



Building Leadership for Health

Training for Leadership Trainers

Notes for Course Leaders

- ✦ This is a toolkit for your course
- ✦ Slides are points for discussion not lectures
- ✦ You may use this opportunity to refine and improve the training programme to meet your needs
- ✦ You may wish to give certificates to those taking this course

Training for Trainers Agenda

- ☀ Introduction - 20 mins
- ☀ Learning objectives – 10 mins
- ☀ What is experiential learning – 30 mins
- ☀ Coffee 15 mins
- ☀ Training tips and exercises - 90 mins
- ☀ Lunch 45 mins
- ☀ Introduction to training resource pack -25 mins
- ☀ Lecture practice 90 minutes
- ☀ Coffee 15 mins
- ☀ Preparation, Learning logs, Feedback -30 mins
- ☀ Reflections – 25 mins

Introduction

- ★ Since this is the last session get everyone to say what were the main things they learnt from the course and
- ★ What helped them to learn
 - Discussion
 - Case studies
 - Reflection and self observation
 - Reading material
- ★ How will this affect their approach when they lead the course

Learning Objectives

- ★ To develop a common approach to leading and to leadership training
- ★ To practice training skills
- ★ To introduce the training resource pack
- ★ To enable you to help others learn
- ★ Discuss : Are these appropriate objectives for you personally and for the group ?

Why must leaders be trainers?

- ✦ Training and development is key to leadership
- ✦ To pass on values and approaches
- ✦ And to learn yourself from the feedback
- ✦ Training is a vital way of developing trust and
- ✦ Mutual understanding of “how we do things”
- ✦ This is the heart of organisational culture
- ✦ And central to leadership

Why Experiential Learning?

- ★ Leadership and management are complex. Skills include:
 - Ability to analyse management problems
 - Insight to understand different perspectives and approaches
 - Creativity and the ability to encourage creativity in others
 - The art of knowing what will work by reflecting on experience
- ★ People learn more from experience than lectures
- ★ You can facilitate understanding and learning by
 - Providing a framework of ideas for discussion
 - Case studies in leadership and management
 - Helping them reflect on their own experience
 - Support and mentoring
- ★ Discuss: How would you feel if someone tried to tell you how to manage in all circumstances?

Why experiential learning works

- ★ Because it is based on real life experiences
- ★ Discussion puts things in peoples own terms
- ★ Encourages recognition of best practice
- ★ Motivates pride in achievements
- ★ Helps people reflect on their own behaviour
- ★ Build common understanding amongst group
- ★ And develops leader/group trust
- ★ Leading training develops leadership skills

Experiential Learning: key points

- ✦ Agree training objectives for every session
- ✦ Provide a safe, supportive environment
- ✦ Don't talk too much, your job is to listen
- ✦ Let people find their own solutions
- ✦ Discussion is more useful than lectures.
- ✦ When you feedback remember say two positive things before one criticism

Facilitating Discussions

- ★ Use the course material if you find it helpful
- ★ Don't treat it as a lecture
- ★ Ask questions to ensure understanding
 - Do you agree?
 - Do you find this?
 - Is this something we need to think about?
- ★ Encourage others to lead the discussion
- ★ Encourage different points of view
- ★ Keep relating it to your own experiences
- ★ Summarise what the group thinks at the end of each session and give feedback?

Case study running sessions

- ★ During the training for trainers session
- ★ Each participant should lead a session
- ★ Give feedback on personal style
- ★ Watch out for
 - ★ Listening skills
 - ★ Eye contact
 - ★ Timing
 - ★ Ability to summarise

Using Books

- ★ The frameworks for discussion are based on modern theories of leadership and management including:
 - distributed leadership, contingency theories of organisation, situational leadership, emotional intelligence and authenticity.
- ★ This should not prevent you challenging the assumptions or presenting your own views but it would be helpful to relate views to readings on leadership and management.
- ★ You should encourage participants to read books on the subject and present their views based on the additional insights that such reading provides
- ★ Book learning can help to frame personal experience but can never replace it.

Case study on Developing case studies

- ★ Based on experience and knowledge of group
- ★ Try to get a case study from each participant
- ★ Get experiences which reflect best practice
- ★ Use creation of case study as learning experience
- ★ Keep the description of the problem simple
- ★ Give participants 10 min to describe problem
- ★ Groups discuss what they would do for 20-30 min
- ★ Participant then describes what they did
- ★ Review and discuss leadership/management lessons

Exercise: Developing a Case Study

- ★ Use this session to develop a case study
 - ★ Describe a successful experience of health reform
 - ★ What were the basic objectives?
 - ★ What was the problem
 - ★ What were the options facing the leader?
 - ★ Simplify this and write it down in three paragraphs
- ★ Get participants to find their own solution:
 - ★ Using you as a source of additional information
 - ★ The comment on their solutions (remember be positive)
- ★ Then describe what actually happened
 - ★ This could be a longer session say 5-10 slides

Notes for course leaders

- ★ Please feel free to select from and change the material in any way you like
- ★ I realise that there is a lot that needs to be adapted for your needs and conditions and
- ★ I am sure you can improve on it
- ★ I welcome feedback and suggestions for improvements and additions

The 7 steps cycle for case study solution

1. Describe the situation and context
2. Define the objectives and problem precisely
3. List clarifications and learning objectives
4. Search for additional information
5. Propose possible solutions
6. Evaluate and select
7. Check if the solution solves the original problem. If not start the next cycle

Training Tips and Exercises

- ✦ Plan time carefully to allow for discussion
- ✦ Think about your body language,
 - ✦ Are you engaging them all?
- ✦ Keep energy levels up by
 - ✦ Ice breakers,
 - ✦ Management thoughts,
 - ✦ Physical Exercises,
 - ✦ Varied Group Works
- ✦ Don't be afraid to change the course
- ✦ Exercise : Try out some of the following

Exercises: Ice Breakers

- ★ Sit next to someone you do not know well, talk for 5 minutes then introduce each other to the group
- ★ Speak about yourself without hesitation or repetition, when you do the next person continues talking about themselves.
- ★ Each person has a list of random words against everyone else's name (except their own) they have to find out by indirect questioning –what word is against their name.

Physical Exercises

- ★ Get members of the group to devise and lead an exercise session for the team (keep it brief)
- ★ Stand behind your chair – shake out, breathe in and out, stretch up, stretch to one side then the other etc
- ★ Arrange a brisk but brief walk, each person should meet every other member of the group during this
- ★ Exercise is reinvigorating for the team, a good test of leadership and an expression of health values

Exercises: Management Thoughts

- ★ Encourage a discussion on one of the following:
 - There is no one best way to manage –Joan Woodward
 - The shepherd who follows his flock is also a leader- Nelson Mandela
 - You must be the change you wish to see in the world.- Mahatma Gandhi
 - There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success than to take the lead in the introduction of a new order of things. - Niccolo Machiavelli
- ★ Select your own favourite management thoughts from the list in the training resource pack.

Exercises: Insights

☀ Arrange team dinners

- ☀ Ask selected participants to give brief speeches on their philosophy of leadership and management
- ☀ Ask participants to propose a thoughtful toast reflecting their hopes for the future

☀ Arrange informal outdoor sessions

- ☀ Use the events to encourage participants to observe team behaviour and leadership.

Group Work: variety

- ★ Provide variety by using different types of group
 - **Buzz groups, each person talks to their neighbour**
 - **Different sized groups 3 –10**
 - **Formal groups get them to select chair and reporter**
 - **Round table group each person speaks in order**
 - **Informal groups each person speaks when they can**
 - **Observed groups - one person not participating in the group makes notes on how the group works**

Group work: feedback

- ★ Observe how groups work, watch for:
 - ★ Is the group seated so they can all see each other?
 - ★ Does chairperson involve everyone?
 - ★ Do they agree on the problem and how to address it?
 - ★ Is eye contact and body language positive?
 - ★ Does anyone talk too much, too little?
 - ★ Are some members of the group left out?
 - ★ Do sub-groups form?
 - ★ Are ideas and enthusiasm lost as a result?
 - ★ Does the chairperson summarise and keep to time?
- ★ Report your observations back to the group!

★ The training resource CD covers:

- ★ A range of common issues in public health
- ★ Don't be afraid to use other resources
- ★ But longer lectures usually mean shorter discussion and this is the main learning opportunity

★ For each topic the resource pack includes

- ★ Evocation- to remind people of their expertise
- ★ Training objectives- group and personal
- ★ Training agenda – objectives, learning points, plan
- ★ Discussion frameworks - PowerPoint presentations
- ★ Exercises – but can be replaced by your own
- ★ Suggested reading
- ★ Learning logs and evaluation sheets

Training Preparation

- ✦ Check that training facilities are organised
- ✦ Rooms, coffee and lunch, computer, projector
- ✦ Check that attendees are aware and coming
- ✦ Make sure you understand their current position and training needs
- ✦ Prepare people to provide the case studies
 - ✦ Focus on leadership and management issues
 - ✦ Set problems don't provide solutions at outset
 - ✦ Keep it simple and limit time
 - ✦ Encourage alternative approaches
- ✦ Make sure all mobile phones are switched off!

Learning Log

- ★ Each participant should keep their own record
 - Provide a file and hand out notes for each one
 - This is a confidential record for them
 - For each session what is their personal objective?
 - What lessons have they learnt from the session?
 - What aspects of their behaviour will they change?
 - How will they try it out in practice?
 - What did they find when they tried it in practice?
 - What books or papers have have they used?
- ★ Allow time to reflect on lessons and write up logs

Feedback Forms

- ☀ To provide information to help improve the course
- ☀ To be completed for all elements of each session
- ☀ Rate from 1 to 5, for example
 - How relevant was it?
 - How well was the session run?
- ☀ Write in
 - How could the course be improved?
 - What did you like most?
 - What did you like least?

Reflections

- ★ Have you achieved your learning objectives?
- ★ What have you learnt?
- ★ How will this change your behaviour?
- ★ How will you try it out in practice?
- ★ How did the training session work for you?
- ★ What did not work so well?
- ★ What will you improve when you deliver it?
- ★ Are you ready to lead training?
- ★ Are you ready to lead?

Module Contributed by Graham Lister and Pim Van Arkel

We hope you enjoyed the course

Best of luck for your future
Graham and Pim

