



delta



Disability
Empowers
Leadership
TAleNT

Workshop 1

Group A: Jane Cordell and Hormoz Ahmadzadeh

Group B: Jane Cordell and Brad McCaw

Group C: Teresa Wilson and Rebecca Armstrong



Leadership College for Government

Welcome from the DELTA Team

Charlotte Hart
DELTA Lead



Angelica Kiani
**DELTA Assistant
programme manager**



The impact of DELTA

Feedback from DELTA Participants

- DELTA helped bridge the gap.
- I learned things I hadn't known about myself.
- Coaching produced a life-changing outcome for me.
- DELTA gave practical leadership considerations.
- I feel so much more empowered and confident.
- Confidence in my ability to achieve my goals.



Who is Result CIC?



**Community Interest Company
(social enterprise)**

*‘Confidently different,
we empower marginalised people to become
positive role models’*

www.resultcic.com



Leadership College for Government

Introduction



- Who are we?
- How can we best work together?
- What will happen on DELTA?

www.resultcic.com



Leadership College for Government

Facilitator/coaches



Jane Cordell



Hormoz Ahmadzadeh



Teresa Wilson



Saif Ali



Brad McCaw



Rebecca Armstrong

Coaches



Andy Hilton



Kevin French



Janice McNamara



Ronie Walters

Today

Time	Activity	Breaks
10.00–11.15	Welcome. Who are we?	Break: 15 minutes
11.30–13.00	Who are you? Your stories and strengths.	Break: 10 minutes
	LUNCH – 60 minutes	
14.00–14.50	Spectrums of disability	Break 15 mins
15.05–15.30	Toolkit: Mindset	
15.30–15.55	Strengths from disability?	Break: 10 minutes
16.05–16.30	Coaching, reflection and feedback.	



Who is in the room?

2 Post-Its

- Something which has improved recently
- Ask me about...

Mingle, share and discuss.



Working together

Respect, value and learn from each other and our difference:

- confidentiality
- experiences and preferences
- skills and styles - including learning styles
- access requirements
- multi-tasking – removes value for you and your group
- communicate with us if you have to leave, take a call etc.



Working together – anything to add?

- Lighting (e.g. too bright/flickering lights)
- Ambient noise (e.g. too distracting)
- Temperature (too high/low)
- Seating arrangements (e.g. feeling too close/hemmed in)
- Your ability to move freely in the space
- Sense of autonomy, to move freely as needed
- Use of stimming tools (to support focus)
- Quiet room next door.



This is about *you*!

We cannot:

- tell you how to do your job better.
- get you that promotion you want.
- stop your boss being difficult.

or

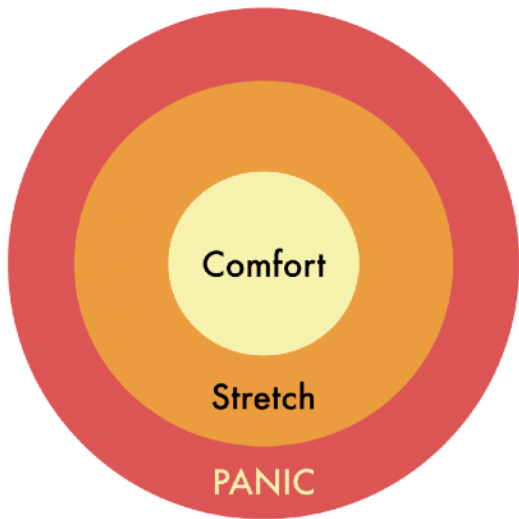
- make you a better leader.

We can:

- give you space, time and support to develop yourself as a confident leader of change.
- encourage you to value your lived experiences and resulting expertise.
- develop trusting and supportive relationships between each other.



Your starting point: self management



- Where are you on this diagram?
- Speak to a partner about your feelings.

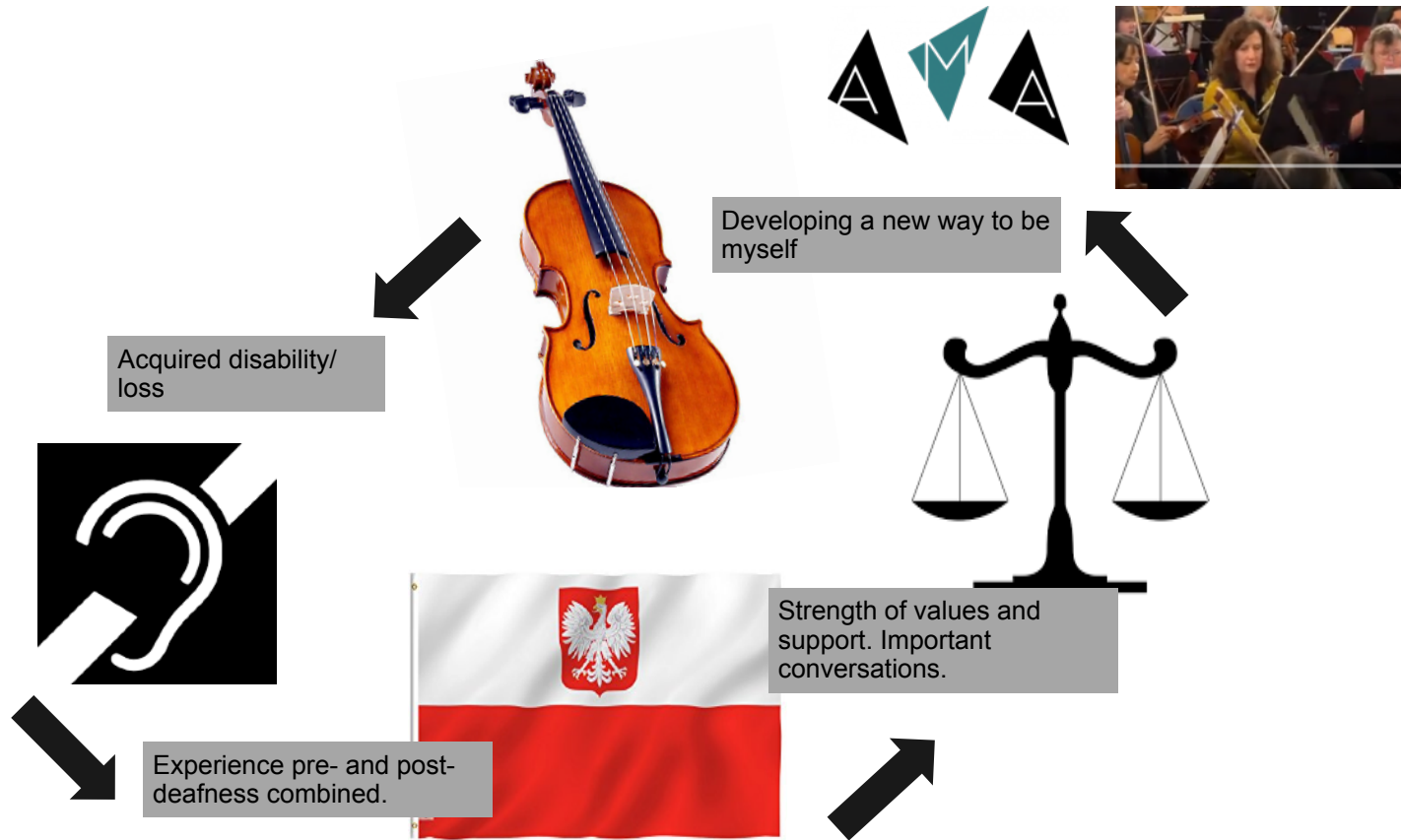


Who are we?

Our stories



Jane



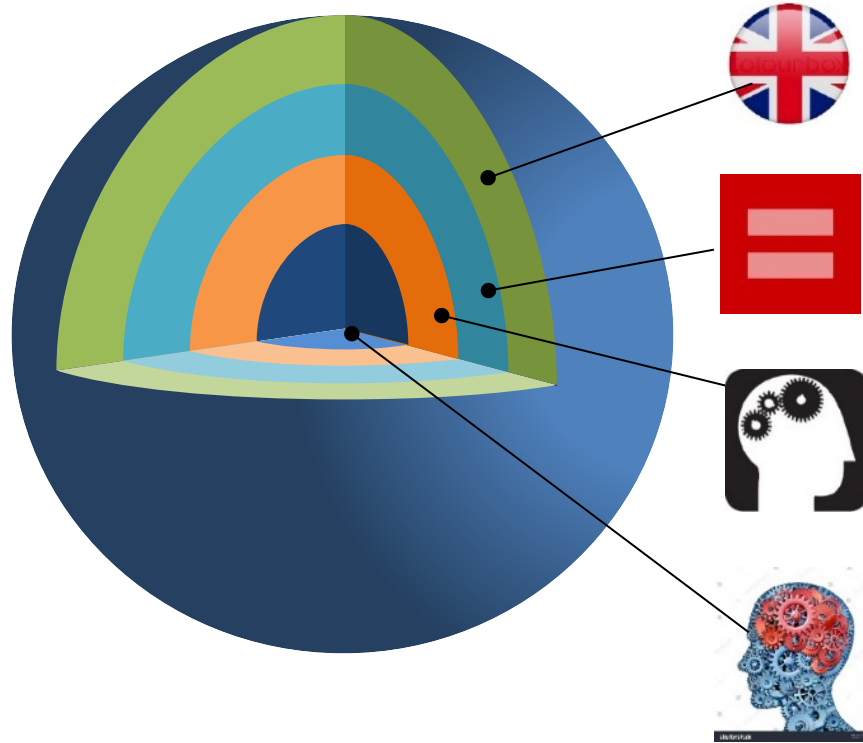
Learning

Key message: Nobody can take away your experience, skills and ideas. Ensure *you* value them, then others will.

Strengths: Values tested fully– deeply understood. Strong sense of personal purpose. Appreciate health and limits. Know when to let go. Humour.



Hormoz



Learning

- Self-awareness and kindness to self
- Resilience, asking for help
- Authenticity.



Who are you?

Your stories and strengths



Check



*Did you choose
this?*



In pairs or groups of 3: 35 minutes

- Tell your (draft/unedited) story to your partner.
- Your partner then tells you your story back, focusing on the strengths, qualities and personal attributes that they heard in it.
- Make a note of these.
- Swap roles and repeat.



Result website resource – DELTA

- <https://www.resultcic.com/deltaresources>



Lunch break: 1 hour



Spectrums of disability



Where are you on these two spectrums (1-10)?

Stand/sit against your number, then add your initials to a large Post-it so your choice is recorded.

- How confident do you feel talking about your disability, health condition or neurodiversity?
- How socially acceptable does it feel to talk about your disability, health condition or neurodiversity?



In groups of 3 discuss the difference between scores

- How confident do you feel talking about your disability?
- How socially acceptable does it feel to talk about your disability, health condition or neurodiversity?



Toolkit: Mindset



Two belief systems

Fixed mindset

- Can't-do attitude
- Avoids change and new challenges.
- Gives up too easily.
- Fears failure.
- Not open to feedback.
- Is threatened by the success of others.

Growth mindset

- Can-do attitude
- Embraces change and new challenges.
- Persists in the face of setbacks.
- Effort as the path to mastery.
- Learns from criticism.
- Finds lessons/inspiration in the success of others.



What Having a “Growth Mindset” Actually Means



Take the steps to foster a growth mindset

What can you do to foster and maintain a growth mindset?

Acknowledge
and embrace
imperfections.

View
challenges as
an
opportunity.

Replace the
word 'failing'
with the
word
'learning'.

Value the process
over the end
result.

Celebrate
growth with
others.



Strengths from disability?



You and your disability



Factors which can influence:

- How long you have had it/been diagnosed.
- How static/changing/unpredictable it is.
- Level of general understanding about your disability or condition.
- Others' reactions to an acquired disability.
- How you communicate about it and share responsibility for adapting to it.



Reflect on these questions

- What do I feel about having my disability/condition?
What's my relationship with it?
- What does having this disability/condition mean I have discovered about myself?
- What are some of the unexpected gifts that my disability/condition may have given me?



Reduce your story to a one-line version

- Focus on your strengths, qualities and personal attributes that were highlighted before.
- Take a few minutes to distil your story down to a one-line introduction.
- *'My name is ... someone who is ... because of ...'*



Reduce your story to a one-line version

- Practice reading aloud in pairs.
- Add to [Slido](#) anonymously so all can see.





Join at
slido.com
#1446 258

[] FULLSCREEN



Share your strengths statement



Feedback

- How did it feel doing that exercise?
- What did you notice or learn?



Coaching



Your coaching

- Use the coaching handout to prepare.
- Make sure you have booked your coaching sessions with your coach. (Coach assignments on Result website area).

Next

- Consider what you have heard, seen and learned today.
- What is your intention for coaching?
- Record this for yourself.



Reflect

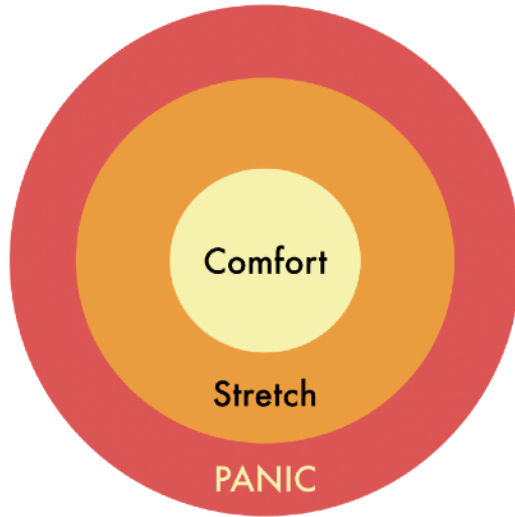


Dear (you)..
..

- Focusing on my confidence, how do I want to feel by the end of the programme?



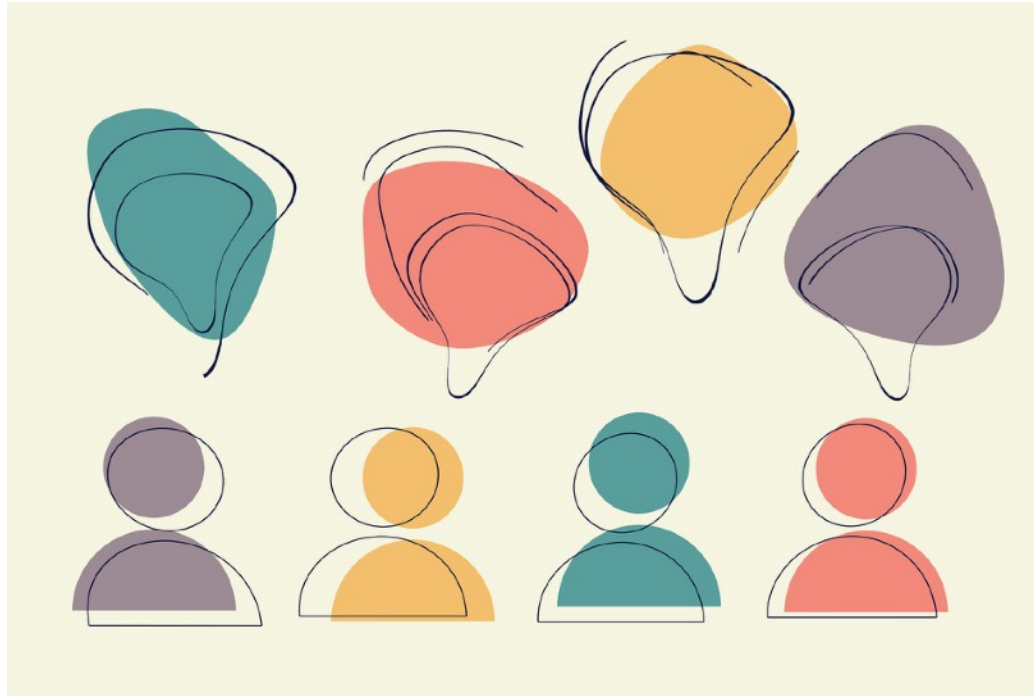
Reminder



- Where are you now on this diagram?
- If any change – why?



Questions and feedback



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www.resultcic.com

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