



HR DELIVERY

Making Sure HR Delivers

HR DELIVERY WORKSHOP SERIES

Leadership Development Activities

Leadership Development Activities: Design Practice That Transfers

Design a focused leadership activity around an observable behaviour and real organisational work. Practise building a decision scenario, facilitating reflection and planning application, using the 3D9C framework to connect activity choices with leadership purpose.



01 DAY

Introductory taster

IN-HOUSE

Your people. Your context.

PRACTICAL

Explore, discuss and apply

A PRACTICAL STARTING POINT

Understand the topic. Try it in practice.

A leadership exercise can be engaging while teaching little about the decisions participants face at work. Stronger activities start with a relevant behaviour, give people a meaningful choice and make room to examine its consequences. This workshop helps designers and facilitators build a small practice experience with a clear connection to workplace leadership.

Participants use the 3D9C Leadership Framework to select a behavioural focus and design a short activity. They create a realistic dilemma, define observation prompts and rehearse the debrief, then plan a follow-up assignment that gives participants another opportunity to practise in their own context.

WHO IS IT FOR?

Learning designers, leadership development practitioners, internal facilitators and HR colleagues who create leadership sessions or work assignments and want a practical introduction to designing purposeful activities and useful reflection.

BY THE END OF THE DAY, PARTICIPANTS CAN:

- 01 Select a clear focus**
Choose one observable leadership behaviour linked to a 3D9C competency and explain why it matters in the intended participants' work.
- 02 Choose suitable practice**
Compare a scenario, simulation and workplace assignment against the target behaviour, available time, participant experience and practical conditions for learning.
- 03 Design a meaningful dilemma**
Draft a leadership situation with credible competing priorities, enough context to make a choice and consequences that support discussion rather than guessing.
- 04 Observe behaviour usefully**
Write a small set of observation prompts that capture choices and interactions without implying a validated score or assessment of overall leadership capability.
- 05 Facilitate reflection**
Rehearse a debrief that examines decisions, assumptions and effects, inviting different interpretations before drawing an appropriate connection with real work.
- 06 Plan workplace transfer**
Design a supported follow-up assignment with a feedback source and review point that gives the chosen leadership behaviour another opportunity to develop.

A useful first application

A workshop for designing and rehearsing one introductory leadership activity. It does not provide a complete programme, assessment-centre design, validated behavioural ratings or authorisation to facilitate complex interpersonal interventions independently.

THE FRAMEWORK / WORKSHOP FOCUS

HR Delivery 3D9C Leadership Framework

Direction, Development and Delivery provide the activity's behavioural reference through nine leadership competencies. Participants select one manageable practice focus; the workshop design sequence connects that focus with a dilemma, observation, reflection and application.



SIX QUESTIONS TO EXPLORE IN THE WORKSHOP

01 Leadership purpose

Which leadership behaviour matters in the participants' actual organisational context?

03 Dilemma and context

Which competing priorities create a credible leadership choice for this group?

05 Reflection

What questions will help participants examine assumptions and consequences together?

02 Practice choice

What activity gives participants a real opportunity to practise it?

04 Observation

What decisions and interactions can a facilitator notice without overclaiming?

06 Application

Where can this behaviour be practised and reviewed after the session?

The six focus questions guide activity design within the full 3D9C model. They are teaching-design prompts, not additional competencies. Practice observations inform learning and are not presented as formal leadership assessment results.

[Explore the full model >](#)

LEARN BY DOING

Explore. Challenge. Make the ideas useful.

Short explanations lead into lively exercises, paired discussion and small-group challenges. Participants test ideas, share experience and build a draft together. The tone is engaging and enjoyable, with time to reflect and connect learning to real work.

01 Rescue the entertaining exercise

Teams inspect an enjoyable activity with a vague leadership objective. They identify what it actually lets participants practise and redesign the brief around a specific 3D9C behaviour and work situation.

02 Build a credible dilemma

Pairs create a short leadership case with competing stakeholder priorities and incomplete evidence. Another pair tests whether the decision is meaningful, accessible and appropriate for the intended group's experience.

03 Observe without scoring people

Participants watch a short decision discussion and record behaviours separately from interpretations. They compare notes, revise ambiguous prompts and discuss what the limited exercise cannot establish about an individual.

04 Debrief and transfer rehearsal

Each designer facilitates a short reflective debrief while peers play participants with different conclusions. Feedback focuses on inquiry, useful challenge and the connection to a supported workplace practice assignment.

DIAGNOSE BEFORE YOU ACT

Evidence > shared feedback > agreed priorities

Use selected diagnostic prompts to distinguish known facts from assumptions. Discuss the findings and agree their meaning before proposing a solution. Feedback is part of diagnosis, not an afterthought.

ONE CASE, DEVELOPED THROUGH THE DAY

A learning team plans a leadership day for functional heads and has chosen an energetic competition. The sponsor wants better cross-functional decisions, but the exercise rewards speed and individual influence. Participants work in different contexts, and previous workshops produced enthusiastic reactions with little evidence of changed leadership practice afterwards.

Groups redesign one activity around a partnership or judgement behaviour, create a realistic choice and debrief, then specify a follow-up assignment that tests application in normal leadership work.

THE FACILITATOR WILL

- Invite different perspectives.**
- Make assumptions visible.**
- Welcome constructive debate.**
- Capture practical learning.**

SAMPLE WORKSHOP AGENDA

A working day, with room to think.

09:00-16:30 | Six hours of facilitated learning, plus lunch and breaks. The agenda, emphasis and timings are always agreed with the client, including local scheduling needs.

09:00-09:20	Welcome and activity purpose Examine what a leadership exercise rewards and distinguish enjoyable participation from a credible opportunity to practise a useful behaviour in context.
09:20-10:15	Select a 3D9C practice focus Connect the audience's work with one leadership competency and write an observable objective that can be practised in a short activity.
10:15-10:30	Break
10:30-11:30	Choose and design the activity Draft a realistic leadership dilemma with clear instructions, competing priorities and an appropriate challenge for the intended participants' experience.
11:30-12:30	Prepare observation and feedback Write observation prompts, separate evidence from interpretation and identify what the exercise cannot establish about leadership capability beyond the presented situation.
12:30-13:30	Lunch
13:30-14:30	Rehearse the reflective debrief Rehearse questions about decisions, assumptions and effects, inviting alternative perspectives and connecting learning with work without imposing one preferred style.
14:30-14:45	Break
14:45-15:30	Plan transfer into leadership work Design a supported assignment with a work situation, feedback contributor and evidence review, giving the leadership behaviour further practice after the session.
15:30-16:10	Peer test the activity design Run a shortened activity with peers, gather feedback and revise instructions or assumptions that prevent the target behaviour from becoming visible.
16:10-16:30	Agree a pilot and review Choose a suitable learning group, confirm preparation needs and plan a small pilot whose findings will inform the next activity revision.

Design from the leadership behaviour backwards, then use reflection and workplace practice to make the activity useful.

FROM THE SESSION TO YOUR DESK

Useful models. Practical working records.

The day combines reference materials with drafts developed in the exercises. Each has a clear use beyond the workshop; the work reflects the evidence and perspectives available in the room.

01 Leadership activity design brief

A draft naming the audience, relevant 3D9C behaviour, context and intended learning, with a check that the activity gives participants meaningful opportunities to practise that behaviour.

Use it to choose an activity for a clear leadership purpose.

02 Dilemma and instruction draft

A case and participant brief with competing priorities, evidence and a decision, peer tested for realism, accessibility and a challenge appropriate to the intended learning group.

Use it to pilot a purposeful leadership decision exercise.

03 Observation prompts

A small set of prompts for noticing relevant choices and interactions, with examples that separate observation from interpretation and state the limits of evidence from one short activity.

Use them to support developmental feedback without implying formal assessment.

04 Debrief question sequence

Questions exploring what happened, why choices were made, how others were affected and what may transfer to work, revised through a facilitated rehearsal with peers.

Use it to guide reflection beyond a simple activity recap.

05 Workplace assignment outline

A practice opportunity connecting the leadership behaviour to a real decision or relationship, with preparation, feedback and evidence review built into the intended participant learning experience.

Use it to give workshop learning another opportunity to develop.

06 Pilot and revision plan

A pilot plan for an appropriate group, collecting feedback on instructions, challenge and relevance, with specific revisions to consider before broader use in a leadership programme.

Use it to improve the activity through a manageable first trial.

CONTINUE EXPLORING

Continue with the models, diagnostic manuals and development resources on the HR Delivery website. Workshop exercises provide a first application; a full organisational diagnostic or implementation assignment can be agreed separately.

[Open the framework >](#)

[Explore diagnostic resources >](#)

MAKE THE LEARNING COUNT

A better conversation. A practical next step.

Pilot the activity with a small appropriate group after checking its relevance and participation conditions. Gather evidence on whether the target behaviour becomes visible, revise the debrief and invite a supported workplace assignment before making stronger claims about learning transfer.

YOUR FIRST 30 DAYS

01

Days 1-7

Validate the learning purpose

Discuss the activity brief with a sponsor or experienced facilitator. Confirm the audience's work context, target behaviour and participation requirements, then revise any scenario assumption that weakens relevance or accessibility.

02

Days 8-21

Pilot and observe

Run the activity with a suitable small group and collect feedback on instructions, choices and reflection. Note whether participants had a genuine opportunity to practise the intended leadership behaviour in context.

03

Days 22-30

Review transfer and revise

Discuss the follow-up assignment with willing participants and examine available work examples. Improve the activity or debrief based on what helped application, recording limitations before using it with a wider group.

Follow-through is participant-led. Additional facilitation, a full diagnostic or specialist support can be agreed separately.

AVAILABLE IN-HOUSE

Shaped around your organisation

Participants bring one leadership activity or design idea and a description of its intended audience. The client identifies relevant leadership priorities and delivery constraints; materials should be shareable, sanitised and suitable for a short peer rehearsal during the workshop.

PLAN YOUR IN-HOUSE WORKSHOP

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Discuss your workshop

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