

# Team Leadership

The following is an example of a Team Leader Development programme. For more information, or to discuss a bespoke course, please don't hesitate to contact us.

Specific Exercises	Learning Outcomes: The learner will:
<b>DAY 1</b>	<b>COMMUNICATION SKILLS</b>
Assertive Phrases Quiz	Identify and collate relevant words and phrases that prepare and focus participants for the work to be carried out during the day.
How Effective a Communicator Are You?	<p>Complete a number of personal assessments that examine current styles of communication within the workplace.</p> <p>Determine how effective current styles are in achieving desired results.</p> <p>Take responsibility for improving the effectiveness of individual specific communication styles.</p>
Who is Assertive?	Identify those character traits seen in others that apply to the work carried out thus far.
The Importance of Assertiveness	<p>From the work carried out in the above two exercises, and further to group work presented to the class, participants gain an understanding of why we can sometimes adopt aggressive or passive behaviour.</p> <p>Work on ways to develop assertive behaviour using examples from real life to guide future communication styles.</p>
Barriers to Communication	Uncover those factors that can make communication difficult and lead to the use of unhelpful communication patterns.

Specific Exercises	Learning Outcomes: The learner will:
Barriers to Communication (cont.)	Work towards sharing 'best-practice' within the group on ways in which to overcome barriers to communication.
Different Perspectives	Understand why 'the map is not the territory' – techniques developed using NLP – Neuro Linguistic Programming to question personal mindsets hitherto set in stone.
Facing up to Challenges	Gain 'real world' practice in implementing newly learnt skills in assertive communication behaviour.  Feedback to the group on how successful implementation of this style of communication will help in their day to day role.
<b>DAY 2</b>	<b>UNDERSTANDING PEOPLE'S NEEDS</b>
Working with the four Personality Styles	Study and develop an awareness of the driving forces behind individuals' behaviour based upon four distinct 'styles'.  Learn where, individually, their personality traits are more prevalent by examining and challenging a formalized model.  Learn and develop suitable responses for use when interacting with the different 'personality styles' so as to maximise interpersonal relationships.  Self-coach using a series of searching questions to enable better working relationships.
An Introduction to Transactional Analysis	Understand the reasoning behind the psychological model of 'Parent, Adult and Child' states as developed by Eric Berne.  Complete various exercises both individually and in small groups to determine prevalent or 'dominant states' and how the use of either Parent or Child states can result in unfavourable communication outcomes.  Analyse how 'crossed' and 'parallel' transactions can also affect successful outcomes within communication.

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An Introduction to the Karpman 'Drama Triangle'	<p>Understand the theory behind the psychological "game" of "yes, but!" (often referred to as the Karpman Triangle).</p> <p>Understand how to spot key words and phrases that could indicate a "psychological game" is about to begin.</p> <p>Know how to formulate methods to diffuse difficult situations with colleagues who might be "playing" one of the "roles" within the Karpman Triangle.</p>
Power and Politics – More Games we Play (Based upon those described by Henry Mintzberg)	<p>Examine 7 distinct 'political games' that can take place within the workplace and understand how 'politics' is a feature of organisational life.</p> <p>Learn how to question whether playing or choosing to 'opt out' of political games is appropriate and the potential upsides and downsides of both choices.</p>
Key Areas of Management – The Triangle of Responsibility	<p>Examine the three key areas team members look to participants to fulfil, that of: planning ahead, providing necessary backup and protecting them.</p> <p>Plan how to develop each of these key responsibilities within their own work situation.</p>
<b>DAY 3</b>	<b>FEEDBACK AND COACHING</b>
Supervised Feedback Session	Benchmark his/her performance in giving live feedback for further work later in the course.
Feedback – The Facts	Learn what people think of feedback, its benefits and, paradoxically, why so few people take the time to offer feedback.
The Nature of Feedback	Complete a group exercise on 'noticeable' and 'shadowy' variables – those factors which contribute to misunderstandings within the feedback setting and beyond.
How is the Team Performing?	<p>Gain an understanding of our own motives; those that lie behind how we rate our colleagues.</p> <p>Be able to assess how to move forward to a more balanced approach to individuals and teams.</p>

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Feedback and Coaching Self-Assessment	<p>Complete an assessment from the point of view of colleagues to gain a fresh perspective on their own individual performance in the area of feedback.</p> <p>33. Work on ways in which this performance could realistically be developed.</p>
Motivation	<p>Examine real-life examples which can lead to both feelings of motivation and de-motivation.</p> <p>Discover a simple tool, mostly overlooked by managers, that can have a dramatic effect on motivation throughout the team.</p>
Getting the Message Across	<p>Gain a clear understanding of what simple steps and behaviours need to be in place before, during and after feedback to ensure successful interactions with team members.</p>
The Practical Coach	<p>Watch a specialist Coaching video which helps to explain many simple techniques that can be used on a daily basis with team members, including, 'The Two Minute Challenge' – a useful tool to use when colleagues' performance is suffering.</p>
The Coaching Game	<p>Gain insight into a proven methodology for giving feedback.</p> <p>Through "live" practice, know how to use a specific formula to achieve outstanding "buy-in" from colleagues to whom feedback is given.</p> <p>Understand, through videoed playback, any basic feedback errors committed by each other, earlier in the training, with new strategies of how to avoid these errors.</p>
<b>DAY 4</b>	<b>EFFECTIVE TIME MANAGEMENT</b>
'How Well do you Know Yourself?' – A Time Management Self-Assessment	<p>See how personally effective they are at present in terms of time usage and where improvements may be possible.</p>

Specific Exercises	Learning Outcomes: The learner will:
<p>'How Well do you Know Yourself?' – A Time Management Self-Assessment (cont.)</p>	<p>See their time management skills as perceived by their team members.</p> <p>Interview a colleague on how well they currently take control of their time and develop techniques for managing time as it relates to four key areas.</p>
<p>The Wheel of Life</p>	<p>Construct and complete a simple model which stimulates the participant to think about how they structure their time across different priorities.</p> <p>Understand the importance of balance across a number of different life aspects and how, when this balance is disturbed, other areas of life can suffer.</p>
<p>What if....?</p>	<p>Build upon the previous exercise to find constructive ways in which extra time created can be used to best effect.</p> <p>Create a plan for change.</p>
<p>How to Leverage your Time</p>	<p>Examine an effective three stage plan for managing time within the workplace.</p> <p>Create parameters, both operational and strategic, for use within the creation of a 'time log'.</p> <p>Design a personal, 'time log' that can be used to measure actual time management versus ideal.</p> <p>Carry out a work-based time audit using real calendars to assess current time management performance.</p>
<p>The Art of Prioritising</p>	<p>Study three practical methodologies for managing workload.</p> <p>Practise implementing a full 'time management' schedule of current work, utilising their preferred method.</p>
<p>Interruptions and Other Time Stealers</p>	<p>Understand how current practices are impacting upon effective use of time and resources and use this information to create an action plan on how best to reduce time stealers.</p>