Framework for Workshop – Creating effective leaders

"Everyone is born a genius, but if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

Albert Einstein

Within most organisations millennials make up the majority of the workforce and they have traits that make them different from previous generations.

Millennials are defined as people who were graduating school and entering the workplace from around 2000. To them technology is a way of life, there is a lot of focus on "me", with social media providing the platform for this. Research has shown that this generation of workers prefer a flat corporate structure, with an emphasis on work-life balance and social consciousness. Millennials place an emphasis on producing meaningful work, finding a creative outlet, and have a preference for immediate feedback. In the 2010 the Journal of Business and Psychology, contributors Myers and Sadaghiani find Millennials "*expect close relationships and frequent feedback from supervisors*" to be a main point of differentiation[1].

What does the Lincoln Occupational Health workshop offer?

The primary objective is to focus on the people aspect of the organisation, ensuring you are well equipped and desirous of supporting your business to the very best of your ability. It's about giving you the tools and knowledge to lead others, knowing when to delegate and when ask for help.

It's about focussing on the "*me culture*" of the millennials, drilling into this and helping you learn even more about yourself, what your strengths and challenges are. It's about helping you to learn how everyone's "*me culture*" is different, and this will affect how you communicate, how you interact, how we react with you.

It's about helping you realise your full potential, creating an environment where you can work to your full potential, and realising the potential of others. By doing this you start to be more productive, become more resilient and become a better team player. You start to lead your team as you have a better understanding of not only yourself, but of others, and of their potential. We call this "*being in flow*". It's about creating the path of least resistance, one that take the least amount of effort, but achieves the best results. When this happens you start to achieve the work / life balance that is a focus for millennials. We all think, decide and act at different speeds and flow occurs in a team the same way it occurs on a road system – by recognising that we travel at different speeds and often need three or four lane motorways to all get where we are going at the right pace.

Prior to the workshop you will be asked to complete an online profile test with your personal report being sent to you prior to the event. This profile test will show your dominant thinking and communicating type, it will also show the strengths, challenges of each individual. We are all a very unique mix of 4 different thinking and communicating type, we refer to this as energy types, as it is the driving force behind what makes us who we are.

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Using interactive tools and exercises within the workshop we will cover:

- **Identify Your Identity** –

    o Who am I

    o What is your thinking and communicating type

    o How "in flow" am I?

- **Tuning into the frequency of others**

    o Understanding the difference in the thinking and communicating types

- **Mastering communication**

    o How does this affect your communication

    o Learning to communicate effectively using language others understand

- **Harnessing the power of your team for meaningful work**

    o Recognise the characteristics of others and utilise their strengths

    o Creating teams to solve problems

- **Being successful in all areas of your life**

    o Using your identity to create work / life balance

    o Be proud of who you are

[1] Myers, Karen K.; Sadaghiani, Kamyab (1 January 2010). "Millennials in the Workplace: A Communication Perspective on Millennials' Organizational Relationships and Performance". Journal of Business and Psychology. 25 (2): 225–238.