**Group Learning Guide**

**Module 2 – Outstanding Leadership**

**Introduction**

This Group Learning Guide (GLG) can be used when there are a number of learners undertaking the Supervisory Leadership Development Programme at the same time.

There are many benefits of group learning which include:

* Increase learners’ responsibility for their ownlearning
* Working together and interacting with peers can energise, motivate, support and encourage
* Learn from each other and shared experiences
* Maintains momentum
* Even greater opportunities to share learning across your service

The GLG can be used by line managers, facilitators or by the cohort of learners themselves to help facilitate group learning.

If you are using this as a cohort of learners, you may want to consider sharing the facilitation of the group – another skill to develop!

**How to use this GLG**

This guide is split into the respective topics in the Outstanding Leadership module, namely:

1. Leadership styles
2. Engaging your team
3. Providing direction
4. Developing others through feedback
5. Coaching others

You can either use it at the end of the whole module or at the end of each topic.

Group learning is a great opportunity to make a difference across your service, and some suggested activities and questions for group discussions have been included to help you think about having a greater impact through completion of this programme. This list is not exhaustive, so you may find it beneficial to add your own. We have left space for notes if required.

The appendix at the back of this document will provide you with further supportive resources.

We have left space for notes if required.

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| **Leadership styles** |
| The ‘Understanding management and leadership styles’ checklist shared a number of different leadership style models.Discuss as a group the ones that particularly resonated with you. What are the pros and coms of a particular leadership style? Which leadership styles do you see in each other and those around you?There are so many leadership models it can be quite overwhelming! Just use the ones that mean something to you. |
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| Discuss how what you have learned about leadership styles might influence your future behaviour.Include how the [NFCC Leadership Framework](https://nfcc.org.uk/wp-content/uploads/2023/08/NFCC_Leadership_Framework_Final-1.pdf) and the [Core Code of Ethics](https://nfcc.org.uk/our-services/people-programme/core-code-of-ethics/) (or your service values) will help you be a more effective leader. |
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| Space for your own questions and activities for the group…. |
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| **Engaging your team** |
| As a group, have a general discussion about engaging your team. Consider:* What are the impacts of demotivated team members?
* What are the benefits of having engaged team members?
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| Using the Engaging Teams Checklist, discuss which areas will have the greatest impact for your teams.Think about what support you can give each other in these activities.  |
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| Thinking about you own motivational needs, discuss this as a group, and the impact on your own engagement when these needs aren’t meet. Think about an example each and share:* What where the circumstances?
* What was the impact?
* How was this situation resolved?

Only share information you are comfortable sharing. |
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| With everything you have learnt in the section on motivating and engaging others, agree at least one individual action that you will take to enhance engagement within your team.Think about ways to support each other and hold each other accountable. |
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| Space for your own questions and activities for the group…. |
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| **Providing direction** |
| Discuss the direction, vision and strategy of your service and/or departments. Consider as a group:* How you will find out more?
* What do you notice about the golden thread in relation to your roles and the direction, vision and strategy of your service and/or department?
* How will you share these findings with your teams?
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| Each write a SMART objective for the remainder of the supervisory leader development programme. Share with each other and critique. Tip – you may find the ‘Setting SMART objectives’ checklist useful. Consider:* As a group, which element of SMART did you find most challenging to include in your objective?
* What difference will SMART objectives make for you and your team?
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| **S****Specific** | What specifically am I trying to achieve? |
| **M****Measurable** | How will I measure success? |
| **A****Achievable** | What steps do I need to achieve the goal? |
| **R****Realistic** | Is my goal realistic? |
| **T****Time-bound** | What is the time frame for the goal? |

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| Discuss the [Core Code of Ethics](https://www.ukfrs.com/core-code-ethics) (or your service values) and how these principles will help you set the direction for your team.Your service may have their own service values instead, if this is the case, use these. |
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| Discuss your services approach to appraisals / performance conversations. Consider:* Any changes you will implement with your team following this training and what you have learnt?
* How you might approach *your own* appraisal differently?

Support each other preparing for an appraisal, you could conduct a role play to out the learning into practice. |
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| Space for your own questions and activities for the group…. |
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| **Developing others through feedback** |
| As a group, discuss previous feedback you have each received in the past. * What was your experience – good or bad?
* How did it make you feel?
* What did you change as a result?

Remember to maintain confidentiality and only share what you are comfortable sharing. |
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| Each of you identify some feedback you would like to deliver to a colleague, Using the Feedback Checklist and the AID / PEG models prepare for the discussion and share with this group before you have the conversations. Think about:* What is the feedback that you want to give?
* Is it objective or subjective?
* What do you need the recipient to do differently as a result?
* Practicing your scenarios as a group

**Note** – this may not be possible or appropriate. As an alternative, consider working together on a case study or role play. Remember to maintain confidentiality. It’s also a good idea to include your respective line managers prior to conducting the conversation. |
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| Once you have delivered your feedback, come together as a group to share your experiences. Consider:* What worked well?
* How was the message received?
* What did you learn?
* What would you change next time?
* What can you learn from each other’s experiences?
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| Feedback is only one development tool to support your team, there are so many others.Discuss some of the other development methods you use for others, but also for yourself.Refer to the [NFCC Talent Management Toolkit,](https://nfcc.org.uk/wp-content/uploads/2023/08/NFCC-Talent-Management-Toolkit-Interactive-Document-8.pdf) and take a look at the ‘Develop’ section for some suggestions. |
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| Discuss the difference has this learning made to each of you? What feedback can you give to each other?What ongoing support can you provide to each other?Commit to one piece of feedback you are going to deliver. |
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| Space for your own questions and activities for the group…. |
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| **Coaching others** |
| Individually access the [NFCC Coaching and Mentoring Toolkit](https://nfcc.org.uk/our-services/people-programme/coaching-and-mentoring/). Come together to discuss:* What would be useful here?
* How would you use these documents?
* Does your service support you using the Coaching and Mentoring Portal?
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| You have seen how coaching is a key leadership skill and has many benefits. Find out whether your service provides additional coaching training and consider whether this would be of benefit for any of you. |
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| Each of you to identify someone either within or outside of your team who could benefit from your coaching.* List below the steps you will take to prepare for the coaching session.
* How will the OSCAR model help (note there are numerous other coaching models so it may be that you prefer one of the others, please provide details below).

**Note** – this may not be possible or appropriate. As an alternative, consider working together on a case study or role play. Remember to maintain confidentiality. It’s also a good idea to include your respective line managers prior to conducting the conversation. |
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| Ask your line manager or a coach within your service to observe you coaching (ensuring that the individual is happy that this takes place) and provide feedback on your approach. Once you have delivered your coaching session, come together as a group to share your experiences. Consider:* What went well?
* What could have been improved?
* What was the reaction from the receiving the coaching?
* What was the overall outcome?
* What feedback did you get from the person observing you?
* What will you do differently next time?

**Note** – you may want to discuss with your line manager before you undertake this activity. As an alternative consider working together on a case study or role play.As before, remember to maintain confidentiality. |
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| Now that you understand the benefits of coaching, consider whether any of you could benefit from accessing a coach and coaching yourself. Consider your services approach to coaching and mentoring and discuss your thoughts with your line manager. Remember that there are coaches available through the NFCC Coaching and Mentoring Portal. |
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| Space for your own questions and activities for the group…. |
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**Appendix – Other supportive resources**

**NFCC Leadership Framework**

The whole programme has been developed around the [NFCC Leadership framework](https://nfcc.org.uk/wp-content/uploads/2023/08/NFCC_Leadership_Framework_Final-1.pdf), which clearly defines the leadership behaviours required at each level of leadership within the UK fire and rescue service. This framework details a simple set of behaviours and supports individuals who are looking to grow and develop. You should have completed your NFCC Leadership Framework self-assessment at the start of the programme.

**Core Code of Ethics**

A national [Core Code of Ethics for Fire and Rescue Services](https://nfcc.org.uk/our-services/people-programme/core-code-of-ethics/) in England has been developed in partnership with the National Fire Chiefs Council, Local Government Association, and the Association of Police and Crime Commissioners to support a consistent approach to ethics, including behaviours, by fire and rescue services in England.

\*Some fire and rescue services have incorporated the Core Code of Ethics into their service values. If this is the case, or your FRS is outside of England, you may find it useful to review both documents, or review the one that is most relevant to you.

**Learning styles**

We all have different learning styles, strengths and preferences in the ways that we take in and process information. If you have not done so already, the Learning Resources section in NFCC ManagementDirect will help you understand more about your own preferred approach to learning.

**Reflective Learning and Practice**

Conscious reflective learning allows you to stop, pause and reflect on what you have learned and how this learning will now impact you in your day-to-day activities. It also allows you to consider the wider impact this learning will have on your service.

You may find it useful to refer to some additional information provided by the [University of Hull on Reflective Learning and Practice.](https://nfcc.org.uk/wp-content/uploads/2023/12/HULL-Reflective-Learning-and-Practice.pdf)

**NFCC Coaching and Mentoring**

Consider approaching a coach or mentor for further support (discuss with your line manager on your services approach to this). You may find the [NFCC Coaching and Mentoring Toolkit](https://nfcc.org.uk/our-services/people-programme/coaching-and-mentoring/) a good place to start.

**[NFCC Talent Management Toolkit](https://nfcc.org.uk/wp-content/uploads/2023/08/NFCC-Talent-Management-Toolkit-Interactive-Document-8.pdf)**

This will provide more support, top tips and guidance on managing your own development and that of your team members. This also includes some information and templates for development planning.