Leading CLD

Day 3: Using the learning for empowering leadership
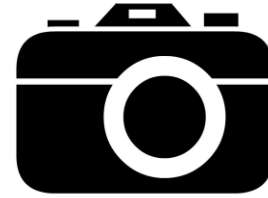**April 25th 2023**

For Scotland's learners, with Scotland's educators
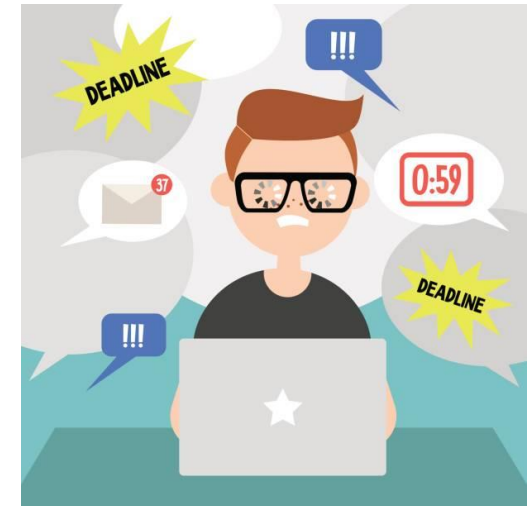
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Facilitators

- Mandy Toogood, PLL, Education Scotland

- Lesley Walker, PLL, Education Scotland

- Steven Maclennan, CLD Standards Council

- Nicola Sykes, CLD, Education Scotland

Welcome & Housekeeping

- Feel free to keep your camera on

- Mute unless speaking

- Use the chat pane or pop hand up for questions, comments etc.

- Take a break if you need it and try to minimise any distractions

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Today's programme

- Warming up, session aims, and reflection on bridging activity

- Developing powerful and effective leadership through Coaching

- Lunch 12.30

- Introduction to 'Managing & Leading in inter-agency settings'

- Coaching and reflection

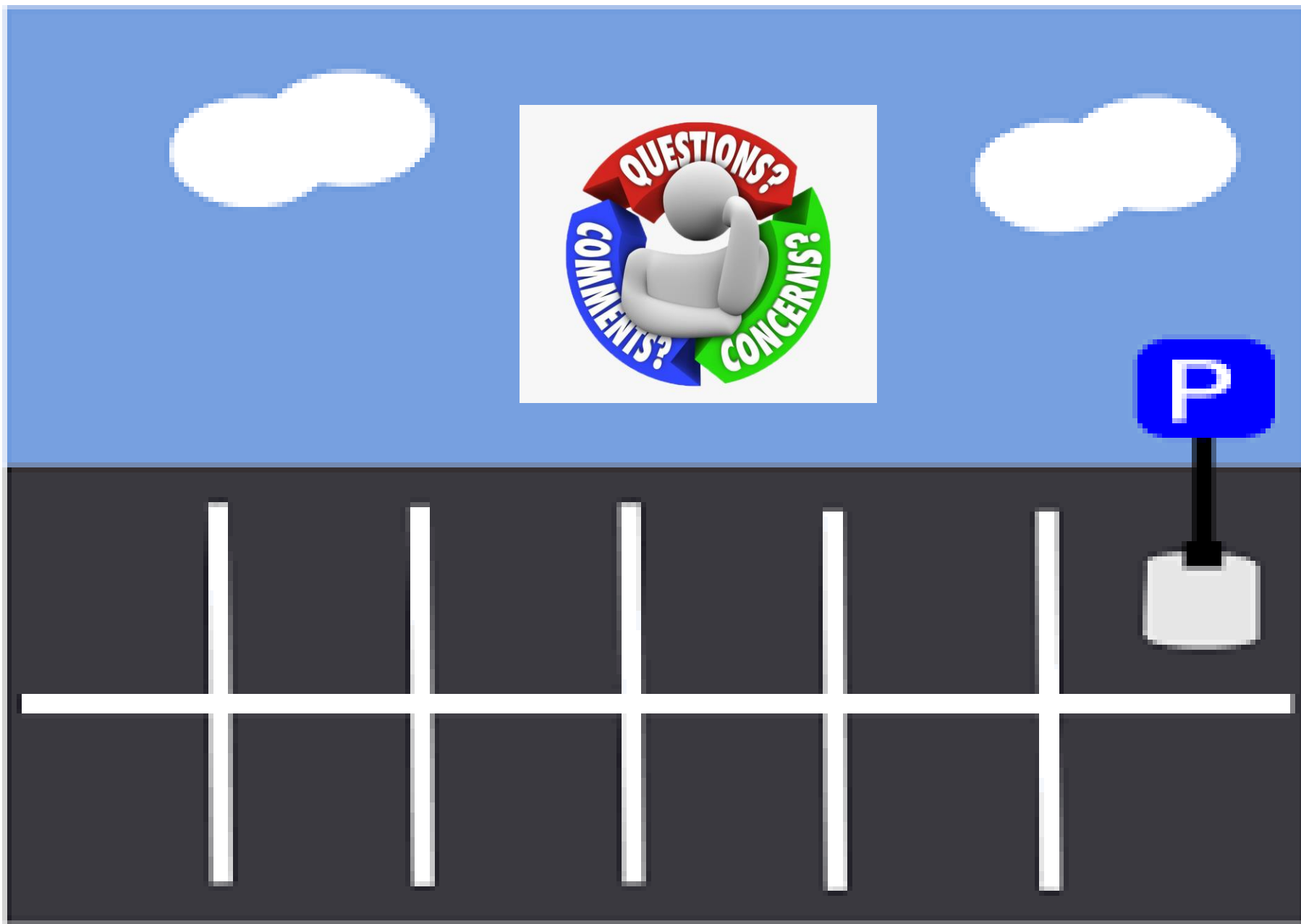- Next bridging activity, rounding up and looking forward to session four

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Session 3 aims

- Reflect on learning so far using a Coaching for Leaders of CLD focus

- Participants will be introduced to the text 'Managing and leading in inter-agency settings', and reflect on its potential use

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Follow up on bridging activity

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Developing Powerful and Effective Leadership through coaching

1. Reflection on learning so far

2. Review of learning about coaching in session 2

   - Why develop your coaching skills as a leader?

3. Develop your coaching skills as a leader:

   - Listening

   - Questions

   - Taming our advice monster

Reflection on learning:

- What am I learning about myself as a leader in CLD?

- What am I still curious about?

- What do you think is important about developing your coaching skills as a leader in CLD?

A coaching-based approach to leadership is the best-fit style for 21st century organisations

Coaching leaders are excellent communicators and build trusting relationships. They acknowledge and build the strengths of their team members, offer and receive constructive feedback, and are solution focused.

Coaching-based leadership is empowering and motivating leadership. Motivated employees are supported in their ongoing professional growth, feel a sense of purpose and value in their work and have a sufficient degree of autonomy over the way they go about it.

Growth Coaching International

Performance is just the tip of the iceberg...

When a leader wants to improve someone's performance they tend to stay at the surface and focus on performance itself. They rarely discuss which habits might be driving these behaviours, what feelings and thinking is going on.

David Rock – Quiet Leadership

The Iceberg Image:

**20%
Surface
(seen)**

**80%
Underneath
(unseen)**
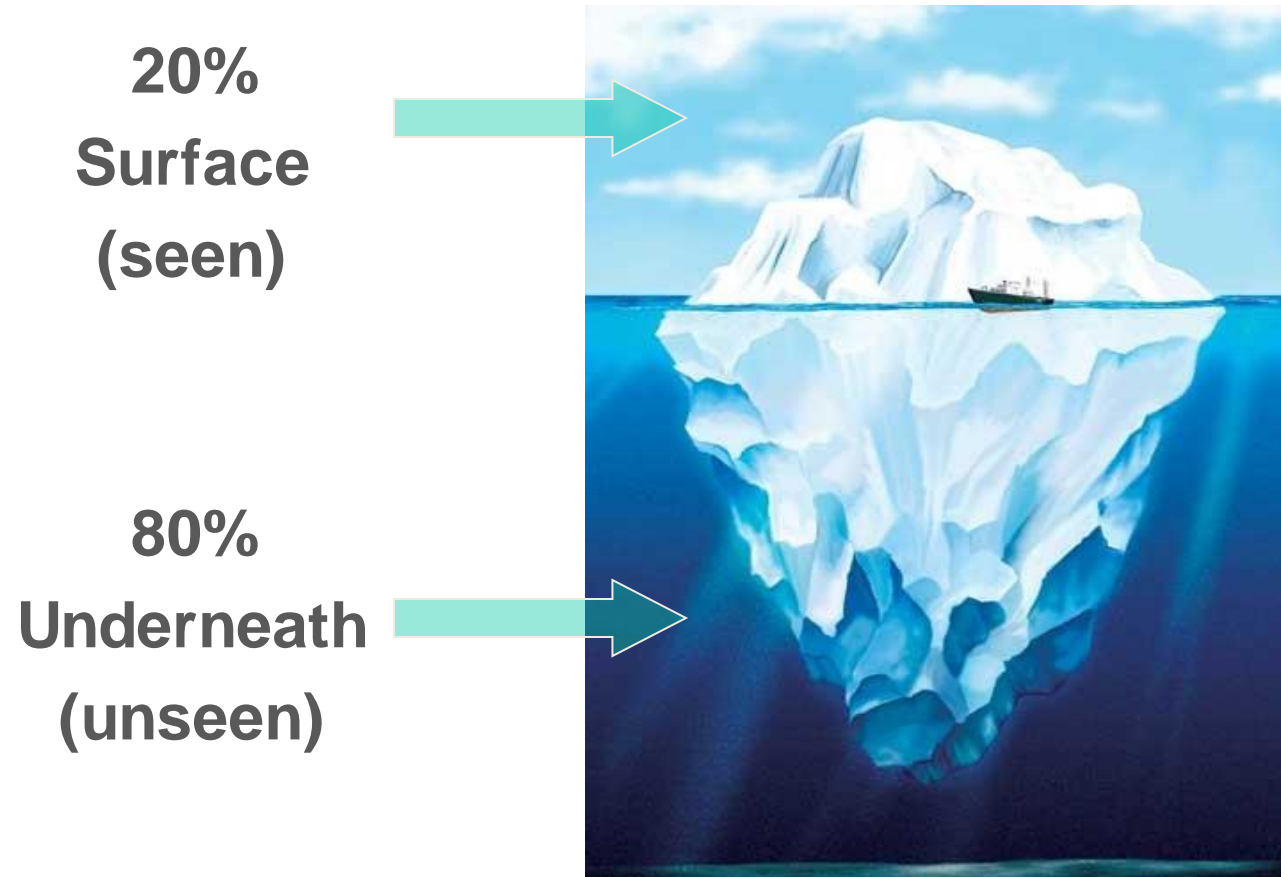
Theory U: Four Levels of Listening (Otto Scharmer)
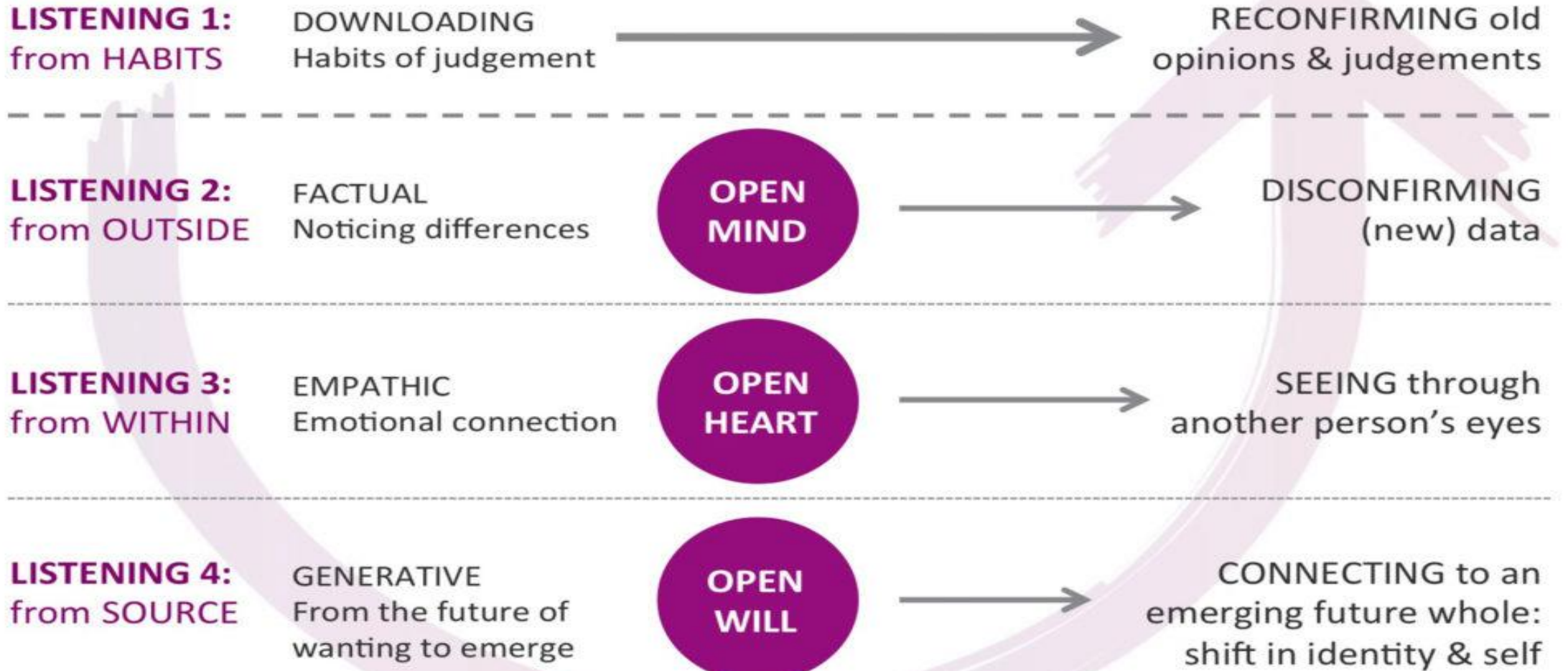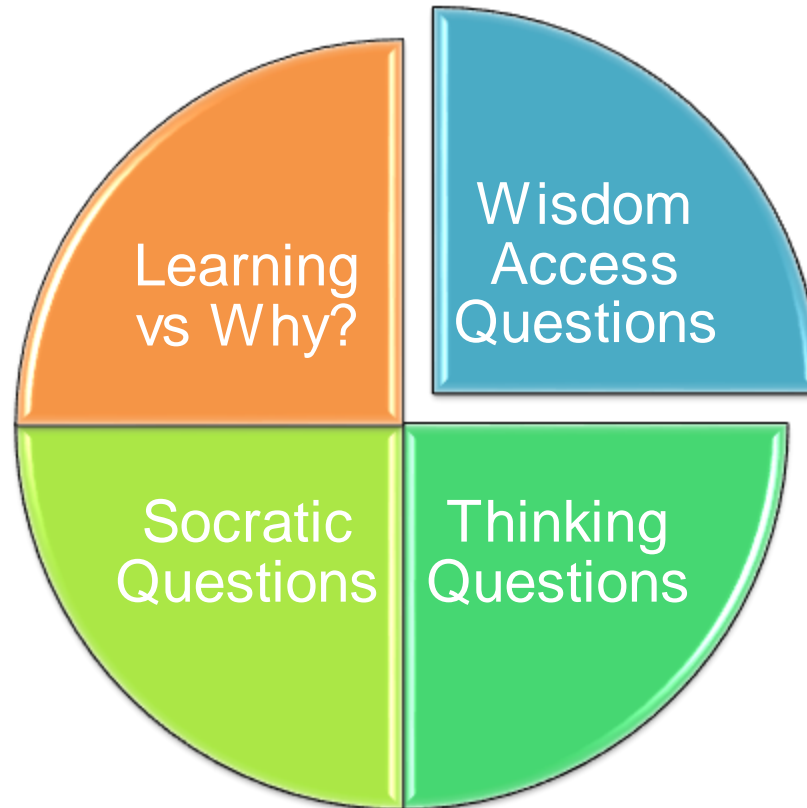
Listening Practice:

Your future self……

Asking Questions with intent

- Create awareness
- Generate responsibility
- Encourage enquiry & discovery/ insight
- Gain clarity
- Generate commitment
- Change perspective
- Move to action.

Taming the advice monster [How to tame your Advice Monster | Michael Bungay Stanier | TEDxUniversityofNevada - YouTube](#)

Types of questions

Reflective coaching conversations

Consider a current leadership challenge for you?

Questions to tame your advice monster:

Think about a challenge

What is the real challenge here

And what else?

What else?

Now you have considered all of that what's the real challenge here?
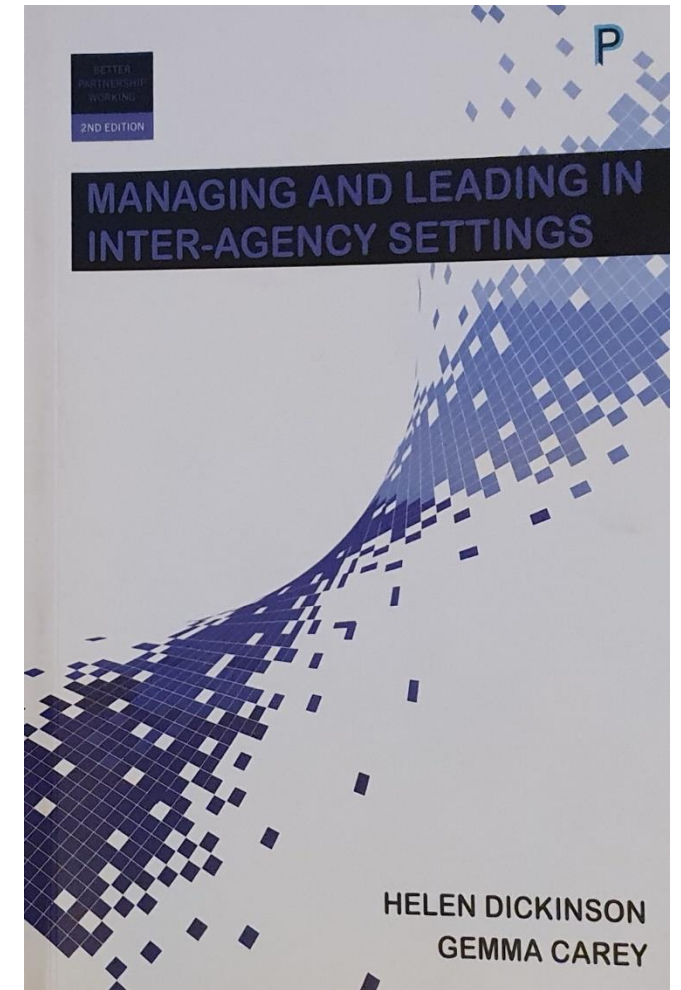
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Managing and Leading in Inter – Agency Settings

April 24th 2023

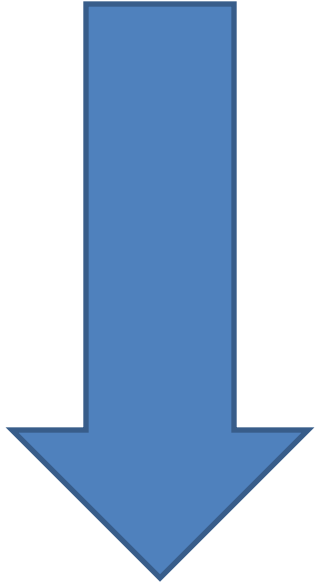**For Scotland's learners, with Scotland's educators**

Introduction

- Managing and Leading in Inter-Agency Settings

- Professor Helen Dickinson, and Professor Gemma Carey

- Favoured vehicle to tackle 'wicked problems'

How is this relevant to CLD?

- Community Planning

- Christie Commission recommendations – 4P's

- CLD Strategic Guidance for CPP's

- Requirements of the CLD Regulations

- Scrutiny and Audit

Some key points suggested by the research

1. A tension for public managers between authority and accountability.

2. 'Is interagency working more about shared leadership, rather than traditional models of 'hero' leadership?

3. Management of services, and leadership of partnerships as complementary skills sets.

4. 'Boundary spanning' activity is commonplace as a function of the role of many managers, leaders and practitioners.

5. Relationships rather than authority are key to 'getting things done' Individuals need to adjust approach to suit the context.

6. Being comfortable with 'messiness' and ambiguity.

7. Key skills, attributes, and behaviours of a leader of a multi-agency partnership

Table 2.2 Collaborative leadership competencies

Attributes	Skills	Behaviours
Collaborative mindset	Self-management	Stakeholder identification
Passion towards outcomes	Strategic thinking	Stakeholder assessment
Systems thinking	Facilitation skills	Strategic issues framing
Openness and risk taking		Convening working groups
Sense of mutuality and connectedness		Facilitating mutual learning processes
Humility		Inducing commitment
		Facilitating trusting relationships among partners

Source: Dickinson and Carey (2016, p50) Adapted from Williams (2012, p134)

Table 2.3 Desirable personal characteristics of boundary spanners

Personal attributes	Description
Respect for others and their views	Appreciating, comprehending and accommodating diversity and difference in people's perspectives and opinions. The key word here is respect, which does not mean agreement, but valuing other people's right to their own views. It is also considered important to look for opportunities to demonstrate this respectfulness, and to be tolerant of other's positions on various matters. Innate curiosity about the 'bigger picture' is thought to be an invaluable personal attribute.
Honest, straight and trustworthy	Evidenced by being open in dealings with people, not being underhand or devious, or going behind their back.
Approachable	This is about people who are accessible and not standoffish; sometimes amusing, talkative and interesting.
Diplomatic	Actors with well-honed political antennae who are careful in their use of language.
Positive and enthusiastic	These people constantly champion and extoll the virtues and benefits of partnership working.
Confident and calm	People who exude good judgement and are firm where necessary.

Box 2.5 Partnership life cycle

- *Activation* involves identifying the right people and resources for the efforts of the partnership.

- *Framing* includes facilitating agreement on leadership and administrative roles, helping to establish a culture and develop a structure.

- *Mobilising* is the aim of inducing enthusiasm to the collaborative and ensuring support from key external stakeholders

- *Synthesising* involved helping to create productive and purposeful interaction between members of the collaborative.

- *Sustaining* means ensuring that new networks and collaboration are maintained beyond initial bursts of activity.

Source: Dickinson and Carey (2016, p52)

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Stop, Start, Continue

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Looking forward to session four – sense check

- Change management (optional extra)

- Input from experienced CLD leaders

- Our approach – inputs alongside continual reflection and activities

  - Personal reflections and forward planning

  - & 1 other

Collective leadership opportunities

I-develop and Slack

See you soon!

Tuesday 23rd May

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