



re-think

# Who's Re-Think?

Re-Think is an network based organisational development consultancy based in the Lake District. Director - Howard Crook.

Our network originates from employment in a previous leading consultancy from which we believed we could deliver better quality and value.

Re-Think offers World-Class organisational development programmes rivalling leading business schools at competitive rates due to our structure.

## **We work in the following key areas:**

- Leadership Development
- Team Development
- Business Development
- Coaching Skills
- Graduate/Fast track Development



# How we work

Re-Think specialise in running bespoke events that lead to **change**.

The heart of our work lies in creating the space and environment for people to have '**conversations that matter**'.

Conversations that allow people to step back, view things from another angle and to understand other points of view. To find the energy, passion and drive for the future and to go out and **create change**.

Our skill is turning conversation into **action** and **results**.

We do this by shaping **vivid** programmes and memories that help to **give clarity** to organisational thinking by being **relevant** and by **connecting** to each person.

We believe that success is driven by being **absolutely clear** about what you are trying to achieve.

Our style is pragmatic, challenging and always focused on **results**.

We thrive on developing **innovative** programmes that **engage**.



# Our Key Methodologies are:

Learning by Doing  
(experiential delivery and action  
learning)

Coaching and Context

Powerful Feedback

Supported by **appropriate** psychometrics and models

## **Our understanding of the brief, so far..**

That you have 14 potential participants that manage key areas.

Commencing April 2009, 6-9 months duration.

### **Outputs:**

- Significantly better team working across the group of 14.
- Stronger leadership**; indicated by being seen to be visibly leading their respective teams and hence better direction, energy and communication within these sub teams.  
JAR/Ofsted reports.
- Improved responsibility for **decisions**, less upward referral, and **greater presence** from the group as a whole.

## Rationale

Create a Compelling vision (reason for change)

Participants become Agents of Change (leaders in the service)

Leadership requires:

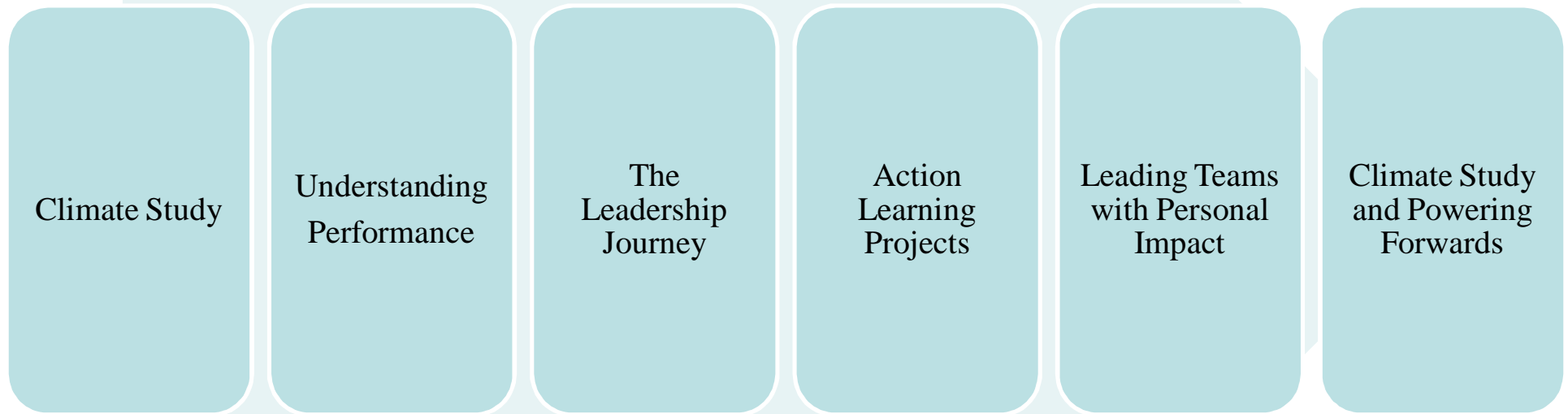
### **Personal Impact**

Inspiring a shared vision  
Encouraging the heart

### **Decision Making**

Enabling others to act  
Challenging the process  
Model the way

(kouzes and Posner)



Based on the successful Leicestershire, Rutland and Northants NHS, New & Aspiring Directors programme.

Delivered by Steve Mitchell  
Re-Think Key Associate

## Module 1 Understanding Performance

### Overview

This one-day event allows participants to examine their current positions and the perceptions of those they manage to create a compelling picture for change. Participants will identify initial development objectives via peer coaching setting strong and clear expectations for the rest of the programme.

A key message is the importance of **pro-activity** and **responsibility** for development and the need to **deliver**.

The content stresses the importance of linking development back into delivery .

Feedback will be presented from previously gathered data

A coaching based approach to action learning will be introduced

Buy in for the rest of the programme

### Objectives

- To give clarity on the overall development programme, including timescales, commitment and expectations of participants.
- To create an opportunity for participants to review their current situation within .....and identify areas for development and define a development plan that enables them to be more effective.
- To set clear performance expectations of participant on the programme.
- To start a process of developing relationships within the group, enabling participants to support and challenge each other on the development programme.

## **Module 2**

### **Emotionally Intelligent Leadership**

#### **Overview**

A three-day residential programme based on the work of Kouzes and Posner designed to:

- Develop the ability to motivate and galvanise other people into action through leadership.
- Increase participants' awareness of their personal strengths and limitations.
- Contribute to effective change management processes and to manage change proactively.
- Recognise personal responsibility and level of influence on developing and translating strategy into reality.
- Demonstrate chosen flexible behaviour in different types of situation .
- Develop and commit to action plans to ensure workplace transfer .

Participants will explore actual critical incidents where their influence and social interaction made a real difference to the outcome. Also self and other awareness will be raised using EI 360 feedback linked to Emotional Intelligence and personality profile (MBTI – Step2®).

Actions Learning sets will be formed at this stage .

In addition, the event will supply individuals with feedback, based on experiential projects and other programme elements, which will help them to enhance workplace performance.

Feedback will be given by peers and by facilitators, informal sessions and in frequent ad hoc exchanges.

## **Formation of Learning Sets**

These 3/4 person groups provide a variety of purposes.

Ensuring learning is transferred into tangible actions.

Relationships are maintained post-event through a supportive environment that promotes continuous learning and development.

Furthermore within these learning sets examples of successes regarding leadership, decision making and increasing personal impact can be shared and discussed in detail .

## Module 3

### Building and Leading High Performing Teams with Increasing Personal Impact

#### Overview

A three-day residential programme designed to:

Review progress to date.

Combine theory and experiential projects to ensure that the participants make explicit links to the work place and that they are challenged to consider their own and team performance. The programme would be based on Katzenback and Smiths definition of 'High Performing Teams'.

The second part of the workshop will be a facilitated 'Team Audit', which would focus on various group/teams that the participant has been exposed to and to identify one or two of these groups/team that would benefit from the output of this audit.

Participants would be guided to consider how they can raise their level of personal Impact to achieve a raise in team performance.

The module would conclude with action plans designed to enable the learning sets to implement these audits back in the work place.

At the end of the event each individual will be aware of what he or she needs to commit to do in order to improve a team's performance.

*The Katzenbach and Smith definition of a team focuses on what teams do, rather than what they are. It provides a discipline, which if applied, will produce both teams and performance. The definition distinguishes a team from 'a mere group of people with a common assignment'.*

*"A team is a small number of people with complementary skills, are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable."*

## **Module 4**

### **Powering Forwards**

#### **Overview**

The final one-day module acts as a review of progress over the development programme and provides an opportunity for participants to plan the next stage of their development.

The group are encouraged to continue to meet on an annual self-supporting basis to review progress, and support and challenge each other in career development.

A feedback questionnaire is repeated at this stage to provide an evaluation of the programme from an external perspective.

Prior to the event participants are asked to record their progression along with their learning from the last 9 months.

#### **Objectives**

- To define future development plans.
- To establish how the group can capitalise on their relationship to form a self-supporting long-term development group.
- To provide an evaluation of personal and team development over the duration of the entire programme.

## Outline Costs

Module One - 2 trainer days + 2 days background research	£4,800.00
Module Two - 6 trainer days + 2 support + 1 design	£9,400.00
Module Three - 6 trainer days + 1 days design	£8,400.00
Module Four – 2 trainer days + 1 days design	£3,600.00
Action learning coaching days	£1,200.00

Based on:

Training Fees

£1200.00 plus VAT per trainer per day

Support fees where required

£500 Per person per day

Design and research Fees

£1200.00 per day

Exclusions:

VAT, Venue costs, travel (@ second class rail or 45ppm) and reasonable delivery expenses including MBTI fees.

We are happy to deliver at weekends to minimise disruption to your clients, at a location of your choice, or we can advise on excellent venues.

## **Referees:**

Re-Think will supply client references for all consultants undertaking this work

## **Key Consultants:**

Howard Crook: Currently consulting with Applabs and Skanska

Tim Luke: Currently key coaching and organisation development consultant with Friends Provident

Steve Mitchell: Currently leadership consultant to Arla foods

# Our Values

## **Passion**

Re-Think trainers have a commitment, drive and passion for the work we undertake.

## **Respect**

We are here to help you, not to tell you how you need to work. We always act with respect and positive intent.

## **Integrity**

We will never disclose confidential information regarding your organisation.

We will never compromise our integrity. We are reliable, sincere, and trustworthy.

We will train in an authentic, candid manner and speak from the heart

## **Delivery**

We will only undertake work that we are 100% confident in delivering . We work hard to understand your situation to ensure we deliver defined outcomes in partnership.

## **Environment**

We undertake to work in a way that leaves the planet in a better place. We do this by evaluating our approach to each project and allocating part of our profit (1% of turnover) to sustainability initiatives.

## **Bibliography steering our thinking on this project so far:**

Ofsted, Joint area review, Stoke-on-Trent Children service authority area, 13<sup>th</sup> January 2009

Ofsted, Annual performance assessment of services for children and young people in Stoke-on-Trent City Council  
2008

Wagner , R. and Harter, J. (2006) 12 The Elements of Great managing

Blanchard, K. And Johnson, S.(2003) the one minute manager

Kouzes and Posner (1997) The Leadership Challenge

Collins, J. (2001) Good to Great

Covey, S (1999) the 7 habits of highly effective people

Khalsa, M. (1999) Let's get Real or Let's not Play

Katzenbach, J. and Smith, D. (1993) The Wisdom of Teams

## Key Questions

If you asked each member of the group, do you think they would have the same expectations of what is required of them, and the level they are expected to perform at, as those who manage them?

How are people appraised in terms of leadership?  
What key models do you use?

Who are they key stakeholders?  
How do each relate to the team of 14?

## Key Questions

Do you believe they see themselves as a team?

Do you believe they see themselves as leaders?

Will all 14 work together  
for the entire programme?

How would you break them into action learning groups?

Why change – what's in it for them?

Why would they resist change?

## Key Questions

Do you expect the team to change in its membership after this development work commences?



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# Performance Coaching



# What is Coaching?

"Coaching is unlocking a person's potential to *maximise their own performance*. It is helping them to learn rather than teaching them"

John Whitmore

# Coaching - What does it mean to us?

A Developmental Conversation

Honest

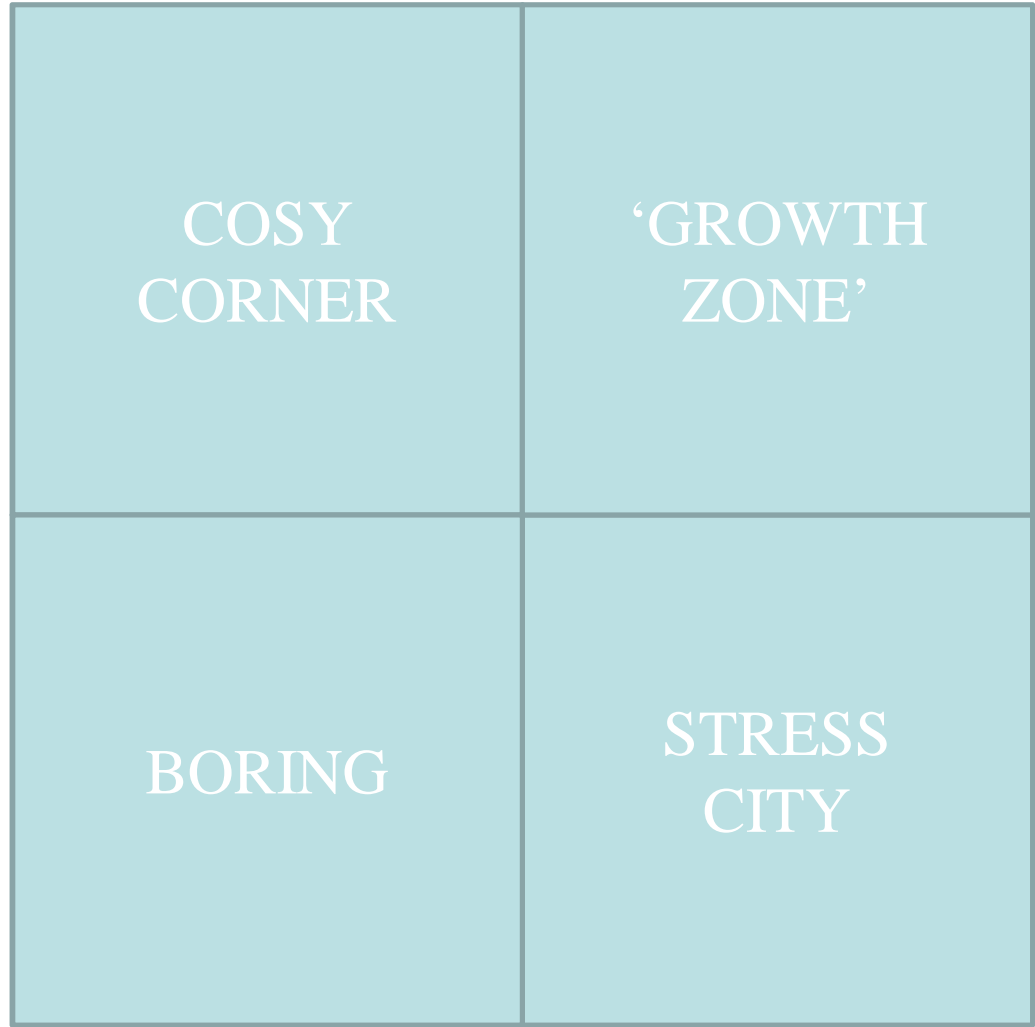
Challenging

Action Orientated

Raising Awareness

Belief and Responsibility for Creating Change

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Goal

- Focus the issue to address



Reality

- What's currently happening



Options

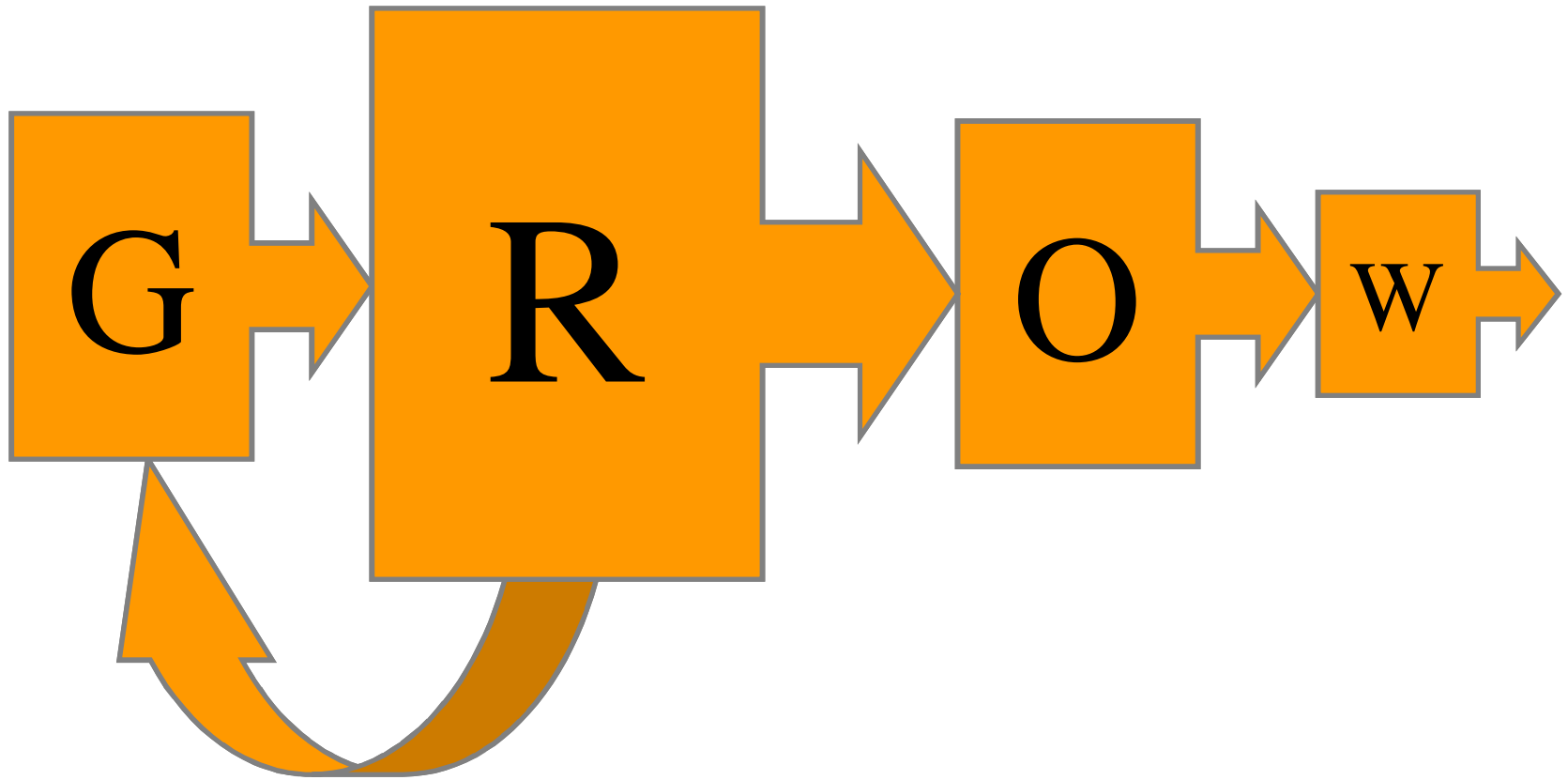
- Possible courses of action



Will

- Decide on actions





# Key Concepts

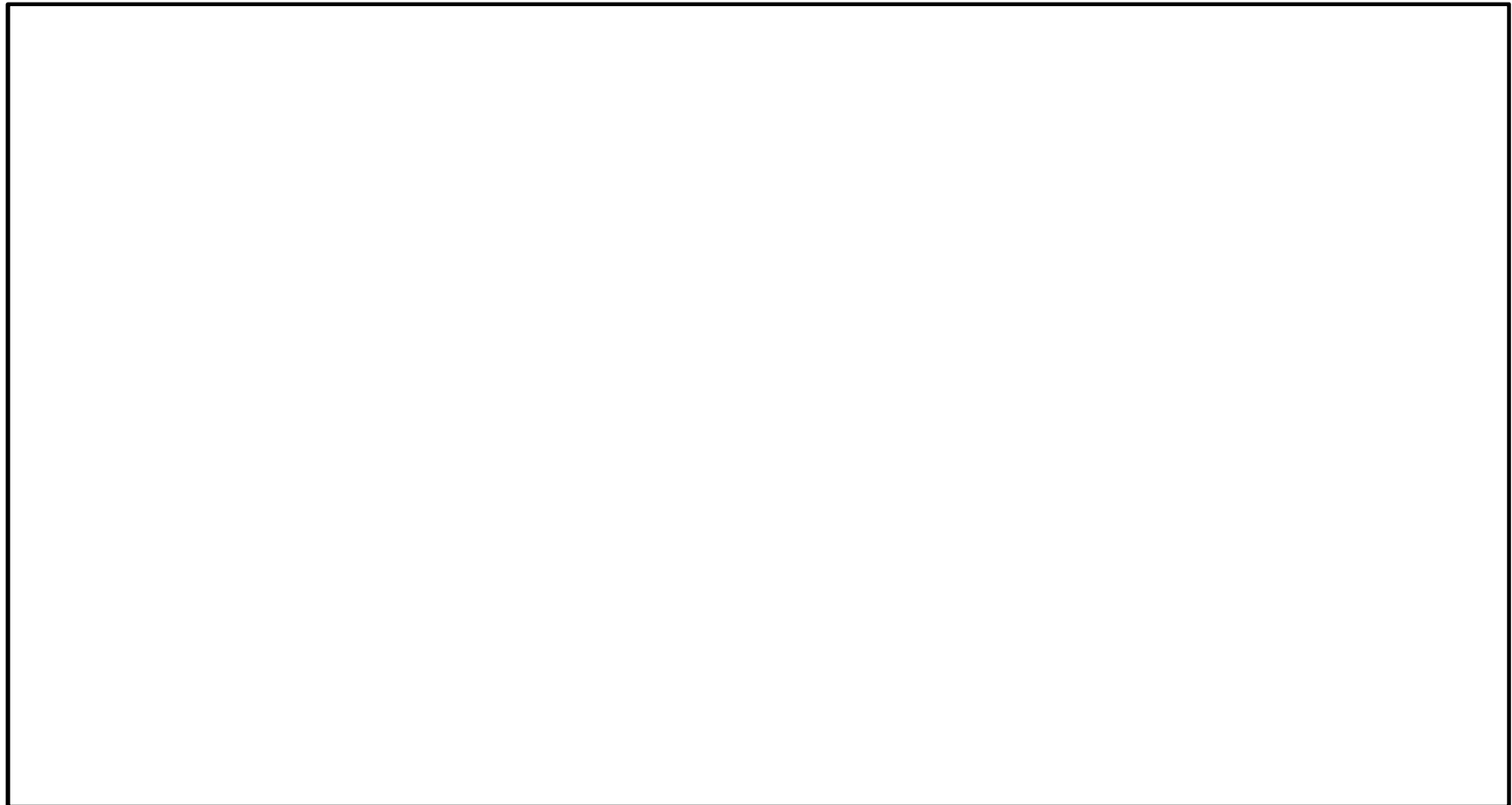
The coach's role is to ask questions in order to raise awareness and to generate responsibility.

The coach should avoid leading questions and use closed questions with care.

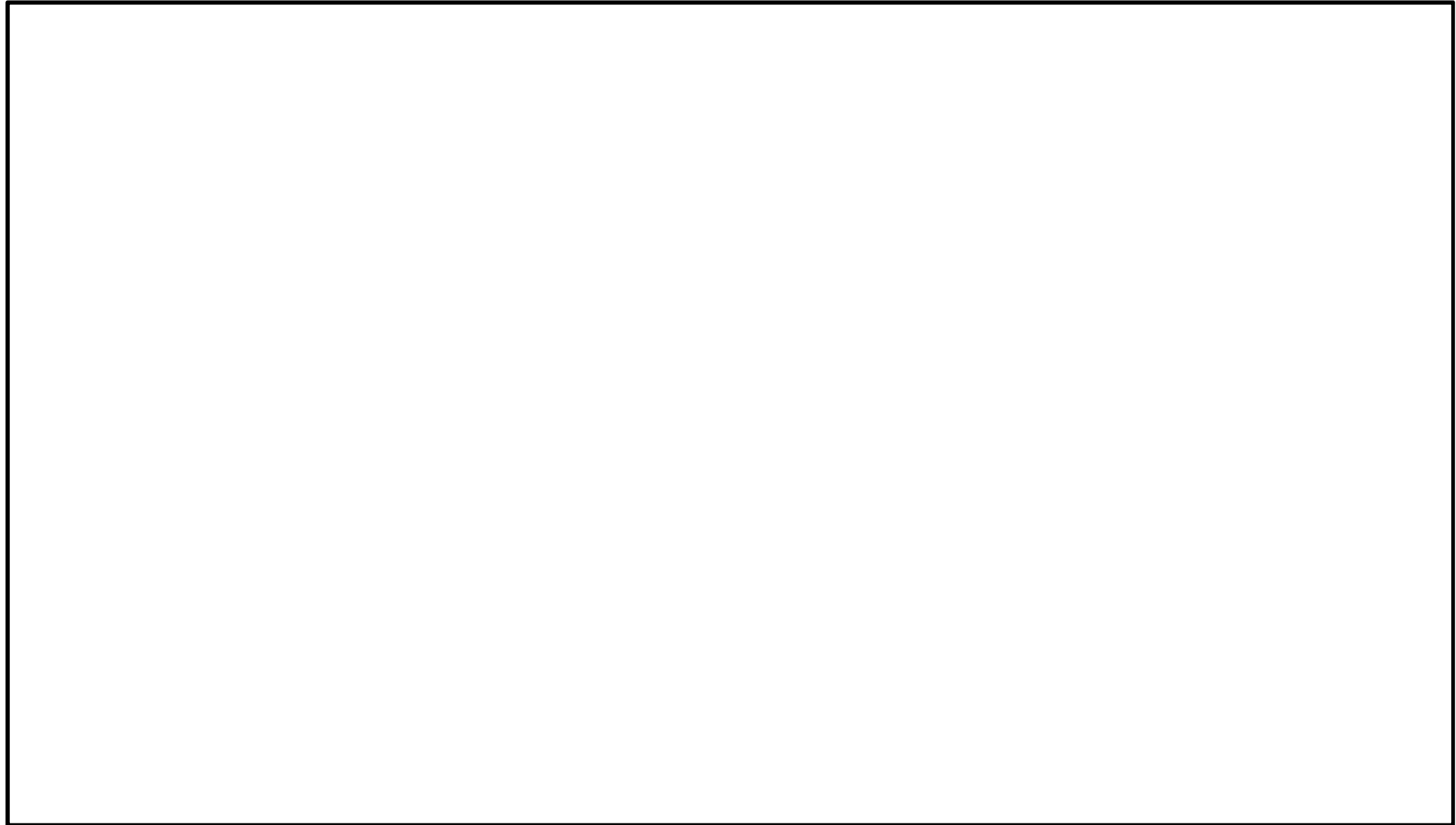
The coach should do more listening than talking.

The coach responds to what is said rather than following their own agenda.

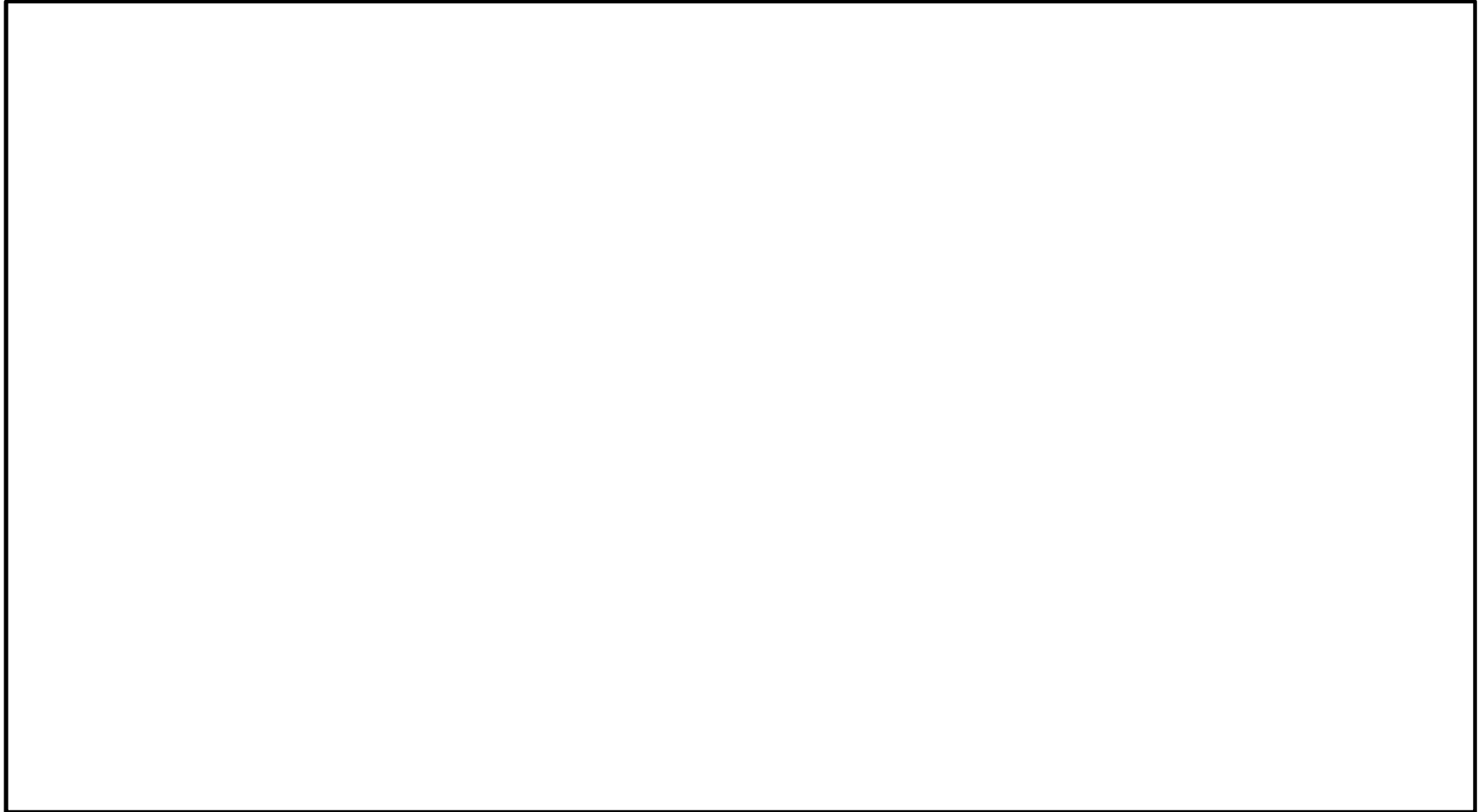
What's your current **reality**? Take some time to further explore your current reality including key stakeholders. We suggest you draw this out and overlay how you'd like things to change.

A large, empty rectangular box with a black border, intended for drawing or sketching. It occupies the central portion of the slide.

As you move forwards, what one thing would your guardian angel suggest you do, that they know if you did on a **regular basis** would make a tremendous **positive** difference to your work ?



What other **goals** do you have for the year ahead that really excite, motivate and stir you to action? What is it about these ideas that motivate you? What are the benefits of change?

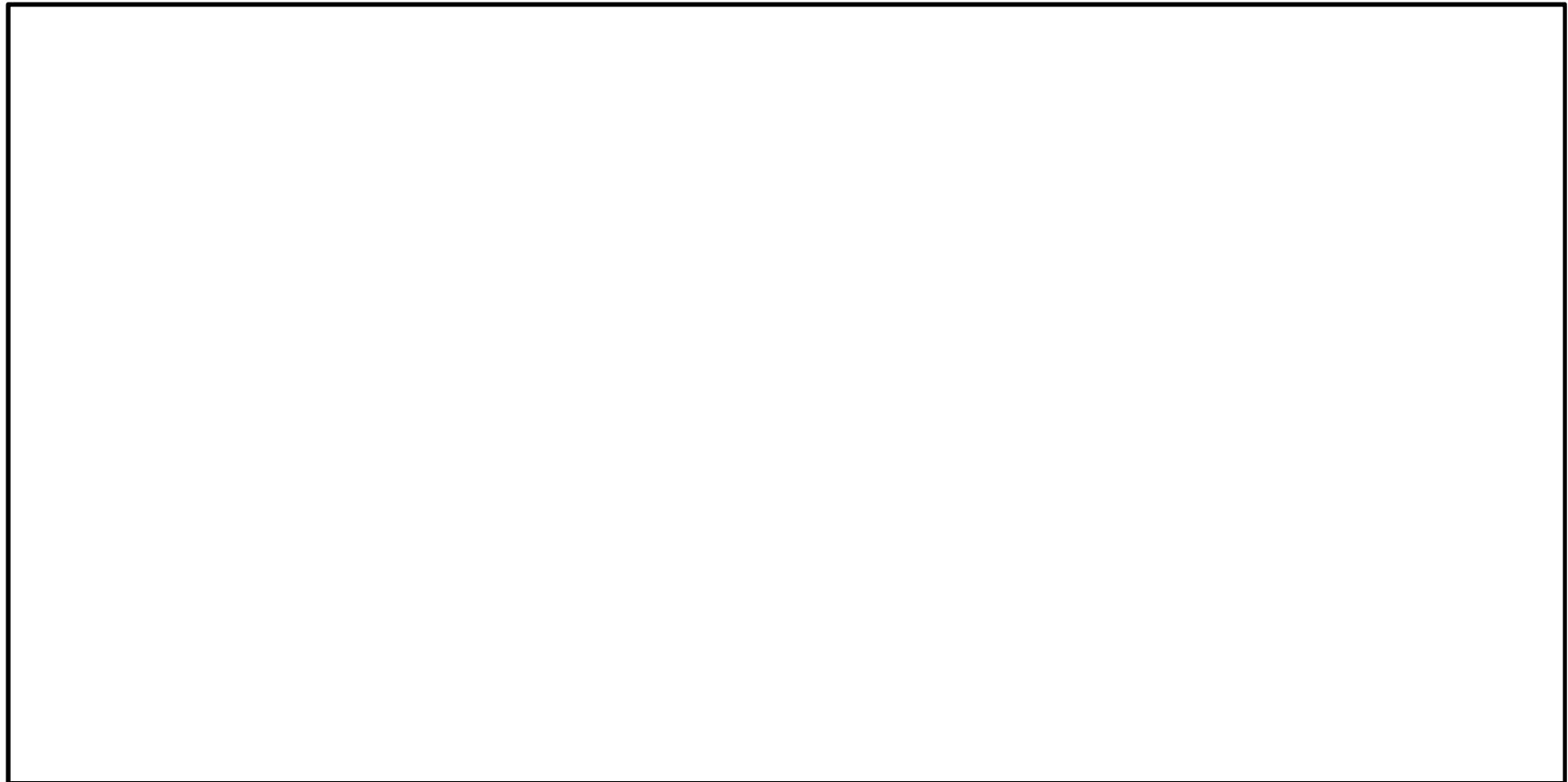


**Imagine a year ahead, and the year has been a great success for you:**

What changes do you see around you?

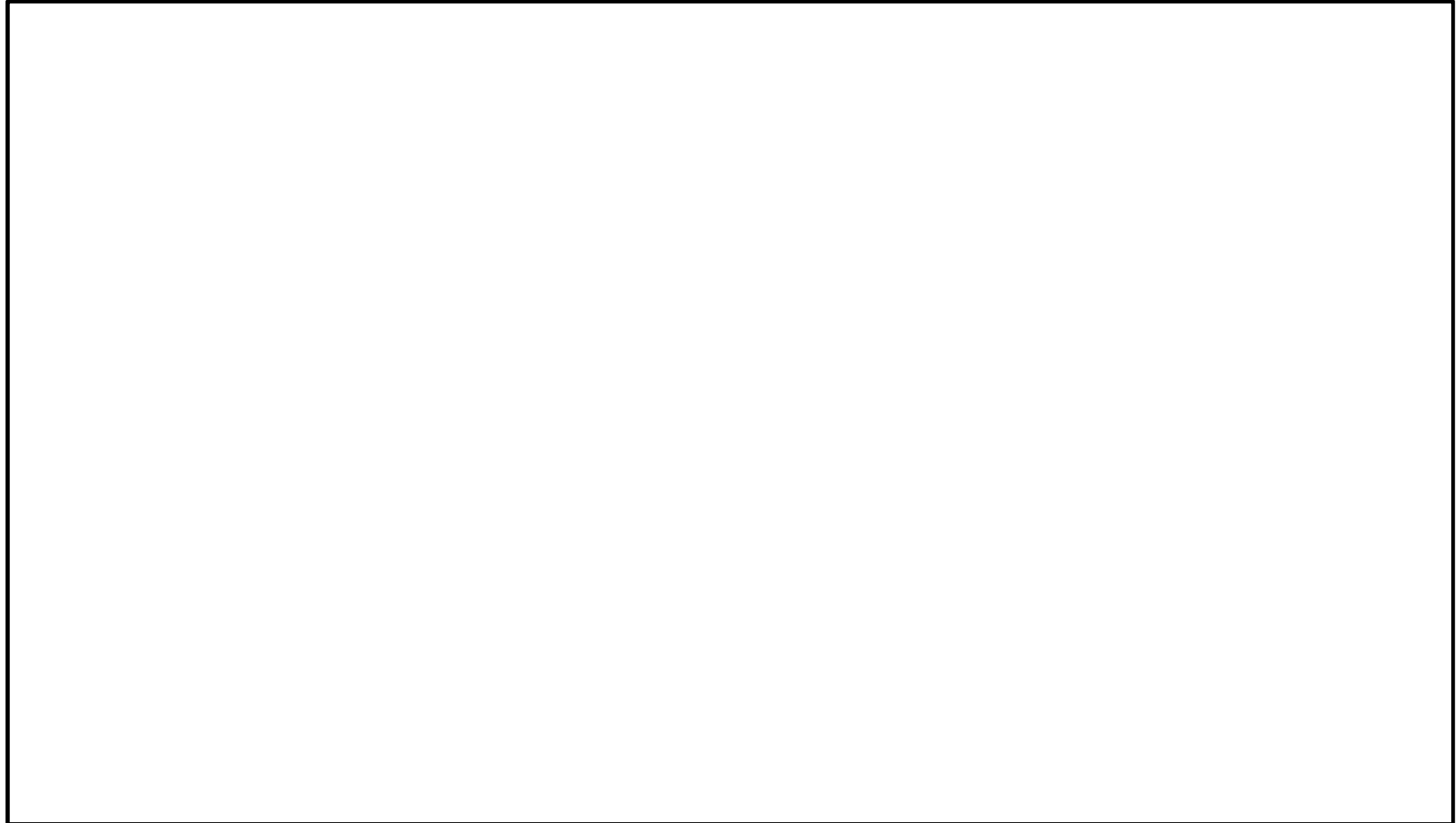
Of these, which strikes you as the most significant and valuable?

How did you make the changes happen?



## **Back to the present**

So, what do you need to do to move forwards right now, and to ensure you continue on a developmental pathway?





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