

ONE-TO-ONE TRAINING

WORKSHOP GUIDE



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LEARNING OBJECTIVES

Almost all managers will face the issue of dealing with staff whose personal problems are affecting their work and they need the know-how and sensitivity to address such situations. This course introduces counselling techniques and active listening for managers.

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Management 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.

Each section relating to the video will last around 15 minutes.

ACTION PLAN - At the end of the series of videos and activities delegates should be encouraged to share the most important actions they will take and record actions on their Personal Action Plan sheet.

FEATURED VIDEOS

- Training with context
- Training bit by bit
- Learning through practise

VIDEO 1 – TRAINING WITH CONTEXT

LOOK (play video, 3 minutes)

Informed employees do their jobs better. Show them the context of their job and how it fits into the bigger picture.

THINK (10 minutes discussion)

Perhaps the group have done jobs in the past where they knew how to do it, but not really why they were doing it? Why is it important to provide your team with the context for their jobs?

Draw out the following points at the end of the session:

- Just knowing how to do a job isn't enough. You need to know why you're doing it.

Give employees context to their roles:

- Explain and show them what to do – don't simply tell them.
- Tell them why they're doing it, and how it fits into the big picture.
- Once your employees understand the context of what they're doing you'll find they'll be more efficient and come up with creative solutions. And they'll be motivated through an appreciation of their role and contribution to the organisation.

REMEMBER (2 minutes recap)

- Show them how their job fits into the bigger picture.

VIDEO 2 – TRAINING BIT BY BIT

LOOK (play video, 3 minutes)

Managers often overlook the importance of training because they want things done fast and don't want to spend time repeating themselves. But the reality is that human beings can only remember small amounts of information at a time. Overloading people with information won't get you anywhere – less is more when it comes to learning and training.

THINK (10 minutes discussion)

Ask the group to think of a time when perhaps they've felt overwhelmed by the amount of information they were given to do their job. How it is possible to deliver training bit by bit to avoid overwhelming your team?

Overwhelming people with information can often lead to a breakdown in confidence - responses could include;

- First be clear about what you need them to learn: write down the learning points and go through them one by one.
- Break down the information into digestible chunks.
- Repeat the information often.
- Give them time to practise.

REMEMBER (2 minutes recap)

- Make a list of the learning points.
- Go through them one at a time.

VIDEO 3 – LEARNING THROUGH PRACTISE

LOOK (play video, 3 minutes)

Putting the job into context and breaking up the information into small digestible chunks is great, but these are just the first few steps. You've got to give them the time they need to practise so that they can put their learning into action themselves.

THINK (10 minutes discussion)

Ask the group if they have ever been thrown into the deep end or overestimated someone's ability to do the job? What's the best way to ease your team into their roles?

Responses could include;

- Throwing your employees into the deep end can have serious consequences for them and the business. They'll lose confidence, the business may end up looking unprofessional and you could lose clients as a result.
- Give them the time they need and a safe space to practise. This way they'll slowly but surely gain the confidence they need to do the job well.

REMEMBER (2 minutes recap)

- Create a 'safe' place for your team to practise.
- Allow them to practise as often as they need to.

ONE-TO-ONE TRAINING – ACTION PLAN

Divide the group into pairs or threes.

- Ask them to spend 10 minutes sharing the most important action they will take to improve their approach to one-to-one training.
- Make sure that each individual has identified at least one specific action to take as a result of the programme.
- Ask for and answer any final questions.
- Bring the session to an end.

PERFORMANCE REVIEWS

WORKSHOP GUIDE



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LEARNING OBJECTIVES

In this course you'll learn how to run better performance reviews.

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FEATURED VIDEOS

- Preparing for a review
- Making a performance diagnosis
- Beyond the review meeting

VIDEO 1 – PREPARING FOR A REVIEW

LOOK (play video, 3 minutes)

Performance reviews help employees by clarifying: what they're doing well, what they're supposed to be doing and identifying the support they need. Sadly, performance reviews often go wrong because managers fail to prepare and don't know the facts.

THINK (10 minutes discussion)

How do you prepare to give a performance review?

Draw out the following points at the end of the session;

- You need a clear understanding of the individual's tasks and responsibilities. Make sure you've read the job description.
- Research in advance what the individual's achievements have been in the time since their last review.
- It can also help to read their personal file, go over notes from the previous review and update discussions, which have been held at agreed intervals throughout the review period.
- It's not just what you are going to say that needs careful thought. Prepare properly by giving adequate notice, preventing interruptions, arranging a suitable location and so on.

REMEMBER (2 minutes recap)

- Preparation: Review the notes in advance.

VIDEO 2 – MAKING A PERFORMANCE DIAGNOSIS

LOOK (play video, 3 minutes)

Performance review is a two-way process. However, managers often use reviews as an opportunity to focus on the negative and don't give individuals a chance to have their say or listen to them when they do manage to get a word in.

THINK (10 minutes discussion)

It's human nature to make assumptions and this can easily cloud our view of others. How do you keep the performance review strictly professional?

Responses should include;

- **Listen to the evidence**

Managers often have what they want to say, and hear, mapped out. Be prepared to listen.

- **Discuss facts not opinions**

Don't base criticism on vague opinions. Criticism must be based on facts (what happened and what was done). This will lead to constructive changes in behaviour in the future. The same rule applies to praise. Being told specifically what they have done well will remove any doubt in the individual's mind about whether the praise is genuine or not.

- **Discuss performance not personality**

Attacking an individual's personality is not the way to conduct a performance review – you are there to discuss performance, not personality. Concentrate on what's been done well. This motivates people. Discussing how they may tackle things differently in future helps them to develop and improve.

REMEMBER (2 minutes recap)

The diagnosis

- Listen to evidence and agree a plan.
- Face up to problems.

VIDEO 3 – BEYOND THE REVIEW MEETING

LOOK (play video, 3 minutes)

It's important that managers and employees agree an action plan for the next review period. Sadly, many managers miss this step out thinking that everything that needed to be said has already been covered. But missing out this vital step can leave employees feeling less valued within the organisation.

THINK (10 minutes discussion)

What methods do you use to record and chart the progress of an agreed action plan?

Responses could include;

- A plan of action must be agreed with the person being appraised.
- The plan must be about performance.
- It should be challenging, but realistic.
- The better defined the objectives are, the more likely they are to be achieved.
- And responsibility for achieving the plan should be shared between the employee and you, the manager.

REMEMBER (2 minutes recap)

Recap and plan:

- Agree a plan of action.
- Set a review date.

PERFORMANCE REVIEWS – ACTION PLAN

Divide the group into pairs or threes.

- Ask them to spend 10 minutes sharing the most important action they will take to improve their approach to performance reviews.
- Make sure that each individual has identified at least one specific action to take as a result of the programme.
- Ask for and answer any final questions.
- Bring the session to an end.

The Personal Action Plan of

Things I am going to do differently

When I'm going
to start



PRAISE AND CRITICISM

WORKSHOP GUIDE



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LEARNING OBJECTIVES

This course will show you how and when to deliver effective praise and criticism.

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FEATURED VIDEOS

- Sharing praise
- Giving criticism

VIDEO 1 – SHARING PRAISE

LOOK (play video, 3 minutes)

Everyone needs praise and when given the right way, it can help motivate individuals and teams. But it's a fine balance that you have to get right. Once praise is seen as being phoney, it's never taken well again. So, be sure to get it right.

THINK (10 minutes discussion)

What's the best way to share praise with your employees?

Responses could include:

- **Be specific** - your employees can always tell if you're being genuine. Tell them specifically what you liked about something they did. Don't end it with a sting in the tail. Give praise when it's deserved.
- **Be honest** - don't praise people for things they haven't done.
- **Be immediate** - praise has a short shelf life; don't save it up for a rainy day.
- **Look for opportunities** to praise people rather than criticising them.

REMEMBER (2 minutes recap)

Sharing praise

- Be specific.
- Talk about it.
- No sting in the tail.
- Put it on record.
- Make it public.
- Look for opportunities to praise.

VIDEO 2 – GIVING CRITICISM

LOOK (play video, 3 minutes)

Giving critical feedback needn't be painful. You can encourage someone to improve, rather than hurting his or her self-esteem. Unfortunately many managers think criticism actually means being critical rather than focusing on a clear, achievable objective.

THINK (10 minutes discussion)

Ask the group to discuss what techniques they use when giving criticism?

Try to cover the following points;

- It's important to have a plan when giving criticism so that you can explain the facts and why it matters.
- Speak face-to-face and in private. Don't wait so that the first time he or she hears about the problem is at the performance review. Ask questions and listen to their point of view.
- Get the person to 'own' the problem. First, establish what actually happened. Agree on the facts.
- Have a conversation and listen to what the other person is saying. If you ask a question, wait for the answer.
- Attacking an individual's personality is not the way to conduct a performance review. Criticise the action, not the person; talk to them about a particular action and not an aspect of their personality.
- Give the reasons for your criticism. Reasons make powerful arguments.
- The essential final step is making sure the fault will be corrected. Ending on a compliment/positive note will help achieve you this. But be genuine.

REMEMBER (2 minutes recap)

Giving criticism

- Quickly, face-to-face and in private.
- Agree the facts.
- Ask and listen.
- Criticise the action.
- Explain why it matters.
- Agree a remedy.
- End on a compliment.

PRAISE AND CRITICISM – ACTION PLAN

Divide the group into pairs or threes.

- Ask them to spend 10 minutes sharing the most important action they will take to improve their approach giving praise and criticism.
- Make sure that each individual has identified at least one specific action to take as a result of the programme.
- Ask for and answer any final questions.
- Bring the session to an end.

RECRUITING

WORKSHOP GUIDE



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LEARNING OBJECTIVES

This course will give you the skills you need to conduct an effective recruitment interview. A selection interview is a bit like detective work. Suspects must be eliminated until the right person is found. Making the right selection means knowing the budget was spent well, a valuable asset has been acquired and that colleagues will be motivated by the new team member.

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FEATURED VIDEOS

- Listening to the candidate
- Probing in interviews

VIDEO 1 – LISTENING TO THE CANDIDATE

LOOK (play video, 3 minutes)

Everyone gets nervous at interviews, regardless of how skilled, experienced or confident they are. To find the right candidate, it's your job not just to ask the right questions, but to get the candidate talking. So, put them at ease. Talking about yourself can help, but remember to listen more than you talk!

THINK (10 minutes discussion)

Have you ever attended an interview where it was a struggle to get any information out of the candidate? What's the best way of dealing with shy and nervous candidates?

Responses could include:

- Get the interview off to a good start by making sure the candidate is greeted by a friendly member of staff before the interview begins.
- Use the first few minutes of the interview for chit chat: introduce yourself, perhaps ask them about their hobbies or talk about yours. Establish some rapport. Set the scene for a relaxed interview.
- Don't do all the talking; let the candidate do most of the talking. Try not to interrupt them (unless you sense they're unsure about something).

REMEMBER (2 minutes recap)

- Listen
- Put them at ease.
- Encourage them to talk.

VIDEO 2 – PROBING IN INTERVIEWS

LOOK (play video, 3 minutes)

Candidates can either talk too much about themselves or clam up. It's your job to get the interview on track. Test whether the candidate has the right personal qualities by probing for further information.

THINK (10 minutes discussion)

There are two types of candidate – those giving too much detail and those who don't give enough. Ask the group what techniques can be used to deal with these different personality types?

Try to cover the following points;

For the candidate who talks too much, make sure you keep control:

- Interrupt and redirect the discussion.
- Summarise what they said and move to a new topic.
- Thank them when they've given a concise answer.
- Explain (politely) what you need to discuss.
- For the candidate who doesn't give enough information:
 - Seek clarification.
 - Ask easy questions to get them talking.
 - Encourage them by smiling and using open body language.

REMEMBER (2 minutes recap)

- Probe.
- Keep control.
- Ask awkward questions.

RECRUITING – ACTION PLAN

Divide the group into pairs or threes.

- Ask them to spend 10 minutes sharing the most important action they will take to improve their approach to selection interviews.
- Make sure that each individual has identified at least one specific action to take as a result of the programme.
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BEING A LEADER

WORKSHOP GUIDE



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LEARNING OBJECTIVES

At the end of the session delegates will learn that managers don't necessarily need a powerful magnetic personality to effectively lead their people. What's more important is an awareness of how leadership depends on the ability to motivate people. They will also learn that the majority of their decisions affect the people in their team.

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FEATURED VIDEOS

- Valuing their job (I know we said next week but that was last week)
- Valuing the individual (That's not what we pay you for)
- Valuing the team (Our 'so called' team)
- Making decisions (A Jacuzzi in my office)

VIDEO 1 – VALUING THEIR JOB

LOOK (play the video, 3 minutes)

As a manager it's your job to help your team do their jobs to the best of their ability. Giving your team confidence and helping them value their job is about letting them know what's expected of them. You can do this by putting their jobs into context, giving examples and stressing the importance of their individual contribution.

THINK (10 minutes discussion)

How do you help your team value the work they do?

Responses could include:

- Stress the importance of the work they do, sell its benefits and be positive.
- Set an example. Be knowledgeable and positive in what you say about the work as a whole and the team's contributions to it.

REMEMBER (2 minutes recap)

Give them confidence in the value of their job:

- Put their job in context.
- Give positive examples.
- Focus on the importance of their job.

VIDEO 2 – VALUING THE INDIVIDUAL

LOOK (play video, 3 minutes)

It's the leader's job to get the best out of their team. They can do this by showing them that their effort is valued, praising them and giving them support when they need it. Remember, confident individuals and teams are more efficient and likely to contribute more off their own steam.

THINK (10 minutes discussion)

Ask the group to remember a time in their career when a manager made them feel less than valued?

Ask them to think about how that made them feel. To avoid making anyone in their own team feel like this, ask them to reflect on and share about the best way to show you value their contribution to the team.

Responses could include;

- Let individual team members know that their contribution is highly valuable to the success of the team.
- Pay attention to what they say.
- Ask them for ideas.
- Give them challenges; show them you believe in their abilities.
- Tell them about the challenges you'll be facing and ask them about their strengths and tell them how these can be of benefit.
- Praise them and be specific about what you liked.
- Give them support when they need it. They'll understand that you value them even when they are facing personal difficulties.
- Show them you want them on board and you're willing to help them stay on board.

REMEMBER (2 minutes recap)

Give them confidence in their value as individuals:

- Mention the challenges.
- Praise them.

VIDEO 3 – VALUING THE TEAM

LOOK (play video, 3 minutes)

This video is about how employees function together as a team. We can see from the easy, friendly, informal way that team members are reacting to one another and to Good Manager, that they're not just a group of individuals. They are a team. She reinforces this feeling by using words like 'we' and inviting them to contribute.

THINK (10 minutes discussion)

Ask the group to think about other team leaders they've worked with. What's the best way to help their own team feel, think and work like a team?

Responses could include;

Help them feel like a team:

- Get them involved in the recruitment process.
- Give them support when they need it – show them you care and want them on board, even when they have difficulties of their own.

Help them think like a team:

- Play to their strengths.
- Organise project reviews and make use of pooled experience.
- Ensure tolerance of differences.

Help them work like a team:

- Share the jobs nobody wants fairly.
- Delegate
- Share skills.
- Pair up; encourage team members to work together.

REMEMBER (2 minutes recap)

Give team members' confidence by helping them:

- Feel like a team.
- Think like a team.
- Work like a team.

VIDEO 4 – MAKING DECISIONS

LOOK (play video, 3 minutes)

The way that 'Bad Manager' is reaching decisions on the office move and not communicating them leaves much to be desired. 'Good Manager' shows that he has ignored or neglected the basic principles of decision making, that it's a process that should involve everyone in the team. It's about good communication and making sure you consult your team about your ideas rather than simply carrying them out and hoping for the best.

THINK (10 minutes discussion)

Ask the group to think about a time when someone made decisions that affected you personally without asking their opinion. How did that make them feel? Ask them to reflect on how they could get their own team involved in the decision-making process? Responses could include;

Consult people

- When making decisions you need to consult those who will be affected.
- Identify who will be affected by the decisions.
- Listen to their opinions and views.

Be committed

- Gather the options.
- Know when you have to make your decision.
- Take the decision.
- Once you've made your decision, be committed to it.

Communicate the decision

- Communicate your decision to everyone who will be affected by it.
- Brief people together.
- Be prepared to sell and defend your decision.
- Confirm your decision in writing and let everyone have a copy.

REMEMBER (2 minutes recap)

The key stages of making decisions and implementing them are

- Consult.
- Identify who will be affected.
- Check the facts with them.
- Get their opinions.
- Make the decision, communicate it and follow up.

Features like 'it's got auto-tension' are factual statements but they won't entice customers to buy. A benefit (like 'it's incredibly comfortable') answers the question 'What's in it for me?' People buy benefits – so relate these to them.

- Features are factual statements
- Benefits are value statements

BEING A LEADER – ACTION PLAN

Divide the group into pairs or threes.

- Ask them to spend 10 minutes sharing the most important action they will take to improve their approach to team leadership.
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- Bring the session to an end.

COUNSELLING

WORKSHOP GUIDE



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LEARNING OBJECTIVES

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FEATURED VIDEOS

- Setting the scene for counselling
- A counselling meeting
- Active listening

VIDEO 1 – SETTING THE SCENE FOR COUNSELLING

LOOK (play video, 3 minutes)

Managers often don't know how to counsel their team because of one simple thing: they don't know how to listen without imposing their own views. Or if they do, they'll often let themselves down by a lack of planning.

THINK (10 minutes discussion)

What's the best way to set up a counselling meeting?

Responses could include:

- Recognise the signs that one is needed. Signals might include absences, a drop in standards, irritability, bad time keeping and difficulty concentrating.
- Introduce the subject tactfully.
- Create the opportunity for the interview to take place.
- Set up the meeting in advance.
- Put aside around half an hour of private time.

REMEMBER (2 minutes recap)

- Set up the meeting in advance.
- Private, unhurried, confidential.

VIDEO 2 – A COUNSELLING MEETING

LOOK (play video, 3 minutes)

Counselling isn't about giving advice; it's about encouraging people to talk through their problems with open questions and sharing your own experiences. Sadly, being human, we often can't resist the temptation to barge in and express our views or impose solutions. But you can learn to be a good listener and offer constructive advice by establishing facts and options.

THINK (10 minutes discussion)

Ask the group to discuss how to you encourage people to talk and how do you demonstrate that you're interested in what they say?

To encourage people to talk, responses could include;

- Show you're interested.
- Reassure them that you want to know about their problems.
- Ask open questions like 'Can you tell me exactly what happened?'
- Closed questions with answers like: 'yes', 'no', or single-fact answers discourage further discussion.
- Encourage them to open up.
- Give them some feedback.
- Rephrase and summarise their comments.

To get them to continue talking:

- Listen more than you talk.
- Show you're interested.
- Nod and make listening noises.
- Reassure them that you want to hear about their worries.
- Reassure them that they're allowed to feel the way they do.

Follow up - set up a review date - to find out if any progress has been made.

Let them find the solution:

- Accept their decision.
- Agree an action plan.
- Set review dates.
- Make it clear 'your door is open'.

REMEMBER (2 minutes recap)

- Encourage them to talk through their problems.
- Don't impose solutions.
- Set a review date.

VIDEO 3 – ACTIVE LISTENING

LOOK (play video, 3 minutes)

Listening is an important skill; how well you listen has a major impact on your job effectiveness and on the quality of your relationships with your colleagues and others.

THINK (10 minutes discussion)

Active listening not only means focusing fully on the speaker but also actively showing verbal and non-verbal signs of listening.

Ask the group to think how to let someone know you're actively listening to them?

Responses could include;

Non-verbal active listening

- Facial expressions – Smiling and facial expressions can be powerful in affirming you're listening and that you understand what's being said.
- Eye Contact – Maintain eye contact to let them know you're paying attention to what they have to say.
- Positive body language – Use reflective expressions, or echoing, copying, body language to show sympathy and empathy in more emotional situations.

Verbal active listening

- Questioning – Ask relevant questions to show you're paying attention and make statements that build or help to clarify what's been said.
- Clarify – Ask open questions to help them expand on certain points.
- Summarise – Summarise what's been said; repeat the main points a logical and clear way to give them a chance to correct if necessary.

REMEMBER (2 minutes recap)

- Maintain attention.
- Use positive body language.
- Use reflective listening techniques.
- Summarise.

COUNSELLING – ACTION PLAN

Ask for some examples of how those who have taken part intend to improve their ability to conduct counselling interviews.

Ask for and answer any final questions.

Remind the group of the objectives that the course has addressed.

Thank the group for their participation and bring the course to a close.

DEALING WITH ABSENTEEISM

WORKSHOP GUIDE



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LEARNING OBJECTIVES

This session aims to help managers tackle absenteeism within their teams. Absenteeism costs organisations billions in revenue every year. But when someone calls in sick, it doesn't necessarily mean that they're unwell.

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FEATURED VIDEOS

- Recognise absenteeism
- Reasons for absenteeism
- Solutions to absenteeism

VIDEO 1 – RECOGNISE ABSENTEEISM

LOOK (play video, 3 minutes)

The first step to solving an absenteeism problem is to realise that there is one. Then, look for patterns and keep records.

THINK (10 minutes discussion)

Ask the group if they have ever made assumptions about an employee's absenteeism only to find they've been completely wrong? How can we stop assumptions clouding our judgement?

Responses could include:

- As a general rule, when morale decreases, absenteeism increases. Mostly, employees want to do well at their jobs, so be willing to listen to problems that are getting in their way.
- Employees may be bored, struggling with their jobs, or have personal problems which affect the number of days they are absent from work.
- It's your responsibility as a manager to get to know your team and know all aspects of the team members' jobs, including any difficulties they have in their roles

REMEMBER (2 minutes recap)

Recognise absenteeism:

- Acknowledge the problem.
- Look out for signs and patterns.
- Keep records so you have the facts.
- Tackle absence as soon as possible.

VIDEO 2 – REASONS FOR ABSENTEEISM

LOOK (play video, 3 minutes)

Sometimes, you may find that it is difficult to get employees to open up and speak about the reasons for their absences. In these cases, you should try asking open questions (starting with why, what, who, where and how) to encourage them to share information. To check facts and details, ask closed questions. These are questions which can be answered with a simple 'yes' or 'no'.

THINK (10 minutes discussion)

Ask the group to if their annoyance about an employee's absenteeism ever spilt over into confrontation? What's the best way to stop this from happening?

Try to reinforce the following points;

- It's very important that conversations with employees about absenteeism do not become confrontational. Make sure you keep your emotions in check.
- By probing, you are much more likely to uncover the truth than by making accusations. These will only make the employee defensive and, in the case of a sensitive situation, you could do a lot of damage.
- By focusing on facts, your probing will sound less like an accusation. Until you get the information you need, keep asking questions.

REMEMBER (2 minutes recap)

Exploring the reasons for absenteeism

- Do it face-to-face.
- Prepare your emotions and the facts.
- Ask what is wrong and probe.

VIDEO 3 – SOLUTIONS TO ABSENTEEISM

LOOK (play video, 3 minutes)

It is a manager's job to address problems with absence and decide whether this needs to be done through a quick word or a more formal action plan.

THINK (10 minutes discussion)

Ask the group to discuss how they resolved their last absenteeism issue? With hindsight, was it the best way to resolve the issue?

Try to reinforce the following points in the discussion;

- Asking questions and showing genuine concern can often help you and the employee come up with a comprehensive action plan to solve the problem; and help the employee take responsibility for the solution.
- Plans need to be agreed by both parties and a time period should be set so you can both monitor progress.

REMEMBER (2 minutes recap)

Agreeing a solution for absenteeism:

- Get them to take responsibility.
- Agree a plan of action.
- Be prepared to be flexible.
- Monitor.

DEALING WITH ABSENTEEISM – ACTION PLAN

- Ask the group to spend 5 minutes completing an action plan.
- Ask for some examples of how those who have taken part intend to improve their managing of absenteeism.
- Ask for and answer any final questions.
- Remind the group of the key learning points from Absence Minded: Managing Absenteeism.
- Thank the group for their participation and bring the course to a close.

DEVELOPING YOUR TEAM

WORKSHOP GUIDE



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LEARNING OBJECTIVES

At the end of the session delegates will understand how to coach and how to set targets for their team.

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Management 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.

Each section relating to the video will last around 15 minutes.

ACTION PLAN - At the end of the series of videos and activities delegates should be encouraged to share the most important actions they will take and record actions on their Personal Action Plan sheet.

FEATURED VIDEOS

- Preparing to coach
- Coaching goals
- Coaching tips
- Setting SMART targets

VIDEO 1 – PREPARING TO COACH

LOOK (play video, 3 minutes)

Coaching is the most important method managers can use to increase knowledge, skills and experience among their staff. Unfortunately many managers don't do enough of it and some avoid it all together because they just don't know how to go about it. Everyone can be a coach and it's something we can all learn.

THINK (10 minutes discussion)

How does coaching relate to training and targets?

From the responses try to include:

- Coaching is different from training
- Coaching takes place on the job, using real work as a starting point.
- Coaching goals should always be expressed in terms of actions, i.e. what will the employee will be able to do as a result of the coaching?
- Targets are where goals are broken down into activities laid out in logical, manageable stages. Each stage has its own target to step-by-step reach the overall goal.

REMEMBER (2 minutes recap)

- Agree the topic.
- Identify the goals.

VIDEO 2 – COACHING GOALS

LOOK (play video, 3 minutes)

Many managers think telling employees what needs to be done saves time. However, simply telling employees what to do defeats the purpose of coaching. You'll get far more out your people if you give them opportunities to discover for themselves how the job can be done best. Talk through the consequences of their plans by sharing your own experiences. They might even come up with a plan you've never thought of.

THINK (10 minutes discussion)

Ask the group to think and discuss how they can help employees 'discover' their jobs rather than simply telling them how to do it?

Promoting discovery is the key stage in the coaching process .Responses could include;

- Listening actively – your employees will respond better if they think you're interested in what they have to say.
- Drawing out the consequences – tell them what could go well and what could be a disaster waiting to happen when they discuss their ideas.
- Share your experiences – even the mistakes!

REMEMBER (2 minutes recap)

- Promote discovery.
- Listen actively.
- Set parameters.

VIDEO 3 – COACHING TIPS

LOOK (play video, 3 minutes)

Coaching is a good way to motivate staff. Personal and professional development makes people feel empowered and valued. Equally important is the authorisation to go away and do that job. But at this point many managers pat themselves on the back thinking they've ticked off the most important aspects of coaching. However, summing up and recapping is just as important in giving employees a clear vision ahead.

THINK (10 minutes discussion)

Ask the group to think about their experiences of good coaching. What traits should a good coach exhibit?

Responses could include:

Be genuine:

- Effective coaches make themselves available and are open and honest with others. Their genuineness is reflected in a sincere interest in helping others.

Authorise and empower:

- An effective coach helps people identify how to solve their work problems but does not provide all the answers.
- Authorising means: Smoothing the path for your people, ensuring they have the tools and authority to do the job.

Understand:

- Effective coaches understand the needs of their employees. They are attentive, open-minded and not guided by assumptions about what the other person does or does not need.
- Understanding is reflected in flexibility, adaptability and the capacity to explore ideas.

Make the coaching successful by:

- Recording the main points.
- Setting action points.
- Arranging subsequent meetings.

REMEMBER (2 minutes recap)

- Be Genuine.
- Authorise and empower.
- Understand
- Recap.

VIDEO 4 – SETTING S.M.A.R.T. TARGETS

LOOK (play video, 3 minutes)

Targets are crucial. Everybody wants to feel that they are successful in their work. But to know that you've achieved something you need to know what you were trying to do in the first place. Managers need to know how to set and apply SMART targets and to recognise the motivation employees get by meeting them.

THINK (10 minutes discussion)

Ask the group to discuss whether the targets they set for their own team are always SMART?

Emphasise the following points;

- **Specific** – do your targets express quantifiable results or are they simply lists of tasks and responsibilities? If you can't tell the difference between your targets and your job description you are not being specific enough.
- **Measurable** – how will you know when you've achieved your targets? When searching for measures, ask yourself "If we are successful in achieving this target, what will the results be? What will change? What will people now be able to do?"
- **Agreed** – remember the enthusiasm to achieve tough targets only comes from those who are committed; and commitment comes from agreement.
- **Realistic** – look at your own targets. Are any impossible? Are any too simple? Think about the need for balance and be prepared to tone down some targets or persuade others to take a tougher challenge.
- **Timed** - do all of your targets specify a completion date? Are they too soon or too distant? Watch out for vague timings.

REMEMBER (2 minutes recap)

- Specific.
- Measurable.
- Agreed.
- Realistic.
- Timed.

DEVELOPING YOUR TEAM – ACTION PLAN

- Ask the group to spend 5 minutes completing an action plan.
- Ask for some examples of how those who have taken part intend to improve their coaching and target setting.
- Ask for and answer any final questions.
- Thank the group for their participation and bring the course to a close.

DIFFICULT CONVERSATIONS

WORKSHOP GUIDE



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LEARNING OBJECTIVES

Informing employees that their work is not good enough, that they can't have the pay rise they asked for, or that they have been denied promotion are all situations that managers dread. Dealing with difficult conversations with rejected and dejected employees is a leadership skill, and one that can be learnt. This session will help delegates deal with giving bad news.

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

REMEMBER - a summary of the key learning points.

Each section relating to the video will last around 15 minutes.

ACTION PLAN - At the end of the series of videos and activities delegates should be encouraged to share the most important actions they will take and record actions on their Personal Action Plan sheet.

FEATURED VIDEOS

- Preparing to give bad news
- A bad news meeting, listening
- A bad news meeting, limit the damage

VIDEO 1 – PREPARING TO GIVE BAD NEWS

LOOK (play video, 3 minutes)

Most managers don't like to give employees bad news. So the natural tendency is to get it over quickly with the minimum of fuss. This inevitably means they fail to prepare as the preparation, in itself, causes pain. But that of course is the first mistake.

THINK (10 minutes discussion)

A lot of managers rush through bad news meetings because they find the experience uncomfortable. The kindest way to break bad news is to give that news at the beginning of the meeting. It can help to draft the first paragraph of what you intend to say at the meeting. Perhaps even rehearse it. You'll feel much more confident if you know what you're going to say.

How did you prepare for your last bad news meeting?

Responses could include:

Be prepared

- Check ALL the facts about the decision; why alternative plans of action were rejected. Then anticipate questions and objections and think about your response to them.

Consider the logistics

- Where are you going to hold the meeting? How long you need and the least damaging time to break the news. Do you need to have anyone else present?

Stay in control of your emotions

- Remember, the more prepared you are, the better able you will be to remain neutral and in control of your emotions.

REMEMBER (2 minutes recap)

Prepare for bad news:

- Stick to the facts.
- Anticipate emotions.
- Write the first paragraph.

VIDEO 2 – A BAD NEWS MEETING, LISTENING

LOOK (play video, 3 minutes)

Every individual responds differently to bad news. It is vital at this stage to think on your feet, to be flexible in your behaviour.

THINK (10 minutes discussion)

Ask the group if they have ever given bad news to someone who then clammed up or became aggressive or upset? What's the best way to deal with emotional employees?

Try to emphasise the following points at the end of the discussion;

When employees get emotional - it's best to let them work through their tears or anger:

- Listen and continually show you understand.
- Allow any abuse to wash over you.
- Start to ask open questions, once the storm has begun to recede.
- Don't interrupt or get emotional yourself.

When employees clam up - start thinking about how you can probe for information:

- Ask open ended questions.
- Give them time to respond and don't hurry them.
- Don't interrupt or put words in their mouth.
- Encourage them to talk.
- Show you have time to listen and want to understand.

When employees get aggressive and argue the decision - think how you can stand your ground:

- Re-state the decision.
- Don't come up with other reasons on the spur of the moment.
- Respond to anger with calm gestures.
- Stay cool, neutral and dispassionate.

REMEMBER (2 minutes recap)

Listen to the responses:

- Emotional? Ride the storm.
- Clam up? Probe.
- Argue? Stand your ground.

VIDEO 3 – A BAD NEWS MEETING, LIMIT THE DAMAGE

LOOK (play video, 3 minutes)

There comes a point when you think all the emotions have come out and you've begun to hear it all a second time. That's when you need to start steering people away from their present emotions towards the future and limit the damage.

THINK (10 minutes discussion)

Ask the group to discuss how they can you limit the damage from a bad news meeting?

Responses could include;

Perspective

- Put the decision into perspective. Reassure the person that this decision doesn't make them a failure. Self-esteem can shrink - often out of all proportion to what's happened - so remind them of their strengths.
- Also consider what constructive advice you could offer for the future.

Letting other people know

- Think about how you let other people know the news. Ask them how the news should be broken and where, when and to whom. Respect their views. This should be done quickly, as they will worry whether or not colleagues know the news, and they will not be able to return to any sense of normality.

Future opportunities

- What future opportunities can you talk about? Help them work out the reasons they were unsuccessful if it was a promotion or interview situation.
- If there is no real compensation to offer, don't make it up.

REMEMBER (2 minutes recap)

Limit the damage:

- Put it in perspective.
- Discuss announcement.
- Talk about the future.

DIFFICULT CONVERSATIONS – ACTION PLAN

Divide the group into pairs or threes.

- Ask them to spend 10 minutes sharing the most important action they will take to improve their approach to giving bad news.
- Make sure that each individual has identified at least one specific action to take as a result of the programme.
- Ask for and answer any final questions.
- Bring the session to an end.

MANAGING DISCIPLINE

WORKSHOP GUIDE



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LEARNING OBJECTIVES

This session will help your delegates deal with discipline and manage problem behaviour.

This guide is designed for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Management 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.

Each section relating to the video will last around 15 minutes.

ACTION PLAN - At the end of the series of videos and activities delegates should be encouraged to share the most important actions they will take and record actions on their Personal Action Plan sheet.

FEATURED VIDEOS

- Discipline - check the facts
- The reasons behind discipline issues
- Solutions to discipline issues
- Managing problem behaviour

VIDEO 1 – DISCIPLINE – CHECK THE FACTS

LOOK (play video, 3 minutes)

Most managers dread the idea of conducting a discipline interview; often because they don't realise what the purpose of a discipline interview really is. It's about improving poor performance by getting to the bottom of the gap between standards and performance. It's not about telling someone off.

THINK (10 minutes discussion)

How have you handled discipline issues in the past? What's the best way to prepare for them?

From the responses try to emphasise:

- Employees can feel threatened by discipline interviews and may behave aggressively, self-assuredly and impatiently as a result.

Prepare for the interview:

- Keep the interview on track. Write down the points you want to discuss and work your way through the list.
- Think ahead to foresee their arguments.
- Structure what you're going to say.
- Memorise your opening lines.
- Know your facts and be prepared to show facts and figures to highlight the gap between the employee's performance and company's standards.

REMEMBER (2 minutes recap)

Discipline: the problems:

- Check the facts on standards.
- Check the facts on performance.
- Agree on the gap between performance and standards.

VIDEO 2 – THE REASONS BEHIND DISCIPLINE ISSUES

LOOK (play video, 3 minutes)

It's easy to jump to conclusions about gaps in performance, especially if we think we know the employee well enough. But it's not your job to play mind reader or put words in their mouth. In most cases there are valid reasons why employees fail to meet performance standards, especially if it's a one off. Allow the employee to explain the circumstances and put their point of view forward before coming up with an action plan.

THINK (10 minutes discussion)

Have you ever assumed an employee is lazy or just doesn't care only to find that there are valid reasons behind the discipline issues? What's the best way to move beyond our assumptions and get to the root of the problem? Sometimes it's difficult to admit we're wrong, and we often jump to conclusions. It's a universal human problem. But, it is possible to move beyond our assumptions.

Sum up the discussion with these points;

- Be prepared to listen.
- Allow employees to talk through their problems.
- Ask open questions for clarification.
- Be sympathetic - we're all human and have human problems.
- Try to find solutions to the problem together. You might find the problem lies with the procedures you've put in place rather than with the employee.

REMEMBER (2 minutes recap)

Discipline; the reasons:

- Listen.
- Ask open questions.
- Don't jump to conclusions.

VIDEO 3 – SOLUTIONS TO DISCIPLINE ISSUES

LOOK (play video, 3 minutes)

Don't dwell on the past during discipline interviews. Focus on changes that are needed for the future and how to achieve them.

THINK (10 minutes discussion)

Think back to your experiences of feedback, positive and negative. What's the best way to give employees feedback?

Responses could include;

- Giving feedback is a two-way process. You've got to be willing to be honest about your perceptions while listening to the employee's concerns and difficulties.
- Giving constructive criticism involves agreeing what needs to change with the employee. And then agreeing on an action plan.
- It's also a good idea to consider your style and approach. Feedback can say as much about the giver as the receiver. We can learn about ourselves if we listen to the feedback we give others.
- Feedback is about helping others gain greater awareness of the impact their behaviour has on performance. It is not about unloading.
- Also, it's a good idea to get feedback from others about the way you deliver messages.

REMEMBER (2 minutes recap)

Discipline; the solutions:

- Focus on facts.
- Be positive and look to the future.
- Agree a target and fix a review date.

VIDEO 4 – MANAGING PROBLEM BEHAVIOUR

LOOK (play video, 3 minutes)

The presence of problems and conflict which arise out of the behaviour of others is a common feature of many working environments. The measure of any manager is how they approach these difficult behaviours and resolve issues quickly and effectively.

THINK (10 minutes discussion)

Ask the group to discuss how they have you dealt with problem behaviour at work? What's the best way to deal with it?

Emphasise the following points;

- If you think the problem behaviour stems from some basic personality characteristic then you are likely to be pessimistic about the chances of changing things.
- However, if you view the problem behaviour as just that - behaviour: something they are saying or doing - then you are likely to be optimistic about your chances of changing things.
- People's behaviour is constantly changing in reaction to different circumstances. This suggests that it is flexible and amenable to a process of change. Also, behaviour is visible so it's easy to identify and monitor it.
- Meet the team to discuss and agree the "traffic lights" approach. Get everyone's buy in to demonstrate green behaviours and make sure you acknowledge good behaviour as well as undesirable and unacceptable behaviours straight away.

REMEMBER (2 minutes recap)

Managing problem behaviour

- GREEN: Positive, helpful behaviour.
- AMBER: Behaviour that develops negativity.
- RED: Behaviour that damages clients, company and colleagues.

MANAGING DISCIPLINE – ACTION PLAN

Divide the group into pairs or threes.

- Ask them to spend 10 minutes sharing the most important action they will take to improve their approach to discipline interviews and managing problem behaviour.
- Make sure that each individual has identified at least one specific action to take as a result of the programme.
- Ask for and answer any final questions.
- Bring the session to an end.

MOTIVATING YOUR TEAM

WORKSHOP GUIDE



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LEARNING OBJECTIVES

This session will show delegates how to motivate your team through communication and information sharing. This means listening, keeping people informed, knowing how to measure performance and offering praise and encouragement.

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

REMEMBER - a summary of the key learning points.

Each section relating to the video will last around 15 minutes.

ACTION PLAN - At the end of the series of videos and activities delegates should be encouraged to share the most important actions they will take and record actions on their Personal Action Plan sheet.

FEATURED VIDEOS

- Motivating through information
- Motivating through feedback
- Motivating through praise

VIDEO 1 – MOTIVATING THROUGH INFORMATION

LOOK (play video, 3 minutes)

One of the key requirements to motivate staff is by giving them information. Simply telling people how to do their job won't help you get the best out of them. They'll perform the job, but only to the limitations you've set for them. You can motivate them by telling them how their jobs fits in to the bigger picture, and why it's so important in the grand scheme of things.

THINK (10 minutes discussion)

Have you ever felt de-motivated when performing a role when you didn't really understand its relevancy to the organisation? How is it possible to motivate people by giving them information about the importance of their jobs?

Responses could include:

- Your team why your business benefits from the work they do.
- Help them see how their jobs impact the business on a much larger scale – tell them why what they do matters.
- Help them connect their role to other roles, to see with clarity that without them, the business couldn't operate effectively.

REMEMBER (2 minutes recap)

Motivating the team; inform:

- Tell them how their job fits in.
- Tell them why it matters.

VIDEO 2 – MOTIVATING THROUGH FEEDBACK

LOOK (play video, 3 minutes)

The second key factor in motivating staff is feedback. We all need recognition when we are doing well and guidance when we could be doing better. Make sure it's specific.

THINK (10 minutes discussion)

How could you improve the performance feedback system in your organisation?

Wrap up by suggesting there are three main elements of the performance management cycle:

- **Planning** - involves ensuring shared clarity and agreement about how organisational plans are translated into objectives for each employee.
- **Managing** - involves agreeing any changes that may need to be made, making sure deadlines are on track, monitoring performance and giving feedback.
- **Joint review** - between the manager and the employee. A regular review of individual contribution, performance and personal development achievements. Allow employees to measure their own performance against their own personal expectations.

REMEMBER (2 minutes recap)

Motivating the team; feedback:

- Agree targets.
- Let them measure their own performance.

VIDEO 3 – MOTIVATING THROUGH PRAISE

LOOK (play video, 3 minutes)

Recognition is another one of the three requirements for staff motivation. Employees respond to appreciation of their good work because it confirms their work is valued. When employees and their work are valued, their satisfaction and productivity rises, and they are motivated to maintain or improve their good work. But it has to be specific, so tell them exactly what they did well.

THINK (10 minutes discussion)

Think back to time when you might have felt devalued after only receiving only criticism for your efforts. How do you show your team you recognise and value their contribution?

After gathering feedback, suggest the following guidelines to help you give your employees praise where it's due:

- **Be specific** - you can always tell it's the genuine article when the person doing the praising tells you what, specifically, they like.
- **Be honest** - don't praise people for things they haven't done.
- **Be immediate** - praise has a short shelf life; don't save it up.

REMEMBER (2 minutes recap)

Motivate the team through praise:

- Praise exceptional achievements.
- Talk about them.

MOTIVATING YOUR TEAM – ACTION PLAN

Divide the group into pairs or threes.

- Ask them to spend 10 minutes sharing the most important action they will take to improve their approach to motivating their teams.
- Make sure that each individual has identified at least one specific action to take as a result of the programme.
- Ask for and answer any final questions.
- Bring the session to an end.