

EVERYDAY LEARNING

WORKSHOP GUIDE



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LEARNING OBJECTIVES

This session aims to help attendees to reflect on how they learn at work and to make plans to increase the opportunities for everyday learning:

- Through formal means, including classroom courses, e-learning and courses with colleges and universities.
- By observing and interacting with the people with whom they work.
- By reflecting on their experiences on-the job, both the successes have had and the difficulties that they have encountered.

INTRODUCTION

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Leadership Essentials Series. Each video comes with a series of activities around the following structure:

LOOK - watch the video and reflect on the content and message.

THINK - activities and questions linking the video to their own experience and workplace.

REMEMBER - a summary of the key learning points.

These activities will take about 15 minutes to complete. At the end of this guide is a practical exercise to help bring all of the learning points together.

FEATURED VIDEOS

- Make formal learning work (Just send them all off on courses)
- Everyone's a teacher and everyone's a learner (We don't really have a mentoring culture down here)
- Learn from every success and difficulty (Why don't we just sign off on this and go and have a martini?)

VIDEO 1 – MAKE FORMAL LEARNING WORK

LOOK (play video, 3 minutes)

Formal courses are only one part of an effective learning mix. Make them work by combining them with on the job training and peer-to-peer learning.

THINK (10 minutes discussion)

Ask the group to discuss how leaders can make the most out of formal learning?

Suggest that before you invest in formal learning, leaders should think about the following questions:

- **Is it what your team needs?** Look at the aims and objectives of the course – are these in line with your team's current training needs?
- **How can the formal learning be supported by everyday learning?** Integrate the learning, for example with on the job training and peer-to-peer learning.
- **How can it be measured?** How are you going to measure the success of the learning? Ideally you would be looking for return on investment such as new knowledge or changed behaviours.

REMEMBER (recap, 2 minutes)

Make formal learning work:

- Don't use courses to abdicate your responsibility for staff development.
- Brief your team member ahead of any course to make sure they have clear goals and know they have your support.
- Follow-up as soon as they return from a course.
- Check progress and provide support.

VIDEO 2 – EVERYONE'S A TEACHER AND EVERYONE'S A LEARNER

LOOK (play video, 3 minutes)

Encourage your team to share their knowledge.

THINK (10 minutes discussion)

How can leaders encourage knowledge transfer within their teams?

Responses should include these two key areas:

- **Encourage your team to share their expertise.** Some people genuinely like to share their experiences while others find it difficult. Find ways to make it easy for everyone on your team to share their knowledge.
- **Be open to reverse mentoring.** There's nothing wrong with learning from someone younger or more junior than you. Allow more experienced staff to learn from those with new and different perspectives.

REMEMBER (recap, 2 minutes)

Everyone's a teacher and everyone's a learner:

- Encourage your team to share their expertise with those who are new to a role.
- Be open to reverse mentoring, which allows more experienced staff to learn from those with new and different perspectives.
- Identify good potential partners for mentoring and encourage them to establish clear goals and expectations.

VIDEO 3 – LEARN FROM EVERY SUCCESS AND DIFFICULTY

LOOK (play video, 3 minutes)

Debriefs are an essential part of any project. Without them, lessons aren't learnt and mistakes are likely to happen again.

THINK (10 minutes discussion)

Ask the group to discuss what the elements of a well-run team debrief might include?

Responses should include these points:

- **See mistakes as an opportunity to learn.** People can learn from their mistakes; let your team know that mistakes are fine as long as they understand what went wrong and how to avoid them in the future.
- **Learn from successes.** Encourage your team to learn from all successes and plan to repeat them in the future.

REMEMBER (recap, 2 minutes)

Learn from every success and difficulty:

- Encourage your team to debrief after every success to make sure lessons are learned and successes are repeated.
- Make clear that mistakes are fine as long as you learn from them.
- Encourage your team to look at the reasons for any difficulties and plan to avoid them in future.

EVERYDAY LEARNING – PRACTISE

This exercise provides an opportunity for people to reflect on how they learn at work and to make plans to increase the opportunities for everyday learning.

Divide participants into groups of 3 or 4.

Ask each group to carry out a survey to find out what each participant thinks the proportion of their own workplace learning has occurred in the three following ways:

- Through formal means, including classroom courses, e-learning and courses with colleges and universities.
- By observing and interacting with the people with whom they work.
- By reflecting on their experiences on-the-job, both the successes they have had and the difficulties they have encountered.

As well as providing a percentage for each of the categories, they should list examples.

Then have the groups come back together to share their findings. Compare and contrast the findings of the groups.

Ask the groups how they could improve the effectiveness of each of the three types of learning.

LEADERSHIP SINS

WORKSHOP GUIDE



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LEARNING OBJECTIVES

Exhibiting any of the classic leadership sins is a sure fire way to alienate your team and lose motivation. This session tackles many of the skills that are required of a leader to motivate individuals and get them working together effectively as a team.

INTRODUCTION

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FEATURED VIDEOS

- Control freakery (Rachel will breathe when I tell her to breathe!)
- Avoiding conflict (It's fine. It's just...banter)
- Dithering (Don't tell them about the specials board now! I'm wrapping this up!)
- Being loved ('Bezzies forever, love Bad Leader')
- The importance of small talk (But it's boring! There I said it)
- Vanity (I now rule over you all from the fourth floor)

VIDEO 1 – CONTROL FREAKERY

LOOK (play video, 3 minutes)

Empower your team by giving them some autonomy; to plan and manage work, make their own decisions and solve their own problems.

THINK (10 minutes discussion)

Ask the group to think about how leaders can give their team a sense of autonomy, without controlling how the autonomy works.

Build the following points into the discussion:

- **Let go.** Allow the team make decisions on their own. However tempting, don't micro-manage your people over every decision. Learn to let go.
- **Delegate.** Good leaders know how to delegate. To delegate effectively, choose tasks which do not require your personal involvement, then identify the skills in your team and assign tasks appropriately.

REMEMBER (recap, 2 minutes)

- A good leader cannot be a control freak.
- Don't feel you have to make all the decisions just because you are the leader.
- Involve your team in important decisions or delegate to them.
- Give your team the space to breathe - a sense of autonomy is a great motivator.

VIDEO 2 – AVOIDING CONFLICT

LOOK (play video, 3 minutes)

The best leaders are calm and measured in the face of conflict; they do not shy away from it and deal with it head on.

THINK (10 minutes discussion)

Ask the group to think and discuss what the best way to deal with conflict at work is.

Build the following points into the discussion:

- **Address conflict when it happens.** Address conflict immediately before it grows into resentment. If a discussion grows heated during a meeting, do not wait until the next meeting to address the issue. Deal with it now.
- **Discuss both sides.** Even if you are inclined to agree with one side of the conflict, do not make a final judgment until each person has had their say. Ending a discussion without hearing each person out can escalate the problem. Explain the pros and cons of both ideas, so that both people can consider the opposing view.
- **Compromise.** Make compromise a goal: more often than not, points can be combined toward a better idea or solution.

REMEMBER (recap, 2 minutes)

- A good leader is not afraid of conflict.
- Tackle conflict swiftly - if you ignore the situation it will only get worse.
- Remain calm and focus on the issues.
- Listen to all sides of the argument, treating both parties with trust and respect.

VIDEO 3 – DITHERING

LOOK (play video, 3 minutes)

Being decisive is something that we'd all like to be, but secretly, most of us are ditherers. Fortunately we can learn to become decisive.

THINK (10 minutes discussion)

What's the best way to avoid dithering on every single decision?

Build the following points into the discussion:

- **Understand the situation.** Know whether the situation requires a quick decision or whether you have time to deliberate.
- **Ask for other opinions.** Get other people's advice to put your decision into perspective.

REMEMBER (recap, 2 minutes)

- A good leader is not a ditherer.
- Be prepared to analyse a situation and make a quick decision when the situation demands this.
- Do not use this as an excuse for being autocratic - involve others as needed.
- Be open to modify your decision if better information comes available.

VIDEO 4 – BEING LOVED

LOOK (play video, 3 minutes)

As a leader it should be your goal to be respected; not 'loved' by your team.

THINK (10 minutes discussion)

How can leaders earn the respect of their team?

Build the following points into the discussion:

- **Don't act emotionally: be objective.** It's your job to make decisions that are best for the company even though they might adversely affect your team. Accept that this is one of the challenges of being a leader.
- **Help improve the situation.** Leadership is not about being loved, but it is about respect. Realise that you will often have to make difficult decisions, but you can do the best for your team and maintain respect by helping them think about alternative situations for themselves. Remember, a good leader helps their team through the difficult times too.

REMEMBER (recap, 2 minutes)

- A good leader is not desperate to be loved.
- Be prepared to make decisions that provide the best solution to a problem, even if some parties may be adversely affected.
- Accept that you cannot be loved by everybody and that this is one of the challenges of leadership.
- Look to improve the negative effects for adversely affected parties without compromising the decision.

VIDEO 5 – THE IMPORTANCE OF SMALL TALK

LOOK (play video, 3 minutes)

Talented leaders are good at small talk. Not because they like to gossip but because it genuinely improves their relationship with their team, and sharing aspects of their personal lives motivates others to work harder for them.

THINK (10 minutes discussion)

Ask the group how leaders who find small talk difficult can get around this?

Responses could include:

- **Ask questions.** People like it when others take an interest in their lives. It's human nature. Asking questions provides the basis for sharing stories and finding common ground. Make sure you ask open-ended questions to give people room to elaborate on their answers.
- **Share stories.** Think of interesting stories to tell others about yourself.

REMEMBER (recap, 2 minutes)

- A good leader can do small talk.
- Engage with the people you meet.
- Ask questions and show an interest in the answers.
- Look for mutual value from every relationship.

VIDEO 6 – VANITY

LOOK (play video, 3 minutes)

Responsible leaders are more likely to welcome opportunities to learn and grow from others.

THINK (10 minutes discussion)

How can leaders avoid the 'vanity trap' and give themselves room to improve?

Suggestions could include;

- **Be open to feedback.** When you show that you are equally open to all types of feedback, you demonstrate self-awareness and the willingness to learn.
- **Give credit and don't stop learning.** When people do well give them credit; there's always something you can learn from them.
- **Be confident.** Some things you do very well, but there's always something that you can work on or a new skill to master. Be sure to keep your mind open to new ideas and possibilities.

REMEMBER (recap, 2 minutes)

- A good leader is not vain.
- Be confident about your strengths but aware of the room you have to improve as a leader.
- Be open to feedback from others about your role as a leader.
- Give credit to all those who contribute to successful performance.

LEADERSHIP SINS – PRACTISE

This exercise takes the form of a 'confessional'. It provides participants with the opportunity to reflect on their own leadership sins and to make plans to avoid committing these sins in future.

Divide participants into groups of 3 or 4. Each participant is provided with a worksheet on which to list their leadership sins.

The sins are:

1. Control freakery
2. Vanity
3. Dithering
4. Needing to be loved
5. Avoiding conflict
6. Being unable to make small talk

In their groups, participants first individually complete their confessional worksheet, identifying those leadership sins which they have personally committed, providing examples where possible.

Participants then share their confessionals with others in their group. Participants should be warned beforehand not to make any judgmental statements about any other person because of their confessions. What they should do is ask the person confessing to provide any concrete examples of their 'sins' and then encourage them to think of ways in which they could reduce the risk of re-committing in the future.

Bring the groups back together and ask them to share any general thoughts, without revealing any individual confessions. In particular, look to share ideas for avoiding 'sins' in future.

PRACTICAL LEADERSHIP

WORKSHOP GUIDE



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LEARNING OBJECTIVES

This session covers four key principles for leaders at any level and helps to demonstrate that when it is done best, leadership is an activity not a position.

INTRODUCTION

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FEATURED VIDEOS

- Have a clear vision (Face down in the river of regret)
- Show you believe (If you were a puppy, I'd put you DOWN!)
- Show them how it's done (Clean up on aisle three please!)
- Deal with problems (Couldn't you have blown it up a bit more carefully?!)

VIDEO 1 – HAVE A CLEAR VISION

LOOK (play video, 3 minutes)

A clear vision can carry a team from the beginning stages of a project, all the way to the end.

THINK (10 minutes discussion)

As a leader or a member of a project team, ask the group to think back to when the vision of a project wasn't clear. What effect did this have on the team? How can leaders be clear about their vision?

The discussion should cover the following points:

- **Be clear about your vision.** Make sure that everyone on your team is clear about what is expected of them, what their roles are and the tasks they have to perform.
- **Develop your vision.** Rise up above your day-to-day work and look to the future. Start mapping out where you want your department or organisation to go.
- **Get them involved, ask for their help.** As you develop your vision, ask the team for their thoughts and ideas in clarifying it. Make them feel part of it.

REMEMBER (recap, 2 minutes)

- Recognise that if you don't know where you're going, you're likely to end up somewhere else.
- As a leader you need a vision of where you want your organisation or department to go.
- Involve your team in clarifying your vision.

VIDEO 2 – SHOW YOU BELIEVE

LOOK (play video, 3 minutes)

Show your team how to get the job done by getting involved yourself, even with the unpopular jobs. Leadership is an activity, not a position.

THINK (10 minutes discussion)

People will listen politely to what their boss says, but they pay much more attention to what their boss does.

How can leaders set an example and show teams how to get tasks done?

Responses could include:

- **Be visible:** Communicate with your team in person. Don't just send emails from an office somewhere. Engage with your team face-to-face.
- **Get involved:** Do some of the unpleasant tasks with them. Model the behaviour you want them to adopt.

REMEMBER (recap, 2 minutes)

- It's not enough to issue missives - you need to model the behaviour you want others to adopt.
- Be visible - not stuck in an office somewhere.
- Setting an example means not avoiding the unpleasant jobs, so show you can get your hands dirty.

VIDEO 3 – SHOW THEM HOW IT'S DONE

LOOK (play video, 3 minutes)

When a leader believes in his team, morale of the whole group remains high; a happy team is likely to give better results.

THINK (10 minutes discussion)

How can leaders show their team they believe in them?

At the end of the discussion explain that leaders who believe in their teams follow three guidelines:

- **Believe in their abilities:** Believe in your team no matter what happens, or how difficult things get. When they make mistakes, be constructive and believe they can get it right.
- **Don't give up:** Find ways to encourage them and help them build their confidence.
- **Praise them:** Be on the lookout for ways to praise them, but be specific about what they've done well. Be honest – don't praise people for things they haven't done; and be immediate – praise has a short shelf life, don't save it up.

REMEMBER (recap, 2 minutes)

- Be always on the lookout for actions that deserve praise and be quick to do it.
- If you need to point out problems or mistakes, show faith in the person's ability to get it right.
- Don't give up on them - you're always looking to build belief and confidence.

VIDEO 4 – DEAL WITH PROBLEMS

LOOK (play video, 3 minutes)

Part of being a leader is taking responsibility when things go wrong; and giving credit to others when they go right.

THINK (10 minutes discussion)

Either as a leader or as part of a team, what experiences have the group had of projects that have gone wrong? How can leaders focus on putting things right rather than shifting blame further down the line?

Responses should include;

- **Balance:** The balance between their private fears and their public face is one that all leaders have to get right. On the one hand, it is a mistake to keep the team completely in the dark. On the other, burdening them with problems over which they have no control can be demoralising.
- **Responsibility:** Manage the team's doubts and uncertainties, as well as your own.
- **Deal with confrontation:** When individual team members don't hold up their end, be prepared to confront them about it.
- **Solutions:** Find out what went wrong and why. Work with the team to find solutions.

REMEMBER (recap, 2 minutes)

- When the chips are down, it's you, the leader, who has to deal with the situation.
- When you delegate and things go well, it's the person who's done the job that takes the credit. But when things go wrong, it's you, the leader, who carries the can - don't try and shift the blame down the line.
- Find out what happened, why it happened and put it right.

PRACTICAL LEADERSHIP – PRACTISE

This exercise provides an opportunity for participants to reflect on and share examples of good, practical leadership that they have encountered in their lives and to plan to put some of these same behaviours into action in their own leadership activities.

Divide participants into groups of 3 or 4.

In their groups, participants first individually identify a person whom they have encountered in their professional or personal lives that exemplifies the skills of practical leadership:

1. Having a clear vision
2. Showing the team how it's done
3. Showing they believe in their team
4. Taking responsibility for and dealing with problems

Within the groups, participants then share their choices. The group should explore further to determine what affect these leadership behaviours had on performance.

Have the groups re-convene to share the highlights from their discussions. Do not force them to share actual names if this makes them uncomfortable.

Look to identify ways in which participants could emulate these leaders in their own work.

TEAM DECISION MAKING

WORKSHOP GUIDE



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LEARNING OBJECTIVES

This session aims to help attendees to appreciate and use the team's knowledge in the decision making process.

INTRODUCTION

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FEATURED VIDEOS

- Avoid the ego barrier (I didn't go wrong! It was bad luck...)
- One question, several possible answers ('Any ideas'?! is not a sharply focussed question)
- Imagine the best and worst case outcomes (It's the coolest thing since roller skates)

VIDEO 1 – AVOID THE EGO BARRIER

LOOK (play video, 3 minutes)

It's easy to let our egos take over when we think we know best. Removing this obstacle will help your team share their ideas.

THINK (10 minutes discussion)

Ask the group to discuss how leaders can avoid the ego barrier and get the whole team thinking.

Feedback should include the following:

- **Set an agenda for meetings.** Plan out how the problem is going to be framed. Tell the team their ideas are important and that you'll be asking for their contribution.
- **Make sure everyone contributes.** Leave the floor open; let people voice their opinions and ideas.
- **Keep your ego in check.** Listen to your team's ideas carefully before telling them yours. If you barge in with your ego on show, you'll shut the team down and come out with just one idea – yours.
- **Get a consensus.** Remember, team decision is just that – a 'team' decision.

REMEMBER (recap, 2 minutes)

- Avoid the ego barrier to decision making.
- Don't take it all upon yourself - you're looking for team decisions.
- Recognise that your ego could be a big obstacle to team thinking.

VIDEO 2 – ONE QUESTION, SEVERAL POSSIBLE ANSWERS

LOOK (play video, 3 minutes)

Team decision-making needs to start with a sharply focussed question. Otherwise, how do you know what you're deciding?

THINK (10 minutes discussion)

How can leaders focus their questions?

Ask questions that generate ideas. Explain to the group that if you ask vague questions, you will get vague answers. Ask them to look at the following questions:

- Vague: Why are social networking sites harmful?
- Focused: How are online users experiencing or addressing privacy issues on social networking sites like Facebook?
- Vague: What is the effect on the environment from global warming?
- Focused: How are melting glaciers affecting penguins in Antarctica?

When asked vague questions, most people will come up with vague answers. But asking sharply-focused questions, or reframing questions, will generate a more focused response.

Think first. Before you attend a team decision meeting, suggest they write down the questions they want to ask. Don't worry if they are vague at first, you can work on reframing them as you answer them yourself.

REMEMBER (recap, 2 minutes)

- Develop a sharply focussed question.

VIDEO 3 – IMAGINE FUTURE BEST AND WORST CASE SCENARIOS

LOOK (play video, 3 minutes)

Imagine the worst and best case scenarios when looking at alternatives and weighing up options.

THINK (10 minutes discussion)

How can leaders anticipate the consequences of their decision?

Responses could include;

- What's the worst that might happen?
- What's the best that might happen?
- Ask 'What if?' questions.

REMEMBER (recap, 2 minutes)

- Give yourself choices.
- Imagine future worst and best case outcomes.

TEAM DECISION MAKING – PRACTISE

This exercise provides participants with an opportunity to practise the skills discussed in the films. The activity also allows participants to make plans for better decision-making meetings in the future.

Divide participants into groups of 5-8 and appoint a leader in each. In choosing leaders, look to identify people who will benefit from the opportunity to practice the skills, but will not be too overwhelmed by the pressure.

The task for each group is to come up with a framework for better decision-making meetings at work. Allow them at least 20-30 minutes to accomplish this. They should look to put into practice the skills discussed in the films.

After they have completed the exercise, pass each group a checklist that they can use to reflect on their performance. In particular they should review the extent to which they...

- were specific about the question they were answering
- were all involved in defining the question
- all contributed to ideas for answering the question
- avoided taking oppositional positions
- listened to each other with open minds
- sifted out ideas that did not meet their criteria
- assessed the risk and rewards associated with each of the remaining ideas

Then, have the groups come back together.

Ask each group to first present highlights of their solutions. Look for differences between the solutions and try to establish reasons for these.

Finally, ask each group to report on how well they themselves used the skills of team decision-making when they carried out the activity. What did they do well? What went less well? What stopped them using the techniques?

TEAM DEVELOPMENT

WORKSHOP GUIDE



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LEARNING OBJECTIVES

This session identifies the key stages of team development to help your group improve their own team skills and help leaders develop strong, confident teams that need little direction to perform well.

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FEATURED VIDEOS

- Forming and storming (Ok. Call me when this gets a bit more strategic)
- Norming and performing (Sorry – I get annoying when I'm nervous)

VIDEO 1 – FORMING AND STORMING

LOOK (play video, 3 minutes)

Newly formed teams are often anxious; take a strong leadership role by giving direction and outlining expectations. If conflicts arise, give individuals and the team the support they need to get through it.

THINK (10 minutes discussion)

Ask the group to remember their own team's 'storming' stage. What difficulties did the team encounter?

What are the steps leaders can take to help the team through this stage?

Responses should include:

- **Resolve conflict:** Acknowledge it first, understand why it is happening and then work on cooperative ways to resolve it.
- **Support:** Some individuals will naturally have stronger personalities and perhaps unwittingly overshadow those who feel less secure. Find out why they are feeling vulnerable and work on solutions together.

REMEMBER (recap, 2 minutes)

Forming

- In this initial phase, take a strong role in directing the team.
- Clearly establish objectives and responsibilities.
- Build good relationships between team members.

Storming

- Resolve conflicts swiftly if they occur.
- Provide support, especially to those team members who are less secure.
- Remain firm in the face of challenges to your leadership or the team's objectives.

VIDEO 2 – NORMING AND PERFORMING

LOOK (play video, 3 minutes)

Start taking a step back to help the team take responsibility. Give them space to make decisions for themselves and recognise their contributions.

THINK (10 minutes discussion)

Think back to your team's 'norming' stage. What are the steps leaders can take to help the team start taking responsibility for the task ahead?

Responses should include:

- **Ground rules:** Help the team agree ways of working together. Some ground rules will be formal, written down, procedures. Others, often the most important, will be informal. Help them decide how to sort out disagreements and help one another in a crisis.
- **Keep the lines of communication and your door open:** Make sure their views are heard and the difficulties they face are addressed.
- **Keep the team together:** At this stage, teams can often revert back to the *storming* stage. Think about ways to get them interacting outside work; perhaps through team-building events.

REMEMBER (recap, 2 minutes)

Norming

- Take a step back and help team members to take further responsibility.
- Ensure that controversial views are still being shared and difficult issues are addressed.
- Consider running team-building events.

Performing

- Provide the team with the space to make decisions for themselves.
- Recognise the contributions of others and ensure that credit is awarded where due.

TEAM DEVELOPMENT - PRACTISE

This activity provides participants with the opportunity to reflect on the stages their own teams have gone through, and the positive developments and difficulties they have experienced along the way.

Divide participants into groups of 3 or 4. In their groups, participants first consider their own experience of team development.

If they currently occupy a leadership position, they should identify:

- What stages has their team gone through since formation?
- To what extent do these match the model of forming, storming, norming and performing?
- What difficulties occurred along the way and how were these overcome?
- What stage is the team currently at?
- How are you planning to address any current difficulties?

If the participant is not currently a leader, they should instead reflect upon the team of which they are a part:

- What stages has the team of which they are a part gone through since formation?
- To what extent do these match the model of forming, storming, norming and performing?
- What difficulties occurred along the way and how were these overcome?
- What stage is the team currently at?
- What difficulties is the team currently experiencing?
- What might help to alleviate these difficulties and help the team move on to the next phase?

Once each individual has considered their own response to the questions above, the group should collectively review all the individual responses and look for any commonalities and differences.

When the groups have had an opportunity to fully explore the reflections of each participant, bring the groups back together for a final review. Ask the groups to share highlights without compromising any confidentiality or sensitivities. Look to bring the session to a conclusion, where participants feel positive about ways they can continue to develop their teams.

CHANGE
WORKSHOP GUIDE



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LEARNING OBJECTIVES

Change is healthy and, for any organisation with its sights set on the future, it is essential for growth and success. But despite this, there is often a great deal of resistance to change, invariably because people are fearful of the uncertainty and stress that will follow in its wake. Overcoming these problems by managing change is an important skill for any company.

This session will help your group to embrace change and understand the process, personalities and consequences.

INTRODUCTION

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Leadership Essentials Series. Each video comes with a series of activities around the following structure:

LOOK - watch the video and reflect on the content and message.

THINK - activities and questions linking the video to their own experience and workplace.

REMEMBER - a summary of the key learning points.

These activities will take about 15 minutes to complete. At the end of this guide is a practical exercise to help bring all of the learning points together.

FEATURED VIDEOS

- Own the change (I don't want to cause any panic, but-)
- Champions (Changing things for the better and stuff)
- Gatekeepers (Toxic assets)
- Resisters (What has change ever done for us?)
- Perseverance (Bury it with all the other projects we don't talk about)

VIDEO 1 – OWN THE CHANGE

LOOK (play video, 3 minutes)

Own change by being fully committed and believing in its benefits. If you're only 50% committed you can expect much less from everyone else.

THINK (10 minutes discussion)

Ask the group to think about their own experiences of change. Did they, or the person leading the change, show they were committed to it?

Build the following points into the discussion;

Commitment:

- Be the first to adapt and show them you believe in the change.
- Model the behaviours you want your team to adopt.
- Involve your team in the change process; so they feel included and not dictated to.

Communication:

- Tell them why the change is necessary and how it's going to benefit them.
- Keep people informed; don't allow assumptions to muddy the waters.

REMEMBER (recap, 2 minutes)

Own the change:

- Take personal ownership for the change programme (not 'I've been told to tell you this').
- Show that you believe in what you are trying to achieve.
- Be the first to model the changes that you are looking to achieve.

VIDEO 2 – CHAMPIONS

LOOK (play video, 3 minutes)

Champions are people who can help you manage change smoothly. Once they're on-board, they'll do everything they can to help you.

THINK (10 minutes discussion)

Task the group to think back to any change process they have managed, participated in, or observed. Were champions recruited to support the change?

Build the following points into the discussion;

Identifying champions:

- Which individuals are most enthusiastic about the change and the benefits it will bring?

Support and encourage champions:

- Help them spread the word by offering assistance; extra resources or time within work to arrange events.
- Find out if they need training.
- Address any concerns they might have so they remain positive and enthusiastic about the change.

REMEMBER (recap, 2 minutes)

Champions:

- Identify enthusiasts for the change.
- Engage with these people and make them your champions.
- Help them to spread the word and encourage others to get with the programme.

VIDEO 3 – RESISTERS

LOOK (play video, 3 minutes)

Resisters reject the initial concept of change; not out of ignorance, but usually out of fear of the unknown.

THINK (10 minutes discussion)

Thinking of your experiences of change, ask the group if there was any resistance to it? How was that overcome?

When identifying resisters and then engaging with them, there are a number of key points to think about.

Build the following points into the discussion;

Identify them:

- Who are most likely to be the resisters?

Engage them:

- Find out what their concerns are about the change. Do they perhaps fear they will no longer fit in, or they'll no longer be needed once the change is fully implemented?
- Listen to their fears and allow them to vent their negativity.
- Reassure them that they are a vital part of the change.
- Involve them, listen to their concerns and ask them about their ideas.

REMEMBER (recap, 2 minutes)

Resisters:

- Address the concerns of resisters.
- Identify those people who are resisting the change.
- Listen to them and take their views seriously.
- Try to get them involved as active participants.

VIDEO 4 – GATEKEEPERS

LOOK (play video, 3 minutes)

Gatekeepers are people with the authority to implement change. You'll need to convince them of the benefits the change will bring in a language they understand.

THINK (10 minutes discussion)

Think again of your experiences of change. How were the gatekeepers identified, and then convinced to authorise and engage with the change?

Build the following points into the discussion;

Identify the gatekeepers:

- Whose authority/buy-in do you need to implement the change?

Engage them:

- Find out their preferred method of communication and when to communicate with them.
- Use their language. Convince them about the benefits of change in a language they'll understand (e.g. financial language for financial managers).
- When concerns arise, address them immediately.
- Invite them to get involved.

REMEMBER (recap, 2 minutes)

Gatekeepers:

- Engage with gatekeepers.
- Identify those people that you have to convince to make the change possible.
- Express the benefits of the change in language that each gatekeeper can relate to (e.g. use financial language with the finance director).
- Keep gatekeepers informed and address any concerns they may have.

VIDEO 5 – PERSEVERANCE

LOOK (play video, 3 minutes)

When everything seems to be going wrong, perseverance isn't necessarily something that comes easy. Stay focussed on the end results.

THINK (10 minutes discussion)

Ask the group to think of their experiences of projects that have seemed hopeless. How can leaders stay positive and focussed?

Feedback should include these elements;

Overcome obstacles: Plan a diversion strategy in the face of obstacles: perhaps set yourself more achievable goals to create an alternative pathway to your overall objective. Ask your team for help and keep them with you every step of the way.

Revisit your goals: Be clear about your original vision and how you intended to get there. This will help you put things into perspective.

Be positive: Believe in the end of goals of what you are trying to achieve. Dedication plays a huge part if you want to make a success.

REMEMBER (recap, 2 minutes)

Perseverance:

- When you encounter obstacles, work through the problems and keep everyone with you.
- Be positive and believe wholeheartedly in the importance of what you're doing.
- Learn and adapt but keep your sights fixed on the end result.

CHANGE – PRACTISE

This activity will help participants to relate what they have learned from the films to their own experiences and then to test out the ideas on a project of their own.

Part 1: A change that they have experienced

Divide participants into groups of 3 or 4.

Ask each group to identify a change that they have all experienced within their organisation, large or small. They may have been managers of the change, affected by the change in some way or simply observers of the change.

They should answer the following questions with regard to the change:

- Who were the gatekeepers for the change? To what extent had these gatekeepers bought into the change? If they had not bought into it, what effect did this have on the success of the change?
- Were there obvious champions for the change? Did the managers of the change identify these champions and engage with them?
- Were there resisters? If yes, did the managers of the change identify them and engage with them successfully?
- Were obstacles encountered in introducing the change? Were these successfully overcome?
- If you were affected by the change, what was your experience? If you had concerns, were these dealt with effectively?

Give each group 10 minutes to answer the questions, then debrief together.

Look to identify major lessons and relate these back to the points made in the films.

Part 2: A change that is coming up (optional - if time permits)

Use the same groups as part 1 or allocate to groups according to common interest.

Have the groups identify an upcoming change for which they will have responsibility, large or small.

They should aim to answer the following questions:

- Who will be the main gatekeepers? How can you convince these of the benefits of the change?
- Who are likely to be the champions for the change? How will you engage with them?
- Who are likely to be resisters? How will you engage with them?

Give each group 10 minutes to answer the questions then debrief in plenary.

Check the plans of each group against the key learning points from the films.

CREATIVITY AND INNOVATION

WORKSHOP GUIDE



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LEARNING OBJECTIVES

Whatever a person's role in an organisation, they may have to apply creative thinking to overcome problems. At the end of the session delegates will learn how to enhance their own creativity with some straightforward techniques.

INTRODUCTION

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REMEMBER - a summary of the key learning points.

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FEATURED VIDEOS

- Brainstorms (Uh, there's a...mouse? And he's...in a submarine)
- Fostering innovation (Sit down and tie yourself up again!)
- Unleashing your creativity (All the thinking has clogged up my brain pipe)

VIDEO 1 – BRAINSTORMS

LOOK (play video, 3 minutes)

Good ideas can come from the most unexpected of places, and people. Encourage your team to share their ideas. You might be surprised by the results.

THINK (10 minutes discussion)

Think back to a time when your team or department was coming up with ideas for a new project, or ways to improve an existing process. How well did the session go? Was everyone's voice heard, or perhaps only the dominant few – maybe just the 'creative types'?

Build the following points into the discussion;

Create a safe place: People need to feel safe when sharing their ideas. Do this by encouraging good relationships between your team.

Lead the way: Many people won't share their ideas because they lack the confidence to speak up or believe their ideas are 'stupid'. Encourage them by sharing some of your ideas to open up the discussion.

REMEMBER (recap, 2 minutes)

When running a brainstorm;

- Give the team time to think before everyone comes together with ideas to share.
- Create a safe space for sharing - don't allow ideas to be shot down, however wild they may seem.
- Look for opportunities to combine ideas to create new and better ones.

VIDEO 2 – FOSTERING INNOVATION

LOOK (play video, 3 minutes)

Some of the most successful and innovative companies realise that their best ideas are already within their organisations. Reward the creativity in your organisation, encourage an atmosphere of innovation.

THINK (10 minutes discussion)

How can leaders foster innovation within their own teams?

Responses could include;

- **Give them time to think:** Give them space to think, perhaps on company time, to try out new ways of doing things.
- **Encourage risk-taking:** Encourage teams to think outside the box rather than using tried and tested ways of doing things. Give them examples.
- **Hold internal competitions:** Encourage them to come up with ideas they can share with the team.

REMEMBER (recap, 2 minutes)

- Reward employees for taking ownership of their own problems and coming up with solutions.
- Encourage an outward view - looking for inspiration from the world outside the organisation.
- Give employees the scope to carry forward their own ideas as far as they are able.

VIDEO 3 – UNLEASHING YOUR CREATIVITY

LOOK (play video, 3 minutes)

Some of our best ideas come to us when we least expect them. Always be prepared to capture those ideas and encourage your team to do the same.

THINK (10 minutes discussion)

Ask the group to discuss if they have ever come up a great idea that can either save the organisation thousands or streamline existing ways of doing things only to have forgotten the idea an hour later? How can leaders unleash their own, and their teams', creativity?

Responses could include these points;

- **Write it down/record it:** No thought is too small, and no idea is too silly to mention. Get an ideas book and start writing down your ideas and encourage your team to do the same. Perhaps get a whiteboard dedicated to 'team ideas'.
- **Take mental breaks:** A lot of companies frown upon their team taking mental breaks such as playing a game for a few minutes or reading something interesting online. But more often than not these are times when good ideas are likely to come to you because you are allowing your mind to wander freely.
- **Get some exercise:** Taking a walk, cycling to work or going to the gym is a great way to rejuvenate your body and your mind.

REMEMBER (recap, 2 minutes)

- Stop thinking about the subject and let your subconscious go to work - time pressure stifles creativity, which needs an incubation period.
- Be ready for ideas to flow at any time - always have a recording device or pen and paper with you, including during the night.

CREATIVITY AND INNOVATION – PRACTISE

This exercise encourages participants to reflect on the ideas communicated in the films. It's also an example of a creative activity.

Divide participants into groups of 3-5.

Have each group answer the following questions:

- How do you get your best ideas?
- Where and when does this tend to happen?
- What stops you from sharing your ideas or being innovative in your work?
- What could be done to minimise these barriers? Aim to come up with at least three suggestions.

Have groups share their answers to the questions with everyone. Bring out any commonalities and relate these back to the points made in the films where possible.

Then, turn your attention to the exercise itself, which had a creative element. Ask them:

- How did you find the process of coming up with ideas to remove barriers to innovation?
- How could this process have been improved?

Look to reinforce points from the films, for example:

- Having more time to prepare for the creative session.
- Allowing more time for ideas to incubate.
- Being more open-minded to radical new ideas during the creative session.

CRISIS MANAGEMENT

WORKSHOP GUIDE



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LEARNING OBJECTIVES

The way we respond in emergencies can be the difference between a set-back and a crisis. This session will help your delegates to put a plan in place for when things go wrong.

INTRODUCTION

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LOOK - watch the video and reflect on the content and message.

THINK - activities and questions linking the video to their own experience and workplace.

REMEMBER - a summary of the key learning points.

These activities will take about 15 minutes to complete. At the end of this guide is a practical exercise to help bring all of the learning points together.

FEATURED VIDEOS

- Communicate fully (Jimmy, let's keep this between us)
- Act swiftly (Confuse them! Distract them!)

VIDEO 1 – ACT SWIFTLY

LOOK (play video, 3 minutes)

Act swiftly and take responsibility to stop a crisis escalating out of control.

THINK (10 minutes discussion)

Ask the group to discuss what steps leaders can take to stop problems spiralling out of control.

Build the following points into the discussion;

- **Take action**
Act swiftly. Don't jump to conclusions but move quickly to find out the facts.
- **Be transparent**
Be open and honest about the problem and what you know.
- **Take responsibility**
It might be too early to find out where the fault lies but that doesn't mean you can't take responsibility for helping people that are affected.

REMEMBER (recap, 2 minutes)

Act swiftly;

- Take prompt action to stop the problem getting worse.
- Take responsibility for dealing with the problem.

VIDEO 2 – COMMUNICATE FULLY

LOOK (play video, 3 minutes)

Hiding information in a crisis usually makes it worse!

THINK (10 minutes discussion)

Ask the group to discuss who should be contacted during a crisis and when?

Responses could include;

- Find out who needs to know about the problem first. This is usually head office and your team. Let them know immediately.
- You may have a PR team who will put together a crisis communications plan and develop a statement for your customers and suppliers.

REMEMBER (recap, 2 minutes)

Communicate fully;

- Know in advance who you need to contact in the event of a crisis.
- Keep your team fully informed.

CRISIS MANAGEMENT – PRACTISE

This exercise provides participants with practice in dealing with crisis situations.

Divide participants into groups of 3 or 4 and assign leaders in each. Allocate a different case study to each group. Instruct groups that they have a maximum of five minutes to come up with a plan to deal with the situation. They need to be able to tell you what they would do and in what order.

Case 1

You run a small chain of local convenience stores. It is the afternoon and you have just had two calls from store managers reporting that customers have been complaining of food poisoning. Apparently some chicken sandwiches that you got in early that morning are the likely cause. What would you do?

Case 2

You are the manager of a branch office of an insurance company. You have just been informed that there is a leak in the ceiling of your top floor office and, with heavy rain all day, water has come through. An employee has slipped and twisted their ankle, and a large stock of printed brochures has been soaked. What would you do?

Case 3

You work at the logistics centre for a distributor of medical products. You have just heard that one of your delivery lorries has broken down on the side of the motorway with a full load on board. Many of the products are required urgently by hospitals across the region. What would you do?

Case 4

You are manager for a company that operates ferry crossings between the mainland and neighbouring islands. You have had a call from ticket office manager at a major port to say that the ticket office staff have gone on strike. Apparently the company has been reluctant to provide refunds for cancelled crossings and some customers have become really abusive. One member of staff was attacked by a customer who had lost their temper. What would you do?

After the five minutes, bring the groups back together to debrief. Ask each to present their plans of action. Check their plans against the learning points from the two films, specifically:

- Did they plan to first find out what was going on?
- Did they stop the problem getting worse?
- Did they take responsibility for dealing with the situation?
- Did they make plans to inform the appropriate authorities, the team and any affected customers or suppliers?

Ask also how the leader handled the task:

- Did they act quickly and decisively?
- Were they calm under time pressure?
- Did they make use of the expertise in the group?

EMOTIONAL INTELLIGENCE

WORKSHOP GUIDE



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LEARNING OBJECTIVES

Emotional Intelligence is the ability to identify and manage your own emotions and the emotions of others. This session will help people in leadership positions to learn the importance of emotional intelligence in their role.

INTRODUCTION

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FEATURED VIDEOS

- Self-awareness (Three against one, you don't stand a chance)
- Self-regulation (GET ANGRY!)
- Empathy (Now that's insensitive)

VIDEO 1 – SELF-AWARENESS

LOOK (play video, 3 minutes)

Most leaders assume they are self-aware, but it's surprising how often we can let our emotions impact on other people.

THINK (10 minutes discussion)

At some point, we have all looked on in amazement when a colleague is completely unaware of his or her impact on others. Perhaps they are blunt or overly critical. Most of us have cringed when witnessing these scenes. They are, quite simply, lacking in self-awareness.

But how can leaders develop this much needed skill?

Responses should include;

- **Pay attention**
Pay attention to your thoughts and emotions; how these impact your behaviour, and what it looks like to other people. Write down what you are feeling and where these thoughts are coming from.
- **Avoid the triggers**
Pay attention to the triggers that lead to a negative reaction such as anger or frustration. If negative emotions are more likely to spiral during times of stress, plan ahead to avoid these situations.

REMEMBER (recap, 2 minutes)

Self-awareness:

- Be conscious of the impact that your emotional impulses have on your behaviour.
- Become more aware of your personal moods, emotions and drives and what causes them.
- Avoid those situations which trigger negative emotions, say by planning ahead to avoid a last minute panic.

VIDEO 2 – SELF REGULATION

LOOK (play video, 3 minutes)

Taking the time to understand yourself and learning to control the impact of your emotional responses will improve your relationships with those around you. Remember, as a leader, you set the standard for your team. If you lash out, so will they.

THINK (10 minutes discussion)

Think about a time when you have either witnessed or been guilty of lashing out at someone in your team? What impact do you think that had on the individual and team as a whole?
How can leaders self-regulate their emotions?

Responses should include these two key areas:

- **Count to 10:** Before you react to a situation, take some time to breathe. Remove yourself from the situation. Don't pick up the phone or send emails when angry or frustrated.
- **Consider the consequences:** Consider the impact that your outburst might have on the individual and on the team. Remember, the impact of your behaviour is long lasting.

REMEMBER (recap, 2 minutes)

- Recognise the effect your moods are having on others.
- Work on controlling disruptive impulses and moods, perhaps by counting to ten or breathing slowly
- Try to suspend judgment and think before acting. For example, don't send emails when you're angry.

VIDEO 3 – EMPATHY

LOOK (play video, 3 minutes)

Leaders who can listen and take on board the feelings of others are naturally better at leading their teams. If you can put yourself in someone else's shoes you're far more likely to get to the bottom of problems and find solutions.

THINK (10 minutes discussion)

Sometimes it's difficult to be empathetic when we have our own emotions to deal with. How can leaders work on and develop this vital skill in the workplace?

Responses should include:

- **Encourage openness:** Listen to what people have to say, don't interrupt while they're opening up. Let them explain how they feel, and how their situation is affecting them.
- **Think about your response first:** Think about what they have said, how they are likely to respond to what you have to say and then think of an appropriate way to deal with the situation. Don't respond negatively, but work on a way forward that works for everyone.
- **Put yourself in their shoes:** Think about how you would feel if you were in their shoes. How would you handle their problems?

REMEMBER (recap, 2 minutes)

- Consider how others are likely to react emotionally before you act - put yourself in their shoes.
- Recognise the reasons why people are reacting the way they are to a situation and modify what you do accordingly.
- Encourage your team to be open about how they are feeling without responding to what they say negatively.

EMOTIONAL INTELLIGENCE – PRACTISE

This exercise encourages participants to reflect on the way they are feeling at any point in time, to consider the potential causes for this feeling and also the likely consequences in terms of their own behaviour and the effect on others.

Divide participants into group of 3 or 4.

Step 1

Each participant writes down how he or she is feeling at that moment in time and also how they think each other person in the group is feeling.

Caution: If a participant feels unhappy about discussing their feelings with the group then they should be allowed to contribute to Steps 2 to 4, but not as the focus of discussion.

Step 2

The group then focuses on one participant at a time ('the SUBJECT'). Each other person in the group reads out how they guessed the SUBJECT to be feeling. Then the SUBJECT themselves reads out what they wrote down about themselves.

The group then discusses any differences between what the SUBJECT wrote down and what the rest guessed was the case. What indicators were there that the SUBJECT was feeling in a particular way?

Step 3

The rest of the group then ask the SUBJECT a number of questions:

- What do you think caused you to feel this way?
- What effect does this feeling have on the way you behave?
- If this is a positive emotion, what could you do to make the feeling occur more often?
- If not, what could you do to avoid this emotion being triggered?

Step 4

The SUBJECT then asks the rest of the group what effect his or her behaviour has on them when he or she is feeling this way.

Steps 2 to 4 then repeat for each other participant in the group.

The groups then reconvene. Ask them in turn:

- How accurately had you been able to determine the way each other were feeling?
- How easily were you able to determine the causes for particular feelings?

Then ask all participants how helpful they think it would be to be more aware of the causes and effects of their own emotions and of those of people around them.

ETHICS
WORKSHOP GUIDE



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LEARNING OBJECTIVES

This session is about putting ethics into practice.

INTRODUCTION

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FEATURED VIDEOS

- The Only Way is Ethics (But it's not against the law, technically?)
- How you behave matters (Ladies and gentlemen, welcome to Evil Club!)

VIDEO 1 – THE ONLY WAY IS ETHICS

LOOK (play video, 3 minutes)

Being ethical is about doing the right thing every day.

THINK (10 minutes discussion)

Ask the group to discuss the tangible benefits of acting ethically.

Responses should include;

- Acting ethically protects your organisation's reputation and brand. Reputation and brand build slowly, but can be destroyed in a moment.
- People prefer to work for a company that they know is ethical and sticks to its principles.
- Customers want to do business with a company they can trust.
- Behaving ethically is the right thing to do. It accords with your inner voice and your own personal values.

REMEMBER (recap, 2 minutes)

- Ethics are for every day.
- Talk frequently about the ethical values and commitment of your organisation.
- Explain how these values and commitments apply to the work of your team.
- Explain that being ethical means doing the right thing, even when not required by law or policy.

VIDEO 2 – HOW YOU BEHAVE MATTERS

LOOK (play video, 3 minutes)

Leaders who live by their code of ethics and demonstrate this behaviour daily are more likely to win the respect of their teams and encourage others to adopt the same behaviour.

THINK (10 minutes discussion)

Sometimes it's tempting to act unethically for personal gain or when friends or colleagues pressure us. But people judge us by our actions more than by what we say.

What are the steps to behaving ethically when it's tempting to do otherwise?

Responses should include;

- Gather the relevant facts.
- Think about who is going to be affected by your decision.
- Ask yourself: what is the guiding principle here?
- Assess the ethics of each possible alternative.
- Reflect on how your decision will also affect you, now and in the future.

REMEMBER (recap, 2 minutes)

- Be aware that your team will judge their workplace as ethical or not based on the way that you behave.
- Don't compromise ethics for the sake of other more pressing business goals.
- Weigh up your options daily and choose the most ethical course of action.

ETHICS - PRACTISE

This exercise provides an opportunity for participants to explore a number of typical ethical issues and to consider how they might respond.

Divide participants into groups of 3 or 4. Depending on the time available, ask each group to look at 2 or more of the following case studies. Ideally you want each of the five case studies to be tackled by at least two groups, so you can compare solutions.

Case 1

You have been advising the board of your company on a proposed takeover of a major rival. It so happens that your girlfriend's father has a large holding of shares in this rival. You are tempted to quietly pass on what you know about the takeover. What would you do and why?

Case 2

You are involved as an administrator in the recruitment of a new salesperson. The process is being conducted formally according to your company's recruitment policy. However, you have found out that one of the candidates is actually a nephew of one of the team conducting the interviews and nothing has so far been said to make this visible. What would you do and why?

Case 3

You work in the office of an agricultural company. You have witnessed casual labourers being paid cash in hand, without a formal contract of employment. You have reason to believe that some of these labourers are illegal immigrants. What would you do and why?

Case 4

You are leaving the office with a colleague to have dinner after a very long day's work. The cost of meals is normally covered by your employer if you work more than two hours overtime. Your colleague suggests inviting your partners to join you and putting in the expenses as if there were two further colleagues with you. What would you do and why?

Case 5

You work as a lecturer at a large technical college. You are concerned that some foreign students who quite clearly have not performed well are being awarded high grades. You also know that the college depends on the high fees paid by foreign students. What would you do and why?

Bring the groups back together and have them share their solutions. In particular look for differences in approach. Emphasise the importance of acting ethically, even when this might compromise a business objective.