

TRAINING LEADER'S GUIDE

GIVING
LEADERSHIP
AWAY

CONTENTS

PREPARING FOR THE WORKSHOP

| | |
|-------------------------------------|---|
| INTRODUCTION PAGE | 2 |
| OVERVIEW | 2 |
| HOW TO USE THIS GUIDE | 2 |
| VIDEO'S MESSAGE | 2 |
| KEY POINTS | 3 |
| TRAINING APPLICATIONS | 3 |
| PLANNING CONSIDERATIONS | 4 |
| SUGGESTED TRAINING SESSIONS | 5 |
| SAMPLE INVITATION TO WORKSHOP | 6 |
| TRAINING LEADER'S CHECKLIST | 7 |

CONDUCTING THE WORKSHOP

| | |
|---|----|
| WELCOME & DISCUSSION | 8 |
| “GIVING LEADERSHIP AWAY” - WORKSHEET | 9 |
| THE RIPPLE EFFECT - EXERCISE & DISCUSSION | 10 |
| THE RIPPLE EFFECT - WORKSHEET | 11 |
| LEADING INDIVIDUALS, PART 1 - EXERCISE & DISCUSSION | 12 |
| LEADING INDIVIDUALS, PART 1 - WORKSHEET | 13 |
| VIDEO PRESENTATION & DISCUSSION | 14 |
| KEY POINTS - WORKSHEET | 15 |
| LEADING INDIVIDUALS, PART 2 - EXERCISE & DISCUSSION | 16 |
| LEADING INDIVIDUALS, PART 2 - WORKSHEET | 17 |
| ACTION PLAN | 18 |
| ACTION PLAN - WORKSHEET | 19 |
| CONCLUSION / EVALUATION | 20 |
| EVALUATION FORM | 21 |

FLIP CHART / OVERHEAD LAYOUTS

| | |
|--------------------------------------|----|
| #1 VIDEO / WORKSHOP TITLE | 23 |
| #2 “THE GREATEST CHALLENGE...” | 24 |
| #3 INSPIRATIONAL LEADER | 25 |
| #4 “ALL THE GOOD PEOPLE...” | 26 |
| #5 KEY POINTS | 27 |

INTRODUCTION

OVERVIEW

Leaders in today's organizations must learn to let go of their work, to share leadership with team members. The "Giving Leadership Away" video and leader's guide demonstrate that responsibility for a group's success rests on all team members, not the leader alone. The purpose of this training session is to illustrate techniques for sharing leadership and maximizing everyone's abilities.



HOW TO USE THIS GUIDE

Before beginning your "Giving Leadership Away" workshop, read through this guide. Take special note of the Preparing for the Workshop section. The Planning Considerations and Suggested Training Sessions will help you determine your workshop agenda.



Present the material on flip charts, overheads or a combination of both. You may duplicate the worksheets, Session Evaluation Form, Key Training Points and flip chart / overhead layouts when you use them with the video. You can photocopy the layouts (located in the back of the guide) onto acetate for overhead projection—or use them as a guide to make flip charts. No other section of the guide may be duplicated without permission.

THE VIDEO'S MESSAGE

The first reaction of most new leaders is to take on more work—it's a natural reflex. How else can they be sure their project gets done right? But the more the leader takes on, the less motivated the team members become. The greatest challenge for team leaders is to let go of their work. The leader's job is to provide the tools, motivation and direction the team members need to do the work itself. Unfortunately, many leaders get no formal training in running a team. "Giving Leadership Away" can help both new and experienced leaders take on that challenge.



In this video, a newly promoted team leader (Tom) learns that giving leadership away is not as easy as it seems. Used to making decisions himself, he starts making decisions for the team, inadvertently preventing them from doing their jobs. And when he does try to share responsibility, team members are not always willing or able to take on the task. The solution comes surprisingly from a jar of Legos and some unconventional advice. They provide Tom with the direction he needs to begin sharing leadership and fostering everyone's potential.

Use of the LEGO R trademark and product does not imply endorsement by LEGO^(R) Systems, Inc.

KEY POINTS

Leaders who practice these five techniques will create more effective teams:



1. Establish Common Goals
 - Set goals as a group
 - Encourage everyone to contribute

2. Allow People To Do Their Jobs
 - Avoid interfering with work people can do on their own
 - Encourage people to make their own decisions
 - Support self-reliance

3. Agree on Levels of Responsibility
 - Establish levels of responsibility based on each person's abilities
 - Gain commitment to carry out the responsibilities
 - Build people's confidence in their own abilities

4. Hold Individuals Accountable
 - Don't allow people to shirk agreed-upon responsibilities
 - Point out problems which need to be addressed
 - Support people in solving problems on their own

5. Keep Team Focused on Goals
 - Do not allow individuals to veer off track
 - Provide support and motivation for staying in line with the goals

TRAINING APPLICATIONS

In today's workplace, teams are replacing more traditional management structures. New leadership styles are required for effective teamwork.



This video would be beneficial in **LEADERSHIP TRAINING WORKSHOPS** for:

- **TEAM LEADERS**
- **TEAM MEMBERS**
- **MANAGERS & SUPERVISORS**

PLANNING CONSIDERATIONS



1. Know Your Audience

- Understand the training needs of your audience and target your workshop accordingly.

2. Determine Objectives

- Considering your audience and the materials you will be using, decide on the objectives of your workshop.

3. View Video

- Watch the video. Note situations which relate directly to your audience.

4. Prepare Environment

- Reserve a comfortable room with easy access for viewing the video and for small and large group discussions.

5. Prepare Materials

- Use the Training Leader's Checklist to prepare flip charts and/or overheads and photocopy all participant handouts.

6. Check All Presentation Equipment

- Test all audio and visual equipment **before** the training session begins. At workshop's beginning, make sure everyone can see and hear the presentation.

7. Send out Invitations to Participants

- A sample letter is provided for your use. (page 6)

SUGGESTED TRAINING SESSIONS



| Activity | Time | Page(s) |
|--|---------|---------|
| <u>1-Hour Session</u> | | |
| Welcome / Giving Leadership Away / Worksheet | 20 min. | 8,9 |
| Video Presentation / Worksheet | 40 min. | 14,15 |
| <u>2-Hour Session</u> | | |
| Welcome / Giving Leadership Away / Worksheet | 20 min. | 8,9 |
| The Ripple Effect / Worksheet | 25 min. | 10,11 |
| Video Presentation / Worksheet | 40 min. | 14,15 |
| Break | 10 min. | |
| Action Plan / Worksheet | 15 min. | 18,19 |
| Conclusion / Evaluation | 10 min. | 20,21 |
| <u>3-Hour Session</u> | | |
| Welcome / Giving Leadership Away / Worksheet | 20 min. | 8,9 |
| The Ripple Effect / Worksheet | 25 min. | 10,11 |
| Leading Individuals, Part 1 / Worksheet | 20 min. | 12,13 |
| Video Presentation / Worksheet | 40 min. | 14,15 |
| Break | 10 min. | |
| Leading Individuals, Part 2 / Worksheet | 40 min. | 16,17 |
| Action Plan / Worksheet | 15 min. | 18,19 |
| Conclusion / Evaluation | 10 min. | 20,21 |

(These times are approximate and may vary depending on the size and responsiveness of your audience.)

SAMPLE INVITATION TO WORKSHOP

This letter can be sent or e-mailed to your participants approximately two weeks before the training session. You can customize it to fit your needs.



(Date)

To: (Participant's Name)

From: (Trainer's Name)

Re: **"Giving Leadership Away"** Workshop

As a team leader (or future leader) in our organization, you need to sustain the active participation of your work team. That requires sharing leadership with team members, a challenge many well meaning team leaders find difficult.

On (insert date) at (insert time), we will hold a training session on "Giving Leadership Away." The session will be held at (insert location). The purpose of the session and video are to enhance your leadership abilities and to more effectively lead teams. The specific techniques to be covered are:

- Establish common goals
- Allow people to do their jobs
- Agree on levels of responsibility
- Hold people accountable
- Keep the team focused on goals

Please mark your calendars so you can attend this important training session.

Thank you!

TRAINING LEADER'S CHECKLIST



1. Reserve an appropriate location with...

- Comfortable seating
- Easy viewing of visuals
- Good lighting
- Adequate writing surface
- Good acoustics
- Accommodations for participants with disabilities

2. Make sure all equipment is working by...

- Checking the VCR, monitor, and sound
- Testing videotape before showing
- Checking overhead projector and any additional equipment

3. Organize and prepare all materials, including...

- Training Leader's Guide
- Overheads and/or flip charts
- Paper and pencils
- Worksheets photocopied for participants

4. Any additional materials (list below)

- _____
- _____
- _____

GIVING LEADERSHIP AWAY - WELCOME & DISCUSSION



Time Required: ● 20 minutes

Materials Needed: ● Overhead or Flip Chart #1 & #2 (page 23,24)
● “Giving Leadership Away” worksheet (page 9)

Reveal Flip Chart #1:

“Giving Leadership Away”

Welcome:

Introduce yourself and welcome participants. Ask participants to introduce themselves, describe their job responsibilities and work groups.

Read or Paraphrase:

This is a workshop about sharing leadership. We will discuss why and how to do it. We will also discuss how to foster leadership potential in everyone we work with. As we go through the session, please draw on your own experiences as well as from those in the video we will see.

Hand out Worksheet and Discuss:

Before handing out the Giving Leadership Away Worksheet, explain that it will help participants begin thinking of how sharing leadership directly affects their work life. Hand out the worksheets and allow participants time to complete them. Then ask for volunteers to discuss their answers. The discussion should focus on the difficulty many people have in letting go of their work.

Reveal Flip Chart #2 and Explain:

“The greatest challenge for team leaders is to let go of their work.”

Explain that the focus of this workshop will be techniques for effectively letting go of work and sharing leadership with team members.

GIVING LEADERSHIP AWAY - WORKSHEET

1. Describe any work experience in which you as an employee or team member were prevented from doing work or making a decision which you were capable of. Why do you think you were prevented from doing what you were capable of? How did it make you feel?

2. Now describe a situation in which you as a leader did someone's job, made a decision or solved a problem which the person could have handled independently. Why did you do it?

THE RIPPLE EFFECT - EXERCISE & DISCUSSION



Time Required:

- 25 minutes

Materials Needed:

- The Ripple Effect Worksheet (page 11)
- Overhead or Flip Chart #3 (page 25)

Hand out Worksheet and Explain:

Hand out The Ripple Effect Worksheet. Explain that they will think about a leader who inspired them in the past and what they learned about leadership from that person. Allow participants to complete the worksheets individually.

Small Group Discussion:

Have participants share their answers in small groups.

Reveal Flip Chart #3:

“Characteristics of Inspirational Leaders”

Discuss:

Ask participants to share the answers to Questions #1,2 & 3 which they found most interesting or exemplary. List answers to Question #4 on Overhead or Flip Chart #3. You may wish to focus on those “empowering” behaviors which are reinforced in the video (i.e., encouragement, praise, supporting independent action...)

THE RIPPLE EFFECT - WORKSHEET

Instructions:

Think of a leader you have known in your life (at work or elsewhere) who inspired you to do your best work. Once you have thought of the person, please answer the following questions. You will then be asked to share your answers with a small group.

1. What was the specific situation or project in which you worked with this person?

2. What specific actions did this person take to get you (and others) to work to their greatest potential?

3. What specific actions have you taken as a leader as a result of your experience with this person?

4. List three or four words to describe an inspirational leader who brings out leadership potential in others.

LEADING INDIVIDUALS, PART 1 - EXERCISE & DISCUSSION



Time Required:

- 20 minutes

Materials Needed:

- Overhead or Flip Chart #4 (page 26)
- “Leading Individuals, Part 1” Worksheet (page 13)

Reveal Flip Chart #4:

“How come you’ve got all the good people and I’ve got all the losers?”

Linda, *Giving Leadership Away*

Discuss:

Read the quotation on the flip chart and ask if anyone has ever felt that way about people they have had to work with. Explain that in the video they are about to see, the team leader learns that he has a lot of influence over whether people function as “the good people.” But first he has to learn to deal with individual strengths and weaknesses to bring out the best in each team member.

Hand out Worksheets and Explain Small Group Exercise:

Hand out the Worksheets. Explain that the participants are being given problem situations with team members similar to those in the video. Form small groups. Give each group one of the three situations on the Worksheet and explain that they are to come up with a solution as a group. (You may wish to have groups role-play their solutions, with one person in the group as the team leader and one as the problem team member.) Allow time to complete the exercise. Have one person from each group report on the solution they came up with (or have groups present their role-plays). Explain that after watching the video, they will be able to compare their solutions to the ones illustrated in the video.

LEADING INDIVIDUALS, PART 1 - WORKSHEET

Instructions:

As a group, decide what you would do to solve the problem in the situation you have been assigned. (Or create a role-play between team leader and team member.):

SITUATION 1:

You are a project team leader. One of your team members, a somewhat passive, but highly competent individual, keeps coming to you to make every decision. Although the team has clearly defined goals and her responsibilities are clear, she will not function independently. You believe she is capable of making independent decisions, but is sensitive. What do you do?

SITUATION 2:

You are a project team leader. One of your team members sees himself as the creative one, the rebel. He likes to work alone and often goes off on his own tangent, independent of the team's agreed upon goals and specifications. You want to encourage his creativity, but you need to rein him in. What do you do?

SITUATION 3:

You are a project team leader. One of your team members is a "by the books" kind of person. He is willing to do his job as long as everyone else stays on track. He takes no initiative or responsibility if a problem arises. At that point he gives up and tells you he can't do his part unless you straighten everyone else out. What do you do?

VIDEO PRESENTATION & DISCUSSION



- Time Required:**
- 50 minutes (including 10-minute break) *or*
 - 40 minutes (without break for 1-hour sessions)
- Materials Needed:**
- Video - “Giving Leadership Away”
 - Overhead or Flip Chart #5 (page 27)
 - Key Points Worksheet (page 15)

Video Presentation:

You may want to introduce the video by saying, “ ‘Giving Leadership Away’ illustrates techniques for sharing leadership and maximizing everyone’s potential. Please take notes if you wish.” Play video.

Reveal Overhead or Flip Chart #5: Key Points

Hand Out Worksheet and Discuss:

Explain to participants that the Overhead or Flip Chart #5 and Key Worksheet list the five points summarized at the end of the video (which they may not have had time to write down). Ask participants to write one or two specific actions the team leader Tom took to accomplish each training point. Allow time for participants to complete the worksheet and then discuss.

Possible Answers for Discussion of Worksheet:

1. ESTABLISH COMMON GOALS
Tom abandoned his pre-written goals, allowed the group to develop their own goals, and encouraged everyone’s participation.
2. ALLOW PEOPLE TO DO THEIR JOBS
Tom let Jerry use his own timeline, had Connie do the budget without direct supervision, and had Derrick follow up on the processor research.
3. AGREE ON LEVELS OF RESPONSIBILITY
Tom explained to Connie what he saw as her responsibility, assured her of his confidence in her abilities, and got her to agree that she could do it.
4. HOLD INDIVIDUALS ACCOUNTABLE
Tom insisted Derrick follow up on the processor himself even after the contact didn’t call him back; he convinced Jerry it was his responsibility to come up with the timeline even if other people weren’t providing him every detail he wanted.
5. KEEP TEAM FOCUSED ON GOALS
He got Derrick to focus on agreed upon goal of incorporating the new processor instead of going in a different direction. He reminded both Connie and Jerry that they knew the goals so they could do their jobs.

You may conclude the discussion by asking which practices they believe would be most important to work on in their teams or work groups. *Answers will vary.*

10-minute Break: (for 2 or 3 - hour training sessions)

KEY POINTS - WORKSHEET

Instructions:

For each of the key points below, list one or two specific actions taken by Tom, the video's team leader, to accomplish it.

1. ESTABLISH COMMON GOALS

2. ALLOW PEOPLE TO DO THEIR JOBS

3. AGREE ON LEVELS OF RESPONSIBILITY

4. HOLD PEOPLE ACCOUNTABLE

5. KEEP TEAM FOCUSED ON GOALS

LEADING INDIVIDUALS, PART 2 - EXERCISE & DISCUSSION



Time Required:

- 40 minutes

Materials Needed:

- Leading Individuals, Part 1 Worksheet (page 13)
- Leading Individuals, Part 2 Worksheet (page 17)

Read or Paraphrase:

Earlier in this session, you solved a problem with a team member similar to a problem illustrated in the video. You can now compare your solution to the one in the video.

Instructions for Leading Individuals, Part 1 Worksheet & Small Group Exercise:

Ask participants to re-form the groups they were in for the Leading Individuals, Part 1 and to take out that Worksheet. Instruct them to compare their solutions to the one in the video. How were they alike or different? Was one better and why? Allow time for discussion and then ask one member of each group to report to the whole group.

Hand out Leading Individuals, Part 2 Worksheet and Explain Small Group Exercise:

Explain that participants should first think of a problem they are having or have had with a team member not working to potential and dragging down the team. As a group, they will choose one person's problem to solve and write up. After each group has had time to complete the worksheet, have one person from each group report on the problem and solution.

LEADING INDIVIDUALS, PART 2 - WORKSHEET

Individual Instructions:

Think of a problem you are having with a particular person on your team or work group who is not working up to potential and dragging the team down. Briefly describe the situation.

Group Instructions:

Have each person briefly describe his or her problem. As a group, decide which problem you want to work on and as a group discuss and write the solution below. (One person from your group should be selected to report on the problem and solution.)

ACTION PLAN



Time Required:

- 15 minutes

Materials Needed:

- Action Plan Worksheet (page 19)

Action Plan Worksheet:

Hand out the Action Plan Worksheet and explain that this is the participants' opportunity to rate themselves on their abilities to share leadership, to foster leadership potential in others, and to develop a plan for improvement.

Ask and Discuss:

After participants have completed the worksheet, ask them which practices might be the most difficult for them to maintain. Why?

ACTION PLAN - WORKSHEET

Instructions:

On a scale of 1 to 5 (5 being the highest), rate yourself on the following practices as leader of a team or work group. One line has been added for an optional additional practice you consider important for sharing leadership.

| | |
|--|-------|
| Establish Common Goals | _____ |
| Allow People To Do Their Jobs | _____ |
| Get Agreement on Levels of Responsibility | _____ |
| Hold Individuals Accountable | _____ |
| Keep Team Focused on Goals | _____ |
| _____ (optional) | _____ |

What action(s) can you take to improve your leadership abilities?

What changes in your work group can you predict (if any) as a result of these actions:

CONCLUSION / EVALUATION



Time Required:

- 10 minutes

Materials Needed:

- Flip Chart #2 (page 24)
- Session Evaluation Form (page 21)

Reveal Flip Chart #2:

“The greatest challenge for team leaders is to let go of their work.”

Conclusion:

Remind participants to keep the quotation on the flip chart in mind when they return to their positions of leadership. Ask for any final questions or comments. Thank your group for their participation, hand out Session Evaluation forms, and ask that these be completed before leaving.

SESSION EVALUATION FORM

Instructions:

Please circle the number that best describes your evaluation of the training session:

| | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
|---|-------------------|-------|-----------|----------|----------------------|
| This program clearly showed the benefits of sharing leadership. | 5 | 4 | 3 | 2 | 1 |
| This program illustrated effective techniques for sharing leadership. | 5 | 4 | 3 | 2 | 1 |
| This program illustrated realistic techniques for fostering leadership potential in others. | 5 | 4 | 3 | 2 | 1 |
| The session was well organized. | 5 | 4 | 3 | 2 | 1 |

The best part of the program was: _____

The program could be improved by: _____

Additional comments: _____

FLIP CHART / OVERHEAD LAYOUTS SECTION

The following pages may be photocopied onto acetate for overhead projection or used as a guide in creating flip charts.

GIVING
LEADERSHIP
AWAY

“The greatest challenge for team leaders is to let go of their work.”

CHARACTERISTICS OF AN INSPIRATIONAL LEADER

“How come you’ve got all the good people and I’ve got all the losers?”

- Linda, Giving Leadership Away

KEY POINTS

- 1. ESTABLISH COMMON GOALS**
- 2. ALLOW PEOPLE TO DO THEIR JOBS**
- 3. AGREE ON LEVELS OF RESPONSIBILITY**
- 4. HOLD PEOPLE ACCOUNTABLE**
- 5. KEEP TEAM FOCUSED ON GOALS**

For more information...

...about Performance Resources' award-winning videos and other training products, or for pricing information on this product, please call **1-800-263-3399** or visit us at **www.owenstewart.com**.



OWEN-STEWART PERFORMANCE RESOURCES INC.

163 North Port Road, Port Perry, ON L9L 1B2

Toll Free: 1-800-263-3399 • Fax: (905) 985-6100

E-mail: sales@owenstewart.com • Website: www.owenstewart.com
