

Blanchard **SUMMIT 2019**



Building an Effective Leadership Development Curriculum

Connect to the Business Strategy

ORGANIZATIONAL SUCCESS CURRICULUM PLANNING GUIDE

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SUMMIT 2019

What business issue(s)
are you looking to
address through
better leadership?

What type of culture
are you looking to
create?

What behaviors do you
want your leaders to
demonstrate?

What programs do
you currently have in
place to teach those
behaviors?

What skills are taught
in those programs?

What skills are not
being taught with your
existing programs?

Connecting Leadership to the Business Strategy

- Attract and retain talent
- Develop and retain high potentials
- Leverage the value of high potentials
- Accelerate ramp-up time for first-time leaders
- Reduce turnover
- Fill key positions from within
- Address critical knowledge and skill gaps
- Develop new organization competence
- Develop effective leadership at all levels
- Develop leadership bench strength
- Prepare the next generation of leaders
- Create competitive advantage through leadership strength
- Develop employee competence, confidence, and motivation
- Develop employees' self-reliant problem-solving skills
- Provide employees with career growth opportunities
- Improve employee engagement
- Respond to a diverse and multigenerational workforce
- Improve communication and cooperation

Connecting Leadership to the Business Strategy

- Promote collaboration and teamwork
- Promote the sharing of best practices
- Rebuild trust
- Reduce conflict
- Create a common language and curriculum for leadership
- Become “one company” with one language/approach to leadership
- Create a culture of accountability
- Increase productivity
- Improve operational excellence
- Reduce costs
- Drive growth
- Support the implementation of other strategic initiatives
- Implement a new business process or technology
- Build peer advocacy for and resilience in the face of change
- Increase organization agility
- Increase speed to market
- Temper people’s concerns with and resistance to change
- Respond more quickly to market, competition, and technology changes
- Improve customer service

A woman with long dark hair, wearing a light-colored blazer, is smiling and looking towards the camera. She is in a meeting room with other people in the background, including a man with glasses and a woman with curly hair. The background is slightly blurred, showing a modern office environment with whiteboards and papers.

Describe the Desired Culture

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What's Your Desired Culture?

Accepting

Accountable

Adaptable

Agile

Approachable

Authentic

Available

Calm

Candid

Caring

Coach-like

Collaborative

Committed

Compassionate

Connected

Curious

Dedicated

Empathetic

Empowering

Encouraging

Energetic

Engaging

Fair

Flexible

Generous

Genuine

Goal-focused

Hard-working

Helpful

Honest

Humble

Inclusive

Interested

Inviting

Kind

Modest

Motivating

Objective

Open-minded

Others-focused

Patient

Positive

Present

Principle-driven

Receptive

Relatable

Respectful

Responsible

Risk-takers

Self-aware

Selfless

Solution-oriented

Stable

Strategic

Supportive

Team-focused

Team-players

Transparent

Trustworthy

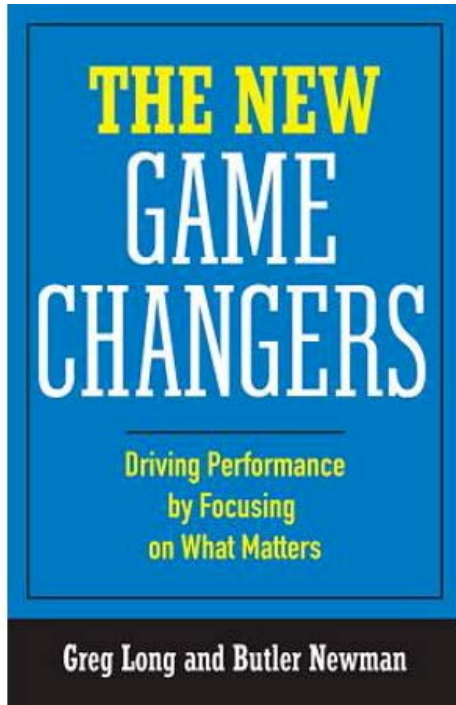
Values-based

Visionary

Vulnerable

Identify the Required Leader Behaviors





- What outcomes do our superstars who drive optimal success for our strategy achieve?
- What do they DO to get those outcomes?
- Who is a good team member that we could move to GREAT?
- What is your plan for teaching others to do the superstar behaviors and get those results so we achieve our strategy?

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What business issue(s) are you looking to address through better leadership?	What type of culture are you looking to create?	What behaviors do you want your leaders to demonstrate?	What programs do you currently have in place to teach those behaviors?	What skills are taught in those programs?	What skills are not being taught with your existing programs?

Google's Top 8 Leadership Competencies



1. Is a good coach
2. Empowers the team and does not micromanage
3. Expresses interest in and concern for team members' success and personal well-being
4. Is productive and results-oriented
5. Is a good communicator—listens and shares information
6. Helps with career development
7. Has a clear vision and strategy for the team
8. Has key technical skills that help him or her advise the team

SOURCE: <https://blog.impraise.com/360-feedback/project-oxygen-8-ways-google-resuscitated-management>



Most Important Leadership Competencies

Demonstrates strong ethics and provides a sense of safety

- Demonstrates high ethical and moral standards
- Conveys a commitment to fairness
- Plays by the rules
- Avoids blindsiding people
- Makes sure that people feel safe
- Behaves in a way that is consistent with stated values

Fosters a sense of connection and belonging

- Communicates often and openly
- Creates a feeling of succeeding and failing together as a team
- Builds a strong foundation for connection

Empowers others to self-organize

- Provides clear direction while allowing employees
- to organize their own time and work
- Communicates expectations clearly
- Ensures that everyone is on the same page
- Distributes power throughout the organization
- Encourages decision making from those who are closest to the action
- Allow others to make mistakes



Most Important Leadership Competencies

Shows openness to new ideas and fosters organizational learning

- Demonstrates flexibility to change opinions
- Is open to new ideas and approaches
- Provides safety for trial and error
- Open to learning (and changing course)
- Approaches problem-solving discussions without a specific agenda or outcome
- Withholds judgment until everyone has spoken
- Approaches decision-making in a way that demonstrates all ideas will be considered

Nurtures growth

- Encourages employees to take chances
- Encourages employees to learn from each other's mistakes
- Is committed to others ongoing training
- Helps others grow into a next-generation leader
- Shows a commitment to others growth
- Supports training and promotion for others

SOURCE: <https://hbr.org/2016/03/the-most-important-leadership-competencies-according-to-leaders-around-the-world>

A woman with curly hair is looking upwards with a thoughtful expression, her hand near her chin. The background is a blurred office setting with colorful sticky notes on a wall and a person in the distance.

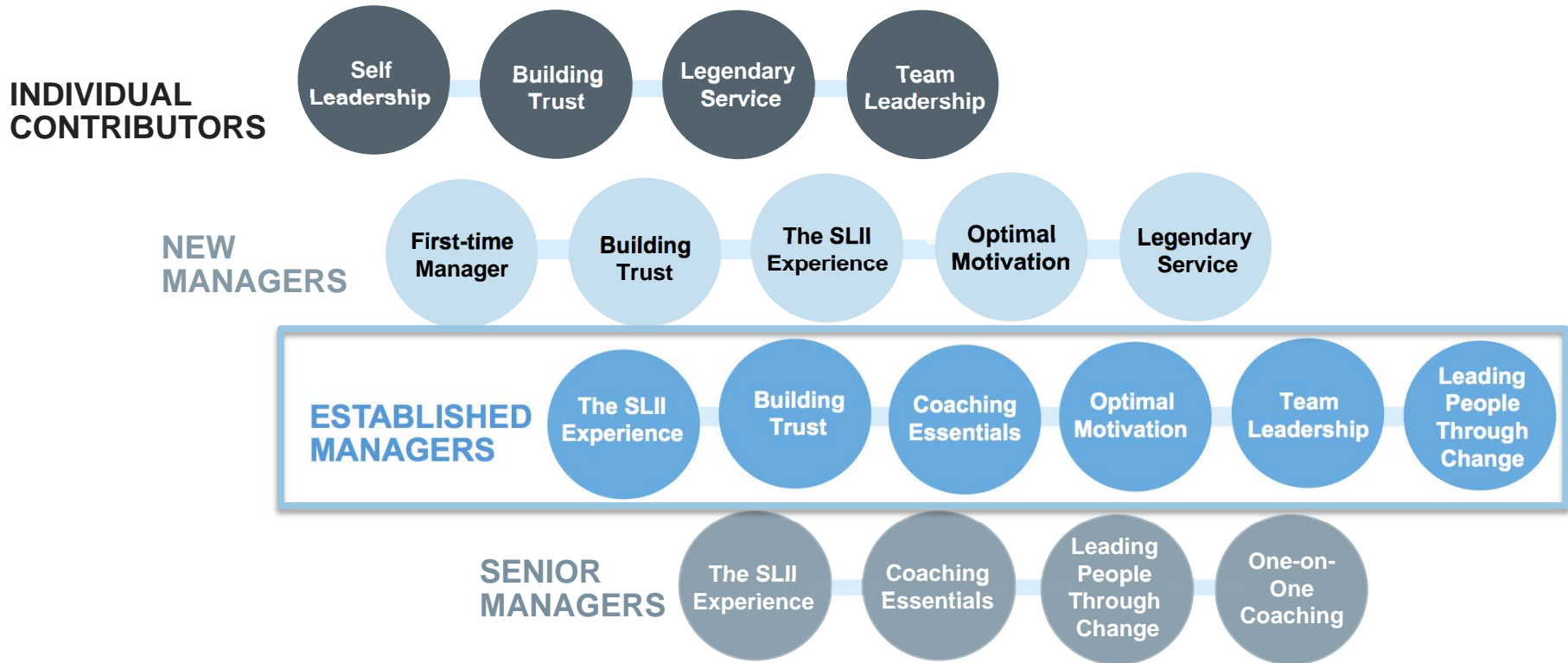
Audit the Existing Program

Conducting an Audit



- Take a look at your existing suite of development programs.
- Start to match the outcomes and new behaviors you are observing from your training to competencies.

What Programs do you Currently Have in Place?



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What skills are taught in those programs?

	A	B	C	D	E	F	G	H	I	J
1	LOMINGER COMPETENCY		SITUATIONAL LEADERSHIP ♦ II	COACHING ESSENTIALS	BUILDING TRUST	LEGENDARY SERVICE	SELF LEADERSHIP	TEAM LEADERSHIP		
2	Approachability Is easy to approach and talk to; spends the extra effort to put others at ease; can be warm, pleasant, and gracious; is sensitive to and patient with the interpersonal anxieties of others; builds rapport well; is a good listener; is an early knower, getting informal and incomplete information in time to do something about it.		ONE ON ONES	CFAR AND LITE MODELS	ABCD MODEL	CARE MODEL				
3										
4	Caring About Direct Reports Is interested in the work and non-work lives of direct reports; asks about their plans, problems, and desires; knows about their concerns and questions; is available for listening to personal problems; monitors workloads and appreciates extra effort.		ONE ON ONES	CFAR AND LITE MODELS	ABCD MODEL	CARE MODEL				
5										
6	Compassion Genuinely cares about people; is concerned about their work and non-work problems; is available and ready to help; is sympathetic to the plight of others not as fortunate; demonstrates real empathy with the joys and pains of others.		ONE ONE ONES	CFAR AND LITE MODELS	ABCD MODEL	CARE MODEL				
7										
8	Customer Focus Is dedicated to meeting the expectations and requirements of internal and external customers; gets first-hand customer information and uses it for improvements in products and services; acts with customers in mind; establishes and maintains effective relationships with customers and gains their trust and respect.					CARE MODEL				
9										
10	Managing Diversity Manages all kinds and classes of people equitably; deals effectively with all races, nationalities, cultures, disabilities, ages and both sexes; hires variety and diversity without regard to class; supports equal and fair treatment and opportunity for all.							TEAM MODEL		
11										
12	Fairness to Direct Reports Treats direct reports equitably; acts fairly; has candid discussions; doesn't have hidden agenda; doesn't give preferential treatment.		SLII MODEL AND ONE ON ONES	CFAR AND LITE MODELS	ABCD MODEL					
13										
	Sheet1									

3 Programs Mapped to Lominger Competencies

1. Relating Skills

 Approachability

2. Caring about Others

 Caring About Direct Reports

 Compassion

3. Managing Diverse Relationships

- Customer Focus
- Managing Diversity

 Fairness to Direct Reports

 Peer Relationships

- Understanding Others

4. Getting Work Done through Others

 Delegation

 Developing Direct Reports

 Directing Others

 Informing

5. Acting with Honor and Character

 Ethics and Values

 Integrity and Trust

6. Dealing with Trouble

 Conflict Management

 Managerial Courage

7. Being Open and Receptive

 Listening

 Patience

 Personal Disclosure

8. Inspiring Others

 Motivating Others

- Building Effective Teams
- Managing Vision and Purpose

9. Demonstrating Personal Flexibility

 Dealing with Paradox

- Personal Learning
- Self-Development
- Self-Knowledge

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Create or Acquire Missing Content



Don't Worry if There Are a Few Holes



You can do a lot of good with three or four core programs that are well-executed.

SLII® Mapped to Lominger Competencies

1. Relating Skills

- Approachability

2. Caring about Others

- Caring About Direct Reports
- Compassion

3. Managing Diverse Relationships

- Customer Focus
- Managing Diversity
- Fairness to Direct Reports
- Peer Relationships
- Understanding Others

4. Getting Work Done through Others

- Delegation
- Developing Direct Reports
- Directing Others
- Informing

5. Acting with Honor and Character

- Ethics and Values
- Integrity and Trust

6. Dealing with Trouble

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**What is your
plan for building
or acquiring new
content?**





THE SLII EXPERIENCE™

Innovations in Learning Design: Learning Experiences That Transform

Peak learning experiences have the capacity to transform us, help us to grow, and, ultimately, optimize our lives. In a professional setting, learning gives individuals a chance to accelerate their success and expand beyond their current knowledge and skills. Yet so often those who teach—whether in a classroom, a meeting, or a virtual setting—don't understand how to effectively transfer the knowledge or content in a way that learners can effectively integrate it, utilize it, and sustain it after the learning experience.

But the business of learning is shifting. Learners are running the show; they're demanding that learning and development be done differently, and they're upping the ante in regard to how they learn and the experiences that support their learning journey.

For these reasons, the way we teach and the way we learn must undergo a radical shift. Learning must become an experience—an ecosystem of interwoven components that create a learning experience that unleashes passion from the learner, inspires positive behavior change, and creates results for the organization. When learners are actively drawn into and immersed in the content, they are then engaged and prepared to retain and apply it long after the learning experience is over. And when people are given the tools to reinforce and sustain what they've learned, they are also better equipped to teach others in the organization.

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COMPANIES
The Leadership Difference®

- E**— Energize learners—Before and after they attend a learning experience
- N**— Navigate content—Teach what is needed to know and do in order to be able to be successful at the “Doing” objectives
- G**— Generate meaning—Move learning to long-term retention by asking about the importance of the new content
- A**— Apply to real world—Put new information or skill into practice in the real-world application
- G**— Gauge and celebrate—Deepen neural connections by showing how much was learned and experienced
- E**— Extend learning to action—Keep deepening the connection to new behaviors by helping people act on their intentions with consistent follow-up activities

Table 1—Making the Shift

Shift	From	To
#1	70% of time spent on teacher/facilitator talking and	70% of time spent on learner talking and doing
#2	70% of teacher/facilitator prep time focused on what content they will teach	70% of teacher/facilitator prep time focused on how to teach the content
#3	70% of teacher/facilitator time spent teaching skills	70% of time spent on learner practicing and building skills

Effective Learning Design and Modalities



LAUNCH

Introduce your learners to the ideas and skills



LEARN

Access the robust curriculum available



PRACTICE

Practice and explore new skills



MASTER

Turn learning into doing

People:

What do you know about the learning preference of the people?

What do they hope to get from the time with you?

BRILLIANCE by DESIGN

Engaging and Energizing Learners

Tips to **ENGAGE** your audience in trainings, meetings, workshops, and off-sites as identified by the BRILLIANT webinar participants and speaker:

Vicki Halsey, Vice President, The Ken Blanchard Companies, vicki.halsey@kenblanchard.com

Content:

What do you want people to be able to DO?

To DO that, what do they need to know or learn?

E

Energize and Focus Learners

- Email a senior management endorsement
- Record a voicemail
- Send a paper flyer
- Send out something fun (piece of rope for team-building exercise)
- Why is this learning important to them?
- When and where will the event be?
- Send out pre-assessment survey or questionnaire with list of outcomes to assess their current use of skills they are about to learn
- Use novelty—unique picture, music, items
- Provocative questions, graphs, stats
- Build confidence; share... you will learn!
- Clear learning/doing outcomes
- Have them set a clear goal
- Value their decision to take this course
- Create a community where all feel special
- Get them interacting early
- WIIFM—Clear goal

N

Navigate New Content

- Model it, demonstration of end result
- Teach (immediate feedback)
- Review (move to memory)
- Experience (label)
- Show posters/job aids
- Participants articulate in their own words what they just learned
- More variety + practice = more learning
- Present—assess—present—assess
- Practice, check for understanding, and use the information—choice
- Case study or skill practice—learner control, buy-in, and motivation
- Visual, auditory, kinesthetic
- Story, anecdote, emotional connection
- Research, graphs, pictures
- Video with observation forms
- Activities at flip charts
- Card sort
- Hands-on activities
- Role play
- Mini teach, partner share; They teach using their own words. What did you learn?

G

Generate Meaning and Relevancy

- Help learners construct knowledge versus passively absorbing it
- Ask: What is the value/benefit of using this new content/mode?
- Flip chart: what would the benefits of using this content be to you/others/your organization?
- What does this new learning mean for you?
- What is it costing you to NOT use this?
- How will this learning help you?
- Meaning, benefits, value of new learning today and in the future

A

Apply Learning to Real World

- Use the learning in a real situation
- Participants demonstrate skills they learned
- Get immediate feedback on how they did (they need a checklist/observer)
- Create action plan
- Learning lab: actual situations/dissections
- Design their own model
- Experimentation
- Go out and do what was learned and come back and share

G

Give Assessments/ Celebrate Learning

- Review total learning
- Give fun assessment to show them how much they have learned
- Quiz (multiple choice, fill in, true/false)
- Crossword puzzle
- Group mind map
- Quiz-show-style review
- Tables try to stump the panel: they create five questions, pass to another table
- End with story (emotions unleashed)
- Double retention by reviewing info

E

Extend Learning to Action

- Help people act on their best intentions by setting them up with a buddy/plan in class
- Recognize and reward actions
- Create a support network
- Set up a Sharepoint site, website, Twitter
- 1:1 coaching to support learning
- Give email tips
- Gather and share success stories
- Have a contest/award for the one who used it most
- Enewsletter
- Send out follow-up summary

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COMPANIES

People (Who):	Content (What):
Needs:	Main principles/skills to master:
Objectives:	What I want them to be able to do:
Information about their world:	

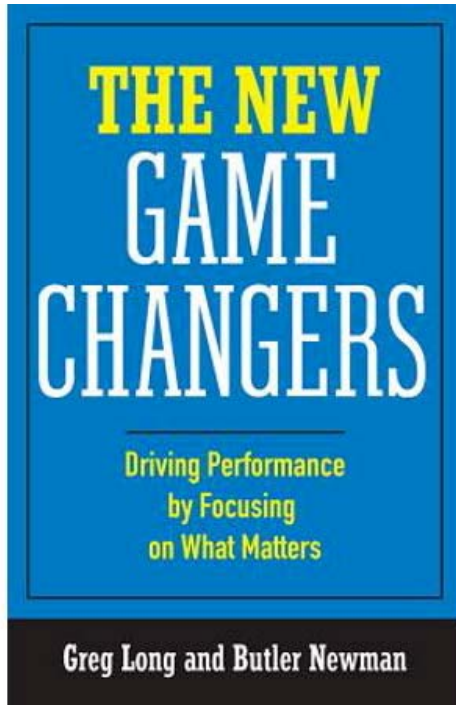
BRILLIANCE *by* DESIGN

Engaging and Energizing Learners

E ENERGIZE LEARNERS	Before Session: Focus and excite	
	Room set up:	
	To Start Session: Thank and involve immediately	
N NAVIGATE CONTENT	Teach:	
	Review:	
G GENERATE MEANING	Move to long-term memory	
A APPLY TO REAL WORLD	Demonstrate new skills	
G GAUGE AND CELEBRATE	Look how much was learned!	
E EXTEND LEARNING TO ACTION	Act on intentions	



Launch and Measure



- What outcomes do our superstars who drive optimal success for our strategy achieve?
- What do they DO to get those outcomes?
- Who is a good team member that we could move to GREAT?
- What is your plan for teaching others to do the superstar behaviors and get those results so we achieve our strategy?

Schedule a complimentary one-hour call with a Blanchard Solution Architect

Contact david.witt@kenblanchard.com to set up your call.