

Talking to the team

How to run a team meeting



A Video Arts production
in association with The
Industrial Society
featuring Hugh Laurie
and Julia McKenzie.



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First among equals: leading a team
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Going to a meeting, part 2: meeting menaces
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Negotiating - tying the knot: a skill for life
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Sell it to me! parts 1 & 2: essential skills for a salesperson
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Talking to the team: how to run a team meeting
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The best of motives, parts 1 & 2: informing and involving
The dreaded appraisal: both sides of the appraisal interview
The grapevine: communicating in a world of change
The helping hand: coaching skills for managers
The paper chase: cutting back on paperwork
The unorganised manager, parts 1 & 2: damnation and salvation
The unorganised manager, part 3: divine intervention
The ultimate change show: managing change
The ultimate stress show: managing stress
Who sold you this, then?: effective after-sales service
You'll soon get the hang of it: the techniques of one-to-one training

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SSW-1-SSW-21 Self-study workbook*

OHP-1-OHP-6 Presentation 'slides'/OHPs*

Certificate*

*Copies of these resources are included within this book. They are also available on the enclosed CD-ROM or DVD to allow you to customise them to your specific requirements and to print the required number of copies from the master for the sole purpose of the training envisaged by the programme, and not for any commercial purpose.

Video-based training from Video Arts

Congratulations on choosing **Talking to the team** from Video Arts to help develop the skills in your organisation. Video Arts is recognised as the world leader in video-based training, with over 25 years' experience in staff developments. With more than 250 programmes on video, DVD and as e-learning/on-line covering all the essential skills of business, you can remain confident that training with Video Arts is the most effective way to improve the skillset of the people within your organisation.



Running an effective team meeting presents problems for Harry Willis (Hugh Laurie).

Why train?

Train hard, fight easy - Marshal Zhukov

These days, it is difficult for organisations to become successful and stay that way. The pace of change is faster, competition is tougher, customers are more demanding, innovation is more prized, but harder to achieve.

Part of the response has been to create leaner, flatter, more flexible structures, but structures don't run organisations and create success, people do - intelligent people, energetic people, reliable people and, most of all, people with the right mix of up-to-date knowledge and skills.

That means people who are trained, not for a lifetime's work, not just once in a while, but as a central, continuing part of their working lives.

Why use video-based training?

Video is familiar. Television is how most people find out what is going on in the world. It is not surprising that this is a medium they are comfortable to learn from when they are being trained.

Video makes demonstration easy. We can show situations being handled badly. We can contrast that with how to handle them well.

Video is flexible. It can be the cornerstone of a course run for a group by a specialist trainer. It can quickly provide simple, clear lessons for a team whenever it is convenient for them. It can bring interest and enlightenment to a self-study programme.

Video injects realism. It lets us present those being trained with emotional, as well as rational, problems to solve. Ask a group '*how would you deal with an angry customer?*' and you will get a tidy, textbook answer. Use video to confront them with an angry customer and you will get a much more realistic reaction.

Video provides variety. Different people learn in different ways and none of us have an infinite attention span. Video provides us with a powerful means of injecting variety into our training.

Why use Video Arts' programmes?

Winston Churchill once said that he loved to learn, but hated being taught.

That is the secret of successful training: how to help people who want to learn. We do it by combining:

A storehouse of professional knowledge and expertise, developed over 25 years and drawing on some of the best minds in the business.

The highest possible production values, both in the videos we produce and in the support material that goes with them.

The magic ingredient - humour - which can make a delight of the dullest subject.

Introduction

Communication is the glue that holds teams together. Good teams know what they are expected to achieve; they are clear about how they are doing; they understand what is happening in their organisation and how that will impact on them; they can see where they are going and how they are supposed to get there.

It is the team leader who has the principal responsibility for achieving and maintaining this level of clarity. Of course, the leader is not the team's only source of information, far from it. Organisations these days are awash with methods for keeping people up to date. Unfortunately, that is often part of the problem. There is so much information coming from so many directions that, instead of clear messages, all people hear is noise.

Though communication methods have changed and multiplied, human beings remain much the same as we have always been. What we want is clear, relevant information about what is going on and answers to our questions, delivered to us face to face by someone we know and trust. In other words, regular team meetings, prepared and run efficiently by knowledgeable team leaders.

In some organisations there is a total system, often called team briefing, for ensuring that team meetings happen regularly and that information flows efficiently between different levels. In others it may be left to the initiative of individual team leaders to organise and run meetings with their teams.

Whichever is the case in your organisation, team leaders will need the skills to communicate effectively with their teams. The programme based on the video **Talking to the team** will provide these.

Objectives

Those who work their way through the **Talking to the team** training programme will be able to:

- Discuss and agree the strengths and weaknesses of communication in their organisation
- Prepare and lead effective team meetings by correctly:
 - setting the stage
 - preparing the script
 - controlling the audience
- Devise an Action plan to improve their ability to organise and run team meetings

Using Talking to the team

- **Dual use.** The programme can be used either as a conventional training course with a small group, or for self study by individuals. The pack contains guidance and appropriate materials for each use
- **Electronic resources.** Most of the support materials, such as OHPs and the workbooks, are supplied on CD-ROM or DVD. This makes it easy for you to customise them to your specific requirements and allows you to print as many copies as you need for group or individual use

The target audience

This course is aimed at those managers, supervisors and team leaders who are expected to talk to their teams on a regular basis. It will be particularly useful in organisations which are introducing or revitalising formal team briefing systems.

A group of between eight and twelve is the ideal size.

Sessions 4 and 5 in the programme involve smaller groups of, ideally, three participants working together to prepare and deliver briefs which, though not necessarily real, do relate closely to the work of their own teams. For this reason it is important that these small groups should consist of people who are familiar with the work of one another's teams.

The course leader

You do not have to be a professional trainer to lead a group through the programme. Line managers will be able to deliver this course on **Talking to the team** with confidence by using the materials and detailed guidance provided.

Further resources

Other titles available from Video Arts which will help you improve the skills needed for talking to the team include:

- **Effective communication** This is one of the Self-development workbook series from Marshall Publications
- **I wasn't prepared for that** Panic is often the first reaction when we are first asked to make an important presentation. That is certainly the case for Rachel, played by Dawn French, in this programme on presentation skills. Fortunately Greg, played by Robert Lindsay, is on hand to show her how to do it
- **Meetings, bloody meetings** A badly run meeting is a costly drain of resources. This programme defines the five disciplines that transform a gathering into a professionally-run business meeting
- **The best of motives** This two-part programme focuses on two of the most common complaints in organisations: 'Nobody ever tells us' and 'Nobody ever asks us'. The programme explains how team leaders can improve motivation and increase productivity by informing and involving their teams
- **The communicator's pocketbook** This is one of the hugely successful Management Pocketbook series
- **The complete presenter** This complete training kit is a flexible resource designed to turn anyone into an effective speaker. It contains five training units, two video programmes, a resource binder and a comprehensive trainer's guide
- **The grapevine** People need to know what is going on, particularly when it is something that will affect them directly. If there is a gap in formal communication rumours will soon fill it. This programme demonstrates just what can go wrong in the absence of clear information and the particular importance of holding regular team meetings

What the pack contains

The Talking to the team video

The video, which is co-produced by Video Arts and The Industrial Society, runs for 30 minutes. Harry Willis, played by Hugh Laurie (who also wrote the script), is the main character in the video. He plays three different team leaders:

- a supervisor in a despatch depot
- a manager in a hospital
- a manager in an insurance company

In the first scene we see how Harry struggles to gain the attention and interest of his team; he fails to observe the basic rules about preparation and suffers the painful consequences.

Fortunately, Mrs Hope, a mysterious visitor played by Julia McKenzie, is there to offer some guidance. She starts to coach Harry by pointing out his mistakes and giving him some practical advice on how to set the stage at the start of a team meeting.

We then see Harry transformed into a theatre manager in a hospital and his team is converted into a mixture of nurses, technicians and ancillary staff. This time, although Harry has set the stage properly, he has not prepared his script and once again fails to get his message across.

In his third role, Harry is a manager in an insurance company. He has set the stage, he has prepared a perfect script, but he loses control of the meeting and has to go back for advice, yet again, to Mrs Hope.

Finally we see him running the team meeting at the insurance company properly. The video ends with a short summary of the lessons he has learned.

Course leader's guide

- An outline of a half-day programme
- How to prepare the programme
- A detailed session plan. This tells the course leader precisely what to do and which resources to use in each session of the programme

Group training workbook

This workbook allows those taking part in a group training course to record the conclusions they reach during the various sessions and the actions they propose to take as a result of the course. The workbook is supplied both in this manual, and on CD-ROM or DVD.

It also contains a copy of the course objectives and programme and a set of notes which summarise the main points of **Talking to the team**.

Self-study workbook

This workbook, which is supplied both in this manual and on CD-ROM or DVD, contains detailed instructions which enable individuals to work systematically through the programme. Users are prompted to record their answers to questions about what they have seen and to produce an Action plan.

The workbook also contains a set of notes which summarise the main points from **Talking to the team**.

Links to NVQs

Both workbooks contain a checklist of material which those who have taken part in the programme should collect, such as notes of team meetings they have conducted. These will form a Portfolio of evidence which they can use to support a claim for competence in elements of NVQs.

Presentation 'slides'/OHPs

These are master copies supplied both in this manual and in Microsoft® PowerPoint® on CD-ROM or DVD for printing onto acetate or for use as a computer-driven 'slide' show.

Certificate

This manual and the CD-ROM or DVD also contains a blank certificate which users can customise and issue to those who have completed the course based on **Talking to the team**.

Computer disks

As explained above, the computer disks contain copies of:

- Objectives and programme (Microsoft® Word®)
- Group training workbook (Microsoft® Word®)
- Self-study workbook (Microsoft® Word®)
- Presentation 'slides'/OHPs (Microsoft® PowerPoint®)
- Certificate (Microsoft Word)

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Course leader's guide

Course programme

How to prepare the programme

Session 1 Introduction and objectives

Session 2 Communication: strengths and weaknesses

Session 3 Talking to the team

Session 4 Preparing the script

Session 5 Controlling your audience

Session 6 Action plan



Course programme

This is a suggested programme for a half-day course based on *Talking to the team*.

You may choose to incorporate additional sessions to cover key points specific to your organisation, or just take elements of the course and run a series of short sessions covering each aspect of ***Talking to the team*** individually.

If you would like help in facilitating this course or in adapting it to your specific requirements, call Video Arts Training Services. An experienced training consultant can advise you or, for an agreed fee, design and run a course for you.

Video Arts Training Services can be contacted at:

Video Arts Limited

Tel: 020 7400 4800

email: info@videoarts.com

The programme overleaf is an outline of the course.

Each session is covered in detail later in the Course leader's guide.



The video features Hugh Laurie as Harry Willis.

Session no.	Session content	Approx. timing
Session 1	Introduction and objectives <ul style="list-style-type: none">• Welcome and housekeeping• Objectives• Structure of the course	<i>10 mins</i>
Session 2	Communication: strengths and weaknesses <ul style="list-style-type: none">• Exercise• Discussion	<i>25 mins</i>
Session 3	Talking to the team <ul style="list-style-type: none">• Video• Exercise• Discussion	<i>65 mins</i>
Break		<i>15 mins</i>
Session 4	Preparing the script <ul style="list-style-type: none">• Exercise	<i>35 mins</i>
Session 5	Controlling your audience <ul style="list-style-type: none">• Exercise• Discussion	<i>75 mins</i>
Session 6	Action plan <ul style="list-style-type: none">• Video summary• Action plan• Course summary	<i>15 mins</i>
Total:		<i>4 hours (including break)</i>

How to prepare the programme

The video

Watch **Talking to the team** and familiarise yourself with the characters, the lessons and significant parts of the dialogue.

The key lessons from the video are:

A team meeting is a performance, so...

Set the stage

- **Give advance notice of the time and place.** It is usually best to have team meetings at the same time and place each week or month. Doing so makes it less likely that team members will forget or book an appointment which clashes. It also underscores the importance of the team meeting, particularly if the team leader can ensure that it is never cancelled or postponed
- **Arrange the seating.** It is obviously important for everybody to be comfortable and able to see and hear properly, but there is more to arranging the seating than that. Different seating arrangements create different interactions:
 - *Theatre style*, in which the team all face the team leader, is good for briefing meetings. It is difficult for the group to start a conversation amongst themselves, since they are not making eye contact with one another
 - *Open square or a rectangular table with the team leader at the head.* In this configuration the team leader is still the main focus for the group, but it is easy for them to discuss issues with one another. This is a good setting for training or consultation
 - *A round table.* This is a good setting for problem solving, since the layout does not impose a hierarchy on those taking part

- **Avoid interruptions.** Divert phone calls. Make sure that everyone's mobile phone is switched off. Put a notice on the door. Arrange for cover. Let your colleagues know that, say, the 30 minutes after lunch on Tuesdays are set aside for your team meeting and they should avoid trying to contact you or your team members at that time

Prepare your script

- **Group your points.** Start by making a list of everything you want to cover and then put items into logical groups. Usually the best way to do this is to begin with *past performance*, then go on to *current information* and finally deal with *future plans*
- **Make the information relevant.** Information that comes down from senior management is often expressed in very general terms. Make sure you are able to tell the team '*What this means to us is...*'
- **Anticipate the questions.** It is always easier to think of the correct answer in advance than when there are a number of expectant faces looking at you, so try to anticipate what the team will want to know

Control your audience

- **Keep control.** Refer to the passage of time. Use 'shutting out' and 'bringing in' behaviour (say to someone who is beginning to hog the conversation '*Hang on a minute, Harry, let's hear what Anne has to say*', drop eye contact with Harry and look at Anne). Pull the debate back on track when it starts to wander ('*We're getting off the subject*'). If you are asked a question that you cannot answer, don't indulge in a lot of speculation, say '*I don't know, but I will find out and come back to you*' and then move on
- **Avoid distractions.** A little bit of humour and the occasional minor red herring can prevent team meetings from being dull and formulaic. But don't allow them to take over and always remember that, as team leader, it is your job to make sure that the business gets covered within the time set aside
- **Support the management.** Sometimes you will have to pass on information and instructions that the team won't like. Remember that your role is not that of 'postman' delivering information but not taking responsibility for the content. You are part of the management from whom these messages come

The session plans

Read the detailed instructions for each session so that you are clear what to do at each stage in the programme.

Note that Sessions 4 and 5 contain, respectively, an exercise and a role-play that are linked. In Session 4: Preparing the script, small groups of participants prepare briefs and in Session 5: Controlling your audience, they deliver them.

The detailed instructions for organising these exercises that you will find in the session plans assume a group size of twelve. If you have a different-sized group you may have to modify these.

The exercises themselves are quite straightforward, but the way they are organised is slightly complex, so make sure you are quite clear how they work and consider preparing flipcharts so that participants can refer to the instructions if they become confused.

The briefs that the groups will prepare will contain three items:

- An example of information, real or fictional, about which senior management might expect team leaders to brief their teams. This should be expressed in general terms, so that the small groups have to make it relevant. You will need to prepare this in advance. If you are printing the Group training workbooks from the disk, you can insert the information before you do so
- Two items specific to the small group's actual teams. The groups decide these for themselves

Session 5 begins with a 5-minute introduction of how the role-plays will operate. There are then four team-meeting role-plays, two in the next 30 minutes and the other two in the 30 minutes immediately following. Because there are two meetings going on simultaneously, you will either need two rooms or a room large enough in which to hold the two meetings, without one disturbing the other.

Think about examples from your own experience of leading and taking part in team meetings to supplement those from the video.

Material for the participants

- You will need a copy of the Group training workbook for each participant

Handouts and presentation 'slides'/OHPs

The enclosed CD-ROM or DVD contains all the handouts and OHPs referred to in this manual. Hard copies are also supplied at the back of the manual. They have been supplied in Microsoft® Word® and PowerPoint® (Microsoft®, Word® and PowerPoint® are trademarks of Microsoft Corporation). You may customise these materials for your own requirements, if you choose to do so, without infringing the copyright restrictions relating to this programme.

Self-study workbook

The CD-ROM or DVD also contains a self-study workbook. Individual users can either print out a copy of the workbook for themselves or save the file to the hard drive of their computer and work through the course on screen.

Equipment

You will need:

- a VCR/DVD player and a TV monitor
- an overhead or LCD projector and screen
- a flipchart or white board

Room layout

All participants must be comfortably seated, able to hear you and to see you, the screen and the flipchart clearly. A U-shaped layout is ideal for groups of about a dozen people. If you have to run this course for larger groups than this, try to sit them at separate tables. This will encourage discussion and contribution.

If possible the training room should have:

- plain walls
- a high ceiling
- some natural light
- blackout facilities
- an adequate supply of sockets
- adjacent rooms for group work
- coffee/tea/lunch facilities

Joining instructions

Send out joining instructions to participants two to three weeks before the course. These should:

- Tell them where and when the course will take place, plus the start and finish times
- Include a copy of the course objectives and programme. There is a separate master of this on one of the computer disks
- Ask participants to think about their experiences of attending and leading team meetings
- Ask them to identify what they specifically want to get from the programme

Session 1: Introduction and objectives

10 mins

Welcome and housekeeping

- Welcome everyone
- Ask everyone to introduce themselves (if appropriate)
- Explain any housekeeping details (eg timing, catering, fire procedures)

Objectives

Use OHP-1 to summarise the course objectives:

- Discuss and agree the strengths and weaknesses of communication in their own organisations
- Be able to prepare and lead effective team meetings by correctly setting the stage, preparing the script and controlling the audience
- Devise an Action plan to improve their ability to organise and run team meetings. **OHP-1**

Structure of the course

- Explain how you will work together to achieve these objectives. Stress the importance of using discussion to relate the general lessons from the video to participants' own working circumstances
- Give out the workbooks. Ask participants to write their own specific objectives for the course in the box provided on page GTW-3. **Workbooks**
- Use OHP-2 to remind them of the programme outline. (The objectives and programme are reproduced in the workbook.) **OHP-2**

Session 2: Communication: strengths and weaknesses

25 mins

Exercise

10 mins

- Divide the group into pairs. Ask them to spend 10 minutes identifying the strengths and weaknesses of communication in their organisation. They can record their ideas on page GTW-4 of their workbooks. **Workbooks**

Discussion

15 mins

- Lead a short discussion of their conclusions. Insist that the group gives you some examples of strengths - people love to complain about communication!
- Amongst the issues you may wish to probe are:
 - How well 'bottom-up' communication works, compared to 'top-down'
 - Whether the group are happy with the balance between communication which is face-to-face and that which comes in other forms, such as notices, memos and emails
 - The regularity of face-to-face communication
 - The balance between good news and bad news
 - Their ability as team leaders to get answers from more senior managers to questions that their teams raise

Session 3: Talking to the team

65 mins

Video

25 mins

- Explain that you are going to play **Talking to the team** without interruption to the beginning of the summary, which you will play in the final session
- Tell the group that they will see Hugh Laurie playing three different team leaders whose team meetings go off the rails for different reasons. In each case he is shown how to do it properly by Julia McKenzie
- Ask them, as they watch, to make a note of the important points, on page GTW-5 of their workbooks. **Workbooks**
- Play the video. Stop at the point at which all three points under the caption '*Control your audience*' are on the screen and Hugh Laurie says "*And above all I have to support the management.*" **Video**

Exercise**10 mins**

- Divide participants into small groups. Ask them to spend 10 minutes discussing their observations

Discussion**30 mins**

- Lead a discussion of the group's conclusions. Given the structure of the video, you may find it best to do this in three sections. Use what the group say to extract the main points about organising and running a team meeting
- As soon as Mr Willis gets back from his disastrous first meeting, there is a key exchange between him and Mrs Hope:

Mr Willis: *I just don't understand why it has to be such a performance.*

Mrs Hope: *Mr Willis, that is precisely what it is.*

Mr Willis: *What is what it is?*

Mrs Hope: *A performance. And you, as the team leader, are the producer.*

Set the stage

- **Give advance notice.** Mrs Hope tells Mr Willis: *"They have to know the meeting is regular... and also you have to remind them a couple of days before."*
- **Organise the seating.** Mrs Hope says: *"You must organise the seating so that everybody can see and is therefore able to concentrate on what's happening."* Use OHP-3 to explain to the group that they should arrange the seating at their team meetings to suit the type of interaction they want.
 - *Theatre style*, in which the team all face the team leader, is good for briefing meetings. It is difficult for the group to start a conversation amongst themselves, since they are not making eye contact with one another
 - *Open square or a rectangular table with the team leader at the head.* In this configuration the team leader is still the main focus for the group, but it is easy for them to discuss issues with one another. This is a good setting for training or consultation
 - *Round table* (preferably a round table!). This is a good setting for problem solving, since the layout does not impose a hierarchy on those taking part.

OHP-3

- **Avoid interruptions.** Find out how many ways of avoiding interruptions the group can think of. Suggestions may include:
 - Divert phone calls
 - Make sure that everyone's mobile phone is switched off
 - Put a notice on the door
 - Arrange for cover
 - Let colleagues know that, say, the 30 minutes after lunch on Tuesdays are set aside for a team meeting and they should avoid trying to contact the team leader or members of the team at that time
 - Ask for a break in any building works that may be taking place
- Use OHP-4 to summarise **Set the stage. OHP-4**

Prepare the script

- **Group your points.** Mr Willis asks for phone calls to be held "for the next twenty minutes". Then he puts a stack of paper on the table that he would be lucky to get through in two or three hours, assuming, that is, that it was in any sort of order. Mrs Hope recommends that he begins with **past performance**, then deals with **current information** and finally goes on to **future plans**
- **Make the information relevant.** Once he has got the idea of producing a neat script, Mr Willis is all set to go and read it out. But Mrs Hope says "Don't read out from anything. Put it in your own words." The other important point he has missed is that what any team wants to know is how information will affect them

Mr Willis: Hospital activity is to go up by 5%.

Bill: What does that mean?

Mr Willis: It means, Bill, that the activity of the hospital is to go up, not down, by 5%.

Bill: Yes, and how is that going to affect us?

Mr Willis: Well, you work here, don't you?

And yet, when Mrs Hope challenges him about this he is able to tell her that "We will be doing at least three operations more every week", which is what he ought to have said to Bill.

- **Anticipate the questions.** Remind the group that it is much easier to think up answers in advance than when there are a number of expectant faces looking at you. As Mrs Hope points out to Mr Willis, it is not too difficult to anticipate that, when you hand out a new form, someone is going to ask you what to do with it once they have filled it in
- Use OHP-5 to summarise **Prepare the script. OHP-5**

Control your audience

- **Keep control.** Remind the group how well Mr Willis starts the meeting. *“First of all, can I just run over the list of subjects we’re going to be covering this morning. We’ll take them one by one and if we’ve got any time at the end we can talk about other points you’d like to raise.”* Unfortunately, having established a structure that everyone is happy with, he allows himself to be diverted from it. Mrs Hope tells him that, after preparation, his next best weapon of control is: *“Time. Always suggest that time is precious. Because if you can keep the momentum of the meeting going you’ll carry the team with you, instead of them carrying you.”*
- **Avoid distractions.** Remind the group of the very important point Mrs Hope makes about questions that team leaders don’t know the answer to:

Mrs Hope: *Have the Sales Department taken on more staff?*

Mr Willis: *Well, I don’t know.*

Mrs Hope: *Why didn’t you say so? If you tell them you don’t know the answer but you’ll certainly find out and get back to them as soon as possible, what happens?*

Mr Willis: *We carry on with the meeting?*

Mrs Hope: *Precisely!*

- **Support the management.** As the group will no doubt confirm from experience, team meetings can all too easily become moaning sessions at which everyone complains about the latest edict from senior management. Team leaders who join in relegate themselves to the position of ‘postmen’, merely delivering the information without taking responsibility for its content. As Mrs Hope reminds Mr Willis:

Mrs Hope: *So by undermining the position of management you undermine...?*

Mr Willis: *Myself!*

- Use OHP-6 to summarise **Control your audience**. OHP-6

Session 4: Preparing the script

35 mins

Exercise

35 mins

- Divide participants into four small groups (A, B, C and D). Make sure that each small group is made up of individuals who are familiar with the work of one another's teams
- Explain that the exercise they are about to do and the one in the next session are connected. In this session they will prepare scripts for a fictional team meeting, which will be delivered at 'team meetings' in Session 5
- You will go through the details of how to run the team-meeting role-plays in the next session. For the moment, simply tell participants that one person from each small group will play the team leader and the remaining members of each small group will have the task of providing feedback to a team leader from one of the other small groups
- The briefs for the team meeting consist of:
 - A piece of information which senior management have asked them, as team leaders, to brief their teams about. Issue this to the small groups now. If you have included it in their workbooks, tell them where to find it. **Workbooks**
 - Two further items specific to their real teams at work. One of these should be about team performance. It is the task of each small group to select and prepare these two items
- Their task over the next 30 minutes is to:
 - Prepare the briefs (what they are going to say, how to make it relevant, what questions to anticipate, rough timings for each item)
 - Decide who will deliver the brief and who will be responsible for providing feedback
 - Read the observation sheet, so that they know what to watch for if they will be delivering feedback and what to do if they will be delivering the brief. This is on pages GTW-6 and GTW-7 in their workbooks. **Workbooks**

Session 5: Controlling your audience

75 mins

Exercise

65 mins

- Tell the groups that they will have one hour in which to run the four team meetings that they have prepared
- Explain that the briefs will be delivered in the following way:
 - There will be four team meetings. The first two will take place in the first 30 minutes and the second two in the second 30 minutes
 - One member of group A will deliver their brief to a 'team' made up of the three members of group C and two members of group D
 - At the same time, one member of group D will deliver their brief to a 'team' made up of the three members of group B and two members of group A
 - Each team meeting should take not more than 20 minutes, leaving 10 minutes for the two people designated to give feedback (the two Ds and the two As) to lead a short discussion of what the team leader did well, what could be improved and how the meeting went
 - The 'team members' are free to ask questions about the briefings
 - Once the first two meetings have been completed, participants re-group for the next two
 - One member of group C will deliver their brief to a 'team' made up of the three members of group A and two members of group B
 - At the same time, one member of group B will deliver their brief to a 'team' made up of the three members of group D and two members of group C
 - The feedback discussions will, for these meetings, be led by the two Bs and two Cs respectively
- Start the role-play team meetings. Go from group to group during the exercise, making your own observations to add to the short discussion when they are over

Discussion

10 mins

- Lead a short discussion of what the group learned from this exercise

Session 6: Action plan

15 mins

Video summary

5 mins

- Play the final, summary sequence of the video, from the point where you stopped in Session 3 to the end. **Video**
- If there is a formal system of team briefing in your organisation, draw participants' attention to the reference at the end of the summary in the workbook to The Industrial Society's **Briefer's guide to team briefing**

Action plan

5 mins

- Ask the group to spend 5 minutes completing their Action plans on page GTW-8 of their workbooks. **Workbooks**

Course summary

5 mins

- Ask for some examples of how those who have taken part intend to improve their ability to lead team meetings
- Ask for and answer any final questions
- Use OHP-1 to remind the group of the objectives which the course has addressed. **OHP-1**
- Thank the group for their participation and bring the course to a close