

Change Management – Structured Learning Journeys

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This short-article is simply to describe rather than report in detail on the development of structured learning programmes for culture change over the last six years in several organisation including government, health and aerospace.

With managers doing more of their own administrative work, hours tend to be longer and strategic activity diminishing. Organisations need managers at all levels to be more efficient and self-managing. Aligned with these needs, many organisations are looking for culture change initiatives and cannot afford either the man-time or 6-7 year commitment to make a useful stab impression. A subset of these organisations have regarded (or are beginning to follow others) in seeing a 'coaching style' of leadership as a faster and cheaper means to create productive and sustainable culture shifts in their organisations. We believe they are right.

Another factor with many multi-site organisations including manufacturing, health and government is that it is increasingly hard to capture managers for two or three days training at one time. This fact lends itself nicely to the development of structured learning programmes; these comprise single face-to-face training days spaced over several months and thus creating learning journeys. We try and stimulate and sustain these journeys by including pre-, inter- and post- activities for all delegates. As a 'coaching-style of managing' has been the objective, we can target specific behavioural changes in staff. Since behaviours are noticeable, these can be measured and we have, elsewhere¹, described and reported on the success of these learning journeys using pre- and post-data from 360 responses (from stakeholders) to measure the behavioural changes of managers before and after their learning journeys.

In the examples shown, there are two programmes running in tandem for different levels of management and some shared inputs (in order to theme learning across the organisations).

In pre-training we tend to offer a number of self-assessments and sometimes a derived Personal Performance Review for completion by delegates and subsequent discussion with their managers. The assessments underpin the course content and can include emotional intelligence. Where we do 360 pre- and post-training, we ask twelve questions of stakeholders that relate to coaching and leadership behaviours. These twelve behaviours demonstrate the desired behaviours within a coaching-style organisation (these questions are listed in McLeod & Jenkins, 2010).

The face-to-face elements are all very practical and where possible we do include video examples and demonstrations.

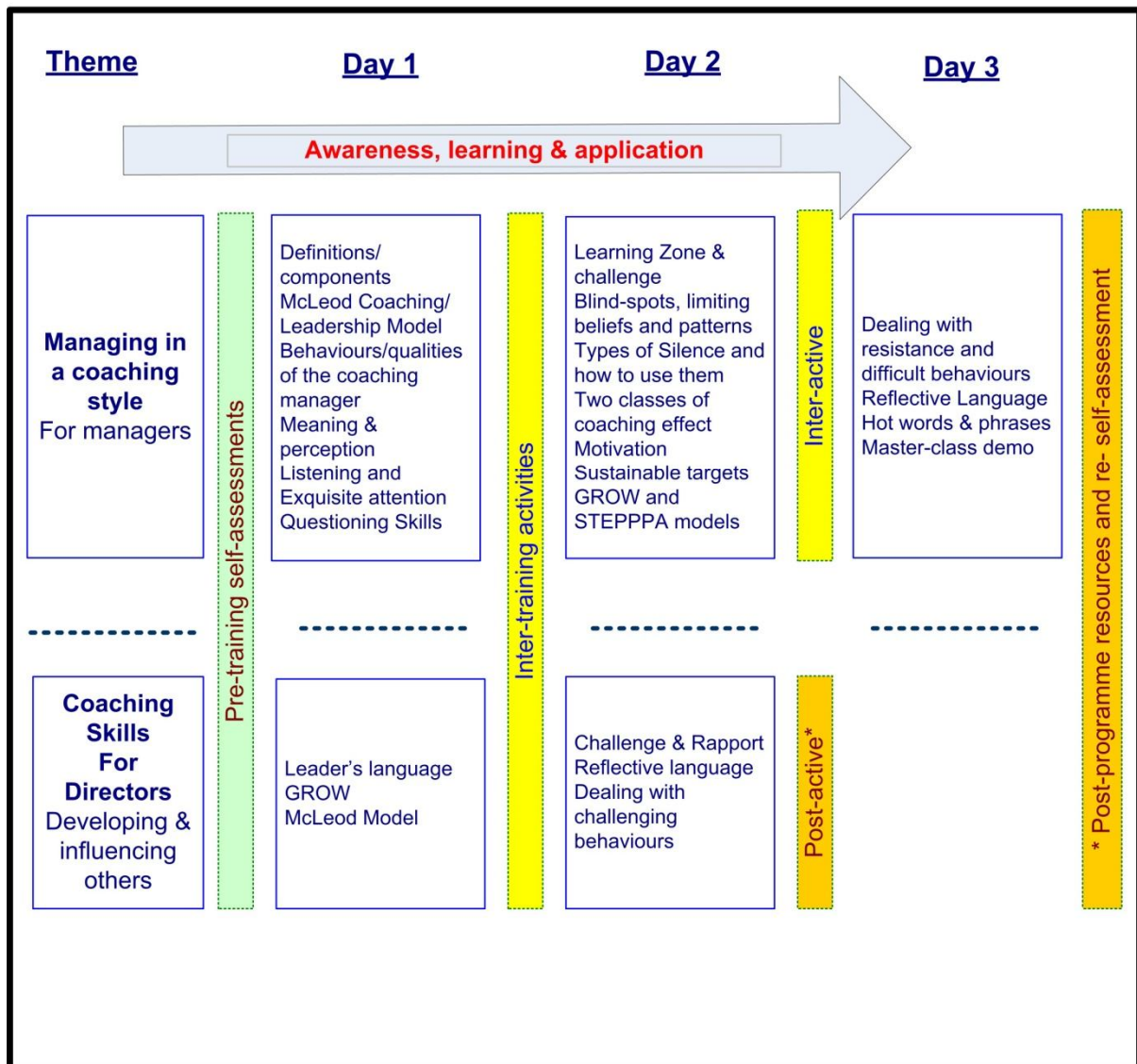
¹ McLeod, A. & Jenkins, W. (2010) 'A 360 Model for measuring the impact of training on managers', *The Training Journal*, July.

In inter-training, we invariably ask for co-coaching wherever possible and this can be replaced by active learning sets (for example) and or our e-mentoring service, 'Ask Max'.

Post-training day activity varies and we recommend that graduates from the programmes are enrolled on an internally-led forum. These for a are to:

1. Underpin learning
2. Confer on best-practice within the culture
3. Allow safe-practice of existing and new skills
4. Promote pathways for further learning and certification courses.

Example of Learning Journeys Integrated for Culture Change to Coaching Style



Learning Journeys are not new in the learning and development arena any more but these have done more to create an advanced cultural change for independent working, increased pro-activity and improved communication within a range of cultures.

<Bio>

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Angus McLeod Associates

Angus McLeod Associates offers and trains coaches. The company trains managers in the use of coaching skills to use in their day-to-day managing styles. The website provides a significant resource for free information for managers, leaders and coaches as well as free newsletters and access to a library of videos.

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