



Coverdale

# Coverdale\_learning\_company

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### WHAT THE COVERDALE\_LEARNING\_COMPANY (CLC) OFFERS

#### Target Group

Managers with professional experience and experience of seminars who are new to their current position or are preparing for the next phase of their career (i.e. head of department). Participants have usually attended management training, thus are familiar with the fundamentals of management (i.e. setting aims, feedback, communications, motivation, handling difficult situations)

The managers arrive at the training sessions with varying degrees of previous knowledge and experience of management. The objective of the Coverdale\_learning\_company is to actively incorporate this experience into the learning process and to create an optimal learning environment for this target group. It is also the aim to involve the participating managers more intensely in their responsibility for their own further development and in the learning process.

#### Questions that are answered during the Coverdale\_learning\_company program:

- What demands, responsibilities and expectations result from the (new) role, from the point of view of the company and the staff?
- Managing managers: what skills are necessary?
- Operative versus strategic orientation in the (new) role – how and where should accents be set?
- Which factors influence your own performance and that of the department itself?

#### The following aims are derived from this:

- Further development of own management know-how and efficiency
- Horizontal and vertical communications (in normal day to day business and during change)

- Conflict management in and deriving from the new role
- Identification, structuring and prioritisation of tasks and problems
- Project management (kick-off, coordination, controlling of operative projects)
- Giving and receiving feedback
- Reinforcing personal responsibility

### COVERDALE\_LEARNING\_COMPANY CONCEPT

The Coverdale\_learning\_company is structured in the form of seminars whose main purpose is to generate management know-how and, in the course of learning by experience, to give participants the opportunity to reflect on various aspects of management in different roles. Participants are mainly responsible for the learning process and the content. During the process trainers act as advisors and coaches. Ideally a seminar lasts 3.5 days with 16 to 24 managers participating.

Following a section with the objective of establishing a collective understanding of cooperation and terminology, the Coverdale\_learning\_company (see below) is launched. Participants plan or create the learning process in various roles. The purpose of the Learning Company is to assure the further development of all participants as efficiently as possible. Inputs regarding the learning content and design of the learning process are derived from a questionnaire filled out before the seminar begins and from the aims as specified above. The participants, with the support of the trainers, establish the priorities within the Coverdale\_learning\_company.

Within the Coverdale\_learning\_company a learning organisation is established at four hierarchic levels: team

members, team leader, CLC executive management and the Board. The participating managers take on the roles of team members, team leaders and executives. Coverdale trainers form the Board. Teams usually consist of 3–8 team members and one team leader. Executive management consists of 2–3 CLC managers. These roles change in the course of the CLC, so that every participant has the opportunity of taking on at least one managerial role during the CLC lifecycle.

#### Roles during the Coverdale\_learning\_company

- **Team members:** Team members work under leadership of their managers on specific leadership topics relevant to daily life, for example: "How, as a manager, do I ensure the motivation of my employees in times of rapid change?". The assignment duration can vary from 1 to about 4 hours, depending on the topic. It can happen, on demand, that team members are called away temporarily to work on other topics and tasks. The team members and all CLC managers are responsible for bringing in their own experience and knowledge for the benefit of all participants.
- **Team management:** A team manager leads a team. Together with the team, he is responsible for working out the results of a set management topic in a way that is both relevant to everyday practice and which can be of use to all participants in both form and content. He must ensure that topic and aim of his teams' work and required resources are agreed with and authorized by the executive management. He is responsible for the communication between his team, the executive management and other teams. He must ensure that the strengths of his team members are optimally used and that they work in a motivated way.



- **Management:** Management leads and co-ordinates the work of all teams. With support from the Board, they formulate the tasks for the individual teams and must thus ensure that ...
  - objectives, roles, structures and procedures are clear to all CLC members;
  - the teams work on leadership topics relevant in practice for all participants. This requires the recording of/ familiarity with participant expectations;
  - all participants work in roles and on topics suitable for the further development of their leadership know-how;
  - all participants have a meaningful task at all times and can bring in their strengths for the benefit of the team;
  - all existing resources are used as efficiently as possible;
  - the work of all teams is coordinated and the required communication takes place between teams;
  - procedure and central decisions are co-ordinated with the Board.
- **Board:** Through the role of the Board, the trainers retain the ultimate responsibility for the achievement of training objectives, the learning process and the successful learning of all participants. Executive management regularly reports to the Board and agrees with the Board on the incorporation of certain decisions, depending on how the CLC is developing. In their role as Board members, the Coverdale trainers may only be approached by the managing directors, except if a team manager goes over the heads of executive management.
- **Trainer:** Every eight participants have the support of a Coverdale coach. They, in turn, assume the following tasks:
  - They advise and coach executive management, team managers and individual team members.
  - During plenary meetings they provide their input on leadership topics under current discussion.

- If requested they will advise individual teams on contextual questions and thus input their knowledge and experience.
- They provide support during reviews.

### COVERDALE\_LEARNING\_COMPANY METHODS

Over four decades, Coverdale has developed a special form of training, i.e. process-oriented learning. As trainers Coverdale designs processes which invite learning and change. They are processes which stem from training situations and which are continued in everyday working life. The trainers understand themselves as initiators of a learning process which provides permanent motivation to reflect and change. The methods that Coverdale uses in training are the original form of learning as such: learning by doing. The Coverdale method provides each participant in each work phase with experiences, and with the knowledge how to systematically evaluate these during structured reviews and transfer findings to working situations.

The working phases during CLC last from 45 to 120 minutes. In a review which follows immediately, the working processes are evaluated. The main questions considered here are: What was a help or a hindrance (in cooperation, the role of the team leader, the manager, the intervention from the executive Board)? The review lasts between 30 and 60 minutes. Through their active participation and the resulting impact, participants experience success, or also failure, and learn by reflecting on the management situation experienced. The trainers support reviews, make recommendations, deliver theoretical explanatory models and promote an open learning climate, which opens the way for controversial discussions and critical arguments regarding the learning contents. In this respect Coverdale regards an atmosphere of partnership as important.

As experienced managers the participants are used to assuming the responsibilities within their area of competence. The concept of the seminar and the learning methods encourage them to take on the responsibilities for themselves – for their own further professional development.

In order to achieve this participants prepare for the seminar in a structured analytical process with the involvement of their superiors and their personnel area and formulate their personal expectations. These form the basis for the content of the seminar and will be worked through in the context of the Coverdale\_learning\_company.

The Coverdale\_learning\_company offers participants a space for learning and experience that is mainly self-developed and which, in terms of structure, roles and tasks, is directed towards the participant's real life work situation and challenges. It is the participants own responsibility, how they initiate and design their own management, target achievement and cooperation processes.

During the Coverdale\_learning\_company participants learn in multiple roles and on various levels.

- By working at and exchanging information on a leadership topic,
- by experiencing leadership as member of a team,
- by leading a team,
- through managing the Learning Company as a member of management,
- through exchanging information during reviews,
- as a client during coaching or consulting with a Coverdale trainer,
- through input from Coverdale during the plenary session, in working teams or during reviews;
- through additional supporting learning-and-doing exercises, sculpting and role-playing.



At regular intervals reviews are held by all teams and by executive management with the following questions:

- What did our supervisor, what did every individual contribute to the success of our work during the previous phase?
- What did the supervisor, what did each individual do that hindered success?
- What can I, what can we learn from this regarding our managerial work?

By learning on various levels, in various roles and in different constellations, that which is learned is anchored far more easily. The practical work in managerial roles leads directly to the further development of skills. The relation to everyday practice is established and questions on implementation are discussed during the reviews.

*The Transfer Journal published in German and English, assists participants in Transfer.*



## TRANSFER

In a structured analysis, participants prepare with the involvement of their superiors and their personnel area. They discuss their individual management situation, reflect on their management environment and the challenges they face and consider which management skills are more important for them. They estimate their own strengths and areas of development. From this expectations and personal aims develop that are the requirements for a successful transfer.

Coverdale uses the following transfer elements during the seminar:

- Transfer Journal: Every participant receives the Coverdale Transfer Journal. It provides, in a small, appropriate format, a means of noting down the opportunities and lessons learned from the individual working phases, inputs

or collegial counselling. It contains the state of knowledge on the subject of "learning" and provides forms for the various reviews as well as a transfer plan.

- Collegial counselling: During the seminar the participant is offered the opportunity of receiving counselling on a personal level. In this case the colleagues act as counsellors. A trainer moderates the ongoing counselling in each case.
- Coaching Duos/Learning Partnerships: At the end of every seminar day two to three participants discuss their experiences and note their results in the Transfer Journal.
- Coaching: At the start of the seminar the trainers make themselves available for one-to-one coaching, which is done on the margins of the seminar. Every participant thus has the opportunity to discuss a personal subject with a trainer.

- Transfer Plan: At the end, every participant develops a personal development and action plan. Ideally, coaching pairs are formed who support one another in implementing the plan. It is very important to involve the superiors. Their support is of central importance for the success of implementation.

With regard to the transfer content of the seminar, the seminar is followed up with a transfer control procedure structure, consisting of several steps:

- Talk with the superior: the basis for this is the preparatory talk between the two
- Transfer review by the Coaching Duo/Learning Partnership
- Transfer review in networking group
- Opportunity to review transfer during one-to-one coaching with the trainer.

