

O1 – Training Materials Package Template – Facilitators’ manual

DRAFT Structure

Lisbon Workshop - You can always go further: STRENGTHENING LEADERSHIP SKILLS

DAY 1: Coaching and communication skills

- Purpose of workshop:
 - Raise awareness of capabilities, values and vision of the participants as leaders.
 - Introduce coaching methodology.
- Expected learning outcomes.
 - Be more confident on one’s intrapersonal and interpersonal skills.
 - Apply coaching methodology to develop leadership skills in yourself; to train active listening.
 - Use assertive speech for a more efficient communication
- Methodologies & personnel required to deliver the workshop.

Presentation of concepts (PowerPoint or other type); group exercises and discussion; individual exercises; role-play. One or two facilitators, depending on the group size.

- Resources required to deliver the workshop

Room with tables for group work; flip chart and pens; coloured pencils and paper, scissors, glue; power point slides and projector

- Structure of the workshop

Time	Description	Facilitator’s notes	Material to provide
15 min	Welcome	Slides 1 to 3: Introduce facilitator’s team, day’s goals and morning timetable (If this is the first of a series of workshops, give time for participants introduction)	Slides
60 min	Group Activity: build a bridge	Slide 4: explain the activity Slide 5: introduce discussion. The purpose of the exercise is to raise awareness of how participants see themselves as leaders by answering the three questions on the slide.	Coloured pencils and paper, scissors, glue. Envelope with role.
15 min	Leadership styles and personal development of the leader	Slide 7: Introduce different levels of leadership a) Impulsive and inconsistent leader - does whatever to succeed at short term, getting the hands on everything, with no focus on long-term vision. b) Command and control leader (transactional): focus on hierarchy to get the job done and maintain stability, one-way communication; territorial behaviours and strong competition. Collaborators feel the need to “fit in”.	Slides

		<p>c) Transformational: allows collaborators to set and achieve individual goals; supports continuous learning and individual growth</p> <p>d) Coaching: the leader has a clear vision and a support role creating an inspiring culture; teams are self-governing with a focus on common good.</p> <p>Slide 8: Leader impact and organization culture.</p> <p>Slide 9 and 10: Highlight importance of personal development of the leader.</p> <p>Slide 11: Present neurologic levels from NLP (neurolinguistic programming). These levels are regarded as a strategic thinking tool to raise awareness of the kind of issue you are dealing with, involving you or a colleague, team member, employee, and the appropriate level to intervene.</p>	
30 min	Individual Activity: climbing the ladder	Slide 12 to introduce the activity and distribute handout; slide 13 to open discussion. Goal: Raise awareness of one's capabilities, values and purpose.	Handout D1.01 to write the answers
15 min	Communication: the way we think, is the way we communicate	<p>Slide 15: introduction to the theme.</p> <p>Slide 16: operating modes of the mind: default mode and executive mode.</p> <p>Slide 17: correlate with communication: WYSIATI (What You See is All There Is) – in absence of clear instructions Default Mode jumps into conclusions; builds a coherent story that fits his own beliefs, not noticing that information may be missing. Fills gaps with his own experience. Susceptibility to framing effect: different ways of presenting the same information evoke different emotions – reassuring statements evoke confidence; criticism evoke threat.</p>	Slides
20 min	Group discussion	<p>Slide 18: group discussion on the fundamental points for an efficient communication. Each group writes 5 Top tips on A4 paper and sticks in the flip chart.</p> <p>Facilitator reads all and compares to Slide 19.</p>	A4 paper; pen markers; tape
20 min	Activity: I "speech"	Distribute the handout; go through the 4 steps of "I" speech and introduce activity.	Handout D1.02
60 min	Lunch		
30 min	Activity: leadership wheel	<p>Slide 22 – Introduce afternoon session</p> <p>Slide 23 – As leaders, we can improve our skills. Starting point is to define what skills will be more important to develop. The leadership wheel is the starting point.</p>	Handout D1.03
30 min	Coaching	Slides 24 to 28 – Introduce principles of coaching, coach skills and coaching methodology. Highlight the role of Coach as a facilitator for activation of inner resources, and not mentor or advisor, and the importance of active listening and silencing	Slides

		judgment. Stress that the Coachee must engage in his/her own development. Explain coaching methodology covers goal definition, increasing awareness about actual state and desired state, benefits and importance of goal achievement, and engagement with an action plan.	
15 min	Coffee break		
90 min	Activity: Role-play – coach/coachee/observer	Slide 29 – explain activity (10 min) Role-Play exercise (60 min) and final discussion (20 min)	Handout D1.04
15 min	Summary of the day and close	Pinpoint the most important learning outcomes of the day	

- Narrative description of each activity

Activity 1: Building a bridge (60 min)

Goal: raise awareness of how participants see themselves as leaders.

Explain to participants:

You have 30 minutes to build a bridge that will allow you to reach your goals in life. You will do it as a team. The bridge will have to suit all team members; you all must feel that this bridge will motivate you to persist until you reach your goals. You may use the available materials.

Each of you will receive an envelope with the role you will be playing in the team. Do not show or let the other team members know your role.

Handle one envelope to each team member with a paper of a different colour, but the same phrase “your role is to be the leader”. Provide pens, pencils and paper of different colours, glue, scissors, clips for each group.

You have 30 min to build your bridge

At the end of the exercise share within the group: (15 min)

- 1) What did you feel when you read your role?
- 2) What resources/qualities did you activate in yourself to lead the team?
- 3) Which was your learning in this exercise?

Each group then shares the main ideas with everyone (15 min)

Activity 2: Climbing the ladder (30 min)

Goal: raise awareness of self: capabilities, values and purpose.

Explain to participants:

You will be asked to answer some questions during this exercise. Write down your answer in the handout distributed by the facilitators. You have 1 minute to answer each question.

Think of a moment or situation when you experienced a great satisfaction or success. It may be related to your professional or personal life. It is possible that no one else but you have been aware of your success.

Make sure everybody has identified a situation before continuing the exercise.

Close your eyes and bring that situation to here and now. Feel as if it is happening now.

Now answer the following questions (*if you have a PowerPoint, the questions should appear sequentially; set one minute for each question*):

- 1) **What did you do** that made you proud of yourself? (focus on the action)
- 2) **What behaviours** did you follow that were beneficial for you?
- 3) **What resources or specific capabilities** did you use to achieve your success?
- 4) **Which values** are important when you adopt these behaviours and use these resources/capabilities to achieve success?
- 5) **Who are you** when you behave, and act based on these values?
- 6) **Why is this meaningful** to you? What purpose does this serve?

At the end of the exercise introduce discussion: what did you learn from this exercise?

Activity 3: "I" Speech training

Go through the handout explaining the steps of "I" speech.

Explain the activity: the first part of the activity is individual: each of you thinks of a situation in life where you had a difficult communication with another person (*make sure everybody has identified a situation*). Now, following the steps in the handout, write down how you could approach that person with an "I" speech (10 min).

Give 10 min for sharing in groups of two (5 min for each person to read her/his "I" speech; give notice when to change).

Activity 4: Leadership Wheel

Distribute handouts

In group, define the eight areas a leader should develop in self to be an inspiring leader (20 min)

Position yourself in each of those areas on a scale from 0 to 10. Keep it, we'll be using it latter (10 min)

Activity 5 – Role-Play

Goal: train active listening and coaching methodology; improve leadership skills (one chosen from the leadership wheel).

Define groups of three. Depending on the number of groups and size of the room, some groups may work in the room and other groups may look for other places outside the room, or other rooms if available.

Distribute handout with methodology to follow. Go through coaching principles and methodology and explain each role (10 min).

Coaching principles:

- The Coachee has all the resources.
- The Coachee brings up his/her own solutions.
- As Coach, you facilitate the process of the Coachee, silencing your own judgement and counselling.

- The session is both confidence and confidential bound.

Coaching methodology (DARE):

1. **Define goal:** focus on what you want to be/ happen/ achieve (not what you don't want to be/happen/achieve).
2. **Awareness:** be aware of why it is important to you/what it means.
3. **Responsibility:** design an action plan of your own.
4. **Engage with your goal and action plan** by setting a timeline and compromise.

Three roles: Coach, coachee, and observer. 15 min and change roles.

Coach role

As Coach your role is to lead the Coachee through the four steps of the coaching methodology. Remember to silence your own thoughts, listen actively. Don't rush to the next question, allow enough time for the coachee to think and answer. You may ask "is there anything more you want to add?", before you move to the next question.

In the handout, you have examples of questions that may guide you through the 4 steps of the methodology. You may use one or more of the example questions for each step, or you may use other questions that occur to you.

If you think it would be useful to take notes, ask the Coachee's permission.

1. Define Goal (desired positive state)

From the leadership wheel that you defined previously, what leadership skill would be more important for you to develop at this moment of your life?

What would be an inspirational goal for you?

2. Awareness

You have defined in the leadership wheel where you stand at this moment and where you want to be in one year.

What are you doing/thinking that takes you towards the goal? What are you doing/thinking that takes you away from the goal?

What could you unleash in you if there were no limits? / How important is it for you to achieve this goal?

3. Responsibility

What are the different ways in which you could move towards this goal? / What steps do you propose to take? / What else could you do?

Would you like to write them down? /Would writing the steps down help you?

4. Engagement

When will you do that/ When are you starting? / When do you propose to have achieved each step? (if action plan is not totally clear, you may ask what is the first step? And after that?)

What is in your hand to make this happen? / how do you engage yourself with this?

Coachee role

Choose one of the skills of the leadership wheel for this coaching session. In your answers, use descriptive, instead of evaluative terminology. Describe the specific facts, avoiding generalizations. You are the master in this process, activate your resources and solutions. You may use the handout to write down your thoughts, and action plan.

Observer

Listen carefully to both Coach and Coachee. Is the Coach allowing the Coachee to take time to think before answering? Is the Coach in a neutral position? Observe the flow of methodology. Are all the steps being accomplished?

As an observer it is important that you also silence your own thoughts. Assume a neutral position and do not intervene. In case of necessity call a facilitator.

You may take notes during the session and give feedback to coach and coachee at the end of the session.

Set a time to meet back in the room (allow one hour for each group).

Discussion of participants impressions as coach, coachee and observer (20 minutes)

1.) Supporting documents for the workshop

Bresser, F., & Wilson, C. (2010). What is coaching? In J. Passmore & A. f. Coaching (Eds.), Excellence in Coaching: The Industry Guide (2nd ed., pp. 9-26). Londos: Kogan Page Lda.

John Whitmore and Performance Consultants International. 2017. Coaching for performance: the principles and practice of coaching and leadership. 5th ed. Nicholas Brealey, London, UK.

Jenkins, A. C. (2019). "Rethinking Cognitive Load: A Default-Mode Network Perspective." Trends in Cognitive Sciences 23(7): 531-533.

Kahneman, D. 2012. Thinking fast and Slow. Penguin Books, UK.