



مؤسسة الكويت للتقدم العلمي
Kuwait Foundation for the Advancement of Sciences

PERSONAL EFFECTIVENESS AND LEADERSHIP TRAINING



Ben Dobbs ILM Level 7 Diploma

Ben is Head of Practice of Behavioral Skills at Leoron PDI and a leadership and communications trainer and executive coach originally from York in the UK; with a vast international exposure and experience.

During his career so far, he has worked with around 70 different nationalities in the Middle East and Gulf region, and in Europe with course participants from major high market capital companies (such as Lebara, Siemens, Mobily, Soci t  G n rale, Nestle, GE, Statoil, BP, Premier Farnell, GDF Suez, Schneider Electric, Commercial Bank of Kuwait and Dolphin Energy), universities, business schools, hospitals and the military services of several countries (including the UAE Army and the Royal Air Force of Oman).

Academically, Ben is educated to MA level. He is a member of the professional associations Dublin Chamber of Commerce, the ILM (Institute of Leadership and Management) and IATEFL (International Association of Teachers of English as a Foreign Language). Ben has also completed his training as an executive coach with the ILM (level 7 diploma).

Ben is also a frequent conference presenter, talking recently in the Czech Republic, Poland, Malta, the UAE, Ireland and the UK on issues of business, communication,

coaching and training. Ben has previously worked with the University of Birmingham (UK), being responsible for development of case study materials, and Saint Petersburg State University (Russian Federation) where he ran a programme of training and coaching for academic writers.

Ben has also written a number of published articles on matters of communication, teams, leadership and training.

Moreover, Ben specializes in intensive training courses and is particularly interested in communications (interpersonal and intercultural), business functions (including presenting, negotiating and working virtually), coaching and leadership and teams in diverse environments, real and virtual teams, and working in often ambiguous global contexts. He has recently delivered leadership, team, interpersonal and intercultural skills training in Saudi Arabia, the UAE, Oman, Russia, China and Switzerland.

Professionally, Ben enjoys creating and devising engaging and practical intensive courses to meet the differing needs of participants and seeing his trainees and find their own unique paths to success through training and coaching.



LEARNING OUTCOMES

This course will improve the efficiency, communication skills and strategic thinking of attendees while also facilitating employees to become better emergent leaders and assigned managers.

By the end of this course, participants will be able to:

- » Have a full understanding of the nature of teams, team roles, how teams are formed and how teams can be lead and developed through team building and team coaching.
- » Understand the different types of motivation, key motivation theories and how motivation can be developed and maintained
- » Understand the principles and practice of performance management in general and of coaching and mentoring in particular.
- » Be able to conduct themselves effectively in negotiations using a range of approaches, strategies and tactics.
- » Be able to handle conflict, influence others positively at all levels of the organization and to influence their managers using “managing up”.
- » Have the skills to manage time well through various means including delegation and to manage yourself in complex and stressful situations and to be emotionally resilient.
- » Be able to advise others, interview others and overcome their own bias.
- » Be more effective communicators overall through intercultural, interpersonal and functional communication and understand the importance of business etiquette
- » Be able to manage projects, think critically and creatively, solve problems and manage change.
- » Be stronger and more influential presenters better able to represent themselves, their organization and their teams when speaking publicly.
- » Understand the key skills, styles and qualities of a leader.
- » Have prepared and presented an assessed case study analysis.
- » Have formed personal action plans for applying the training in real life.



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About LEORON Professional Development Institute

LEORON Professional Development Institute is the leading corporate training company in the emerging markets of Europe, Africa and Asia. With offices in Sweden, Dubai, Riyadh, Skopje, Accra and Almaty, we run close to 500 courses and train over 3000 professionals annually across the EMEA region.

LEORON Professional Development Institute mission is to help corporate clients and government entities worldwide in strengthening the skills, competencies and abilities of their people by providing them with top quality professional training programs, conducted by unrivalled global experts and implemented by the best training managers in the industry.

TRAINING METHODOLOGY

The course will take an interactive and engaging task-based approach of engagement, active study and input, practice, task production, reflection and feedback.

The course will include the following:

Individual and pair work:

- » A minimal amount of work will be conducted alone to ensure interaction.
- » Pair work mainly as short practice tasks or warmers before a longer, group-based task.

Brainstorming, controlled discussions and whole group discussions:

- » Brainstorming will be used to (i) share ideas and experiences of key points and (ii) solve problems related to tasks set during the training.
- » Discussions may be in small groups and controlled around a key topic before being opened up to the whole group. These will be monitored and facilitated by the trainer.

Simulations:

- » Tasks in which participants are themselves (i.e. not acting or pretending) in an imagined workplace scenario or situation.
- » Set and monitored by the trainer.
- » Followed by participant reflection, peer feedback from the group and finally trainer feedback.

Roleplays:

- » Tasks in which participants take on / act a role in an imagined workplace scenario or situation.
- » Set and monitored by the trainer.
- » Followed by participant reflection, peer feedback from the group and finally trainer feedback.

Presentations:

- » Various tasks will conclude in a short or extended individual, pair or group presentation.
- » Set and monitored by the trainer.
- » Followed by participant reflection, peer feedback from the group and finally trainer feedback.

Games / gamified tasks:

- » Fun tasks with serious developmental content.
- » Followed by some reflection and elicitation of learning experience from the game.

Diagnostic tools and profilers:

- » Very short, individually completed tests or quizzes to identify roles, behaviors and functions.
- » Followed by reflection and ideas on positives and negatives of result and how to adapt.

Case study analysis:

- » Text-based and audio-visual case studies.
- » Focus on problem-solving, learning experiences, action plans or answering set questions.
- » Analysis followed by presentation or report.

Reflection, feedback coaching and action planning:

- » As this is task-based training, each longer task should be followed by reflection (self-feedback), peer feedback (from the group) and finally trainer feedback.
- » Participants will provide direct and directive feedback if appropriate but also have the opportunities to engage in supervised co-coaching.
- » Participant handbooks will be collected at the end of each day and feedback provided the following day.

ASSESSMENT AND PROGRESS CHECK

The final course assessment will be via a group case study analysis and presentation that will be assigned and then prepared in teams. Groups will present the case study and their analysis and take questions on it. This will be evaluated and examined by the trainer.

Progress measures will follow the Kirkpatrick model and, at various stages, test or measure:

- » Reaction to the training
- » Learning from the course
- » Changes in behavior
- » Results achieved because of attending the training

Assessment of the course's impact will be through the following:

- » Feedback on the training through final feedback form completion.
- » A pre-training and post-training self-assessment to measure perceived skills increases (participants rating their skills and knowledge on a 1 to 5 scale from low to high knowledge).
- » Ongoing trainer review of work produced with group and individual feedback.

Delivery Type	Group Live
Prerequisites	Private sector; 2 years of experience; Proficient in English
Level	intermediate to mid-advanced
This Program is worth	21 NASBA CPE credits

COURSE OVERVIEW

Effective and positive leadership is a matter of having the right knowledge, skills and mindset for working in your context and culture in order to achieve your objectives through building relationships to achieve the results needed.

This assessed 3-day training course will cover everything attendees need to be capable and effective modern leaders.

DAY 1

TEAMWORK, FEEDBACK, PERFORMANCE MANAGEMENT AND COACHING

Introductions and group dynamics

Course objectives

Teams and teamwork:

- » Team roles (Belbin and TMP)
- » Team formation
- » Dysfunctions of teams
- » Team building and team coaching

Feedback:

- » Affirmative vs. developmental feedback
- » Reflection and feedback forward
- » Effective feedback using BOCA, BACK and CEDAR

Performance management:

- » What is performance management?
- » Forms of development
- » Barriers to development and overcoming them
- » Performance management and developmental interventions

Coaching and mentoring:

- » Coaching vs. mentoring
- » What coaching and mentoring can achieve
- » Best practice in coaching and mentoring
- » Models and errors in coaching
- » Supervised co-coaching practice

DAY 2

NEGOTIATIONS, CONFLICT, INFLUENCING AND MANAGING UP

Negotiations and negotiating:

- » Types of negotiation
- » Negotiation strategies and tactics
- » Negotiation simulation

Conflict:

- » Causes of conflict
- » Conflict effects
- » Conflict modes and taking the conflict mode instrument test

Influencing:

- » Influencing vs. persuading vs. convincing vs. manipulating
- » Positive and negative influencing styles
- » Practice

Managing up:

- » Using influencing to build relationships with your managers
- » What to do and not to do when managing up
- » Using the CALM approach
- » Practice

TIME AND SELF-MANAGEMENT, EMOTIONAL RESILIENCE, BIAS, INTERVIEWING, MOTIVATION AND ADVISING:

Time management:

- » Analyzing your time
- » Methods of managing time
- » Balancing importance and urgency
- » Using delegation and allocation

Self-management and emotional resilience:

- » Measuring stress and its effects
- » Ways to work under pressure
- » Becoming emotionally resilient
- » Having a positive attitude and positive thinking

Motivation:

- » Types of motivation
- » Key motivation theories
- » Driving and maintaining motivation

Interviewing and advising:

- » What makes an effective interview
- » Different approaches to interviewing and selection
- » Overcoming unconscious bias
- » Giving advice
- » Practice interview

DAY 3

COMMUNICATION ETIQUETTE, BUSINESS CULTURES, MANAGING PROJECTS, SOLVING PROBLEMS, MANAGING CHANGE

Communication etiquette:

- » What is "etiquette" and what are "etiquettes"?
- » Politeness

Business cultures:

- » Key cultural and personality variables
- » Evaluating and assessing critical incidence
- » Reacting objectively using the DIE approach

Managing projects:

- » Managing face-to-face and virtual projects
- » Using Gantt charts
- » Allocating resources
- » Tollgates and milestones

Solving problems:

- » Key terms in problem solving
- » Critical, creative and lateral thinking
- » Key analytical tools for problem solving (variants on SWOT, PESTLE, five forces, stakeholder mapping and more)
- » Key creative tools for problem solving (including six thinking hats and six frames)
- » Innovation

Managing change:

- » What is change and what is change management?
- » Forcefield analysis
- » Being a change master
- » The eight steps of change leadership

PRESENTING AND PUBLIC SPEAKING, STEPPING UP TO LEADERSHIP, ASSESSMENT:

Presenting and public speaking:

- » The structure of a presentation
- » Gaining feedback on presentations
- » Engaging others and influencing your audience
- » Creating great visuals
- » Taking, answering and avoiding questions

Leadership:

- » Leadership vs. management
- » Leadership and ethics
- » Styles of leaderships
- » Traits and qualities of leaders

Final assessed group case study presentation

Personal action planning

Course feedback and certificates awarded

LEORON's CLIENTS



DETAILS

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Venue: Kuwait

Program Dates: 22-24 September 2019



KUWAIT CITY, KUWAIT