 - Communicating and Influencing
- **Interpersonal excellence**
 - Providing purpose and direction
 - Developing people and capability
 - Building relationships and networks
- **Organisational performance**
 - Leading change and innovation
 - Managing resources and risk
 - Achieving results
- **VALUES ETHICS CULTURE Underpin all leadership actions and involve**
 - Leading with integrity
 - Championing inclusivity
 - Looking after well being
 - Prioritising the environment
 - Committing to sustainability



It is anticipated through working through this Leadership toolkit you will enable yourself to become a more empowered leader, with increased confidence to build the change required in your educational sector and support the MALAWI 2063 economic growth strategy.

Malawi 2063 Vision Top 10 goals to be completed by 2063

1. An inclusively wealthy and self-reliant industrialized upper middle-income country.
2. A vibrant knowledge-based economy with a strong and competitive manufacturing industry that is driven by a productive and commercially vibrant agriculture and mining sector.
3. World-class urban centres and tourism hubs across the country with requisite socio-economic amenities for a high-quality life.
4. A united, peaceful, patriotic and proud people that believe in their own abilities and are active participants in building their nation.
5. Effective governance systems and institutions with strict adherence to the rule of law.
6. A high-performing and professional public service.
7. A dynamic and vibrant private sector.
8. Globally competitive economic infrastructure.
9. A globally competitive and highly motivated human resource.
10. An environmentally sustainable economy.

AGENDA 2063 GOALS



To start this leadership toolkit consider how TVET educational sector and YOUR role as an educational leader can assist this strategic plan

	Malawi 2063 Top 10 Goals	TVET role	My Role
1	An inclusively wealthy and self-reliant industrialized upper middle-income country.		
2	A vibrant knowledge-based economy with a strong and competitive manufacturing industry that is driven by a productive and commercially vibrant agriculture and mining sector.		
3	World-class urban centres and tourism hubs across the country with requisite socio-economic amenities for a high-quality life.		
4	A united, peaceful, patriotic and proud people that believe in their own abilities and are active participants in building their nation.		
5	Effective governance systems and institutions with strict adherence to the rule of law.		

6	A high-performing and professional public service.		
7	A dynamic and vibrant private sector		
8	Globally competitive economic infrastructure		
9	A globally competitive and highly motivated human resource		
10	An environmentally sustainable economy.		



Personal effectiveness (Managing self)

In this section of the Toolkit we will look at self-awareness and well being for self, communication and listening and influencing, collaborating and networking;

Self awareness and well being

Good leadership starts with self-awareness and self-confidence - having an honest understanding of your own emotions, strengths, weaknesses, needs and drives, and recognising how your feelings affect you and others, and your job performance. Looking after your own wellbeing is another important part of being a good leader.

Practical leadership tools

- Learn important things about yourself, as well as improve communication and trust with others, with the Johari window tool.
- In life there are things we cannot control, **use What's in my control?** to help you focus on areas you can influence and expand your circle of control.
- Emotional intelligence is a critical ingredient in leadership – it distinguishes outstanding leaders and can be linked to strong performance. Use the Emotional intelligence questionnaire to understand your emotional intelligence.
- Build your Well-being@work plan to help you feel good and function well.

Further reading

- Emotional Intelligence, Daniel Goleman (2006)
- Learned Optimism: How to Change Your Mind and Your Life, Martin E. P. Seligman (2011)
- Dare to Lead – Brené Brown (2018)

- The Making of a Manager – Julie Zhuo (2019)
- The Effective Manager – Mark Horstman (2020 updated edition)

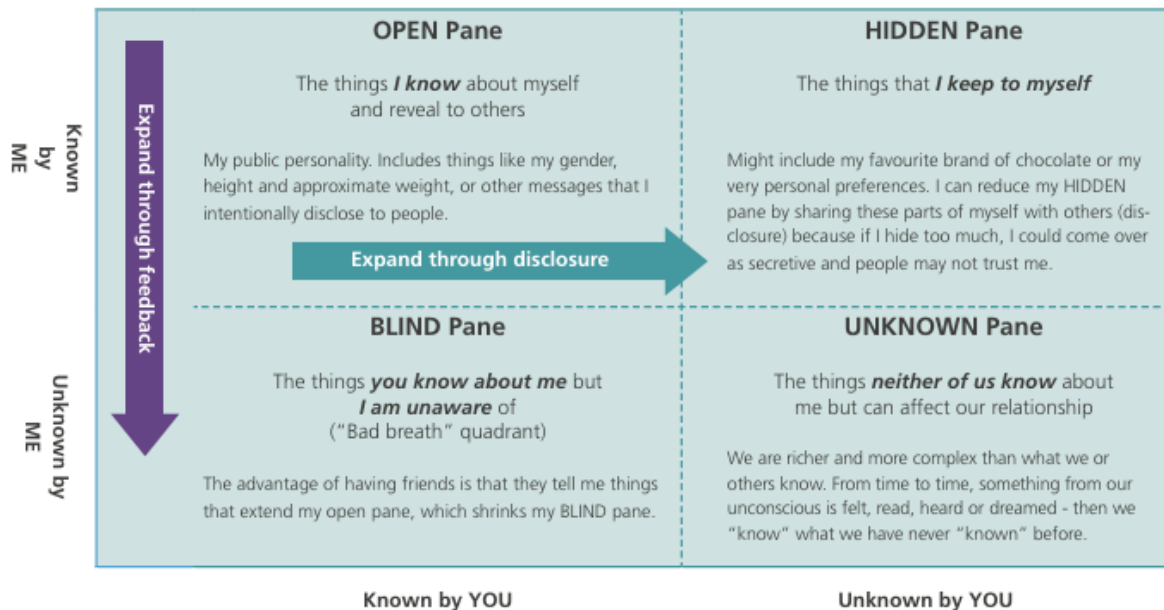
Smart insights

- Be honest. Know what you are good at and what you still need to learn. With an accurate assessment of your abilities you can tell the difference between self-doubt and lack of skill.
- Practice. If there is a job or task that you are worried about, practice doing it. Preparation builds both skill and confidence.
- Embrace new opportunities. Playing to your strengths is smart, but not if it means you don't try new things. Conquer fresh challenges to remind yourself what you are capable of.

Leadership tool – Johari Window

The Johari window can be used as a framework for you and your team to develop better self-awareness of your conscious and unconscious biases. You can use it to compare what you consider to be your own strengths and weaknesses to others' perceptions of them.

The Johari Window is split into four quadrants: the Open Area (things you know about yourself), the Blind Area (things you don't know about yourself, but others do), the Hidden Area (things you know about yourself, but keep hidden), and the Unknown Area (things that are unknown to you and to others). You can use the Johari Window in your organization to build trust, develop self-awareness, and improve understanding and interpersonal relationships with your colleagues. Use the template below to develop an enhanced self-awareness.



Leadership tool – Circle of Concern

In life, many individuals waste time attempting to change things that are not in their sphere of influence. Clearly there are extremes like the weather, the direction of the wind or the incoming tide that we cannot influence - though some have tried. The trick is being very clear what you can and cannot control or influence.

Think in terms of concentric circles

- The circle of concern comprises all matters that you care about.
- The circle of influence includes all things that you have direct influence over.
- Within your circle of influence is a further subset of all the things that you have direct and full control of - this is your circle of control.

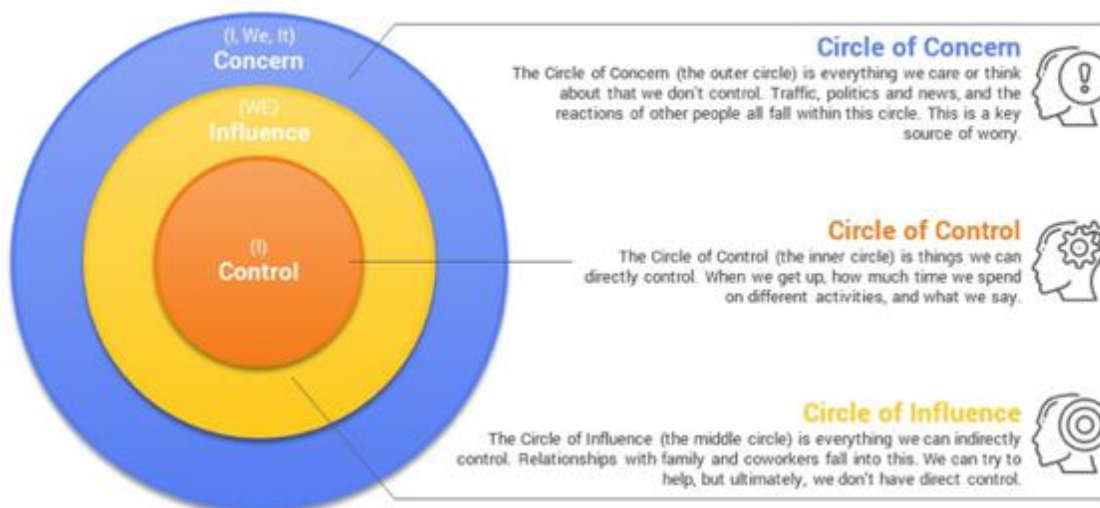
The circle of influence is rather like a muscle. It can expand and enlarge with exercise and wither away with lack of use.

When people focus effort on the things they can influence, for example their self-awareness or their relationships with colleagues, they expand their knowledge and experience, and so their circle of influence increases

However when people focus on the things they cannot control, like a decision to be made at Board level or the response of a person at work, they have less time and energy

to spend on things they can influence. Consequently, their circle of influence becomes smaller.

Covey's Circle of Concern, Influence, and Control



Leadership tool – Emotional Intelligence Questionnaire

Emotional intelligence is the ability to understand and manage our emotions as well as recognize and influence the emotions of those around you. The four quadrants of emotional intelligence are self awareness, self management, social awareness and relationship management

The 4 quadrants of emotional intelligence



Learn about your own emotional intelligence through completing online quizzes, there are many free quizzes on the web who you can access and learn more about your own emotional intelligence and how it may shape your leadership practice.

[Emotional Intelligence Test / Quiz | Psychology Today](#)

#	How much does each statement apply to you	Mark your score				
Read each statement and decide how strongly the statement applies to YOU. Score yourself 1 to 5 based on the following guide. 1 = Does not apply ~ 3 = Applies half the time ~ 5 = Always applies		Circle the number that shows how strongly the statement applies				
1	I usually recognise when I am stressed	1	2	3	4	5
2	I can 'reframe' bad situations quickly	1	2	3	4	5
3	I am able to always motive myself to do difficult tasks	1	2	3	4	5
4	I am always able to see things from the other person's viewpoint	1	2	3	4	5
5	I am an excellent listener	1	2	3	4	5
6	I know when I am happy	1	2	3	4	5
7	I do not wear my 'heart on my sleeve'	1	2	3	4	5
8	I am usually able to prioritise important activities at work and get on with them	1	2	3	4	5
9	I am excellent at empathising with someone else's problem	1	2	3	4	5
10	I never interrupt other people's conversations	1	2	3	4	5

Interpret your results and act accordingly:

35-50	This area is a strength for you.
18-34	Giving attention to where you feel you are weakest
10-17	Make this area a development priority.



Communication and Listening

Communication is central to all our interactions with people. Good communication with your team can improve relationships, increase productivity and help achieve Trust and your objectives. Real communication happens when there is shared understanding - listening is an essential part of communication.

Practical leadership tools

- Use the Presentation planning tool to prepare a presentation or to prepare to address a group when it is important to get the response you want.
- Take a look at the Email guide for ideas to improve your email usage and that of your team.
- When you have an important message about business changes, use the Planning to share an update or change tool to help you plan what you will say and how best to say it.
- If you decide on a face-to-face meeting, use the Conversation guide resource to prepare for the conversation.
- Use the Practise your listening skills resource to understand and improve the way you listen to others.

Further Reading

- Face-to-face Communications for Clarity and Impact, Harvard Business School Press Staff (2004).
- Presenting to Win: The Art of Telling Your Story, Jerry Weissman (2006).
- The Language of Leadership: How to Engage and Inspire Your Team – Joel Schwartzberg (2021)
- Listen Like You Mean It: Reclaiming the Lost Art of True Connection – Ximena Vengoechea (2021)
- The Art of Active Listening: How People at Work Feel Heard, Valued, and Understood – Heather R. Younger (2023)

Smart insights

- Be aware that people can react differently to the same words - always check for shared understanding.
- Ask questions to understand what others mean.
- Look out for words that are emphasised - this indicates what is really important to the person.
- Consider whether your body language is helping or getting in the way of a good conversation.
- Follow through on what you say.
- Communicate a little at a time. Don't overload people with information.
- Check that your staff members understand the messages you are sharing

Leadership tool – Practice your listening skills

There are several different types of listening such as informational listening (listening to learn); critical listening (listening to evaluate and analyse); therapeutic or empathetic listening (listening to understand feeling and emotion); active listening and appreciative listening. As a leader and manager listening is an important skill and practising your listening skill can help you to improve.

Listening level	What this involves	Achieved? Y/N		Questions you can use to keep on track
1. Listening to disagree	Listening to disagree is based on the needs of the listener to be heard and valued. Listening at this level is highly selective and it involves identifying words, phrases and ideas that can be seized upon and used against the other person.			- On whose behalf am I listening? - What parallel process is happening for me, which I need to “park”?
2. Listening to respond or record	Listening to respond or record includes framing a question. On the surface, listening to respond or record seems to be very helpful. However, it diverts attention to our own thoughts, experiences and stored memories.			Finding a helpful question or suggestion may seem appropriate, but what often happens is that the speaker’s thinking progresses as they talk, making our intended intervention obsolete before it is voiced.
3. Listening to understand	Listening to understand draws the focus to the speaker’s intent (what are they trying to say and why?) and meaning (what overt and hidden implications are there?). This level of listening requires more experience and confidence in the listener.			- What is the person trying to say? - What are they trying not to say? - Are my own experiences and associations helping or hindering me in interpreting what they are saying? - What is the logic of what is being said? - What emotions are involved here? - What meaning is emerging for me and for the speaker?

Leadership tool – Presentation Planning

As a leader and manager presenting is a key skill, the ability to clearly articulate your point to a desired audience and to gain understanding is often essential in the role of the leader and manager. Here are some tips to help you plan and prepare for an important presentation.

1. Think through and jot down the basic drivers for the presentation.

- What you are talking about (Topic); who requested the presentation (if requested).
- How much time you have for your session (Duration)
- What you want to achieve (Your objective/the purpose of the presentation).

2. Organise your thoughts about the topic.

- Identify the key messages that you want your audience to associate with the topic.
- Assess how these messages will be received by your audience.
- Think of the facts that will make the message credible to your audience.

Develop the presentation from the notes you have made.

- Use the slide header for the message and the dot points for the facts.
- Choose the most persuasive facts. Don't try to list everything - an immediate audience turn off.
- Make graphics and photos count. Use them to support the message itself. Perhaps to demonstrate a fact or present information visually rather than through words

Leadership tool – Conversation Guide

Although discussions are based on words, the way you communicate also plays an important part in how the message is received.

Non-verbal communication

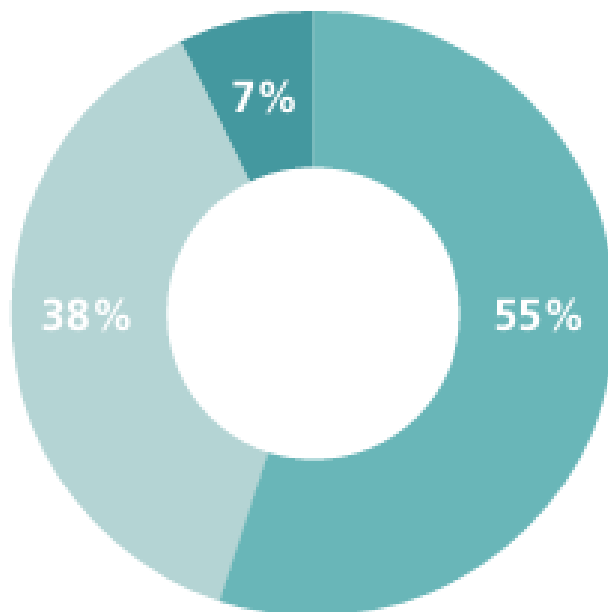
- Consider your eye contact, body language, facial expressions and hand gestures.
- Recognise different types of listeners and communication preferences.
- Consider the body language of the person you are talking with and what it is implying about how they feel.

UCLA professor, Albert Mehrabian, emphasised the importance of non-verbal communication when he proposed his 7% - 38% - 55% rule of communication.

Be careful not to...

- Interrupt - listen to the other person and then make your points.
- Let your emotions control your listening - if necessary postpone the discussion.
- Selectively listen - make sure you listen to the whole message.
- Dominate - avoid showing anger or impatience. If differences arise, discuss them

- calmly and logically



7% of communication is Verbal

55% is Non-verbal

38% is achieved by the tone of your voice

Influencing, collaboration and networking

Leaders constantly have to influence others and all effective influencers cultivate collaboration. Effective influencers work to form productive relationships that enable all involved to reach mutually beneficial goals and solutions, and in today's organisations, productive relationships are increasingly built through networking. To persuade others to accept your ideas or point of view, you need to present a clear case that matches their need and resolves any problems and conflicts that may arise.

Practical leadership tools

- Effective influencers build a clear case for persuasion. **Use SPIN approach to influencing** to prepare your own persuasion case.
- Collaboration is improved by having a shared understanding of objectives. **Use Setting team purpose** to clarify what the group is expected to accomplish, how progress will be measured and what problems they may need to address.
- **Use Suspending assumptions - Ladder of inference** to work out how to avoid making assumptions or 'jumping to conclusions' that can lead to conflict.
- Build your personal influence plan with **stakeholder analysis**.
- In life there are things we cannot control, **use What's in my control?** to help you focus on areas you can influence and expand your circle of control..
- Use the **Develop a clear change message** or **Develop an elevator speech tool** to form a clear message about what you do or want to do, so you can easily share it with others.
- We all come across difficult people from time to time and often have to deal with their negative behaviour. **Use the Dealing with difficult people** resource to plan strategies to turn negative behaviour around

Further Reading

- Influence without Authority, Allan R. Cohen and David L. Bradford (2005).

- The Power of Persuasion: How we're bought and sold, Robert V, Levine (2006).
- Influence, New and Expanded: The Psychology of Persuasion – Robert Cialdini (2021)
- The Five Dysfunctions of a Team: 20th Anniversary Edition – Patrick Lencioni (2022)
- Unstoppable Teams: The Four Essential Actions of High-Performance Leadership – Alden Mills (2019)

Smart insights

- Identify the interests and concerns of those you wish to influence.
- Be aware of other people's responses to your communications.
- Don't miss the clues that tell you that your approach is not working.
- Don't continue with a suggestion regardless of the affect it is having on
- others.

Leadership tool – Stakeholder analysis

The power interest grid for stakeholder management aims to review the level of power and interest each of your stakeholders have in a specific project or activity. From this analysis you can effectively build your stakeholder engagement plan and ensure communication is targeted and considered throughout the project life cycle.



Leadership tool – SPIN Approach

Keeping the person, you want to influence in mind, use SPIN (situation, problem, implication and need pay off) to plan questions you will want to ask them. This useful technique aims to ensure you can build the relationships using four key types of questions to solve specific issues or problems.

Use...	To...
S ituation questions	- Collect the facts - Gather information - Obtain background data about the current situation the other person is in
P roblem questions	- Probe for their problems - Establish the difficulties they are experiencing - Identify any areas where they are currently dissatisfied - Invite the other person to state their implied needs
I dentify	- Establish the effects of the problems - Determine the consequences - Identify any implications of these problems
N eed-pay off questions	- Determine the value or usefulness of a proposed solution - Create a problem solving atmosphere - Keep the person focused on their business and how it should be helped by the solution rather than on the technical details.

Leadership tool – Identify quick wins

The template below can be used to identify quick wins when starting a new project or task to allow you to clearly define quick wins.

Short name	Objective	Significance	Credibility	Test team capability and capacity		Project potential
To use when referring to the quick win project.	Write a clear objective for the early win. Remember! Your team must see the project as a <i>TEAM</i> early win.	Must be either <i>urgent</i> or <i>important</i> !	Identify key stakeholders with whom this win <i>MUST build credibility</i> .	Does your team have the skills & experience required? (Y/N)	Can your team achieve this win within your first 90 days? (Y/N)	Include in 30-60-90-day plan? (Y/N)



Interpersonal excellence: Leading and Managing Others

In this section of the Toolkit, we will look at empowering others; performance and capability; developing others; difficult conversations and recognition; motivating others and supporting wellbeing

Empowering Others

When you are trying to get things done through others, you can increase your chances of success through the following simple steps:

- Provide clarity on why the work needs to be done, what you expect from them and when you expect it to be done by.
- Make sure they have the skills and resources to achieve the required outcomes.
- Give them support and feedback.

Practical leadership tools

- Being clear what you require is an important part of delegating well. **Use Delegating a task** to help you prepare thoroughly.
- **Use the Skill/will matrix** to guide you in choosing the correct management interaction to help not hinder a good outcome.
- Prepare for giving effective feedback. **Use the AIID feedback tool.**
- **Use Motivating for engagement** to understand what you can do to build engagement and motivate your staff members.

Further Reading

- The 3 Keys to Empowerment: Release the Power Within People for Astonishing Results, Kenneth Blanchard & John P. Carlos (2001).
- Putting The One Minute Manager to Work, Kenneth Blanchard & Spencer Johnson (2006).
- Emotional Intelligence 2.0 – Travis Bradberry & Jean Greaves (2018 Edition)
- The EQ Leader: Instilling Passion, Creating Shared Goals, and Building Meaningful Organizations – Steven J. Stein (2018)
- Dare to Lead: Brave Work. Tough Conversations. Whole Hearts. – Brené Brown (2018)

Smart insights

- Be clear in your request ensure you get your requirements across.
- Once you delegate something, don't be tempted to micromanage the process. Agree on the expected outcomes and just let go, providing support where required.
- Beware of reverse delegation. Don't automatically solve problems or make decisions for hesitant employees. Focus on generating alternative solutions together, making sure the staff member maintains responsibility for executing.
- After the task is completed and you have given your feedback to your employee, ask for their opinion on how the delegation worked for them.

Leadership tool – AIID Feedback

The AIID model also known as the AID (Action, Impact, Do) model is useful to deliver performance-based feedback to others.

A ctions <i>List examples of the positive or negative actions or behaviours you want to discuss.</i>	I mpact <i>List the specific impacts of the actions.</i>	I nput <i>List questions to draw out their opinion about the observations you have made.</i>	D esired outcome <i>Identify the outcomes - the results and behavioural changes you want to see.</i>
Your preparation			
When you said..., I noticed that you... When you [did]..., What I heard you say was...	Describe impacts on other team members, on project outcomes, on customers, on stakeholders.	What do you think about the comments I have made?	Ask for their suggestions regarding changes to actions or behaviours. Include what you would like to see going forward.
Discussion note			
Ask them to describe what happened in their own words. Who was involved? What was said?	Seek their assessment of the impact of their behaviour or actions.	Obtain their feedback on the significance of the behaviours and impacts discussed.	Document the agreed plan.

Performance and Capability

Leaders get things done through people. To do this well they must manage and improve the performance of their people. This involves:

- Defining expectations in terms of objectives and behaviours
- Monitoring and providing feedback through the year, and
- Reviewing performance formally at the annual appraisal

Ongoing feedback should ensure that there are no surprises during performance appraisals. However, where an individual's performance is clearly 'unacceptable', the manager and staff member will need to follow the Trust's Capability Management policy or Disciplinary policy and procedure, with the manager making sure the staff member has the necessary support and/or training to meet the job requirements.

Practical leadership tools

- **Use the SMART goals resource** to help you set your own objectives or work with your staff in setting theirs.
- Providing feedback on how your staff member has performed is an important part of appraisal and capability discussions. **Use the AIID feedback tool** to prepare well for these conversations.

- **Use the 5 Whys tool** to try to get below what appears to be an obvious problem (the symptom) and to explore what might be the cause. Dealing with the cause, rather than the symptom, will have longer lasting benefits.
- When you are trying to understand how to get the best out of a staff member, **use the Skill/will matrix** to help you.
- When you know that a member of your team is under performing, **use the GROW coaching tool** to coach them and help them achieve their best

Further Reading

- Giving and Receiving Performance Feedback, Peter R Garber (2004).
- Crucial conversations, Kerry Petterson, Joseph Grenny (2011).
- Discipline Without Punishment: The Proven Strategy that Turns Problem Employees into Superior Performance, Dick Grote (2006).
- The Making of a Manager: What to Do When Everyone Looks to You – Julie Zhuo (2019)
- The Effective Manager – Mark Horstman (Updated 2020)

Smart insights

- Set expectations.
- Outcomes are what you achieve, and behaviours are how you achieve them. Both are important.
- Ongoing feedback - feedback happens daily not just at appraisal time.
- Set fair and achievable expectations that are consistent with the role.
- Use informed judgment to assess performance on a factual basis with data gathered over the year.
- Reduce subjectivity. Try to incorporate several viewpoints. Ask peers, direct reports, and more senior managers for input.

Leadership tool – GROW coaching model

The GROW coaching model, developed by Whitmore is a simple tool to structure your coaching and mentoring sessions allowing individuals to explore what their Goal, reality, options and will are.

G oal Help your team member decide where they are going - their goal.	Agree... - the topic for discussion - the specific objectives - the SMART goals	Record agreed goals - ensure that they are clear, measurable and motivating.
R eality Establish where they currently are - their current reality.	Explore... - Determine the 'real' current issue - Invite self assessment - Offer specific examples - Focus on the real and relevant issues - Avoid or check assumptions - Disregard irrelevant history	Briefly describe the consensus you reach or the differences you have.
O ptions Explore various ways to achieve the goal - the options they have.	Progress... - Brainstorm options but offer suggestions, carefully - Identify any obstacles and blind spots - Develop new perspectives - visualise what the 'new world' will look like after implementing the options - Ensure options are decided on and owned	Record what you decide - the options, their ownership and potential obstacles.
W ill Ensure your team member is committed to achieving their goal.	Plan actions... - Identify specific steps - Agree and establish support mechanisms - Identify any obstacles and make alternate plans - Set activity completion times - make steps specific and agree timing - Commit to action - arrange follow up session and develop a coaching action plan	Briefly record the core aspects of your coaching action plan - transfer to plan.

Leadership tool – 5 Whys

The 5 whys model is a simple and effective model used to identify the root cause of a specific problem or issue. It is based on the framing of 5 questions (or less) starting with 'Why'. This method is well used as a engineering technique to identify RCA (root cause analysis).

List the situations, actions, behaviours or events that contribute to the problem

1. Start with the visible indicator of the problem, that is, the symptom. Ask “why is such and such taking place?” Write the several reasons that are proposed on your wall chart/board.
2. Take one of the suggested reasons as your starting point for a series of “why” questions, asking “Why did this happen, what could the cause be?”
3. If your next answer isn’t the root cause, ask again “what could the cause be?”
4. Keep asking “why” until you feel confident you have uncovered the root cause of the starting point you selected.
5. Although this tool is called 5 Whys, you may find that you will need to ask the question fewer or more times than 5, before you find the real issue related to a the symptom you selected.



Developing others

Development is based on the 70/20/10 learning and development model where:

- 70% of learning and development takes place in real-life and on-the-job experiences
- 20% is from ongoing feedback, coaching and from working with role models,
- 10% occurs in formal off the job training

Practical leadership tools

- Use the **AIID feedback tool** to prepare for both confirming and developmental feedback conversations.
- The **GROW coaching** tool can be used to help expand development conversations to ones that helps staff set and achieve development goals.
- Use the **Build your development plan** tool to understand strengths and development needs and in turn, determine the development required for staff members.
- Consolidate the development plans of your staff with the Learning needs analysis spreadsheet.
- Use Learning styles questionnaires to help your staff member determine their preferred learning style(s) so that you and they are in a better position to select learning experiences that suit their style.

Further Reading

- Coaching for Performance: Growing People, Performance and Purpose, John Whitmore (2002).
- The 7Cs of coaching, Mick Cope (2007).
- The Coaching Habit: Say Less, Ask More & Change the Way You Lead Forever – Michael Bungay Stanier (2018 Edition)
- The Advice Trap: Be Humble, Stay Curious & Change the Way You Lead Forever – Michael Bungay Stanier (2020)

- Coach the Person, Not the Problem: A Guide to Using Reflective Inquiry – Marcia Reynolds (2020)

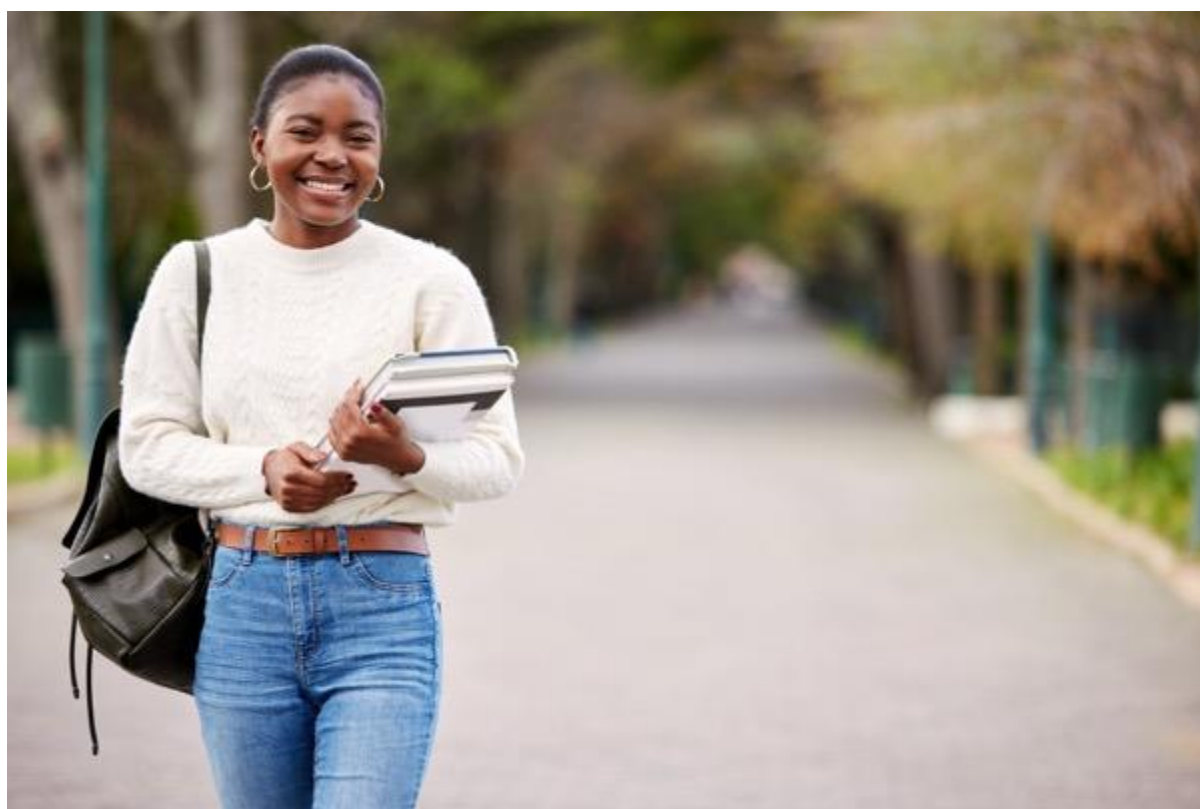
Smart insights

- Ongoing and timely feedback is helpful. Feedback can be formal or informal as required.
- High performers need feedback as much as poor performers.
- Interim reviews are important times to recap ongoing conversations, to review performance holistically and to plan relevant actions.
- Train and develop by example. Give people the opportunity to learn from the way you do things.
- Allow for the learning curve. Don't expect too much but do require learners to improve at a pace that suits their natural aptitude. However, do not excuse those that are clearly not trying.

Leadership tool: Learning needs analysis

Learning needs analysis or training needs analysis (TNA) is a process used to determine the level of training required by staff members. It aims to identify gaps in knowledge and skills. A training needs analysis starts by looking at overall organisational goals and considering the skills required by employees to meet these goals. It then looks in more detail at the specific types of training the company can provide to improve the skills of its staff members. Sample TNA template is noted below.

Goal	Job behaviors	Skills / Knowledge		Skills / Knowledge Level	Need for training	Training recommendations
What organizational goal are we trying to achieve?	Which job behaviors contribute to achieving this goal?	Which skills and knowledge components are required to display the relevant behaviors?		What are the levels of the required skills and knowledge on a scale 1-5 (1 - lowest level, 5 - highest level)?	What is the level of need for training?	What type of training is needed to close the skills and knowledge gaps?
Increase email conversion rate from 3% to 4%	Understanding customer behavior Making sense of customers' buying habits and patterns, and factors influencing this behavior.	Skill	Conducting market research	4	Low training need	Online training course
			Collecting and analyzing a variety of data			
		Skill	Email copywriting Aligning email campaigns with key messaging	4	Low training need	Online training course
		Knowledge	A/B testing Conducting A/B tests, analyzing and acting on the results	3	Moderate training need	2-day intensive training course
		Knowledge	Email automation Working knowledge of segmentation and workflows	5	No training need	
	Making data-informed improvements Ability to use data to make decisions.	Skill	Data interpretation	5	No training need	
			Interpreting data to draw actionable insights			
		Skill	Data communication Presenting findings to communicate their value	3	Moderate training need	Workshop
		Knowledge	Email analytics Working knowledge of how to monitor and analyze email metrics	4	Low training need	Online training course



Difficult conversations

As a leader you often need to deliver unwelcome or unexpected messages. While this is never easy, understanding how to deliver these messages will help you maintain a positive and productive relationship with the person impacted. Preparing for these conversations is central to achieving positive outcomes

Practical leadership tools

- Take time to prepare for difficult conversations. Use the Difficult conversation planner to clarify your approach in advance of the meeting.
- People often respond emotionally to difficult messages. See Stages of change for ways to help people reach the point where they can take positive action.
- The importance of feedback cannot be overstated. We all need feedback to understand what we are doing well and what we need to do differently. Use the AIID Feedback tool to prepare for these important conversations.
- We all come across difficult people from time to time and often must deal with their negative behaviour. Use the people resource to plan strategies to turn negative behaviour around.
- Use Suspending assumptions - Ladder of inference to work out how to avoid making assumptions or 'jumping to conclusions' that can lead to conflict.

Further Reading

- Crucial conversations, Kerry Petterson, Joseph Grenny (2011)
- Difficult Conversations: How to Discuss What Matters Most – Douglas Stone, Bruce Patton, Sheila Heen (Updated 2021)
- Crucial Conversations: Tools for Talking When Stakes Are High – Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler (Updated 2021)
- We Need to Talk: How to Have Conversations That Matter – Celeste Headlee (2018)

Smart insights

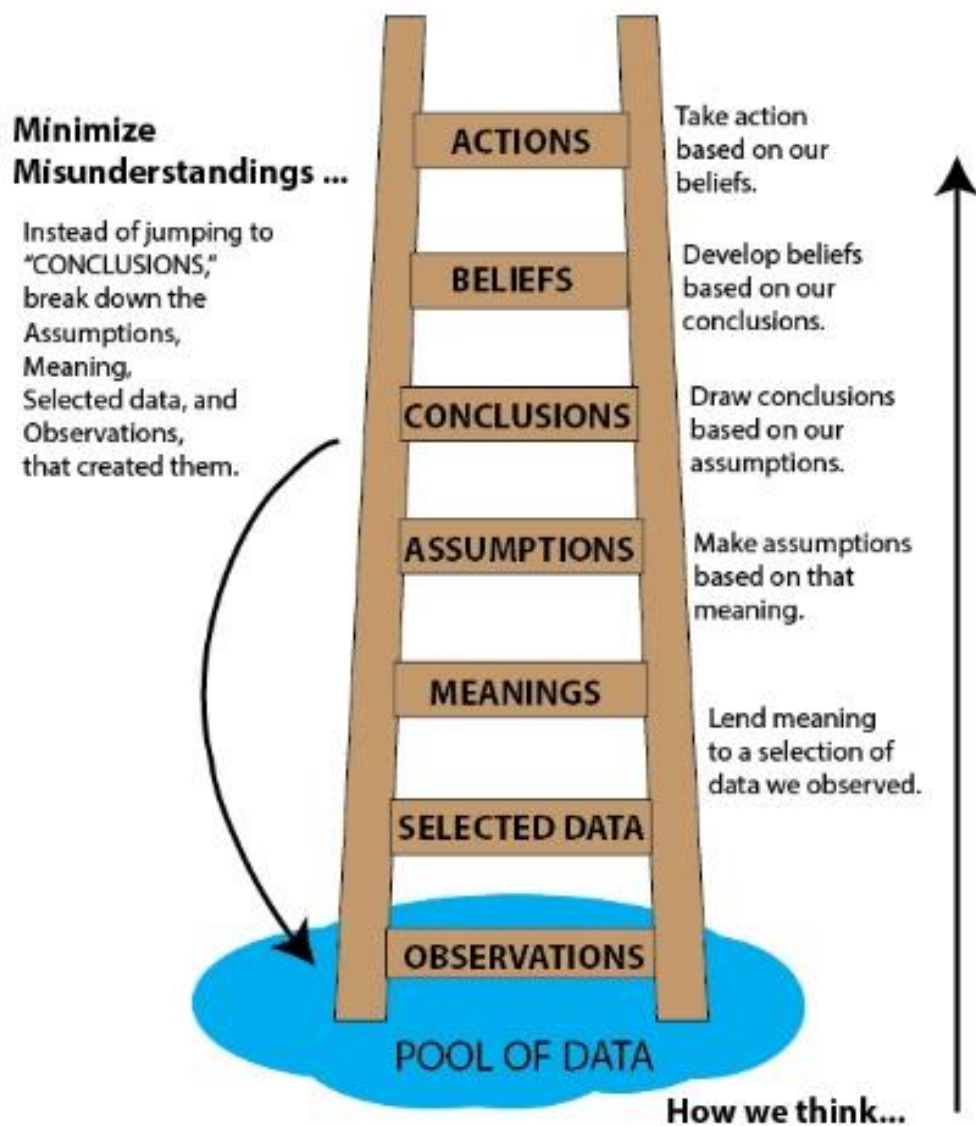
- A successful outcome will depend on two things: how you are prepared and what you say. They are connected.
- Choose time and place carefully.
- Acknowledge emotional energy - yours and theirs - and direct it towards a useful purpose. Don't ignore it.
- Be clear about your purpose, know and return to your purpose at difficult moments.
- Don't assume they can see things from your point of view.
- Practise the conversation - at least in your head - and visualise a successful outcome.

Leadership tool – Ladder of inference

The Ladder of inference is a model that was first developed by organisational psychologist Chris Argyris in 1992 and later used by Peter Senge in his book, *The Fifth Discipline Fieldbook*. The ladder depicts the unconscious thinking process that we all go through to get from facts to a decision for action. It attempts to explain how we tend to behave or “jump to conclusions” when faced with a “situation”.

1. We **select** ‘facts’ (although not necessarily consciously) from our **data bank** of experience, facts, beliefs and values.
2. Once we have selected data, we begin to **add meaning to it**. We **interpret**, that is, **make assumptions** about what we see, hear, read, feel and we impose our own interpretations on the data.
3. Then **draw our conclusions** from it. We lose sight of how we do this because **we do not think about our thinking**. The conclusions feel so obvious to us that we see no need to retrace the steps we took from the data we selected to the conclusions we reached.
4. Our conclusions become part of our data bank - whether ‘true’ or distorted, **they will influence future thinking**

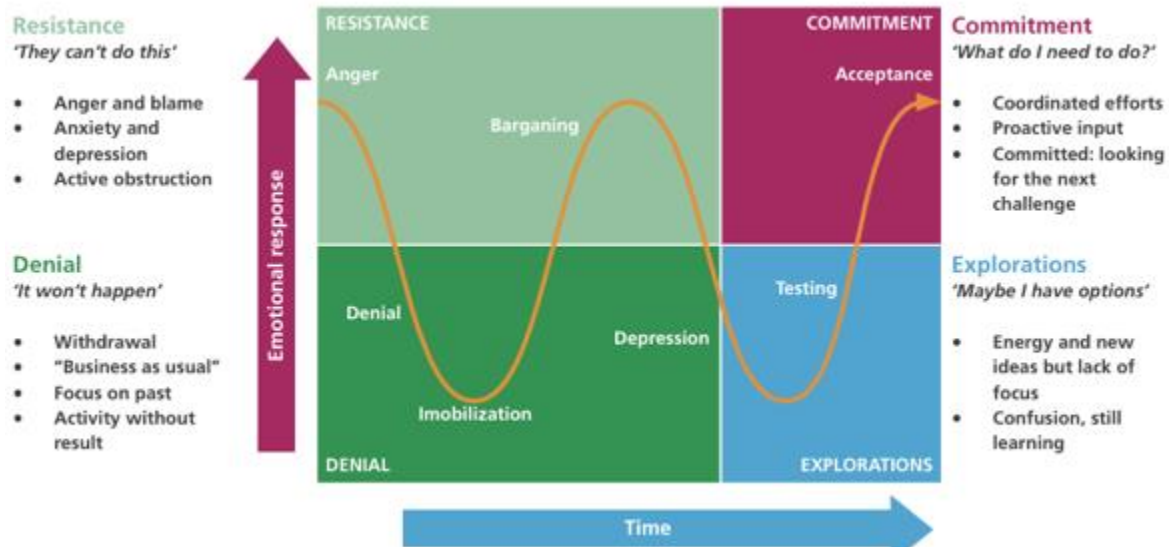
Ladder of Inference



Model developed by Chris Argyris

Leadership tool – Stages of Change

As a leader and manager, it is important to understand the impact of change on our team and employees. This model can help us to understand how individuals can process change and how we as managers and leaders can better support our teams to adapt and manage the change required.



Recognition and motivating others

Conversations help build the important relationships between individuals and their managers and the Trust. These relationships help build engagement. All conversations, relationships and engagement are built on trust. Motivation, the extent to which people look forward to going to work, and are enthusiastic about and absorbed in their jobs, is an important part of engaging your team. Recognition is one of the most powerful motivators. People need to know not only that they have achieved their objectives or carried out their work but also that their achievements are appreciated and valued. Preparing for these conversations is central to achieving positive outcomes.

Practical leadership tools

- Use Motivating for engagement to understand what you can do to build engagement and motivate your staff members.
- When you want to recognise an individual or a team for doing something special, look for good ideas in the Recognise today resource, then use the Recognise your team members tool to guide your choice and ensure your action contributes to team motivation.
- If you plan to recognise your team or a team member by writing about their achievement with a newsletter or general email, use the Writing to recognise and motivate tool to help you organise your thoughts and compose your communication.
- When you want to praise someone for good work, be specific about your feedback and use the AIID feedback tool to gain maximum impact.
- When you want to recognise someone for ongoing excellence, nominate them for an award

Further Reading

- Motivating others, Jeff Pfyffer (2012).
- Leading with Gratitude: Eight Leadership Practices for Extraordinary Business Results – Adrian Gostick & Chester Elton (2020)

- Workplace Appreciation: The 5 Languages of Appreciation in the Workplace – Gary Chapman & Paul White (Updated 2019)
- Powerful: Building a Culture of Freedom and Responsibility – Patty McCord (2018)
- Make It Matter: How Managers Can Motivate by Creating Meaning – Scott Mautz (Updated 2021)

Smart insights

- Ensure the team meets regularly and discusses how to improve its effectiveness.
- Create meaningful roles. Don't be a stickler for job descriptions. Help your employees find what they like to do best and create roles that allow them to contribute to the bigger picture.
- Give feedback. Tell your people regularly how they're doing. Avoid generic feedback by being honest and thoughtful.
- Offer professional development. Ask your people where they want to be in five years and be sure you are helping them get there.
- Say "thank you". Express your gratitude by thanking them regularly for their contributions.

Leadership tool – writing to recognise

Think about how you communicate:

- Be 'inclusive'. Reach out to everyone to whom the communication is addressed.
- Show that you plan to speak positively about what has been achieved.
- Acknowledge the interdependencies and people that help deliver success

Achievement	Who contributed	What did they actually do?	Looking back...	Looking forward...	Seq#
Describe briefly	List the individuals / group to acknowledge	Jot down actual actions and decisions	How significant has achieving this goal been for the team / unit / Trust?	Set the vision for the next phase. How will you build on this achievement?	Set order

Supporting wellness

Leaders have a huge influence on employee health and well-being, affecting employee wellbeing at a number of levels. Your behaviour directly influences how staff members feel about being at work either positively or negatively. You are the principal interface between them and the organisation thereby influencing their behaviour by protecting them from excess pressure or other factors that may affect their well-being. You can also be helpful by identifying problems at an early stage and encouraging them to deal with these problems.

Practical leadership tools

- Challenge is healthy however it loses its beneficial effect if resulting pressure becomes excessive. Learn more about how to recognise the signs of stressing your staff.
- Use the Skill/will matrix to understand the best way to support your staff member and keep challenge at a healthy level.
- Review your own competencies considering the competencies described in the Stress at work framework and determine what you can do to help minimise stress in your staff.
- Encourage individuals to use What's in my control to gain an understanding of those areas that they can and cannot influence and control

Further Reading

- Wellbeing at Work: How to Build Resilient and Thriving Teams – Jim Clifton & Jim Harter (2021)
- Workplace Wellness That Works: 10 Steps to Infuse Well-Being and Vitality into Any Organization – Laura Putnam (2018)
- The Burnout Fix: Overcome Overwhelm, Beat Busy, and Sustain Success in the New World of Work – Jacinta M. Jiménez (2021)
- The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth – Amy C. Edmondson (2018)

- Happier Hour: How to Beat Distraction, Expand Your Time, and Focus on What Matters Most – Cassie Holmes (2022)

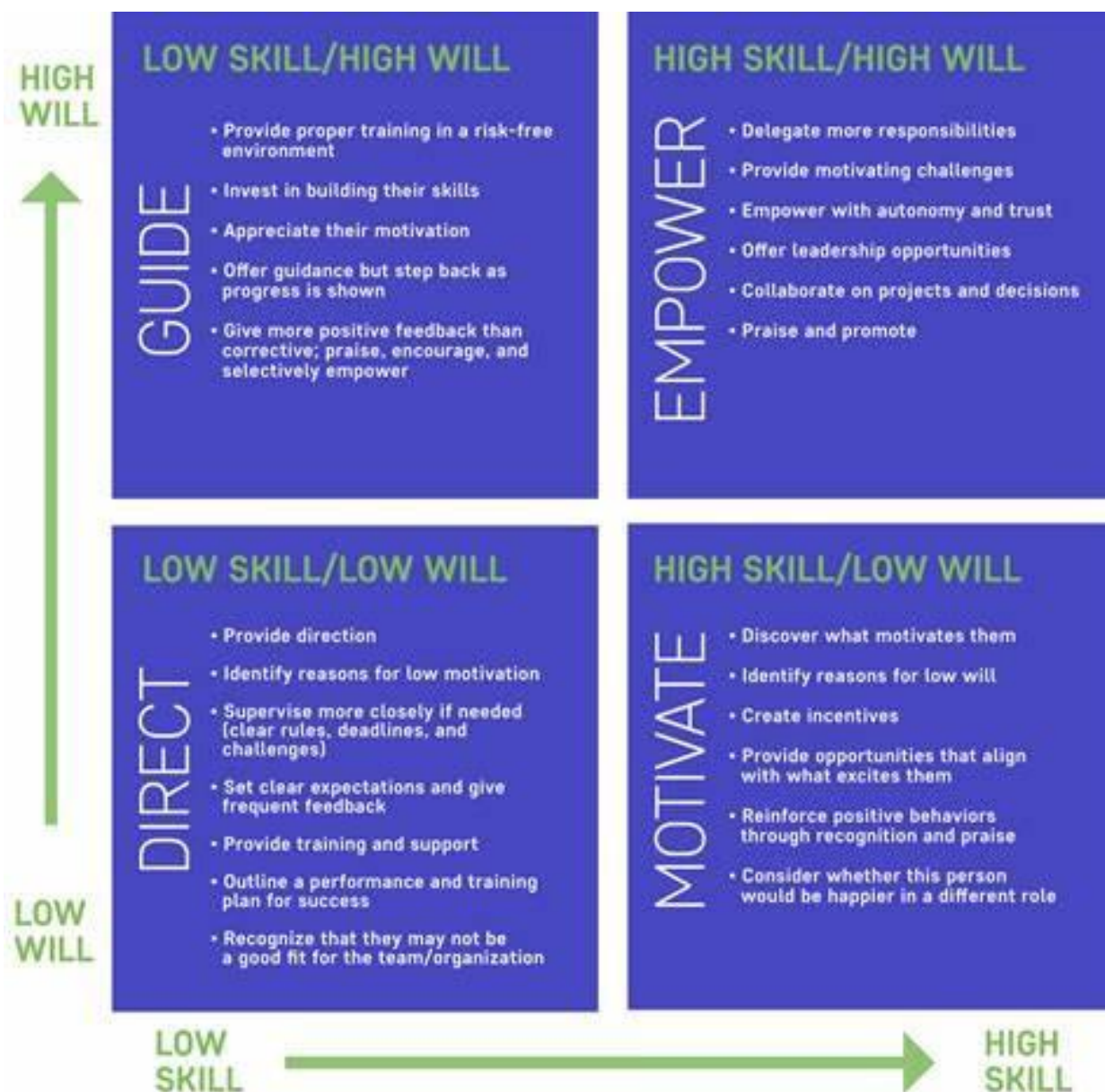
Smart insights

Watch out for these signs of stress in yourself and your staff members.

- Working too hard. When times are tough, we tend to double our efforts. Putting in very long days regularly will tire you out and render you ineffective.
- Loss of self. Stress can cause us to withdraw or do things out of character. If you're losing your personality or skipping things that used to be important to you, step back and evaluate your stress level.
- Delusions of grandeur. We all like to think we're important. However, it is unlikely that your job directly affects the fate of your entire Trust. Keep your role in perspective. Take a break when required.

Leadership tool – skill / will matrix

A skill-will matrix is a visual tool used for evaluating a person's present abilities and willingness to learn new ones. It compares willingness (will) to perform a task with the degree of skill employees have to perform the task well. The matrix helps recognize areas of strength and growth, set priorities for professional development, and create plans for talent development.



Organisational Performance: Leading Teams and Change

In this section of the Toolkit, we will look at leading teams and leading change. Both critical skills for leadership capability.

Leading Teams

One of the most important tasks of a leader is to make the best use of the capacity of the team so that all its members will work together to deliver. This means clarifying the team's purpose and goals; ensuring that all staff work well together; building commitment and self-confidence; strengthening the team's collective skills and approach; removing externally imposed obstacles; and creating opportunities for staff members to develop skills and competencies.

Practical leadership tools

- Invest time and effort in developing your purpose statement. Use Setting team purpose to agree a purpose that works for your team as individuals and as a collective.
- With the Team action plan, develop an agreed set of actions that you and your staff can take to become a more effective team.
- What is a team? What is a group? Read About teams to find out more and help you make better decisions about your team.
- Use Motivating for engagement to understand what you can do to build engagement and motivate your staff members

Further reading

- The Making of a Manager: What to Do When Everyone Looks to You – Julie Zhuo (2019)
- The Five Dysfunctions of a Team: 20th Anniversary Edition – Patrick Lencioni (2022)
- The Culture Code: The Secrets of Highly Successful Groups – Daniel Coyle (2018)
- The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth – Amy C. Edmondson (2018)
- Unstoppable Teams: The Four Essential Actions of High-Performance Leadership – Alden Mills (2019)

Smart insights

- Roles and responsibilities. Every staff member needs to know their tasks and how their work will contribute to the overall goals.
- Work processes. You don't need a notebook full of procedures, but agree on how to carry out the basics, such as decision-making or communicating.
- Look for ideas everywhere. Don't assume you know where all the new and creative ideas will come from. Involve people on projects not because of their titles, but based on their ability to contribute.
- Encourage openness. Create a safe environment where your people know they can - and should - think, act, and speak with reason. Have a high tolerance for mistakes so people aren't afraid to take risks

Leadership tool – about teams

There are several different types of teams as noted in the below table, consider you own teams and using this table below identify what type of team you belong to.

Intact self-directed work teams For example, self-managed teams and semi-autonomous work groups Self-managed teams are 'empowered' by management with the authority to 'own' the decision-making and responsibility for a given task or process outcome. They are: • usually formed without a supervisor or a single person responsible for the operations or complete activities of the team • usually limited to one work area • authority may shift between team members	Improvement teams For example, quality improvement teams and best practice teams Improvement teams or quality teams tend to be formed around individuals from the same work area or value chain that deal with the issues at hand on a continuous basis. They: • deal with problems that impact the work area • are formed from members of one department or one discipline focus on resolving problems or identifying solutions	Project teams Project Teams are formed from individuals (drawn from inside or outside the organisation) required to complete a specific outcome to the agreed milestones and plan. Project teams may typically: • be formed by the organisation for a definite period • have a sense of shared responsibility and personal accountability for a stage or set of outcomes in the project
Empowered Teams While closely aligned to self-managed teams, the empowerment approach has been adopted to ensure team members have clear authority to meet allocated goals, while also shaping the processes and resource structures required to complete their work. Characteristics include: • promoting high levels of individual involvement and participation • involving employees in decision-making and continuous improvement activities	Cross-Functional teams These teams typically: • draw members from across functions • usually focus on actions related to investigative and analytical, corrective, or coordination of implementation • are kept small and agile with team size life span is usually short term	Multifunctional teams These types of teams are drawn together from across major functions/ disciplines within an organisation. Typically they: • develop a strong sense of share purpose • are problem based or have a defined charter relating to a policy, strategy, business opportunity or strategic direction • include members form various levels in the organisational hierarchy • draw on a balance of expertise related to the team's core purpose



Leading Change

You want the change you make to have real benefits whether the change is significant or the continual change of everyday work. Because change is almost never straightforward, when we talk of leading change, we are not thinking we will be in control of every aspect of it, rather that we will prompt and influence it in a direction of our choosing by analysing and planning.

Practical leadership tools

- Use the Describe desired changes to describe both the current and desired future position.
- The SWOT analysis can help you identify issues and opportunities to prioritise your change actions.
- The 7S model helps you think comprehensively about required changes to key aspects of an organisation or a change project.
- Use the Resistance to change tool to understand why there may be resistance to change and to help you develop a way to deal with resistance.
- When you have an important message about changes, in particular mandated changes, use the Planning to share an update or change tool to help you plan what you will say and how best to say it.
- When your team is going through the change process, use the Stages of change resource to help you understand what stage they are at and find actions that can help.
- Develop a clear change message will help you clarify your change message, making it easier for you to ‘sell’ your change.
- Use the 5 Whys tool to identify underlying causes if things go wrong and problems occur

Further Reading

- Built to Change: How to Achieve Sustained Organisational Effectiveness, Edward E. Lawler III (2006).

- Managing change: A critical perspective, Mark Hughes (2010).
- Understanding Adaptability: A Prerequisite for Effective Performance Within Complex Environments, Shawn Burke (2006).
- Leading Change (Updated Edition) – John P. Kotter (Updated 2021)
- The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth – Amy C. Edmondson (2018)
- Humanocracy: Creating Organizations as Amazing as the People Inside Them – Gary Hamel & Michele Zanini (2020)
- No Rules Rules: Netflix and the Culture of Reinvention – Reed Hastings & Erin Meyer (2020)
- Beyond Performance 2.0: A Proven Approach to Leading Large-Scale Change – Scott Keller & Bill Schaninger (2019)

Smart insights

- Talk to the team about how changes will affect them.
- Talk to the team about change as soon as possible and be open with them

Leadership tool – Describe desired change

Message content	Content analysis		
What will change	Change FROM What happens now...	Change TO What the new way of operating will look like...	
What changes will your stakeholders see? Define the change in terms of moving from the current state to a new state.			
Why the change initiative is important	Reason for change	Stakeholder	Appeal for stakeholder STRONG / WEAK
To the service...			
What mandated change is it addressing?			
What opportunities will it exploit?			
What critical incident is it addressing?			
To stakeholders...			
What benefits or opportunities does it introduce for stakeholders - remembering that some changes have NOTHING to offer stakeholders.			
Write your message(s) - what stakeholders will see + STRONG reason(s) to trigger stakeholder support - Develop more than one message if stakeholder groups have strongly different agendas.			

Leadership tool – 7s Model

For each organisational attribute, briefly describe the current situation [Now] and the proposed future situation [Target]. List the gaps between the Now and Target situations, then plan to address. Discuss with your team.

Structure	
Now	
Target	

Strategy	Systems
Now	Now
Target	Target

Shared Values	
Now	
Target	

Skills	Style
Now	Now
Target	Target

Staff	
Now	
Target	



Being an ethical and inclusive leader

An ethical and inclusive leader leads with integrity, champions inclusivity, looks after wellbeing, prioritises the environment and commits to sustainability. DO YOU?

Values-led leadership identifies what is most important to you, your team and your colleagues and helps you to align that importance to provide direction, meaning and purpose to deliver a collective contribution. Also referred to as values-based leadership, values-led leadership “instils a common set of values in all team members improving their cohesiveness and willingness to work together.” This enables us to lead, collaborate, make decisions and innovate every day through a shared approach, to ensure individual and team contribution to deliver our Universal Values, Global Change strategy

Further Reading

- The Ethical Leader: Why Doing the Right Thing Can Be the Key to Competitive Advantage – Morgen Witzel (2018)
- Leading with Integrity: Creating a Culture of Ethical Decision Making – Clarence G. Oliver Jr. (2019)
- Moral Leadership: The Theory and Practice of Power, Judgment, and Policy – Deborah L. Rhode (2020)
- Ethics for the Real World: Creating a Personal Code to Guide Decisions in Work and Life – Ronald A. Howard & Clinton D. Korver (Updated 2019)
- The Character Edge: Leading and Winning with Integrity – Robert L. Caslen Jr. & Michael D. Matthews (2020)

Forbes, 2021 ranks the top 5 traits of values-led leaders as;

- **Self-Reflection:** Values-led leaders take time each day to reflect on their recent decisions and motivations, and as a result, can identify strengths and address blind spots in how they engage others, make decisions, and accurately communicate the vision.

- **Balance:** Values-led leaders can look at situations from different viewpoints and integrate diversity of thought from the team while leveraging the core values in all decision-making.
- **Humility:** Values-led leaders believe that every team member brings just as much value, if not more, to the organisation as they do, and continually ask “What can I do to be a better leader for you?”
- **Authenticity:** Values-led leaders are honest and transparent with their teams, are highly self-aware and engage in the practice of improving emotional intelligence.
- **Continuous improvement:** Values-led leaders believe in asking for, and receiving honest feedback, continuous improvement, and life-long learning.

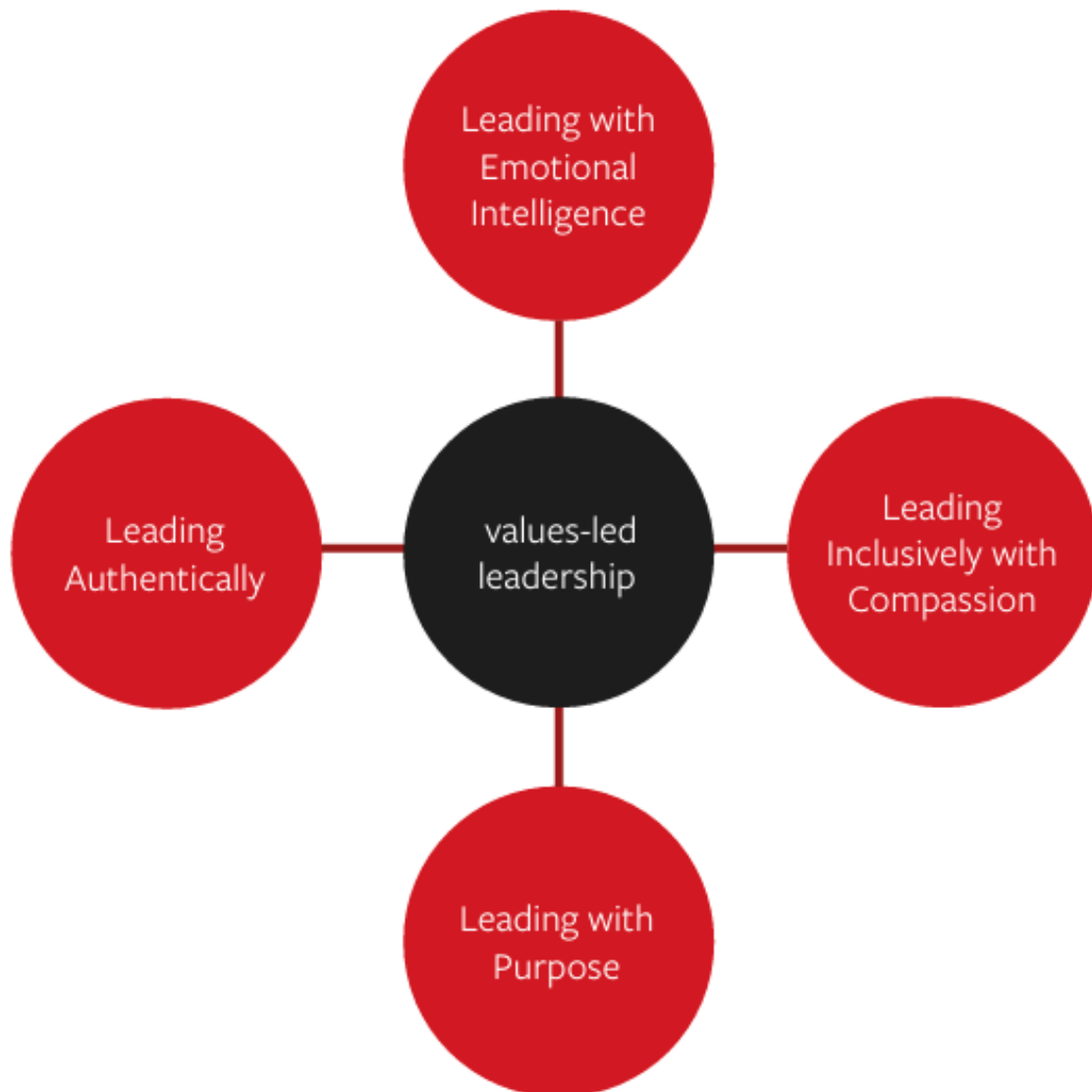
Now rate yourself 1 (low) - 5 (high) as to how you feel you embody each value. Enter your rating in the box below by each value

	1	2	3	4	5
Self-Reflection					
Balance					
Humility					
Authenticity					
Continuous improvement					

Action planning for improvement where rating is low

	Rating	Rationale	Action required
Self-Reflection			
Balance			
Humility			
Authenticity			
Continuous improvement			

As well as the five traits, there are a variety of different styles of leadership theory that contribute to a values-led leadership approach. Key leadership principles to help define a values-led leadership approach include leading with emotional intelligence; leading inclusively with compassion; leading with purpose and leading authentically.



Leading with emotional intelligence

A simple definition of emotional intelligence (also called the Emotional Quotient, or EQ) is “ability to monitor your own emotions as well as the emotions of others, and to use emotional information to guide your thinking and behaviour and influence that of others” (Goleman, 1995; Mayer & Salovey, 1990) EQ is no longer just a nice-to-have skill, but one of the World Economic Forum’s Top Ten skills to thrive in the fourth industrial revolution and could be considered the underpinning skill that can positively influence all others.

Goleman’s 5 domains of EQ Goleman says that our ability to become emotionally intelligent is not just innate – we are able to learn and develop it. (Daniel Goleman, author of the Emotionally Intelligent Leader, 2019) Forum’s Top Ten skills to thrive in the fourth industrial revolution and could be considered the underpinning skill that can positively influence all others.

	Recognition	Regulation
Personal Competence	Self-Awareness • Self-confidence • Awareness of your emotional state • Recognising how your behaviour impacts others • Paying attention to how others influence your emotional state	Self-Management • Keeping disruptive emotions and impulses in check • Acting in congruence with your values • Handling change flexibly • Pursuing goals and opportunities despite obstacles and setbacks
Social Competence	Social Awareness • Picking up on the mood in the room • Caring what others are going through • Hearing what the other person is “really” saying	Relationship-Management • Getting along with others • Handling conflict effectively • Clearly expressing ideas/information • Using sensitivity to another person’s feeling (empathy) to manage interactions successfully

ACTIVITY

As a leader, where are my strengths and development areas in EQ?

Strengths	Development areas

Developing our EQ, our personal and social competence, will help us to identify our own values, help others to discover theirs to build a common set of values to improve collaboration, community and impact.

Leading inclusively with compassion

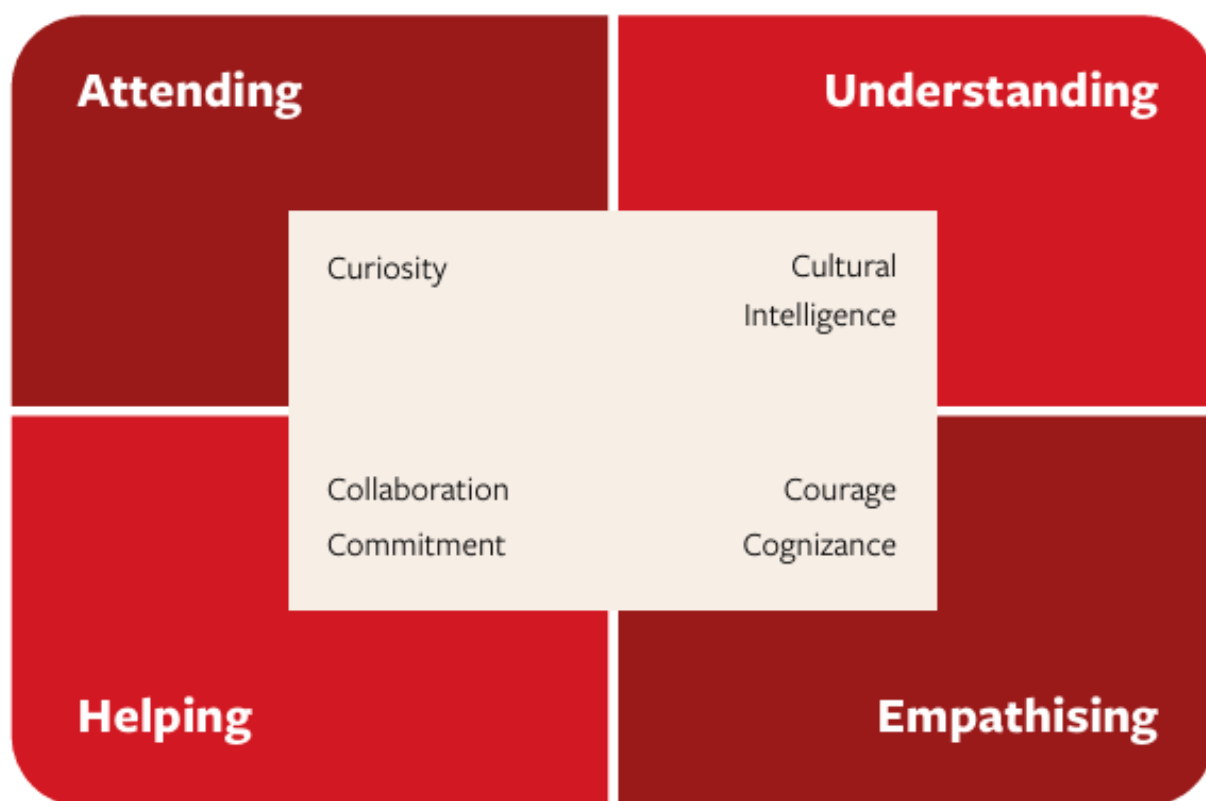
Compassionate leadership means leaders are paying attention to those they lead understanding the challenges and difficulties they face; empathising while being able to tolerate and not over-identify with staff difficulties; and taking thoughtful, appropriate action to help and support staff to do their jobs effectively.



Inclusive leadership hears all voices and empowers all to contribute to the achievement of high-quality, continually improving and compassionate care. If we behave compassionately then we are automatically acting from a place of inclusivity - if we’re compassionate, then we include everybody, we seek to involve everybody, to listen to everybody, to empathise with everybody, to help everybody. In our increasingly volatile, uncertain, complex and ambiguous environment, the directive ‘hero’ style of leadership will not work. We need collective and collaborative endeavour to be able to solve global issues and make positive impact. In 2016 Deloitte developed six signature traits of inclusive leadership to be able to navigate change, transformation and innovation



The four components of compassionate leadership and the six signature traits of inclusive leadership to provide an overview of approach and behaviours are detailed below.



ACTIVITY

As a leader, where are my strengths and development areas in inclusive leadership?

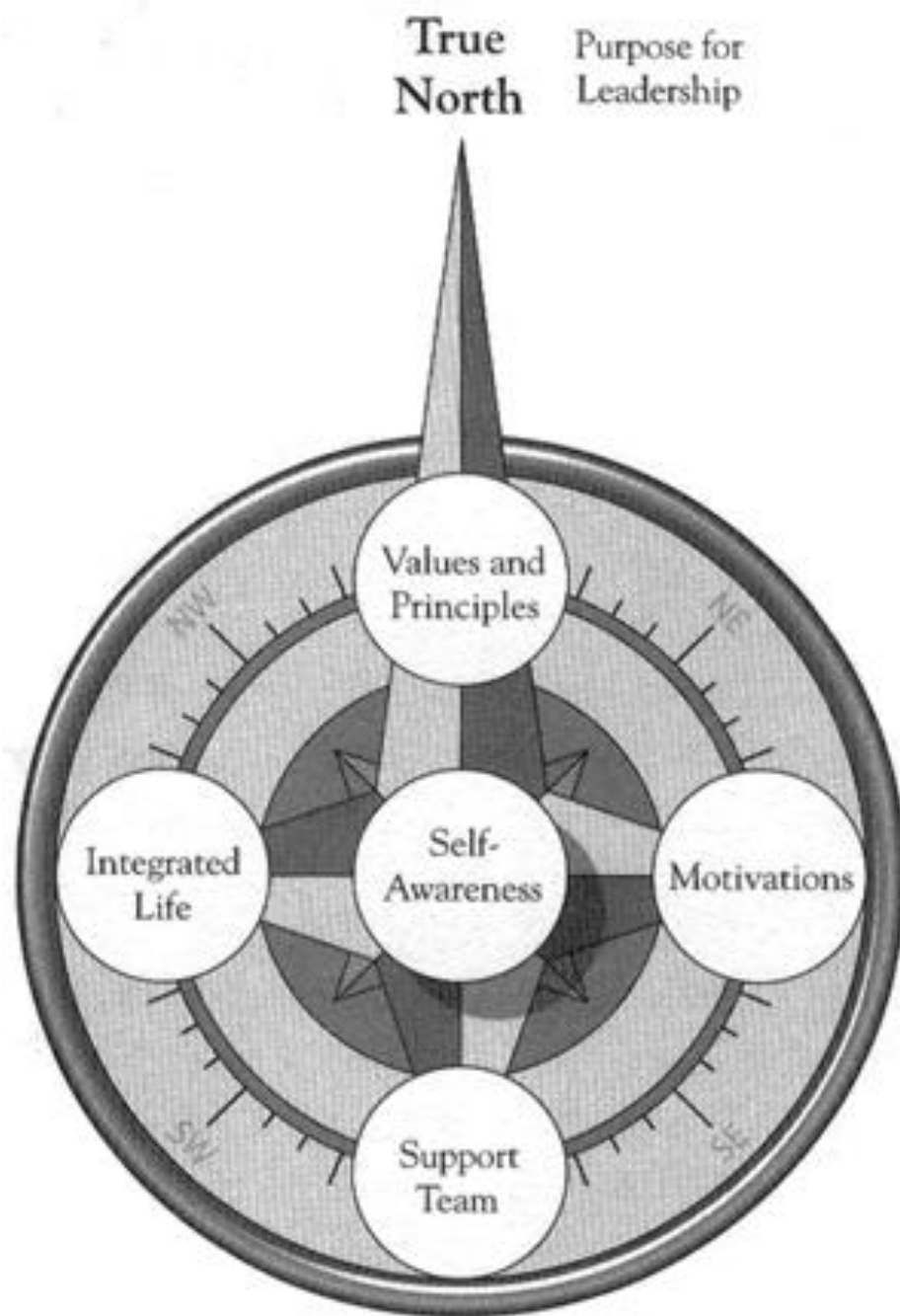
Strengths	Development areas

Leading with purpose

Purposeful leadership is about connecting with personal, team and organisational purpose and being purposeful about contribution and task. Purposeful leadership ensures we achieve our goals on both a human and task level and so we need to understand the organisation's purpose (mission and vision) and how we can achieve it. Then we can align our individual and team purpose to enable us to see the part we are playing in the bigger picture.

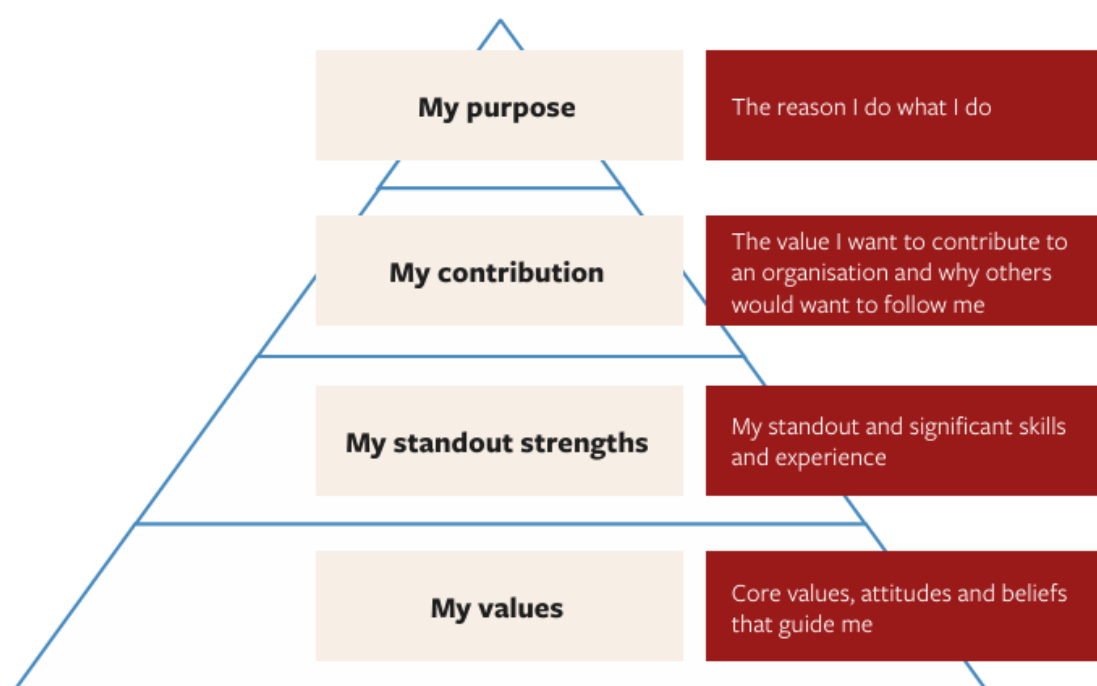
Leading with authenticity

If we lead authentically, we inspire those we lead because we are self-aware, develop open and transparent relationships, stay true to our values and behave with integrity. We can inspire loyalty and trust in our teams by consistently displaying who we really are as a person, and how we feel about our work. This means leading by example, demonstrating through our actions that we practice the same shared values and behaviours that we expect from our team. Bill George, author of *True North*; *Discover your Authentic Leadership* introduces us to the analogy that accessing and following your own internal compass will enable you to be authentic and he talks about the internal compass starting with...



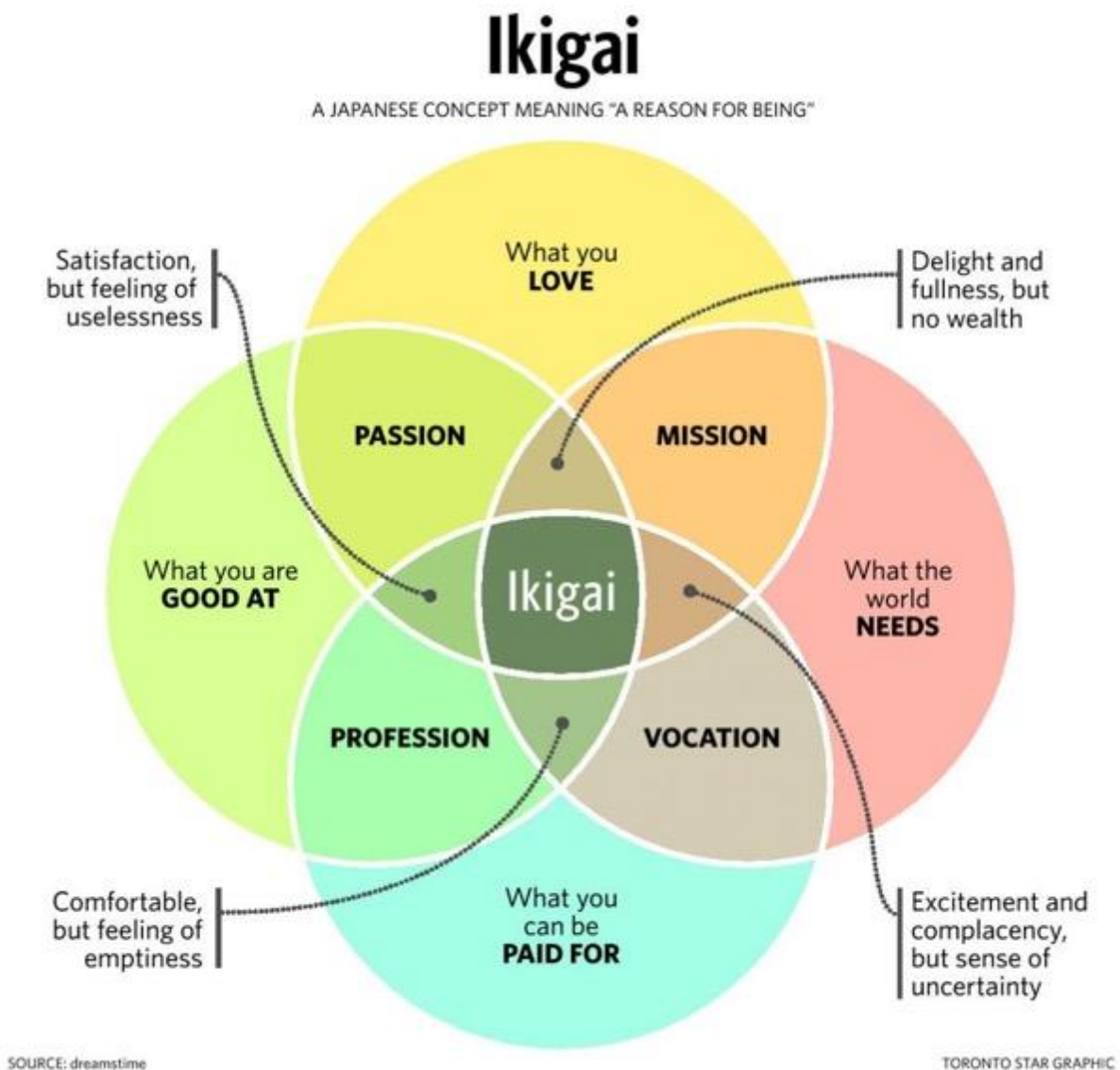
Building my authentic leadership narrative

Building your authentic leadership narrative will clarify your purpose, your core values, your strengths and contribution, which can become the compass for your values-led leadership. In this next section we will investigate your true north and aim to allow you to identify your purpose, contribution, key strengths and core values through completing a number of short exercises.



My Purpose

Ikigai is a Japanese word that translates roughly to “a reason for being”. The Ikigai framework breaks activity into four categories



Exercise: My Ikigai

What makes you smile? (Activities, people, events, hobbies, projects, etc.)	
What were your favourite things to do in the past? What about now	
What activities in work make you lose track of time?	
What makes you feel great about yourself	
Who inspires you most? (Anyone you know or do not know - family, friends, authors, artists, leaders, etc.)	
Which qualities inspire you, in each person	
What causes do you strongly believe in? Connect with	
If you could get a message across to a large group of people, who would those people be	
What would your message be	

Step 2 - Developing my Ikigai

What causes do you strongly believe in? Connect with? If you could get a message across to a large group of people, who would those people be? What would your message be? You may find it helpful to work on some flip chart paper and draw out the four circles: Passion, Profession, Vocation, Mission. Spend 5-10 minutes on each of the four circles,

reflecting on your answers in step 1 and write down the strongest ideas that come to mind for each question.

Step 3 – My purpose

After making notes for each circle, look for the overlaps and common themes and add them to the intersection of the four circles. Now write a single sentence that expresses your sense of purpose. This is your personal statement or your mission statement.

My purpose is to

My Values

My values, core values, attitudes, beliefs that guide me

Personal values are: ‘broad desirable goals that motivate people’s actions and serve as guiding principles in their lives’ Schwartz, 1992 Values are what is important to us; 3-5 core values that identify who we are at our core, and we can think of them as anchors that ground us. Each person’s values are unique; even if two people happen to pick the same value word, such as ‘integrity’, each person will demonstrate it differently in their daily actions and language. As well as helping us to lead with a values-led approach, there are more benefits of understanding and working with your core values.

Step 1- VALUES SORT

From this list of values (both work and personal), select the nine that are most important to you - guides for how to behave or as components of a valued way of life. Feel free to add any values of your own to this list. Feel free to add your own values to this list

Achievement	Friendships	Physical challenge
Advancement / Promotion	Growth	Pleasure
Adventure	Having a family	Power and authority
Affection / Love / Caring	Helping other people	Privacy
Arts	Helping society	Public service
Challenging problems	Honesty	Purity
Change / Variety	Inclusivity	Quality of what I take part in
Close relationships	Independence	Quality relationships
Collaboration	Influencing others	Recognition / Respect / Status
Compassion	Inner harmony	Religion
Community	Integrity	Reputation
Competence	Intellectual status	Responsibility / Accountability
Competition	Involvement	Security
Cooperation	Job tranquility	Self-respect
Creativity	Knowledge	Serenity
Decisiveness	Leadership	Sophistication
Democracy	Location	Stability
Ecological awareness	Loyalty	Status
Economic security	Market position	Supervising others
Effectiveness	Meaningful work	Time freedom
Efficiency	Merit	Truth
Ethical practice	Money	Trust
Excellence	Nature	Wealth
Excitement	Openness / Honesty	Wisdom
Fame	Order / Stability	Work under pressure
Fast living	Personal development	Work with others
Financial gain	Freedom	Working alone

Narrow your values list to 9, then 5 then 3 core values through elimination

Top 9 Values	Top 5 Values	Top 3 Values – core values

My Strengths

My strengths: My standout and significant strengths, skills and experience. Strengths are defined as: “underlying qualities that energise you and that you are great at or have the potential to become great at’ Strengthscope,2023

Strengths reflect our purpose and values and enable us to perform at our peak, in both good times and during tough, challenging times. Knowing our strengths helps with greater vitality and motivation, a clearer sense of direction, higher self-confidence, productivity and a higher probability of goal attainment. If we work with our strengths and encourage others too, it enables us to focus on what unique qualities each of us contribute. This develops a sense of feeling included and being valued, helping to build a sense of belonging.

Statements	Comments	Reflections
What are the strengths and positive qualities you are known for		
What would your immediate family say about you		
What would a close friend say about you		
What would your work colleagues say about you		

Using the above statements to assist you identify what your top 5 strengths are.

- 1
- 2
- 3
- 4
- 5

My Contribution

My contribution: The value I want to contribute to an organisation, and why others would want to follow

To help complete your leadership narrative we will use visualisation techniques to develop a leadership vision, which will help you to think about the contribution you would like to make.

Step 1 – Preparation

Find a quiet space where you won't be disturbed, somewhere you feel relaxed and comfortable imagine you have been nominated as the leader of a significant project of change and consider the below statements.

Capture the kind of words you would like your colleague to say about you as a leader	
What you would you like your colleague to say about how you led your people through this successful and transformative project or programme	
What you would like people to say about you after the event?	



Reflecting on the above from the visionary exercise and identify your contribution in one sentence.

- My contribution:

Now reflect back on your purpose statement, does it align with your contribution, do you need to amend it in any way?

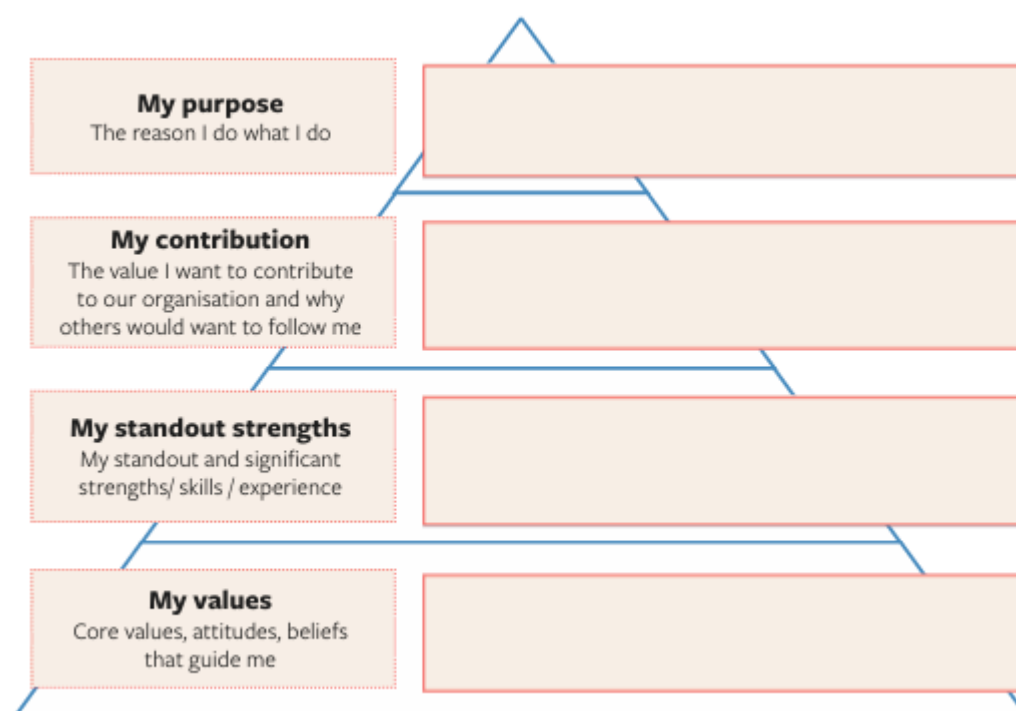
- My Updated Purpose (if required)

My authentic leadership narrative

Complete your authentic leadership narrative template by adding your:

- Purpose statement
- Three personal core values
- Five significant strengths
- Contribution statement

Build your authentic leadership narrative by bringing together your 3 core values, your 5 standout strengths, your contribution statement and your purpose statement



Reflect on the overall template:

- Does it align?
- Does it feel right for you?
- Would you feel comfortable sharing it with others

Step 2 – Refine & Identify

Narrow your nine most important values down to your five most important value then,
Narrow down your five most important values to three

Top 9 Values	Top 5 Values	Top 3 Values

Exercise: My strengths: My standout and significant strengths, skills and experience

Strengths reflect our purpose and values and enable us to perform at our peak, in both good times and during tough, challenging times. Knowing our strengths helps with greater vitality and motivation, a clearer sense of direction, higher self-confidence,

productivity and a higher probability of goal attainment. If we work with our strengths and encourage others too, it enables us to focus on what unique qualities each of us contribute. This develops a sense of feeling included and being valued, helping to build a sense of belonging.

- **Step 1 - Reflective questions** Note down a particular career highlight and what made you feel proud or good about it
- **Step 2 - Identify your strengths** Identify the common themes from your reflections to identify your 5 significant strengths and note them down. My five significant strengths:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

Ethical Leadership: Value statement reflection evidence exercise

Value statement	Value statement	Your evidence to support the value statement
Leading with Integrity	I lead by example and hold myself accountable in applying positive moral principles, building trust, demonstrating integrity in my actions and behaviours.	
Championing inclusivity	I am a compassionate leader who ensures fairness for all, by challenging injustice and championing actions that remove intentional	

	and unintentional barriers.	
Looking after well being	I support a people-first culture that considers individual needs, ensures psychological safety, open communication and promotes and supports wellbeing throughout the organisation.	
Prioritizing the environment	I evaluate the impact that me, my team and my organisation have on the environment, and take action to minimise harm and maximise positive outcomes for the planet and its people.	
Committing to sustainability	I balance the needs of people and society, the planet and the environment, and profit and economic sustainability.	

This toolkit has been designed to support female leadership development in the TVET sector and has provided several tools and insights into how you may develop your leadership practice.

Through completing this toolkit, you have had the opportunity to focus on your own **personal effectiveness** through the managing self exercises. You have been able to become more conscious as to how you lead and manage others through building **interpersonal excellence**. You have been able to better understand challenges associated with **organisational performance** and how you may encourage enhanced outcomes for your teams and departments through working to negotiate and influence others while building key stakeholder relationships to create change. Central to strong and effective leadership is being **ethical and inclusive**, through completing the ethical and inclusive leadership section you will have had the opportunity to build your skills and awareness supporting leadership growth.

We hope this toolkit has enabled you to build a better future, supporting equitable learning and building new female leaders supporting economic growth.



THANK YOU

Supported by funding from the British Council's Going Global Partnerships programme. Going Global Partnerships supports universities, colleges and wider education stakeholders around the world to work together towards stronger, equitable, inclusive, more internationally connected higher education, science and TVET.