

# The Learning Centred Leadership Series



**A Leadership  
Development  
Framework of**

**Work-Based Action-Learning  
Units & Coaching Streams  
for  
Managers, Change Leaders  
and Learning Facilitators**



designed & delivered by

**Bill Cropper**

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# LEARNING-CENTRED LEADERSHIP

## ~ A PROSPECTUS ~

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## The Change Forum - Who are We?

**Bill Cropper is director and principal consultant for The Change Forum. Our change-work capitalises on the close connections between change, leadership, and learning. It encompasses: *Strategic Change Management; Learning-Centred Leadership; Conversational Capacity-Building; Coaching Leaders; Team Formation & Development; Creating customised learning materials and Conversational Coaching Clinics and Learning Forums***

At the Change Forum, we believe learning is at the heart of successful change – that what sets successful organisations apart from the rest is how well they learn to lead and manage change. Our change-work capitalises on the close connection between leadership and learning. We specialise in delivering creative change solutions to help you:

- ❑ Strengthen your organisational leadership capability and deepen learning capacity at organisational, team and individual level
- ❑ Design dynamic, down-to-earth change processes people can understand, shape shared visions they can sign onto and mobilise commitment to get them into action
- ❑ Have the constructive conversations that are needed to engage with change and navigate your way through it
- ❑ Apply team-based work solutions to more effectively manage your business future.
- ❑ Build vibrant work cultures that support high-performing leaders and productive teams that are more self-managing

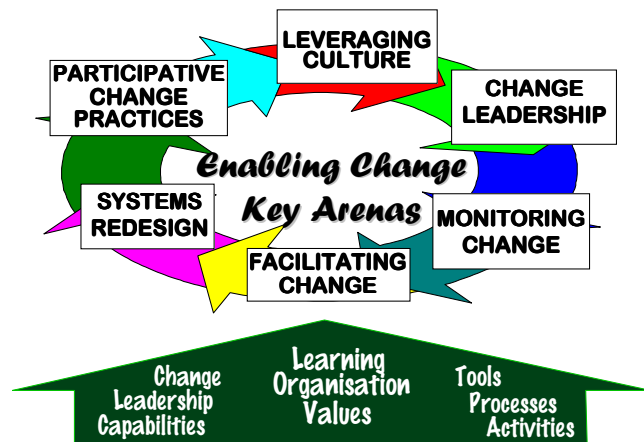


### ➔ Our consulting, coaching, facilitation and learning services cover:

- ❑ **Strategic Change Management** - change facilitation, developing learning organisations, strategic visioning, redesigning teams and work processes, cultural re-vitalisation, mapping change plans and processes and transferring change leadership skills to others through our *Learning to Lead Change*© program.
- ❑ **Leadership Learning** - Building leadership capacity is a central concern for all forward-thinking organisations. Our *Learning-Centred Leadership Series*® offers a flexible framework of work-based action-learning modules to design customised leadership learning program to suit particular change challenges, leadership learning needs and organisation contexts.
- ❑ **Conversational Capacity-Building** – Conversations are at the core of what leaders do. The kind of conversations leaders have is a telling indicator for team culture, leadership climate and change success - and one of the key elements for the effective functioning of any team or organisation.
- ❑ **Coaching Leaders:** Coaching is a powerful, personalised way to ensure learning is applied in real work-time. We provide individual and team-based coaching in leadership, conversation capacity-building, change management, personal mastery and emotional intelligence - as well as helping people develop their own coaching skills and take on a more coaching style of leadership



- ❑ **Team Formation & Development** - More and more workplaces are adopting team-based work as a practical strategy to meet future challenges where greater flexibility, diversity, innovation and responsiveness are called for. We help organisations form teams and develop greater degrees of team cohesion and self-direction through our *TeamStart* and *Working Better Together* processes



- ❑ **Creating customised learning resources** – we have a comprehensive range of self-directed learning guides and toolkits that are user friendly and practical. Organisations often use our design services to create enterprise-specific learning resources to help shape and support their change, learning and leadership initiatives.

- ❑ **Coaching Clinics and Leadership Learning Forums** – our current round of public programs based on modules from the *Learning-Centred Series* includes:
  - *The Learning-Centred Leader*
  - *Personal Mastery: Leading with Emotional Intelligence®*
  - *The Leader as Coach*
  - *Leading through Teams*
  - *Learning to Lead Change*

We also conduct *Conversational Coaching Clinics®* - and master classes on *Dealing with Difficult Discussions®* and *Persuasive Conversations*.

➔ **Ways we typically assist organisations, workteams and managers include:**

- ❑ **Facilitation services** for strategic planning, change management, team-building, community-consultation as well as training for facilitators at both basic/advanced levels
- ❑ Assisting organisations diagnose, design, scope and manage change projects
- ❑ Extensive learning and skills transfer to internal facilitators, teams and change leaders, as well as group facilitation, coaching and process consultation support to action learning, redesign and change implementation teams and taskforces
- ❑ Leadership coaching in a range of different coaching contexts (eg. executive coaching, skills coaching, role-coaching, change management coaching, project-team coaching, personal development coaching, performance improvement coaching, cognitive coaching, conversational coaching etc)
- ❑ Setting-up/coaching action-learning teams, work redesign teams and project improvement teams in process steps, tools and skills needed to facilitate, design and implement change
- ❑ Mentoring individual managers/management teams in relationship management, emotional intelligence, conversational interactions and process steps, tools and skills needed to re-evaluate management roles, and design, manage and run their own workplace change processes.



## 1. Why Learning-Centred Leadership?

**Managers and Team Leaders are instrumental in creating the climate for - and modelling the move to - high performing teams and work cultures that learn. And learning is central to being an effective leader and to building the capacity for others to learn and achieve quality outcomes.**

More and more organisations now see the close connection between leadership and learning for success. Similarly, more leaders now connect successful outcomes with their own level of personal mastery - their ability to *'tune into themselves'*, manage their own thinking and learn new skills, tools and approaches that differ dramatically from the old mental models of management.

*"Our traditional view of leaders as special people who set the direction, make the key decisions and energize the troops is deeply rooted in an individualistic and non-systemic world-view. In a learning organization, leaders' roles differ dramatically from that of the charismatic decision maker. Leaders are designers, teachers, and stewards. These roles require new skills: the ability to build shared vision, to bring to the surface and challenge prevailing mental models, and to foster more systemic patterns of thinking. In short, leaders in learning organizations are responsible for building organizations where people are continually expanding their capabilities to shape their future - that is, leaders are responsible for learning".*

Peter Senge "The Leader's New Work: Building Learning Organizations" Sloan Management Review (1990), pp. 7-23.

In the *Dance of Change*, Peter Senge - populariser of the notion of the 'learning organisation' - talks about centering the role of leaders around *learning*:

- Giving managers the opportunity to develop new roles as learning leaders and...
- Applying the principles, practices and tools of the **5 Learning Disciplines** – *Shared Vision, Mental Models, Personal Mastery, Team Learning* and *Systems Thinking* – to their leadership roles and challenges

## 2. Building Change Leadership Capacity

**Building change leadership capacity is a central concern in most organisations. Managers – especially middle managers and team leaders – increasingly are asked to step out from some fairly embedded 'professionalist' roles/mindsets and learn how to manage, implement and integrate a formidable array of changes both strategically and at regional/local area levels – often with little preparation for it.**

Leading *in a state of constant change* calls on people to:

- Integrate** the role of *'learning leaders'* into their daily activities
- Explore** assumptions about their own leadership behaviour
- Clarify** the personal challenges of leading through learning with vision, integrity and personal effectiveness
- Digest** the vision of a learning culture and initiate, lead and sustain change and improvement through learning
- Learn** new skills, tools and approaches not traditionally part of their performance expectations about learning leadership and facilitating learning and culture change
- Relate** strategic directions to their own service unit goals, culture and work environment



- ❑ **Translate** new initiatives into strategies staff find comprehensible and sign onto
- ❑ **Align** local plans, practices and improvements with corporate directions - and, in the process, address a range of cultural change, individual and team-based learning and capacity-development issues.

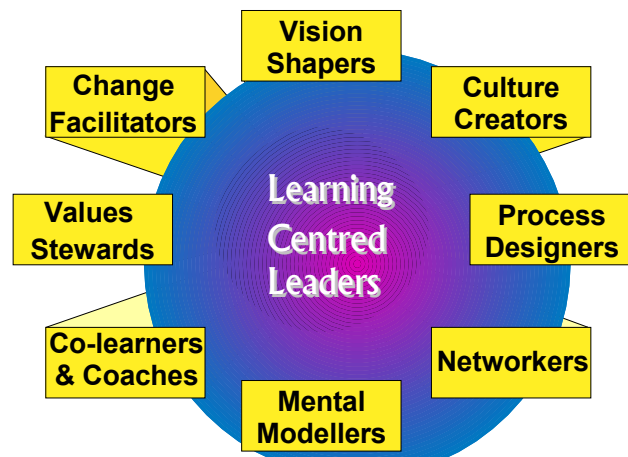
### 3. What is Learning-Centred Leadership?

**Learning-Centred Leadership is where managers at all levels are given opportunities to develop new roles as Learning Leaders and apply the principles, practices and tools of the 5 Learning Disciplines in real work time to create a learning performance culture that continually learns to improve what it does.**

To be adaptive and responsive, one of the main challenges of leadership is to lead people to rapidly learn what they need to fit them out for the future and *unlearn* what is now outmoded and dysfunctional.

Peter Senge talks about the role of learning for leaders in contemporary organisations. He singles out three types of 'learning leaders':

- ▶ **1. Local Line Leaders:** operational managers who experiment with new approaches to building learning capability in their team because they believe it will lead to better business results
- ▶ **2. Learning Executives:** Top level leaders who act as champions and mentors, and build a learning environment by articulating guiding ideas, building a learning infrastructure and work in their own backyards with their executive management team to convince them they have to learn for change too.
- ▶ **3. Learning Facilitators/Networkers:** Advocates of organisational learning-for-change who might have *no positional authority* but are carriers of a new learning culture, who circulate, network, assist learning teams and identify/enlist local managers and staff with power to take action as learning champions.



**Learning-Centred Leadership** is where managers at all levels are given opportunities to develop new roles as Learning Leaders and apply the principles, practices and tools of the 5 Learning Disciplines in real work time to create a learning performance culture that continually learns to improve what it does. Embracing the role of a Learning Leaders involves dislodging old models of conventional leadership, shaping a shared vision of a team-based learning organisation, finding ways to leverage learning to lead and manage change and help guide others through it and using action-learning to engage with real work-based change challenges and learn from them in ways that facilitate continual learning and improvement for both individual leaders and their teams.



## 4. The Leadership Learning Program

**Learning-Centred Leadership (LCL)** is a series of development modules for executives, managers and others who have pivotal learning, leadership and change roles in your organisation. LCL fuses contemporary models of leading successful change with Peter Senge's 5 learning Disciplines: *Shared Vision, Mental Models, Personal Mastery, Team Learning and Systems Thinking*.

*[The Learning-Centred Leadership Series® has been selected by the Office of Public Service Merit and Equity as a preferred consulting service to support leadership capability development across a range of government agencies in Queensland.]*

**Learning-Centred Leadership** – as we generically call this approach to leadership - is a comprehensive, flexible learning program for managers, team leaders and others with learning-leadership and change responsibilities that:

- ▶ uses work-based action-learning and experiential problem-solving approaches...*combined* with individual and team-based learning activities in the workplace.
- ▶ integrates contemporary models of change leadership with process redesign, team-based work, learning organisation principles and the 5 Disciplines popularised by Peter Senge
- ▶ is designed to equip managers and team leaders with processes, tools and capabilities to understand their 'learning-for-change' role and develop strategies and skills for helping guide others through it.

**LCL** has a modular format that can cater for and be adapted to a variety of different delivery methods, working environments, individual backgrounds, skill levels, knowledge and leadership development needs. The modular format also lends itself to being delivered as separate, stand-alone leadership development products.

➔ **Key outcomes to expect from undertaking LCL include:**

- |   |  |
|---|--|
| <input type="checkbox"/> Engaging with work-based change challenges through action-learning back in your workplace  | <input type="checkbox"/> Equipping you with tools and processes to lead change and guide others through it       |
| <input type="checkbox"/> Shaping shared visions and gaining greater commitment to change                            | <input type="checkbox"/> Clarifying learning challenges and outcomes for yourself as a leader                    |
| <input type="checkbox"/> Embracing new roles as change facilitators and learning coaches                            | <input type="checkbox"/> Cultivating personal mastery and empowering others to work in teams that think together |
| <input type="checkbox"/> Designing flexible, more adaptive team-based cultures that learn from and thrive on change | <input type="checkbox"/> Developing emotionally intelligent leaders who relationship-manage and meaning-make     |

## 5. The Leadership Learning Modules

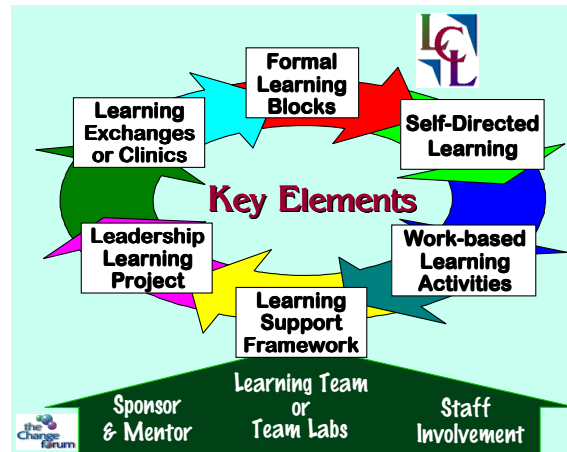
**12 Leadership Learning Modules** form the building blocks of the LCL series. Each covers a major learning, leadership or change arena, and involves mastering a specific set of concepts, capabilities and tools. LCL's flexible learning format caters for a variety of different delivery methods, business environments and leadership learning needs.

There are currently **12 Leadership Learning Units** that form the core of the development program, though few organisations choose to undertake all twelve. Rather, they choose from



and combine certain Units (or even elements from across Units) that best suit specific development needs. Each separate module:

- ❑ Deals with a major learning, leadership or change arena and addresses a set of specific leadership learning concepts and capabilities
- ❑ Can be delivered through either formal learning blocks as interactive workshop sessions to support start-up, as coaching streams in real work time or a combination of both
- ❑ Is supported by a personal action-learning guide covering key concepts, tools and learning activities.
- ❑ Can be selected or "packaged" in various ways to fit into a particular organisation's leadership learning strategy or be treated as 'stand alone' development opportunities.
- ❑ Involves *Leadership Action Learning* - self-directed, work-based activities that tie into and further workplace improvement or change initiatives people need to do in their daily work-setting.



Core components can be combined in various ways to fit your particular development strategy. LCL can be delivered either as *separate, stand-alone* modules or you can *mix and match* elements from different modules to build your own, more specialised program. For a detailed description of these Leadership Learning Units, see the next part of this prospectus...


<p>➔ <b>LCL-1: Learning-Centred Leadership...</b> explores the roles progressive learning-centred leaders play by applying principles and practice of the 5 Learning Disciplines to improve their leadership capability</p> <p>➔ <b>LCL-3: Learning to Lead Change...</b> Boosts potential of leaders to successfully shape, sustain and facilitate change using a toolkit of practical models/processes/strategies to help become real change leaders</p> <p>➔ <b>LCL-5: Leading through Teams...</b> Leaders use 10 key team formation dimensions to transform their work units into flexible, high-performing teams that constantly re-invent themselves</p> <p>➔ <b>LCL-7: Leading Action Learning...</b> Leaders employ action-learning methods/tools to set up teams, identify inquiry frameworks, plan try-out actions and run post-implementation reflection working on 'real-time' issues.</p> <p>➔ <b>LCL-9: Learning Leaders as Coaches...</b> Leaders apply a set of coaching models based on tools of the 5 Disciplines to work through key coaching stages from diagnosis/goal setting to reflection and review</p> <p>➔ <b>LCL-11: Mental Models for Managers...</b> Leaders use Disciplines of <i>Mental Modelling</i> and <i>Systems Thinking</i> to enhance mental agility to map systemic relationships and grasp key systems thinking patterns and principles.</p>	<p>➔ <b>LCL-2: Leading with Vision...</b> leaders apply the discipline of <i>shared vision</i> in their own cultural change context to align visions/values, mobilise commitment and create learning capacity</p> <p>➔ <b>LCL-4: Learning to Redesign Work...</b> Leaders expand their role as work system designers by applying contemporary design concepts, principles and tools to create more flexible ways of re-shaping work</p> <p>➔ <b>LCL-6: Learning Leaders as Facilitators...</b> Equips leaders with fundamental facilitation skills to encourage participation, make decisions, channel conflict, forge consensus and plan collective action</p> <p>➔ <b>LCL-8: Leading through Conversations...</b> Leaders practise in a coaching clinic climate to diagnose discussions, raise the level of frank, open interchange and lead more productive, skillful discussions and dialogues.</p> <p>➔ <b>LCL-10: Mastering Personal Leadership...</b> Leaders look into the discipline of <i>Personal Mastery</i> to see how their own thinking/behaviour impacts their ability to lead and achieve higher levels of self-awareness</p> <p>➔ <b>LCL-12: Leading with Emotional Intelligence...</b> Leaders explore links between emotional intelligence (EI) and productive leadership, dynamics of dissonant/resonant leadership and strategies for raising EI leadership levels.</p>
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## 6. Profiles of Leadership Learning Modules

The following *Leadership Learning Unit* summaries outline *context/learning outcomes, contents* and *experiential, work-based applications*. LCL-1 provides a foundation for the other Modules by introducing managers to the notion of Learning-Centred Leadership and how to apply the tools/practices of Senge's 5 Learning Disciplines. The other units have no particular sequence. Durations are also notional.


The Learning Units are flexible in a number of senses. Apart from the value each can contribute to leadership learning and change-capacity building used singly, they can be combined in various ways to meet needs for different management development streams. For example, Change Leadership may use LCL's-3, 4, 5 or Management Facilitation could combine 6 & 8. Session content *inside* units can also be moved around and between modules to create blends to meet other emergent needs.

 <b>1: Learning-Centred Leadership</b>		<b>Duration: 2 days session-work</b>
<p>➔ <b>Learning Outcomes:</b> <i>This Unit helps managers to explore their assumptions about leadership and clarify the leadership challenge of leading in a learning organisation. It improves the capability of leaders to apply Learning Organisation principles and tools at individual, team and organisational levels. Participants develop learnings about...</i></p> <ul style="list-style-type: none"> <li>■ Key distinguishing features of learning organisations</li> <li>■ Main principles and practices of the 5 Learning Disciplines</li> <li>■ How to apply the 5 Disciplines at individual, team and organisational levels.</li> <li>■ Relating the 5 Disciplines to a model of Learning Leadership</li> </ul>		
<p>➔ <b>Learning Content:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Roles of Learning Leaders</li> <li><input type="checkbox"/> 5 Disciplines - tools &amp; practices</li> <li><input type="checkbox"/> Learning Leadership: shaping a <i>shared vision</i></li> <li><input type="checkbox"/> <i>Mental models</i> for managers</li> <li><input type="checkbox"/> <i>Personal mastery</i> - putting the 'me' in leadership</li> <li><input type="checkbox"/> <i>Team Learning</i> – thinking, reflecting &amp; learning together</li> <li><input type="checkbox"/> <i>Systems Thinking</i> – maps and models to manage complexity</li> <li><input type="checkbox"/> Diagnosing your learning disabilities and drawbacks</li> </ul>	<p>➔ <b>Work-based application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Apply Learning Tools to a current challenge</li> <li><input type="checkbox"/> Identify personal &amp; team learning needs and team-based learning strategies</li> <li><input type="checkbox"/> Apply the Action Learning Cycle to a current project</li> <li><input type="checkbox"/> Assess impact of current <i>mental models</i></li> <li><input type="checkbox"/> Identify leadership role shifts</li> <li><input type="checkbox"/> '<i>Multi-directional</i>' feedback on leadership roles and styles</li> <li><input type="checkbox"/> Develop personal coaching plan to enhance learning leadership roles and skills</li> </ul>	

 <b>2: Leading with Vision</b>		<b>Duration: 1-2 days session-work</b>
<p>➔ <b>Learning Outcomes:</b> <i>Learning-Centred Leaders are highly attuned to environment, guided by unifying visions and values that support a culture of continuous learning and improvement and have a strong focus on alignment. In this Unit, managers position the leadership challenge within the context of current change directions occurring in their particular agency. Participants develop learnings about...</i></p> <ul style="list-style-type: none"> <li>■ Developing the vision of a learning leadership culture</li> <li>■ Values-driven leadership, alignment and congruence</li> <li>■ Translating visions/values into goals, activities and operating principles</li> <li>■ Linkages between learning, culture, capability, strategies and processes</li> </ul>		



<p>➔ <b>Learning Content:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Scanning your change environment</li> <li><input type="checkbox"/> Using concept shifting to understand and shape change</li> <li><input type="checkbox"/> Using the <i>Green Line Model</i> as a Diagnostic Planning tool</li> <li><input type="checkbox"/> Aligning strategy and structures with visions and values</li> <li><input type="checkbox"/> <i>Customer/Stakeholder Mapping</i> and <i>Systems Thinking</i></li> <li><input type="checkbox"/> Theories of action: model 1 and model 2 behaviour clusters</li> <li><input type="checkbox"/> Leadership values exploration: real vs. espoused values</li> <li><input type="checkbox"/> Learning to lead out of values - new models, roles and principals</li> <li><input type="checkbox"/> A 4 step process for developing strategic visions</li> <li><input type="checkbox"/> 5-S Issues analysis - strategies, stakeholders, structures, systems, skills</li> </ul>	<p>➔ <b>Work-based application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify strategic change and improvement areas as learning leverage points</li> <li><input type="checkbox"/> Assess current levels of alignment and congruence in actions/goals/visions/values</li> <li><input type="checkbox"/> Conduct environmental future scan or change scenario-planning</li> <li><input type="checkbox"/> Carry out a workplace culture scan and identify leadership culture change challenges</li> </ul>
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 **3: Learning to Lead Change** **Duration: 3-5 days session-work**

➔ **Learning Outcomes:** *The capacity of managers to initiate, lead and sustain change through learning is a central concern in most organisations. Learning-Centred Leaders focus keenly on their ability to understand/integrate a range of change processes and the roles they play as change agents in designing, shaping and facilitating change strategies and improvement processes that are comprehensible and people can sign onto. Participants develop learnings about...*

- Roles real change leaders play: vision-setters, shapers and facilitators
- Change relationships: how to get involvement and commitment
- Common elements of all successful change processes
- Practical tools, steps & frameworks for facilitating change
- Designing and mapping integrated change processes that work

<p>➔ <b>Learning Content:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Models &amp; arenas for leading and enabling change</li> <li><input type="checkbox"/> Change goals, strategies and readiness</li> <li><input type="checkbox"/> Change tools for situation analysis</li> <li><input type="checkbox"/> Mapping deep-structure change cycles</li> <li><input type="checkbox"/> 5 Step planning model for change</li> <li><input type="checkbox"/> Planning change using multiple level event track</li> <li><input type="checkbox"/> Designing and mapping change processes</li> <li><input type="checkbox"/> Perennial principles behind effective change</li> <li><input type="checkbox"/> Diagnostics - working out change leverage points</li> <li><input type="checkbox"/> Managing change relationships and expectations</li> <li><input type="checkbox"/> Changing concepts &amp; challenging mindsets</li> <li><input type="checkbox"/> Unleashing people potential - mobilising coalitions and commitment</li> <li><input type="checkbox"/> Facilitating change - working with change teams</li> <li><input type="checkbox"/> Generating change ideas, options &amp; blueprints</li> <li><input type="checkbox"/> Overcoming Resistance - why change fails (or succeeds)</li> <li><input type="checkbox"/> Implementing, Evaluating &amp; Monitoring Change</li> </ul>	<p>➔ <b>Work-based application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-assessment survey of change leadership competencies/change readiness</li> <li><input type="checkbox"/> Integration stock take - analysing current change processes</li> <li><input type="checkbox"/> Develop a personal vision for a change being contemplated and identify leverage points</li> <li><input type="checkbox"/> Design and plan a change process for an emerging initiative in the workplace</li> <li><input type="checkbox"/> Personal plan for enhancing change leadership roles and capabilities</li> </ul>
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## 4: Learning to Redesign Work

Duration: 2 days session-work

➔ **Learning Outcomes:** *Learning-Centred Leaders constantly look for more innovative, efficient and flexible ways of organising work to meet ever-changing improvement challenges. So the know-how to redesign what Senge calls 'governance structures' or 'organisational architecture' is essential. Participants develop learnings about...*

- Concepts and principles underpinning redesign
- Redesign tools, processes and frameworks
- Work systems and process analysis
- Systemic identification of design problems and specifications
- Redesign templates, options and possibilities

### ➔ **Learning Content:**

- Key elements of new organisational architecture
- Boundaryless business organisation
- Work process redesign - key principles and concepts
- Mental Models - different ways of redesigning work
- Building blocks of work redesign - processes, functions, activities and tasks
- Steps, stages and frameworks in redesigning
- Describing current systems boundaries, functions and processes
- Process mapping, work activity & job analysis
- Reconstructing work systems - tools to redesign teams and work processes
- Using Systems Thinking for redesign
- Options for work organisation from a customer, team-based and program perspectives
- Identifying design problems and developing redesign specifications
- Generating and choosing between redesign ideas and options
- What goes into a work redesign blueprint and how do we put it into action?

### ➔ **Work-based application:**

- Assessing impact of current work process designs and business boundaries on customer service delivery, co-ordination, information sharing and culture
- Analysis existing work organisation principles and systems
- Assess current scope for redesign in systems and identify possible processes
- Facilitate a learning laboratory or practice field to redesign a work process or system
- Set up a pilot work process redesign learning team in a key service area



## 5: Leading through Teams

Duration: 3-5 days session-work

➔ **Learning Outcomes:** *Team-based work is part of every Learning Leader's landscape. Facilitating formation of cohesive, flexible, responsive teams with commitment to what they do and to improving it; that work collaboratively across boundaries and constantly rethink and re-invent how they work and learn together is a fundamental expectation of managers-as-change-leaders. This CS provides Learning Leaders with capabilities to facilitate workgroups in making transitions to teams that are high performing, broadly skilled and self-responsible. Participants develop learnings about...*

- How to apply key team design dimensions to form, reform or transform teams
- Evaluating what stage of "evolution" their workgroups or teams are in
- Key issues like leadership, co-ordination, decision-making and empowerment
- Developing new team performance measures and operating principles
- Planning priorities for team development and developing ongoing team learning strategies



<p>➔ <b>Learning Content:</b></p> <ul style="list-style-type: none"> <li>❑ <i>Group Simulation:</i> redesigning teams</li> <li>❑ 10 Team Development Dimensions</li> <li>❑ Using the dimensions for diagnosis and participative team evaluation</li> <li>❑ Options for designing team-based work - working out team boundaries</li> <li>❑ Expanding team workroles – working out what can change</li> <li>❑ Developing team charters, blueprints, new workroles and operating principles</li> <li>❑ Forming Teams – issues, steps &amp; strategies</li> <li>❑ Developing team vision, culture and identity</li> <li>❑ Team leadership choices - self-direction &amp; self-responsibility</li> <li>❑ Restrictive vs. open systems - compliance to co-determination</li> <li>❑ Dimensions of self-empowerment - disempowering systems and structures</li> <li>❑ Creating a change agenda and action planning for team reformation</li> </ul>	<p>➔ <b>Work-based application:</b></p> <ul style="list-style-type: none"> <li>❑ Analyse current work team boundaries and determine the scope for team reformation</li> <li>❑ Develop a plan to implement a teamwork-based redesign (real or notional)</li> <li>❑ Apply Team Design Dimensions to form a new team or assist an existing team expand the scope of their jobs and the boundaries of the work they currently do.</li> <li>❑ Identify new performance measures and management systems to support teams</li> <li>❑ Determine levels of team empowerment, identify disempowering, restrictive systems and develop a Team Empowerment Plan</li> </ul>
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**6: Learning Leaders as Facilitators** **Duration: 2-3 days session-work**

➔ **Learning Outcomes:** *Facilitation skills are fundamental for effective Learning Leaders. In becoming a learning leader, managers are called on to lead teams through change, facilitate team building and manage team-based learning. This Unit equips managers with basic facilitation and coaching skills they need to build and sustain teams through times of change transition. Participants develop learnings about...*

- Change leader's role as facilitator, coach and mentor
- Facilitating change - models and roadmaps
- How to use a range of facilitation tools in different group situations
- Forge consensus, agree goals and make better group decisions
- Deal with difficult moments and constructively channel conflict
- Encourage participation and plan collective action
- Design effective group facilitation and coaching processes

<p>➔ <b>Learning Content:</b></p> <ul style="list-style-type: none"> <li>❑ A 5 stage model of group facilitation and coaching</li> <li>❑ 3 Facilitation Skills – Sensitivity, Diagnosis and Action</li> <li>❑ Understanding how groups work - models of group growth and behaviour</li> <li>❑ What to look for in groups – observing patterns of interaction</li> <li>❑ Encouraging participation, maintaining energy and keeping focussed</li> <li>❑ Setting group groundrules and establishing rapport</li> <li>❑ Tools for collecting and generating ideas in groups ...Continued...</li> <li>❑ Tools for situation analysis and creative group</li> </ul>	<p>➔ <b>Work-based application:</b></p> <ul style="list-style-type: none"> <li>❑ Develop a serial facilitation plan to lead a team through a change process</li> <li>❑ Design a group facilitation process to achieve a defined objective (eg. data collection, problem analysis or idea generation activities with a change group back at work)</li> <li>❑ Establish a focus group to look at a particular community issue and guide groups to collaborate, reach consensus and implement planned actions</li> <li>❑ Coach a selected number of people back at work teams in how to use particular facilitation tools for themselves</li> </ul>
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<ul style="list-style-type: none"> <li><input type="checkbox"/> problem-solving</li> <li><input type="checkbox"/> Consensus decision-making processes</li> <li><input type="checkbox"/> Facilitating focus groups and leading group discussion and dialogue</li> <li><input type="checkbox"/> Setting goals, sorting out solutions and sizing up priorities</li> <li><input type="checkbox"/> Dealing with dysfunctional patterns and difficult team situations</li> <li><input type="checkbox"/> Mapping group processes and designing a facilitation session</li> </ul>	
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<b>7: Leading Action Learning</b>	<b>Duration: 2-3 days session-work</b>
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➔ **Learning Outcomes:** *Action Learning Teams offer organisations a valuable operating framework for trialling many kinds of changes or coming up with action-based solutions to problems. The Action Learning Cycle and its associated tools and methodologies is a core tool for learning leaders, who need to be able to lead teams through the process from inception to post-implementation reflection, if they are to reap the rich rewards for organisational learning that arise from employing the process properly. Participants develop learnings about...*

- Essential methods and principles underpinning Action Learning
- How to equip Action Learning Teams with tools critical for the start-up phase
- How to provide a 'real-time' practice field for teams to apply tools to change projects
- Identifying initial inquiry frameworks, project scoping, stakeholder/situation analysis, and try-out actions (eg. data collection, action plans, consultation strategies and event tracks).

<p>➔ <b>Learning Content:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiential activity: what's action learning?</li> <li><input type="checkbox"/> Overview of stages in Action Learning Cycle</li> <li><input type="checkbox"/> Learning from action - understanding Action Learning principles &amp; practice</li> <li><input type="checkbox"/> Exploring what Action Learning Teams do</li> <li><input type="checkbox"/> Linking action learning to 5 Learning Disciplines</li> <li><input type="checkbox"/> AL Team Formation, Community-Building &amp; Preparation</li> <li><input type="checkbox"/> Design and walk through a start-up process for a beginning Action Learning Team</li> <li><input type="checkbox"/> <i>Toolkit Prac:</i> Situation Analysis - Scoping Action Learning Initiatives</li> <li><input type="checkbox"/> The Learning Cycle – <i>Critical Reflection</i></li> <li><input type="checkbox"/> Tools for reflecting critically: Evaluation and Reflection techniques</li> <li><input type="checkbox"/> <i>Toolkit Prac:</i> Data collection tools to gather evidence and sort out inferences</li> <li><input type="checkbox"/> The Learning Cycle – <i>Conceptualising</i></li> <li><input type="checkbox"/> <i>Toolkit Prac:</i> Developing focus questions, inquiry frameworks and mental models</li> <li><input type="checkbox"/> Learning Cycle – <i>Planning &amp; Taking Action</i></li> <li><input type="checkbox"/> <i>Toolkit Prac:</i> Identifying Initial Try-Out Actions, Action Plans and Event Tracks</li> <li><input type="checkbox"/> Reflecting, connecting, reporting and correcting progress</li> <li><input type="checkbox"/> Capturing and documenting learnings - monitoring and evaluation</li> </ul>	<p>➔ <b>Work-based application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct a start-up workshop for a real-time action learning team back in the workplace</li> <li><input type="checkbox"/> Document the progress of an actual AL team you're prepared to facilitate working on a significant organisational change initiative</li> <li><input type="checkbox"/> Facilitate a particular toolkit session with an existing Action Learning Team</li> </ul>
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**8: Leading through Conversations**

**Duration: 2 days session-work**

➔ **Learning Outcomes:** *Learning-Centred Leaders know good relations are built on good conversations. Conversations provide the major forum where teams learn together, solve problems, make decisions and formulate change action so all Learning Leaders need to become 'conversational coaches'. Participants develop learnings about...*

- Using different conversational tools and coaching others
- Diagnosing discussions and interpreting what's occurring
- Analyse conversational climate, styles and roles
- Raise the level of frank, open interchange of views
- Structuring a productive discussion and leading others through it
- New conversational skills and tools like dialogue and skillful discussion

➔ **Learning Content:**

- From debate to dialogue: different modes of group discussion
- Conversational Diagnostics - what happens in discussions?
- Model 1 and Model 2 conversational climates
- Mental models and conversational behaviour
- Ladder of Inference and Left-Hand Column Analysis
- Perceptual positions, precision questions, skillful listening and conversation mapping
- Conversational Balancing - Advocacy and Inquiry
- Preferred conversational styles and roles
- Dialogue and Skillful Discussion Practice Sessions
- The 5-P Model of more skillful discussions
- Dealing with difficult moments and defensive routines

➔ **Work-based application:**

- Develop conversational improvement goals and a coaching plan for a specific team
- Apply conversational diagnostic tools to current conversational groups
- Keep a conversational journal using left hand-column analysis
- Practise facilitating a dialogue or skillful discussion on a change situation

**9: Learning Leaders as Coaches**

**Duration: 2 days session-work**

➔ **Learning Outcomes:** *Learning-Centred Leaders are concerned to continually build the learning capacity of individuals and teams they work with. One of the key roles and activities for doing this is that of coach. A big part of the role is equipping individuals/teams with tools and practice opportunities that assist them 'navigate' the mental territory of their own thinking, make better decisions and work together collaboratively. In this CS, participants develop learnings about...*

- Major coaching models and approaches
- Help others set their own coaching goals
- How to integrate Learning tools and Disciplines into coaching practice
- Explore and practise key coaching tools and activities

➔ **Learning Content:**

- Coaching models and approaches
- Coaching role of Learning Leaders
- Observing, listening & using question as coaching tools  
...Continued...

➔ **Work-based application:**

- Identify coaching roles and opportunities leaders might play
- Conduct a series of individual and/or group coaching sessions with selected staff



<ul style="list-style-type: none"> <li><input type="checkbox"/> 3 coaching values: learner-centred, goal-focus and challenge.</li> <li><input type="checkbox"/> Rapport-building: creating a constructive coaching climate</li> <li><input type="checkbox"/> Setting individual and team coaching improvement goals</li> <li><input type="checkbox"/> Coaching Diagnostics: Learning Disabilities</li> <li><input type="checkbox"/> Cognitive and Conversational Coaching</li> <li><input type="checkbox"/> Facilitating dialogues and skillful discussion</li> <li><input type="checkbox"/> Precision statements; giving and getting feedback</li> <li><input type="checkbox"/> Distinguishing between data and assumptions</li> <li><input type="checkbox"/> Mental modelling and reframing</li> <li><input type="checkbox"/> Capacity-Building: promoting self analysis, reflection and inquiry</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Help selected individuals or groups develop coaching improvement goals or plans</li> </ul>
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**10: Mastering Personal Leadership** **Duration: 2 days session-work**

➔ **Learning Outcomes:** *Learning-Centred Leadership hinges on the ability to ‘cognitively coach’ others to change mindsets/behaviour, achieve greater mental agility/self-awareness; help people reflect on the impact their mental models have and facilitate people in thinking together and conducting more meaningful dialogues. To do this, Learning Leaders need to achieve a high level of personal mastery themselves. This Unit is a highly experiential ‘minds-on’ exploration of the personal paradigms of self-control, self-responsibility and self-management leaders need to forge effective change relationships with others. Learning Participants develop learnings about...*

- Personal mastery and self-aware behaviour
- How self-empowerment fits with effective team leadership
- How to create learning-leadership environments to support self-empowerment
- How personal paradigms and values impact on teams, organisations and customers

<p>➔ <b>Learning Content:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The practice of personal mastery – key elements</li> <li><input type="checkbox"/> 3 Dimensions for describing learning behaviour: Openness, Inclusion &amp; Control</li> <li><input type="checkbox"/> Mind-traps: paradigms, perceptions and assumptions</li> <li><input type="checkbox"/> Empowering &amp; limiting beliefs</li> <li><input type="checkbox"/> Changing mindsets: tools for reframing</li> <li><input type="checkbox"/> Relational skills - giving and getting feedback</li> <li><input type="checkbox"/> Valuing diversity and managing ambiguity</li> <li><input type="checkbox"/> Cognitive coaching approaches</li> <li><input type="checkbox"/> Transactional communication model</li> <li><input type="checkbox"/> Practising non-defensive listening and openness</li> <li><input type="checkbox"/> Individual beliefs and undiscussables</li> <li><input type="checkbox"/> Team roles and communication styles preferences</li> <li><input type="checkbox"/> Thinking literacy - thinking patterns, systems thinking and dialogue</li> <li><input type="checkbox"/> Raising the level of undiscussables</li> </ul>	<p>➔ <b>Work-based application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Maintaining a mental models diary or journal</li> <li><input type="checkbox"/> Practicing mutual feedback with others back in the work setting</li> <li><input type="checkbox"/> Conducting dialogue and critical reflection sessions on problems and issues back in the workplace</li> </ul>
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## 11: Mental Models for Managers

Duration: 2 days session-work

➔ **Learning Outcomes:** *Most managers have been conditioned to think in a linear way. They fix on events and talk about cause and blame. This approach to situation analysis is far too oversimplified. Learning-Centred leaders use Systems Thinking (ST) - one of the core learning Disciplines and thinking tools. But to do this, requires some fundamental mind-shifts to grasp its ultimate usefulness. In this unit, participants develop learnings about...*

- The key patterns and principles behind Systems Thinking
- Their current approach to situation analysis/problem solving
- How to create basic systems thinking maps
- Overcoming reactive problem solving
- Applying new mental models and ST patterns

### ➔ Learning Content:

- Systems Thinking: seeing wholes not parts
- Interrelationships: beyond linear cause-effect chains
- Principles and patterns of Systems Thinking
- Thinking Mindsets and Management Mentalities
- Reflecting on current approach to problem-solving
- From fragmentation to *interconnectedness*
- From thinking in lines to *thinking in circles*
- Systems Thinking Mapping - basic components
- Systems Thinking Maps - steps and Applications
- Story telling and conversation mapping
- Pondering ST maps - applying systems archetypes
- Defining systems boundaries and limits
- Related mental tools for manager – Root Cause Analysis
- Systems Thinking and Process Analysis
- Dysfunctional patterns in current mental models

### ➔ Work-based application:

- Bring together a systems thinking group in your workplace to map an issue/situation
- Analyse over time a change trend or factor concern to the service sector
- Keeping a mental models or problem interpretation journal
- Reflect on your own thinking patterns and mental models for problem-solving



## 12: Leading with Emotional Intelligence

Duration: 1-2 days session work

➔ **Learning Outcomes:** *Relationships are at the heart of healthy organisations and leaders have a profound emotional impact on the mood of the workplace. Effective learning leaders know they act as 'emotional amplifiers'. When leaders guide emotions positively they bring out the best in everyone by resonating with them. When managers guide emotions negatively and get 'out of synch' with people they create dissonance and dissatisfaction in the workplace. And this dynamic hinges on how emotionally intelligent leaders are. In this Unit, participants develop learnings about:*

- The role of emotional intelligence in productive leadership
- Main dimensions for measuring emotionally intelligent leadership
- The dynamics behind dissonant versus resonant leadership
- Types of 'toxic' leadership and how to prevent them draining energy
- Personal strategies for becoming a more emotionally intelligent leader



<p>➔ <b>Learning Content:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is Emotional Intelligence (EI)?</li> <li><input type="checkbox"/> EI competencies framework: 4 dimensions</li> <li><input type="checkbox"/> Personal Mastery: the part EI plays</li> <li><input type="checkbox"/> EI Leadership styles: resonant or dissonant</li> <li><input type="checkbox"/> Impact toxic emotional leadership climates</li> <li><input type="checkbox"/> EI blind spots: defence mechanisms</li> <li><input type="checkbox"/> Putting EI into action: tools and activities</li> <li><input type="checkbox"/> Accessing/expressing your Authentic Self</li> <li><input type="checkbox"/> EI principles: self-direction, choice and self-responsibility</li> <li><input type="checkbox"/> EI hijacks: hostility, frustration and anger</li> <li><input type="checkbox"/> Team learning and EI: creating connective relationships</li> </ul>	<p>➔ <b>Work-based application:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify current EI levels and assess EI climate in your workplace</li> <li><input type="checkbox"/> Identify areas for strengthening EI in yourself and others</li> <li><input type="checkbox"/> Apply a coaching model for EI</li> <li><input type="checkbox"/> Identify change actions to improve the EI climate in your workplace</li> <li><input type="checkbox"/> Apply EI principles and practices to a personal leadership challenge</li> </ul>
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## 7. Learning Principles and Coaching Values

It is always useful to clarify our core learning principles, coaching values and assumptions, which underscore coaching process design and learning methods. Without these driving ideas and concepts, learning lacks focus, purpose and passion and misunderstandings can more easily arise in learning provider-customer relationships.

- Leadership is becoming more 'learning-centred'** as more leaders realise that they need to move out of traditional 'positional' and 'agency-bound' boxes and learn to collaborate, work and learn across boundaries and use learning as a lever for culture change and engagement with their own people and the broader community.
- Innovation in organisation architecture:** In turn these challenges call for more integrated and flexible structures and systems that facilitate the creation and exchange of knowledge and learning arising from organisational efforts to change, innovate, engage and broaden their perspectives. This relates not just to what we learn but also the learning processes and practices organisations use. New, more innovative forms of work organisation are needed to support and sustain long-term learning and improvement.
- Leaders need tools:** Leaders need new tools and processes to make a positive contribution to these more flexible and fluid forms of learning if they are to use learning to change and respond more quickly to successive change challenges. Our coaching emphasises being transparent about the tools we use and injecting specific learning tools into the coaching/action learning process for people to try out and experiment with.
- Coaching has corporate focus and relevance:** Learning must integrate with overall vision, needs a clear, unified set of principles and should make linkages that are visible and comprehensible to Learners, who need to be able to relate what is being learned directly to learning challenges, problem situations and goals in their own specific workplaces.
- Coaching incorporates work-based action-learning:** The Action Learning Cycle is a major model that underpins our coaching approach. Using processes that interlace theory and practice, feature relevant application of learning to real-time workplace improvement (ie. not just theory) and emphasise "*doing things with learning - not just learning without doing anything*", is a design principle behind all our offerings.
- Team-based Learning:** A focus on team-based learning is fundamental to creating a LO. Teams are the chief way in which most LO implement change and is something we would encourage whether working in individual/group coaching situations (eg. managers involving



their team as a learning practice circle or "teaming up" on work-based activities around common interest learning themes).

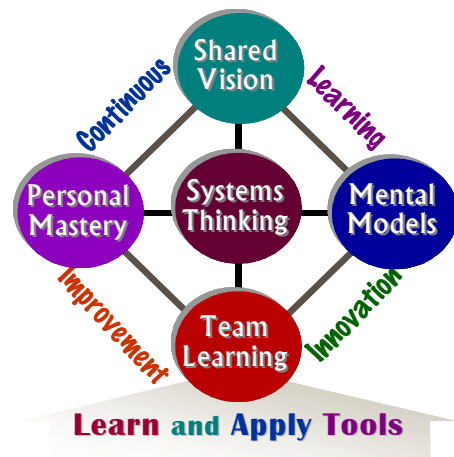
- ❑ **Participative Learning Processes:** "*Learner-directed not consultant-driven*" is another key value behind our coaching approach - working in partnership with organisations, following a collaborative model with learners and using extensive participative processes to promote direct involvement and self-responsibility for designing and directing their own learning. We always build in learner-centred flexibility, choice and self-direction into our coaching processes, consistent with the values/principles of adult learning and LO practice.
- ❑ **Accent on Culture & Relations:** Change can only be sustained when there is meaningful culture change and relational work. Leadership Roles increasingly involve roles of facilitator, linker, vision-setter, mentor/coach and relationship builder, where people need to pay more careful attention to the relational, '*below the green line*' people issues that underscore the eventual success (or failure) of technical/operational/ systems/structural adjustments made. Our coaching incorporates personal, relationship work and encourages cultural change as an '*enabling background*'.
- ❑ **Managers are key drivers of change:** Managers need to develop new notions of leadership which involve a major move from being organisers and controllers to being facilitators, leaders, vision and direction-setters, being willing to model fundamental roles shifts needed in a learning culture, share learning and involve others in their workplace. But they also need grounding in LO concepts and time to individually reflect, internalise and grapple with what it mean in terms of roles, relationships, behaviour change and operating principles, before they commit to action or take the lead in putting tools into practice.
- ❑ **Thinking Literacy & Personal Mastery:** Self-direction, self-responsibility and self-control are the foundations for self-managed, learning individuals and can only happen when teams and leaders are empowered to participate meaningfully in learning and improvement initiatives. All of our programs also run against a background of the importance of mental models and 'thinking change' as the basis for fundamental cognitive shifts that enable other change to occur – both at the individual, team and organisational level.

## 8. The 5 Leadership Learning Disciplines

**The 5 Leadership Learning Disciplines - Shared Vision, Mental Models, Personal Mastery, Team Learning and Systems Thinking – underpin the Learning-Centred Leadership Series.**

- ❑ They are a set of principles, tools and practices for building leadership and team-learning capability
- ❑ Each Discipline is made up of some '*guiding ideas*' and some tools that assist leaders in applying it to real problems, issues and challenges they are grappling with.
- ❑ Module 1 in the LCL series introduces leaders to the 5 learning Disciplines and their uses. Other modules in the series then expand on one or more the Disciplines. For example:
  - **Module 2:** *Centering the Leadership Challenge* focuses on *Shared Vision*
  - **Modules 5 & 7:** *Re-Forming & Building Teams & Leading Action Learning* cover *Team Learning*

### Five Learning Disciplines





- **Module 10:** *Mastering Personal Leadership* deals with *Personal Mastery*
- **Module 11:** *Mental Models for Managers* centres on *Mental Models/Systems Thinking*

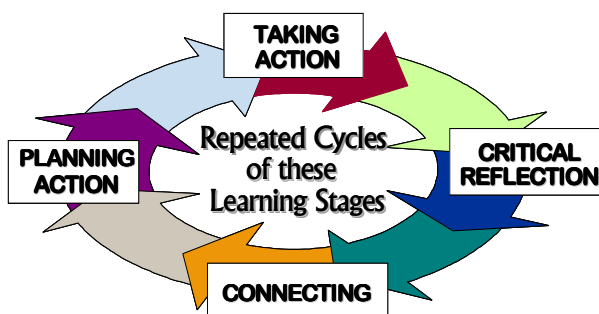
➔ **The 5 Disciplines in brief are:**

- **Shared Vision/Values:** The key vision question is ‘*What do we want to create together?*’ Leaders learn to use tools such as ‘*positive visioning*’, ‘*values formation*’, ‘*concept-shifting*’ and ‘*values alignment*’ to create a shared vision, forge common meaning/focus and mutually agree what the learning targets, improvement strategies and challenge-goals should be to get there.
- **Mental Models:** are the beliefs, values, mind-sets and assumptions leaders interpret everything against - that determine the way they think and act. Leaders learn to use tools like the *Ladder of Inference* and *Reflective Inquiry* to practice making their mental models clearer for each other and challenging each others' assumptions in order to build shared understanding.
- **Personal Mastery** is centrally to do with ‘*self-awareness*’ - how much we know about ourselves and the impact our behaviour has on others. Leaders learn to use tools like *Perceptual Positions* and *Reframing* to enhance the quality of interaction and relationship in and outside their teams.
- **Team Learning** happens when teams start ‘*thinking together*’ - sharing their experience, insights, knowledge and skills with each other about how to do things better. Leaders learn to use tools like the *Action Learning Cycle* and *Dialogue* to develop critical reflection skills and conduct more robust, skillful discussions with their teams and each other.
- **Systems Thinking** is a framework for seeing interrelationships that underlie complex situations and interactions rather than simplistic (and mostly inaccurate) linear cause-effect chains. Leaders learn to use *Systems Thinking Maps* and *Archetypes* to analyse situations, events, problems and possible causes/courses and find better (and often not obvious) leverage points in a system for change and improvement.

 **9. A Sketch of other Main Models for Learning Leadership**

A few of the other ‘guiding ideas and models’ behind the conceptual frameworks that inform our Learning-Centred Leadership offerings are pictured here.

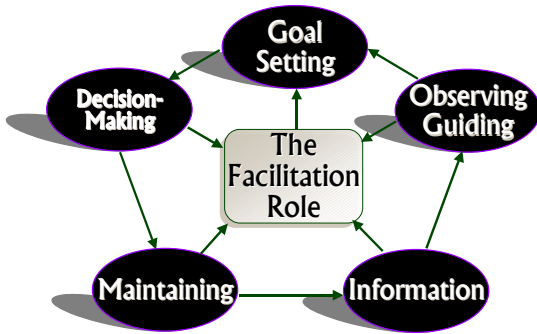
*The Action Learning Cycle*



**4 Stages of Action Learning:** *Planning Action, Taking Action, Critical Reflection and Connection* of the Action Learning Cycle provides a major roadmap for many offerings – especially **Module 7: Leading Action Learning Teams** – as well as for our own and participant’s approach to learning in workshops and coaching.



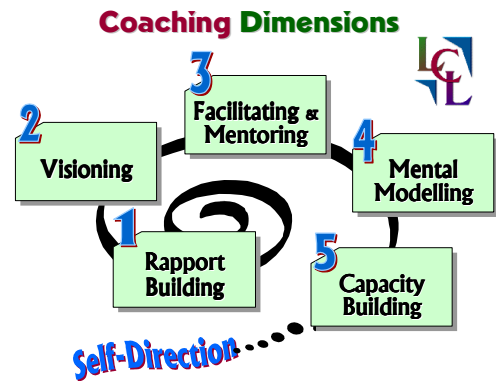
**5 Stages of Group Facilitation**



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**The 5 Phases of Group Facilitation:** *Setting Goals, Making Decisions, Guiding and Observing, Maintaining the Team and Working with Information* - represent 5 universal process phases all teams work through at different times and provide a conceptual background for **Module 6: Learning Leaders as Facilitators**

**5 Coaching Dimensions** – *Rapport Building, Visioning, Facilitating and Mentoring, Mental Modelling and Capacity Building* apply to the coaching role of leaders. Each dimension demands different coaching tools and strategies – and they are non-linear, just like learning isn't continuous. These are used in **Module 9: Learning Leaders as Coaches**



**5 Steps for Change:** *Foundation Building, Designing Change, Starting Change, Making Change and Embedding Change* is a simple but robust model for enabling change that we develop and explore during **Module 3: Learning to Lead Change** and **Module 4: Learning to Redesign Work**.



The model is activated through a simple action learning inquiry framework: *Where are we Now? Where do we Want to be? How will we get there? If we do this what might happen? and How do we get started? 'How do we make, manage and monitor change?' 'How can we stay there once we get there?'*

**10. Bill Cropper in Brief**



**Bill Cropper (The Change Forum)** has a wealth of practical experience in strategic change management, leadership learning and group facilitation in a wide range of federal, state and local government organisations throughout Australia. He is a preferred learning consultant/leadership coach for a number of public sector agencies, providing facilitation/coaching services to senior executives, managers, facilitators, work teams and community groups around team reformation, organisation renewal, workplace culture change, leadership learning, strategic planning and the application of Peter Senge's *5 Learning Disciplines* to strengthen the leadership-learning capacity of organisations, teams and individuals and help them navigate their way through change.

Bill's passion for learning-centred leadership inspired the development of **The Learning-Centred Leadership Series®** of development modules which has been selected as a preferred consulting service to support leadership development in the Queensland Public Service. Not limited to in-house applications, several modules from the Series are also being presented regularly in Queensland regional centres as public leadership learning forums and coaching clinics.



As well as his ongoing commitment to learning-centred leadership and team-based approaches to 'living-at-work' work, Bill is keenly interested in the benefits of emotional intelligence, conversational coaching and dialogue to promote more productive, open interchanges and facilitate personal growth and change mastery. For the past several years he has been delivering extensive rounds of a very popular series of coaching clinics and leadership forums for forward-thinking leaders on

"Our organisation decided to concentrate on developing our leaders of tomorrow and Bill's range of courses was just what we had been looking for... Feedback has been consistently great and real changes can be seen in attitudes and behaviours."  
Jo Lambden, Director Hervey Bay City Council

*Constructive Conversations, Difficult Discussions and Personal Mastery: Leading with Emotional Intelligence* as well as LCL Series Modules such as *Learning to Lead Change, Learning to be a Coaching Leader* and *Leading through Teams*.

With almost 20 years experience as an independent consultant, and a solid background in senior HRM and management consulting positions in public and private sector organisations in Australia and overseas, Bill operates flexibly in a broad spectrum of consulting, strategic planning, OD, HRM, training and change management roles. He has highly developed process consulting, design, facilitation, coaching, writing and leadership skills and proven capabilities for both project managing 'the big picture', facilitating 'at the workplace' and dealing with the practicalities to 'make it happen'.

Bill has a down-to-earth, out-going and open style; personal mastery of a wide range of facilitation tools, techniques and processes and customarily works comfortably with people at all organisation levels – senior executives, operational managers, staff, community members and other consultants. He personally prefers taking a collaborative orientation to projects and is skilled at empowering others to achieve outcomes, helping leaders and teams develop new approaches to workroles and relationships and adopt new values and behaviours to foster participative performance improvement.

"Bill Cropper's assistance in coaching our management and teams towards becoming a learning organisation has had a profound and sustainable impact on the workplace. Bill quickly analysed the areas for improvement in our communication and thinking and was able to challenge us to confront our mental models both as individuals and as part of a team. The blend of listening, analysing, confronting and coaching has been successful in creating change. The resources provided to support our continued progress were both thorough and easily understood by all levels of staff. I recommend his services." Michael Bishop, former Regional Director, Dept of Families Mackay-Whitsunday Region

Bill is a well-experienced and prolific writer of quality learning guides, resource toolkits and practical skill development manuals. Amongst the numerous guides he has produced are: *Learning for Success: Finding a Path to the Learning Organisation* (former Qld Department of Families), *Learning to Lead Change* (NSW Health), *Redesigning Work & Jobs* (NSW Depts of Health & Corrective Services); *TeamSTART: Forming Flexible Workteams* (Rail Services Australia).

A few of his longer-term clients have included: *Queensland Health, NSW Health, Queensland Dept. of Education, Training & the Arts, Disability Services Queensland, former Qld Dept of Families (now Communities and Child Safety), Qld Parks & Wildlife Service, Qld Dept of State Development, Australian Institute of Marine Science, Hervey Bay City Council, Melbourne City Council, Bega Valley Shire & Warrindah Councils, Department of Employment, Science and Training (Indigenous Education Branch), NSW Corrective Services, Rail Services Australia, SA Water Corporation, Australian Federal Police, NSW Roads & Traffic Authority, ACT Electricity & Water and NSW Office of State Revenue.*