

simplify.

your leader role

leadership development initiative

Program	Competency	Duration
Learning skills	Developing self directed learning skills	1 day
1st 101 session	Creating a learning plan based on individual needs	50 mins
Awareness	Seeing what is there	1 day
2nd 101 session	Starting the learning journey	50 mins
Relationships	Day 1 Connecting to lead	1 day
3rd 101 session	Coaching on relationship style	50 mins
Relationships	Day 2 Connecting to lead	1 day
4th 101 session	Coaching on relationship style	50 mins
HumanOS	Day 1 Understanding the human operating system	1 day
5th 101 session	Coaching on motivation style	50 mins
HumanOS	Day 2 Understanding the conditions for performance and engagement	1 day
6th 101 session	Coaching on conditions for performance	50 mins
Coaching and Feedback skills Experience	Real life practice on feedback and coaching	2 days
7th and 8th 101 sessions	Coaching skills	50 mins 50 mins
Total	Spanning for a whole year	8 days of group learning 8 101 sessions

The simpLEADfy program has been tested and delivered since 2012 with a lot of feedback and tracking of organizational relevance.

It is a spaced out learning journey, with ample transfer and retention activities.

This program is designed for organizations that:

- =wish to create a leadership function for their management team
- =wish to offer a coherent program for their leadership team
- =wish to offer something that is not hit-and-run development and understand that leadership is something that needs space, time and support to be developed
- =want to create a momentum in their organization to foster all the energy created by a whole development program
- =wish to increase support and collaboration for their leaders

START

learning skills

We learned all of our life but we seem to not really feel we can do it effectively. in today's environment we learn all the time but we feel it is out of our control how and when it happens or it feels like learning (e.g. for certifications) is a horrible experience.

In this training participants will:

- understand how learning outside the school environment is completely different from learning as a SELF DIRECTED activity
- will know how to create their own personalized set of learning strategies and techniques
- will know how to motivate themselves for learning (starting the learning journey and sticking with it after the first impulse) and how to motivate themselves for each learning activity in particular
- will be able to design their own learning plan that will be realistic and adjusted to their own challenges in terms of time and personal preference or style
- will identify and work out their learning challenges

Duration: 1 day

Participants: 6-15

Assignments for transfer: available

Self-assessment: available

Learning plan for retention: available

one 101 session to complete the learning plan for leadership

SKILL 1

awareness

competencies:

1. outside awareness (to really be aware of the world and people surrounding them)
2. outside self awareness (to really be aware of what and how they say, of what and how they do)

3. inside awareness (to be aware of their internal sensations, thoughts and emotions as these are a great influence on their leadership actions and solutions)
4. being able to perceive themselves and others in flexible and nuanced ways (lowering prejudice and judgment)

These skills are essential, especially in leadership development. Because in a leadership role the actions one undertakes are very contextual and depend greatly on each individual's personal nuances, it is crucial for leaders to learn how to observe their own actions and reactions in different contexts.

By having this skill they will be able to gain insight into their triggers, patterns and natural tendencies, and with this they will be able to know their own personal strengths but also see the relation between their actions and the consequences for themselves or their teams. When learning these skills it becomes easier to be able to observe the actions of others (as free from bias and interpretation as possible) so they can have all the input data to work within each individual operating system.

Duration: 1 day

Participants: 6-15

Assignments for transfer: available

Self-assessment: available

Learning plan for retention: available

one 101 session available as part of the basic program

SKILL 2

relationship

competencies:

1. skills to make themselves known (being authentic and transparent, being able to add subtitles to their behaviors, being predictable, having integrity, being responsible and honest)
2. skills to create safety (creating safety, being a safe place for openness, being accountable, being fair and being non-threatening)
3. skills to create a relationship (being available and assertive)
4. skills to create a caring relationship (showing care and being a secure base for leadership)

Any influence that comes without a relationship will create counter-will.

It is the third principle from Newton and it applies for humans. No matter how competent and knowledgeable leaders are at providing feedback, motivating, mentoring, managing performance, all those skills will hit a wall at best and create oppositionality at worst when it is done outside of a trusting relationship.

In this part the leaders will learn about creating safety for people so they will be open to influence and creating a trusting relationship so that people lean in and see their leaders as an orientation point they can rely on.

Having such a relationship makes the influence easier, allows for value absorption, directs attention, keeps people close to the leader, gets people to search for direction and methods in the leader and activates good intentions.

during this learning experience each leader will have a holistic image regarding the way they create leadership relationships and how people interact with them. they will have a list of things they already do and things they can change and an action plan for improving their tendencies in relating. they will also know how to fix the broken relationships.

Duration: 2 days (not consecutive)

Participants: 6-15

Assignments for transfer: available

Self-assessment: available

Learning plan for retention: available

two 101 session available as part of the basic program

SKILL 3

humanOS

competencies:

1. diagnosing performance related situations
2. being able to distinguish if it is a motivation related cause or a condition related cause
3. being able to identify the cause of performance challenge
4. being able to observe people so they know their motivational profile
5. being able to observe their motivation style
6. being able to create meaning as a motivation strategy
7. being able to create pleasure, absorption and focus as a motivation strategy
8. being able to create hope and optimism
9. being able to increase self-efficacy
10. being able to increase resilience

understanding and being able to work with the rules, limitations and operations of humans is crucial in fostering collaboration and creating engagement.

During this part of the workshop they will have an engineering perspective on how people function. They will understand how people think and feel, they will understand how competencies develop and how to add all the conditions needed for performance (hope, optimism, resilience, self-efficacy) they will know how to create intrinsic motivation in themselves and others by speaking in the language of the OS, they will know how to create, maintain and fix work engagement and last but not least they will be able to discern when something cannot be changed.

Duration: 2 day (not consecutive)

Participants: 6-15

Assignments for transfer: available

Self-assessment: available

Learning plan for retention: available

two 101 session available as part of the basic program

SKILL 4

learning experience on coaching and feedback skills in leadership

The method used here is learning from the experience of doing. It is more than case studies or simulations in training,

it is about **recreating/re-enacting** a specific context in order for the person in that context to:

- observe themselves,
- have insights,
- connect information and reality,
- notice triggers,
- notice effects their actions create
- explore possible change and the challenges of that change in reality
- try-on things they wouldn't so openly experiment
- learn

and for the people observing the re-enacting to learn not just from their own experience but also from the experience of others

This method works really well for two competencies: feedback and coaching

The reason why a standard knowledge-practice experience is not recommended for developing those two competencies is that people already know so much information and have thought about this topic for so long that knowing more or different or thinking more about the topic does not work. The learning has two days where people just re-en-act a coaching/feedback session in a chair work set-up.

*This type of learning design can be used when there is a strong relationship between learners (they have participated before in learning together and any conflicts or unhelpful dynamics have been addressed) and when there is already a trusting relationship with the trainer.

**The recommendation is for this learning to be used after the leadership development program.

***This program is recommended for people who already know about feedback and coaching and are looking for a realistic practice to see them-selves give feedback or deliver a coaching session and try different things to see how they feel and how they work.

****It works best if people have already worked on developing the Awareness skills , trust relationship building skills and the HumanOS operating skills.

Duration: 2 day (not consecutive)

Participants: 6-15

Assignments for transfer: available

Self-assessment: available

Learning plan for retention: available

two 101 session available as part of the basic program