

## ONE WEEK LEADER SCHOOL SAMPLE Tony Caldarelli

### DAY 1

**Introduction:** Why leadership is important

**Workshop:** What is a Good Leader? Students are asked to write down someone they believe is a good leader and why they think he or she is a good leader. Then in small groups they discuss their choices and develop a list of “leader traits.” Each group also writes a definition of good leader. The entire class then discusses their findings in a process facilitated by the instructor. A comprehensive list of leadership traits is developed to be referred to the remainder of the class.

**What makes a good follower?** Students are asked to write down the traits of a good follower. What is good “followership”.

These lists are written on easel paper and posted on the walls and referred to for the remainder of the class.

**Case Study: Sir Ernest Shackleton:** Students watch the video “Shackleton’s Antarctic Adventure” and then read excerpts from Shackleton’s Way. The entire class then discusses Shackleton in a process facilitated by the instructor. Any leadership traits proffered by Shackleton that had not been identified by the class is added to the comprehensive list of leadership traits developed by the class.

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**Team Leading Procedures:** Students learn the team leading procedures which are:

- Receive the job
- Communicate to the team
- Brainstorm (communicate)
- Formulate a plan (communicate)
- Communicate the plan
- Delegate (communicate)
- Form workgroups and begin work
- Supervise (communicate)
- Inspect What You Expect (communicate)
- Modify plan as needed & Finish Job
- After Action Review

The “NUMBERS GAME” Challenge Task will be utilized on the second day to support the classroom learning regarding effective communication and can be used to discuss organizational management / task organization.

## DAY 2

**Personality Types:** A personality inventory (Based on Carl Jung's Theories) is administered to the students and the results are discussed and explained. This is a lengthy session of 3+ hours. This is an important session. Knowing ourselves and those we lead is critical in effective leadership and communication. Other instruments such Personality Diversity Indicator (PDI), DiSC, MBTI could be used instead of or in addition to our preferred inventory.

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**Decision Making:** This class is a discussion of decision making strategies and how to make ethical decisions.

**Communication:** Students are presented with the many ways in which communication can fail and go through several exercises to help them understand the failings in workplace communication. The concept of WAI / WAT® is introduced. Subjects in this discussion also include: Active Listening, redundancy in communication, non-verbal cues, documenting communication, etc.

The "Volcano Capper" Challenge Task will be utilized on the second day to support the classroom learning regarding effective communication and can be used to discuss organizational management / task organization.

## DAY 3

**The Difficult Employee:** Students are asked to write down traits/behaviors of problem employees. Strategies are developed for handling problem employees. This creates a segue into a detailed discussion of the employee development / counseling process.

**Employee Coaching (Developing Subordinates):** Students learn how to set expectations and give subordinates written feedback. Also, there is a discussion of how subordinates should receive feedback from their supervisors. Students will observe a role play of a counseling session and will have to generate a written version of what they observed. This is an in depth discussion of how to improve employee performance. This class will be most useful if merged with, and taught from the perspective of any policies and procedures specified by your Human Resources department.

**Coaching Role Plays:** Students will practice coaching fellow students based on a scenario they are provided.

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**After Action Reviews (AAR):** The student learns the process and importance of self-evaluation, and process evaluation, using a Quality Improvement tool called the After Action Review.

The "Stones and Trolls" Challenge Task will be utilized on the third day to support the classroom learning regarding supervision and employee feedback and can be used to introduce the use of AARs, the concept of Continuous Improvement or other Quality Initiatives.

**Working With Your Boss (Managing Upward):** Students are asked to write down traits/behaviors bosses may have that employees find difficult to work alongside. The class is shown how the Employee Counseling process can be used to “manage upward” to assist the employee in improving the supervisor-subordinate relationship. There will be a discussion of how and when to give feedback to your supervisor.

## Day 4

**Five Leader Tasks:** This class discusses the five tasks a leader must complete (Give Guidance/Delegate, Allocate Resources, Develop Subordinates, Enforce Standards).

Giving Guidance: The six components of Giving Guidance are listed and students learn how to use them to effectively task their subordinates. The six components are:

1. Task & Purpose (the WHAT and the WHY)
2. Limitations (Things you CANNOT do)
3. Constraints (Things you MUST do)
4. Resources (That which is available to help you complete the task)
5. Decision Making Authority (Where you are in the 5 levels of delegation)
6. Standards for Success (What you must do to be considered successful)

Allocating Resources: How to distribute Time, Tools, Material and “Stuff” to maximize efficient use

Enforcing Standards: Enforcing Standards is a critical leader task. What standards are, where they come from and why and how to enforce them are discussed.

**Audits/Inspections:** a “how to” for performing formal audits and inspections. A discussion of why and when to perform announced or unannounced audits is included.

The “Half Pipe” Challenge Task will be utilized on the fourth day to support the classroom learning regarding teamwork and be used to introduce the concepts of cooperation and healthy competition.

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**Organizational Structure (Span Of Control):** “Form follows function.” The structure of an organizations reporting lines dramatically impact on effectiveness. This class focuses on developing effective organizational charts and an appropriate Span of Control for each leader.

**Planning:** A discussion of Backward Planning and how, by starting with “Actions at the Work Site” and working backwards, key tasks and events can be scheduled and performed to maximize efficiency and minimize wasted time, failing to have necessary equipment, etc. An analogy of preparing a meal is used as an instructional tool.

## DAY 5

**Management By Walking Around:** MBWA is defined and the students develop a list of items they might check while performing this informal inspection in the categories of Equipment, People and Materials.

**“Be The Adult In The Room”:** Utilizing the analogy of parenting, the class discusses appropriate supervisor behavior, maintaining confidentiality, communicating with customers, teaching/coaching/mentoring/evaluation, and being “friends” with supervisees.

The “Volcano Capper” Challenge Task will be utilized on the fifth day to support the classroom learning regarding supervision and employee feedback and can be used to introduce the use of AARs, the concept of Continuous Improvement or other Quality Initiatives.

**Case Study Presentation:** Small groups will present each of its member’s case study and solutions to the class at large. The class will critique the solutions offered and suggest others when necessary.