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| Module Title: | Leadership | |
| Time: | 8 hours | |
| Venue: | Theory and Practical | |
| Module aim/s: | | |
| <p>This module is designed to follow on from the leadership principles explored within the British Canoeing Leadership Awards, broadening the attendee's knowledge of leadership and to get them to consider their style, how it may impact on their groups and whether it is always the best strategy.</p> | | |
| Session Title | Time | Session Outline and Learning Outcomes |
| Introduction | 9.00 – 9.20 | <p>Session Outline</p> <ul style="list-style-type: none"> • Venue introductions • Health and Safety, toilets, breaks, timings • Course administration (course schedule) • Introduction to the trainers and the group • Overview of the BC Guide scheme • Where does the Leadership Module fit into the scheme? • Outline the plan for the module • Set expectations and goals for the day <p>Learning Outcomes</p> <p>Participants will be aware of the venue layout/logistics and the programme for the day.</p> <p>Participants will understand what will be required of them throughout the day.</p> |
| Influences on leadership behaviors | 9.20 – 10.00 | <p>Session Outline</p> <ul style="list-style-type: none"> • What are the key influences on our leadership behaviours? <p>Activity – In smaller groups, the teams are given a specific scenario where the Leader must decide how to proceed. How does the Leader make that decision and what factors</p> |

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| | | <p>must they take into consideration? (Scenarios range from sea, white water, open water, etc. to make it applicable to the participants)</p> <p>The influences on leadership behaviour can be split into the following categories</p> <ul style="list-style-type: none"> • The Situation and the Environment • The Group Members • The Group Leader <p>Do our scenario examples fit within this model? What happens if the Leader ignores these considerations? (Potential to look at examples of poor leadership decision making. Did the Leader ignore any of the key influences when they ultimately made a bad decision?)</p> <p>Activity - Individuals to reflect on their own leadership and to look at a successful critical leadership decision they have made in the past. What considerations did they have to consider when they were making these decisions?</p> <p>Learning Outcome - participants will be able to identify the key influences on leadership behaviour. They will be able to give examples specific to their coaching/leadership environment which show when they have taken these influences into consideration in a successful way.</p> |
| Your leadership behavior | 10.00 – 10.45 | <p>Session Outline</p> <p>Activity – What behaviours does an inspirational Leader demonstrate? In their groups, create their ideal Leader and name the characteristics that they display.</p> <p>Groups to feedback and the trainer to link this to the model of Vision, Challenge, Support.</p> <p>Activity – Groups to come up with their own definition of what</p> |

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| | | <p>the words “Vision, Challenge and Support” mean to them as an inspirational Leader. What behaviours would they display when guiding groups in their chosen environment?</p> <p>Learning Outcome - participants will be able to identify the key Leader behaviours and will have examples of when they have either seen or demonstrated these in their environment.</p> |
| Leadership style / philosophy | 10.45 – 11.45 | <p>Session Outline</p> <p>Activity – Groups are given a range of leadership styles on cards that can be moved or repositioned in the classroom, ranging from controlling to non-controlling styles. The groups initially need to rearrange these to show both ends of the spectrum. The groups are then handed additional cards with phrases on which can be repositioned on the visual spectrum. The cards will have behaviours from the list of controlling and non-controlling behaviours which they have to place into their spectrum of leadership. Once they have arranged these behaviours they can be given phrases that the Leader might say such as “I’ve decided, this is what we are doing” and “I’m interested in what you think, let’s make this decision together”, etc. which they will then place on the spectrum. Finally, they are given some scenarios which they can run through their leadership style spectrum, which can be appropriate to a range of environments. These scenarios could be “your group are approaching a grade 4 rapid and you think some of them will swim, what should you do?” / “After putting sails up in canoes, one of your group is being left behind, what should you do?”</p> <p>Can your philosophy impact on your leadership approach?</p> <p>The group can then discuss their spectrums and explain their decisions and thoughts on their process. During the reflection, the Trainer can link this to the model of controlling</p> |

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| | | <p>and non-controlling behaviours and the group can feedback on how a participant may feel when non-controlling behaviours are used over controlling.</p> <p>Discussion should include when a Leader might choose to operate at either end of the spectrum. It is important that the Trainer identifies that if a Leader needs to constantly operate with controlling behaviours then some element of the key influences on behaviour (environment, group, Leader) must be out of balance.</p> <p>Learning Outcome - the participants will be aware of the impact that their leadership style/philosophy can have on their group and will recognised the controlling and non-controlling behaviours in the leadership spectrum.</p> <p>Participants will form the connection between the influences on leader behaviour, leadership behaviours and their leadership style.</p> |
| <p>Challenge v control</p> | <p>11.45- 12.30</p> | <p>Session Outline</p> <ul style="list-style-type: none"> • The Trainer should display the model of challenge and control, talking through the concept of the model. This group will suggest how the participants they lead would feel when they are in different areas of this model, how this would affect the psychological status of their group and what impact this could have on the journey they are leading. • The group can suggest specific scenarios they have seen which fit help to explain the different areas of the model. The trainer could use photographs of different coaching/leading scenarios which may be useful to identify the psychological effects this could have on a participant. |

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| | | <p>Learning Outcome - participants will be made aware of the Challenge v Control model and will recognise how this will affect their participants.</p> |
| <p>Lunch</p> | | |
| <p>Leader decision making</p> | <p>13.30 – 14.00</p> | <p>Session Outline</p> <ul style="list-style-type: none"> • The Trainer will introduce the British Canoeing Leadership Model diagram and will talk through the diagram to bring the previous sessions together. • How do we make decisions? As a Leader, how do we behave dynamically and be responsive to our group's needs? How important are our decisions? How long will our decisions be in the memory of our group? • The Trainer can facilitate a short discussion around the questions above to help bring the sessions from the morning together. <p>Learning Outcome - participants will be aware of the British Canoeing Leadership Model and will recognise how they can apply this to their coaching/leading.</p> |
| <p>The Effect</p> | <p>14.00 – 14.30</p> | <p>Session Outline</p> <ul style="list-style-type: none"> • How do we identify whether our leadership is being effective or not? What can we observe during our time on and off the water which helps us to assess this? <p>Activity - Groups are given a scenario based around the environment that they operate in. For example, "A group member suddenly becomes quiet during an open water crossing in a sea kayak in a force 4 offshore wind". The group need to look at what behaviours a group member might display on the outside, but they also need to look at what is driving those behaviours internally.</p> |

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| | | <p>The Trainer is to facilitate a discussion around this and a short session could be introduced on the basic needs of a group member (fun, freedom, self-empowerment, love, survival). During these scenarios, is the group member managing to meet any of these needs effectively? Are they having any of their needs threatened/challenged? How does someone choose to behave when their needs are not met?</p> <p>Learning Outcome - participants will have a greater understanding of the effect their leadership decisions can have on their participants. They will be able to recognise their needs and will understand what it feels like for a participant to have these threatened/challenged.</p> |
| <p>Practical Session</p> | <p>14.30 – 16.30</p> | <p>Session Outline</p> <ul style="list-style-type: none"> • The Trainer will take the participants through a short guided multi-craft journey out on the water. The participants will have the opportunity to see these leadership decisions made for real and will be able to contribute to the decision making process. • This journey will include <ul style="list-style-type: none"> • Planning, preparation • Warming up • Initial tasks on the water, profiling, skills assessments • Movement styles as a group • Rescues • Dealing with an incident • During this session the group will be questioned on influences, behaviours and style of leadership. The group will be asked to assess their own needs and the psychological impact that these decisions have on them and whether their philosophy has been challenged. |

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| | | <ul style="list-style-type: none"> • The Trainer may choose to put participants in unfamiliar craft and potentially use personal equipment that is not at the standard they would normally use. This will reflect the equipment available to their participants and the impact this may have on their time on the water. <p>Learning Outcome - through questioning, participants will show their level of understanding of the content covered so far. The trainer may ask participants to take over leadership to demonstrate further understanding if required.</p> |
| Review and close | 16.30 – 17.00 | <p>Session Outline</p> <ul style="list-style-type: none"> • Review the programme • Create your own action plan • How will this impact your practice? • How will your students benefit? • What are the next stages to take this further? • What resources are available to further this area? <p>Learning Outcome - Feedback will be gathered to monitor the effectiveness of the content of the module.</p> <p>Participants will understand ways that they can use this in their leadership/coaching. Participants will generate their own action plan based around the areas that they feel they need to develop following this training.</p> |