

Most leadership development programmes fail to produce leaders because they teach leadership theory, concepts and principles and only promote leadership literacy and not competence. Against this background this programme with a different philosophy, which focuses on building skills, supplying knowledge within context, developing personal wholeness and opportunities to practice these skills, has been developed. This is done from the premise that although leadership cannot be taught, leadership can be learned.

The primary role of a good leader is to engage and mobilise people in order to establish and reinforce values and purpose, to develop vision and strategy, deliver results through and with people, foster the organisational culture and trigger appropriate organisational change. This behaviour requires character, creativity, care and passion. These traits cannot be acquired cognitively. Learning to lead entails learning to think and do differently.

In this programme the leader-in-training will develop an internalised portfolio of behaviours to draw upon in order to respond to specific challenges and take the lead in times of paradox and complexity inherent to transformation.

The leadership context

A unique feature of this programme is the four leadership contexts in which the philosophy is applied and dealt with:

- the leader as leader of a her own team,
- the leader as fellow member and follower of a team lead by another team leader,
- the leader as manager, leader and mentor of a subordinate team member, and
- the leader as leader of herself.

The learning tools

- Pre-work to be undertaken in advance to catalyze the fusion of thinking and practice.
- Teaching to give knowledge in context.
- Facilitation to activate participation and integration.
- Reading to stimulate own thinking and understanding of the latest work in the field.
- Role play to build and practice skills.
- Self assessment tools to develop self-knowledge.
- Team activities to understand and practice different team roles.
- Introduction to unique thinking models to give a personal competitive edge.

To ensure long term, continuous, structured and monitored leadership development each participant receives a high quality Leadership and Personal Capacity Development Diary. This diary is structured in such a fashion that her total leadership development path, learning requirements, lessons learnt, training attended and personal progress can be captured over her career.

Leadership projects undertaken to develop leadership in each of the aforementioned leadership contexts, will not only be used to assess leadership competence and stimulate learning, but will at the same time prepare leaders to contribute to the transformation process and leadership development within their organisations.

There is a close link between culture and gender, and the differences in associated behaviour. Leaders have to be tolerant of these differences between people in the workplace, differences in values, beliefs and attitudes. The enrichment brought about by gender and ethnic diversity is incorporated in each module and its related learning tools. A unique feature of the programme is the way in which the interplay as well as the rotation between leader and follower roles is addressed.

BRIEF DESCRIPTION OF CONTENT:

The point of departure is that enhanced leadership capacity should be developed within a reality such

as an organisational or societal context, and that enhanced leadership capacity should re-frame this context. The programme therefore starts with an understanding of the **context**, then provides the leader-in-training with the **cognition** such as giving essential leadership knowledge before building the personal capacity (**self**) required to confidently apply the **engaging** capacity to re-enter and re-frame the organisational context to a higher level. This should catalyze a leader with potential to enter a further cycle of development given this impact, and also given the reality that the context constantly changes.

CONTEXT

Acting correctly, performing optimally and truly understanding and living one's leadership role require a sound understanding of the reality in which it takes place. The programme is thus started by creating this reality in context and linking it to the realities of participants' experience in their own organisations.

Theme 1: The changing face of the place of work.

Organisations now function in societies characterised by diversity, democracy, entrepreneurship, respect for the individual, with higher importance placed on relationships, high rates of change and increasing competition. It is further compounded by globalisation, virtuality and technological advances. This has led to different types of organisations where not only the nature of work changed but also the composition, expectations, values, needs, knowledge base and level of the workforce, with concomitant different leadership requirements. This complex picture will be unlocked in this session.

COGNITION

To be a leader that touches lives responsibly and has a high impact on an organisation one has to understand the role of leaders clearly, acquire knowledge and skill and master support tools.

Theme 2: The art of leading

“Remember the difference between a boss (manager) and a leader – a boss says 'Go!' and a leader says 'Let's go!'.” E.M. Kelly

Organisations need both managers (science) and leaders (art) to function optimally. But how do they fit together and support one another, what are the true differences, what do the individuals look like that fill these different roles, what are the skill and knowledge requirements and the personality traits of such a leader? How can individual skills be measured and how can the best fit be accomplished? Are these necessarily different roles? These and many other aspects are covered under this theme.

Theme 3: To lead is to follow

“I am a leader, therefore I must follow.” Voltaire

“The man, who would lift others, must be uplifted himself, and he who would command others, must learn to obey.” Charles K. Ober

The above are bold, brave statements and truths that leaders need to realise and live by. This is difficult to do. Being a leader and at the same time being a follower in the larger team, being a servant of your own team or comfortably switching between these roles, are skills to be acquired. This will be worked on during the programme.

Theme 4: In the company of women

“We are all part of the same one world; we may appear separate, but it's an illusion.” Tao Te Ching

Do women lead differently? Are they different in their management styles? Do they bring a different

skill to the world of work? Are they good team players? Can they really cope? These and many other questions are often asked about women in the workplace and in particular about those moving up the corporate ladder.

Women often ask: "How do I cope with discrimination against me? How do I break the glass ceiling? What about female jargon and stereotyping? How can I be heard in the boardroom?"

How do I ensure that my difference is being valued? These difficult issues are dealt with in practical terms.

"Trust (wo)men and they will be true to you; treat them greatly and they will show themselves to be great." Ralph W Emmerson.

Theme 5: The Skills of power

"Power comes through co-operation, independence through service and a greater self through selflessness." Tao Te Ching

"Good leaders serve followers, just as good followers serve. A relationship of service goes both ways and benefits both. But to truly be of service is even more difficult for the leader than for the follower." Tao Te Ching

Positional power is not the power a true leader relies on. A true leader masters the skills of power and in so doing earns a role of power and exerts it with care. The skills of power include having a future perspective and a leader clearly sharing her dream with her team, a positive attitude experienced as such by others, effective listening skills, the ability to negotiate, thinking critically and asking empowering questions that lead to sound decision making which gets acted upon.

SELF

Leadership is an art and a science. Fusing and mastering the art and science require self knowledge and the development of skill. Self leadership, personal wholeness, the integrated self, the power of being one and being all one needs is the essence of an empowered and resilient leader.

Theme 6: Being the leader

In this theme the focus is on the person in the leadership role. The authentic leader can be distinguished from the rest in terms of core traits like sound ethics and values, intelligence, charisma and behaviour - learning to lead is learning to behave differently. Jesse Jackson said: "Leadership cannot just go along to get along, leadership must meet the moral challenge of the day."

The essence of leadership is summarised in the words of Mary Waldrop: "It is important that people know what you stand for. It is equally important that they know what you won't stand for." Good leaders have sound self-awareness; know their own personality type and learning style, and have a sound social awareness with good interpersonal skills. This theme is a journey of self discovery for the leader.

Theme 7: Personal wholeness

Leaders in general and women in particular play many roles, all in which they are expected to perform well. Balancing these roles, integrating the various parts of one's life, being good at time management and managing personal stress are only a few of the personal challenges facing a leader. Personal wholeness can be obtained through self awareness, self insight and by undertaking among others aspects such as setting personal dreams and goals, doing sound career planning and the mastery of support tools such as time management and personal agenda setting.

Theme 8: Skillful information gathering and interpretation

“The Internet promised us a fountain of wisdom but delivered a flood of data.” Unknown

Overloaded, over-committed, totally dedicated leaders need support tools to help them function optimally, deal with information overload constructively, use the information beneficially and through it all, save time.

The Internet is an empowering and important source of such information, but unfortunately this huge and time consuming tool is difficult to control. Coping with information overload is an important skill as it is difficult to distinguish between relevant and useless information. Leaders have limited time and need to understand how to use this resource to its full potential. The library, printed media and good websites for searching and getting information, organising a holiday, ordering and paying items online, will be unlocked to place useful, timesaving tools in the leader's hand. Other high technology items and its possible benefits will also be shared in this session.

Theme 9: For women only

The feminine characteristics of a woman such as compassion, creativity and care, her need for more social contact and feedback, the complex links between the large variety of roles she simultaneously plays, combined with high performance expectations, complicates her world. Then over and above that she needs to be well kept, socially accepted and adjust her behaviour to suit the boardroom. Besides this, where do pink nails, red roses, photos of her children, perfume, her sundress and diet fit into the picture? Some expert views on these uniquely female matters will be shared with participants.

ENGAGING

Organisations and leaders need to continuously evolve to higher levels of performance. It of necessity requires the mastery of particular skills, understanding and living the expected leadership roles and being engaged in the true transformation of organisations and the socio-economic environment.

Theme 10: Empowered communication

Accurate, honest, open, face-to-face communication undertaken with courage, spirit and humour distinguishes good leaders from the mediocre. Further distinction is obtained by good listening skills, self knowledge and good emotional control. The ultimate distinction is obtained by the ability to resolve conflict, deal with emotionally charged situations, assertively putting one's case across and being a good public speaker.

This is a tall order, but can be obtained with practice. This session aims to start a leader on this journey and provide support for the journey.

Theme 11: Leading people

“Great leaders give others opportunities, not orders.” Tao Te Ching

Leaders determine and give direction, give constructive feedback, reward good behaviour, punish non-conformance to prescribed organisational practice and poor performance. People from different backgrounds, cultures, ages, genders and skill levels are expected to work together in organisations, and be lead fairly and equitably; a complex and difficult challenge for any leader. Other important variables are personality types and learning styles. Knowing people and having insights into their personalities can help leaders to better understand, predict and deal with behaviour. All of these differences not only lie within the people that need to be lead but could also be intensified by the diversity that lie in leaders. This full complexity will be dealt with against the theoretical background of leadership.

Theme 12: Giving direction

The core of direction is strategy and all leaders are expected to shape strategy and give direction. Strategy is a dynamic process undertaken to ensure that different thinking leads to different and better performance (doing), with an overall drive to brand leadership. This can only be obtained with high levels of strategy competence. A practical strategy session based on the thinking fusion strategy framework forms the core of this theme.

Theme 13: Leading teams to high performance

“Leaders and followers are part of a single whole; strength comes from this unity.” Tao Te Ching

To become a high performance organisation, high performance teams with high performance leaders are required. Defining high performance leaders and what they need to do to be just that, are captured in this session. Focus is placed on practical aspects such as meeting skills, determining good agendas, negotiation ability and conflict resolution - all of it positioned within the principles of a learning organisation.

Theme 14: Planting and growing a new culture

Values, the thinking models and the practices within an organisation, are the drivers of a culture. The leaders, the structure, the resources and communications are some of the enablers of culture. Emergence of a new culture is evidenced among others in the language, icons and symbols of an organisation. For a leader to play a transformational role in planting a new organisation culture and nurturing it to grow and flourish requires knowledge and understanding of the various principles as well as acquiring skill. The thinking fusion model on transformation is used as the framework for this interactive session.

Theme 15: Leading and facilitating change and transformation

Being a transformational leader implies being robust enough to contribute to the transformation of organisations by transforming her direct zones of influence. Organisation structures, the values that shape organisation cultures, relationships and power behaviour have largely been constructed by men over many generations hence creating and perpetuating a male dominated society, organisations and communities. This has been further complicated, fed and apparently 'validated', by a Eurocentric approach and mindset. For organisations to become truly transformed and legitimate South African organisations in more than only biographic profile, the validity of the current organisational realities above needs to be challenged, changed and transformed. All leaders and women in particular, should shape new organisation cultures, productive relationships, practices and environments where all cultures and people co-create and co-exist positively, where equality is fostered, where diversity becomes a force for developing new organisations in a collective fashion.

“When the leader knows how things happen, people deal effectively with change, with their goals, and with one another all by themselves.” Tao Te Ching

LEARNING OUTCOMES:

After the successful completion of this course the learners will be able to:

- function effectively as a leader of a team
- function effectively as a follower and fellow member of a team
- function effectively as a manager, leader and mentor of a subordinate team member, and
- be effective in terms of personal leadership (leader of herself)

CRITICAL OUTCOMES SUPPORTED BY SHORT LEARNING PROGRAMME:

- The ability to create greater cooperation and work more effectively with others as a member of a

- team, group, organization, and community – effective building of relationships
- The ability to identify and solve complex problems using critical and creative thinking
- The ability to understanding that problem-solving do not exist in isolation
- Communicate effectively

METHODS OF ASSESSMENT:

The programme is initiated by a self assessment and observer assessment (managers, co-workers, direct reports and others). This not only gives personal insight but also becomes the first step in the Leadership and Personal Capacity Development Diary.

Participants must also demonstrate the application of the knowledge and skills they acquired by means of a formal presentation to management at the end of the programme.

ORGANISING FIELD: 3

(1 = Agriculture and Nature Conservation)

(2 = Culture and Arts)

(3 = Business, Commerce and Management Studies)

(4 = Communication Studies and Language)

(5 = Education, Training and Development)

(6 = Manufacturing, Engineering and Technology)

(7 = Human and Social Studies)

(8 = Law, Military Science and Security)

(9 = Health Sciences and Social Services)

(10 = Physical, Mathematical, Computer and Life Sciences)

(11 = Services)

(12 = Physical Planning and Construction)

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DEPARTMENTAL OR PROGRAMME “HOME”:

Centre for Business Dynamics, School of Management, Faculty of Economic and Management Sciences in association with Thinking Fusion (Pty. Ltd) (The Centre is self-sustained).

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Thinking Fusion with Dr René Uys and Harry van der Merwe as directors is a company that prides itself in the unique way it fuses thinking and practice to capture and generate energy through which change and transformation are facilitated. These practitioners deeply steeped in leadership, strategy, transformation, communication, culture and a number of other fields, have developed thinking models on the fusion of thinking and practice within these fields. They not only facilitate management teams and guide companies through transformation but have also created development programmes with their thinking models as core elements. To learn more about their uniqueness, philosophy and work visit www.thinkingfusion.co.za