

BEING A LEADER

WORKSHOP GUIDE



CONTENTS

LEARNING OBJECTIVES	3
FEATURED VIDEOS	3
VIDEO 1 – VALUING THEIR JOB.....	4
VIDEO 2 – VALUING THE INDIVIDUAL	5
VIDEO 3 – VALUING THE TEAM	6
VIDEO 4 – MAKING DECISIONS	7
BEING A LEADER – ACTION PLAN.....	8

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.

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

- 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.
- 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.