

**ASK<sup>®</sup>**

# **EXPERT to LEADER PROGRAMME**

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**an INDIVIDUALISED APPROACH to  
ACCELERATE TRANSITION**



**UNASHAMEDLY  
BUSINESS  
PASSIONATELY  
PEOPLE**

# MAKING THE SHIFT

Over 20 years, we have worked across industry to help intelligent, highly qualified technical experts embrace the challenge of leading and managing people. Our observations have enabled us to identify the changes in attitude, skills and behaviour demanded by this shift of responsibilities.

## TECHNICAL EXPERT

- Emphasis on data and logic
- Know the facts
- Do it themselves
- Their work speaks for itself
- They communicate content
- They identify with their profession
- Autonomy
- They share their expertise

## LEADER

- Emphasis on relationships: empathy and listening
- Know the individuals
- Delegate to others
- They influence stakeholders
- They communicate a direction
- They identify with their organisation
- Responsibility for others
- They coach others to develop their own expertise

# HOW CAN TECHNICAL EXPERTS BECOME LEADERS?

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- Prepare people early in their career – Leadership is not about the position someone holds in the hierarchy but the way they conduct themselves and the behaviour they demonstrate
  - Don't assume everyone wants to be a leader – openly discuss the implications for an individual's work style and job satisfaction: attend to the psychological aspects as well as skill sets
  - Be clear about the distinction between managing and leading and provide development that focuses on both
  - Provide resources and support with coaches/mentors at the right time and with the right expertise
  - Help people find their own personal, authentic way to be a leader beyond the organisation's formal descriptions
  - Build leadership development goals into the organisation's Performance Management process and hold the individual and their manager accountable
  - Increase the likelihood of learning being transferred back into the workplace and realising the return on investment by providing a bespoke programme tailored to the requirements of each participant
  - Help experts understand that leaders earn respect for what they do and say, rather than what they know
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# HOW DO PEOPLE CHANGE?

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## THE BEHAVIOUR CHANGE JOURNEY

Our approach recognises that individuals move through a series of emotional states or 'stages' as they seek to change ingrained patterns of behaviour.

For experts, the shift requires them to let go of some of the skills and behaviours that once made them successful and to adopt or enhance new behaviours such as networking and delegation.

## WHAT CAN HELP PEOPLE MAKE LASTING CHANGE?

To enable transition through the stages, a combination and range of interventions from a variety of sources needs to be deployed. The organisation's messages, systems and processes will be critical to success. Crucially, the learner's Line Manager is the single most significant influence.



# HELPING PEOPLE MAKE LASTING CHANGE

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"Be the change  
you want to see  
in the world"

Mahatma Gandhi

## RAISING AWARENESS



- Communicating key organisational messages about the imperative for change
- Feedback – e.g. 360° Questionnaire
- 1 to 1 with Line Manager to identify personal development goals

## PREPARATION



- Manager and learner agree expectations for transfer of learning
- Participation in a range of development activities, including work-based learning

## ACTION



- Follow through support (e.g. coaching) to embed changes
- Change observed and feedback given by Line Manager

## MAINTENANCE



- Learners and Line Managers held accountable via the organisation's formal Performance Management process
- Organisation's systems and processes recognise and support new behaviours

# THE EXPERT TO LEADER PROGRAMME

A phased approach supports an expert to leader behaviour change journey that is:

## PERSONAL

Diagnostic tools such as MBTI® and 360 degree feedback help participants to develop self-awareness, particularly of their strengths. Skilful facilitation supports participants in finding their own authentic leadership style.

## REAL

The content is explicitly set in the context of their organisation and grounded in their business agenda.

## RELEVANT

Participants bring their real **Business Challenges** to work on and the progress they make with these during the workshop enables them to 'hit the floor running' when they return to work.

## INDICATIVE PROGRAMME OUTLINE

Designed to meet each client's specific needs, a programme typically consists of:

- **PREWORK** - Diagnostic questionnaires and facilitated feedback
- **WORKSHOP** - 2 to 3 days residential event, including Business Challenges
- **FOLLOW-THROUGH** - Follow-up coaching and/or Action Learning Sets



## INDIVIDUAL BUSINESS CHALLENGES

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The purpose of this key element of the Expert to Leader Programme is to enable participants to apply their leadership development to a real business issue. Doing this will make their development both relevant and real, thereby increasing the likelihood that they will implement their personal development actions.

The chosen challenge should strongly link with the individual's key business objectives for the next few months and meet the following criteria:

- Success or failure has real consequences for the participant and their business area
- It targets an area that will deliver tangible business results
- It will require the participant to use leadership behaviours to influence others to implement the change
- It gives the participant the opportunity to stretch beyond what they would do normally
- The Line Manager is enthusiastic and supportive of the challenge and the participant



# BEHAVIOUR CHANGE JOURNEY

## PREPARATORY WORK

- Communicating key organisational messages about the imperative for change
- Feedback – e.g. via 360 Questionnaire
- 1:1 with Line Manager to identify personal development goals and measures of success
- Add to performance goals

Awareness

## ENGAGEMENT CONVERSATION

- A 1:1 telephone call with facilitator to:
  - offer feedback on questionnaires
  - identify individual needs
  - identify the Business Challenge
  - prioritise leadership development goals

Preparation

## FACE TO FACE EVENT

- Real Business Challenges
- Learning inputs tailored specifically to delegates attending
- Ratio: 1 facilitator to 4 delegates
- Development of coaching skills
- Networking across business units

Action

## FOLLOW-THROUGH ACTIVITIES

- 1:1 telephone coaching
- Action Learning Sets
- Feedback to Line Manager
- Line Manager reviews participant's achievement

Maintenance

# THE BENEFITS OF THIS APPROACH

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- Participants receive a personalised coaching approach without the organisation incurring a high level of cost
- It can be tailored specifically to the requirements of each participant
- It follows a building block approach that can be delivered as modules and blended with other learning approaches
- Participants focus on real business challenges, maximising the application of learning
- Real results are delivered for the business, which can be monitored and recognised through the normal performance management process
- The line manager is engaged and involved throughout
- The content of the programme is rooted in participants' real business context and is therefore seen as credible and relevant
- The programme is facilitated by an ASK team experienced in business and psychology and able to establish themselves as equals of, and mentors to, the participants
- The business relevant and experiential approach delivers return on investment for the organisation

# BUSINESS IMPACT

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We work with our clients to build learning transfer best practices into learning programmes and ensure they deliver real business impact.

From an extensive review of academic research into the factors that influence the transfer and application of learning into the workplace, ASK has identified **six common areas** that have significant impact.



## **1. LEARNER SELECTION**

The extent to which learners are specifically chosen according to pre-defined criteria such as their position/role, learning agility, motivation, competence and performance levels.

## **2. INTERVENTION DESIGN**

Transfer and application tools and processes are built into the end-to-end design of the programme (e.g. clear business outcomes identified, preparation of all stakeholders and follow-up support involving multiple stakeholders).

## **3. PRE-EVENT COMMUNICATION**

The positioning of the intervention in the context of the business outcomes, its significance to the organisation and importance to the individual. Explicit communication of intrinsic and extrinsic rewards. Briefing and engagement of Line Managers to play an active and on-going supportive role.

## **4. PRE-EVENT PREPARATION**

The extent to which learners are engaged at the start of the development process through activities such as self-assessments, pre-work and meetings with their Line Manager to discuss development needs and objectives.

## **5. EVENT DELIVERY**

The extent to which transfer and application expectations are raised and reinforced during face-to-face learning events. The contextualisation of theory and tools to reflect the learners' work place. The facilitation of discussion to link learning with its real-life application. Opportunities to practise skills and build confidence in a safe environment.

## **6. WORKPLACE ENVIRONMENT**

The extent to which the workplace supports learning transfer - for example, learners are recognised and held accountable for implementing their learning; Line Managers are held accountable for supporting learning transfer; immediate opportunities exist to put learning into practice; on-going follow-through support from a variety of sources.



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