



# Team Leadership Skills

## Delegate Manual - SAMPLE



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## AGENDA

- 9.00 Delegates Arrive and Coffee
- 9.15 Introduction and Course Objectives  
Ice Breaker  
Differences between Leaders and Managers  
Action Centred Leadership
- 11.00 BREAK**
- 11.15 Balance of 'Skill and Will' to assist the Performance Management Process  
'Task or Process' Questionnaire  
The S.M.A.R.T. Model for Setting Objectives  
Standards – What Are They and How Do We Communicate Them?
- 1.00 LUNCH**
- 1.45 3 Steps to Assertive Behaviour  
Influencing Tips and Tactics  
Dealing With Conflict – Skill Practices
- 3.30 BREAK**
- 3.45 E.E.C. Model for Feedback  
Dealing With a Range of Managerial Situations – Case Studies
- 5.00 Action Planning  
Course Summary
- 5.15 CLOSE**

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[www.abctrainingsolutions.biz](http://www.abctrainingsolutions.biz)  
E-mail: [info@abctrainingsolutions.biz](mailto:info@abctrainingsolutions.biz)

"Good supervision is the art of getting average people to do superior work."

**ANON**



## KNOWLEDGE / SKILL CHECKLIST

In order to ensure that learning objectives are met by the course:

**BEFORE THE COURSE:** Rate your ability on a competence scale of 1-5 as follows:-

1= No knowledge/skill

2= A little knowledge/skill but considerable development required

3= Some knowledge/skill but development required

4= Good level of knowledge/skill displayed, with a little development required

5= Highly competent – no/very little development required

**WRITE** your numerical rating in the 1st column. **AFTER THE COURSE:** Repeat the exercise, writing your new rating, in the 2<sup>nd</sup> column

COMPETENCE	PRE (1-5)	POST (1-5)
1. Can describe action centred leadership, and define the type of activities involved in all 3		
2. Knows the pitfalls of being too task, team or individual focused		
3. Understands when it is particularly appropriate to be task focused		
4. Can define the difference between a leader and a manager		
5. Can identify whether they would be TASK or PROCESS driven as managers		
6. Understands the pneumonic S.M.A.R.T. and understands how it can be applied in performance management		
7. Can define what a standard is and can effectively communicate standards to others		
8. Defines the difference between quantitative and qualitative standards		
9. Knows a range of influencing techniques		
10. Can tackle 'difficult' staff scenarios assertively and confidently		
11. Knows, and can apply, the E.E.C. method for giving feedback		
12. Can define, and apply, the 3 steps to assertive behaviour		
<b>OVERALL COMPETENCE</b>		
<b>PERCENTAGE CHANGE</b> (2 <sup>nd</sup> column total minus 1 <sup>st</sup> ; divide answer by 1 <sup>st</sup> column total; Multiply answer by 100):      %		

"The average man finds life very uninteresting as it is. And I think that the reason why, is that he is always waiting for something to happen to him instead of setting to work to make things happen."

**AA MILNE**

## SETTING SMART OBJECTIVES

**What?** - A goal, something to aim for

### Why?

- Understand what is expected of them and how they are performing - improves MOTIVATION, CONFIDENCE, SELF ESTEEM
- Saves time - improved EFFICIENCY

**When?** - Martini Time! – Any time, any place, anywhere.

### Features of Good Objectives – S.M.A.R.T.

Example 1: 'To improve telephone manner' – not very specific

Example 2: 'To answer telephone promptly' – better, but what does 'promptly' mean?

Example 3: 'To answer telephone promptly within 3 rings, each and every time' – good objective, but is 'each and every time' realistic?

**S**pecific - Do they understand what is expected of them?

**M**easurable - Will they recognise success when they see it?

**A**chievable – What barriers in their mind to achieving it? "How do you feel about what we've just talked about?"

**R**elevant – How relevant is the task/performance improvement to their job at this moment? E.g. Are there any other objectives that would create more improvement? Are there any tasks that have a higher priority (importance/urgency)?

**T**imed - Do they know when you plan to review?

### Measurability

- We measure objectives by means of standards
- Standards are a set measure we judge people against
- Standards can be quantifiable (e.g. number of errors made, speed of completion of work) or qualitative (e.g. quality of a written report)
- Quantifiable are the easiest to recognise success with
- With qualitative, we need to work hard at getting them to see the same picture of performance as you do

Getting standards across:

- TELL 'em
- SHOW 'em
- ASK 'em
- WATCH an 'expert'

## ASSERTIVENESS SKILL PRACTICE

(For self study after the workshop. Some possible solutions towards back of this manual)

SCENARIO	ASSERTIVE RESPONSE
1. One of your team, Jane, opens her telephone calls unenthusiastically at times. She sounds really bored and fed up. It is not particularly inspiring to Callers. You need to say something:	
2. A manager phones you and says: "I've been waiting a week now for that analysis report you were doing. Can't you cope with your workload?"	
3. At a briefing with the project team, George comes up with an idea, which you yourself had mentioned to him on the phone last week. The problem was that he indicated that it was his idea. You are annoyed about this, and want to tackle him after the briefing.	
4. One of your team, Jim, is not performing that well. When you talk to him about it, he blames it on the computers saying it's 'bloody rubbish' - too slow. You know that this is just his perception, particularly as over recent weeks, very few problems have been reported. You respond:	

"Behold the tortoise. He only makes progress when he sticks out his neck."

**ANON**

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## INFLUENCING TECHNIQUES

### Preparation

The Steps in Preparation include:

1. What do you want to achieve?
2. What are the range of things the other person could offer?
3. What would you be prepared to accept? (In other words what is your fall-back position)
4. How will you approach the conversation? What will tune them in? What words will you use? What tactics will you use?
5. What are the facts and figures behind the situation:  
When did it happen?  
How many times?  
Over what period of time?  
What is the effect on the department/team/company?  
What evidence can you provide?
6. Who are you tackling in terms of personality and style of working? What approaches may help you to influence them? For example:
  - Are they statistics orientated?
  - Like examples painted for them?
  - Are they visionaries where you describe what it would be like if they agree to your proposals?
  - Do they respond best to information placed in graphs/pie charts?
  - Do they prefer flowcharts and diagrams?
  - What values are important to them?
  - What sense of humour do they have?
  - What pressures and challenges are they faced with at this time?
7. What objections may they come up with?
8. How will you overcome these objections?
9. When is the best time to influence?
10. Where will you influence?

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## **Dealing With Conflict: Skill Practice 1**

### **SENIOR MANAGER BRIEF**

- You are George, a Senior Manager. Jane is a Team Leader, who works for one of your managers.
- As a senior manager, you are always really busy – there's never enough hours in the day. People never seem to realise the pressure that you're under. You have had some feedback in the past to say how aggressive you are sometimes - not that you shout or swear or anything like that, but apparently you talk very fast, expect people to take things on board first time, 'I talk – you listen' manner
- To a certain extent you agree with the feedback, but let's face it, you are a senior manager – you haven't got time to listen to others – you know what you want them to do, they should just get on and do it!
- At lunchtime, you phoned down to Jane. She was at lunch so you left a message for her. You need a piece of analysis for a 5pm meeting.
- Just after lunch you get a call to say the 5pm meeting been cancelled – and will not be re-scheduled. Excellent – home at a reasonable time tonight!
- At 4.15, Jane pops into your office. You're on the phone on a private confidential call. You wave your hand to clearly indicate 'Wait outside'. However she sits down in front of you until you finish the call!

You need to make a point about her behaviour.

"You get the best out of people if you treat them with respect."

**JOHN MONKS**



### Dealing With Conflict: Skill Practice 3

#### TEAM LEADER BRIEF

- You are Judith, a Team Leader. Sally works for you.
- Sally's performance is good. Like the rest of the team, she is flexible – 'if the job's got to be done, the job's got to be done'
- She does tend to be a bit prickly. For instance, she doesn't like criticism. She tends to deflect it, and make out that it's somebody else's fault.
- Sally's time keeping isn't brilliant. It's not a cause for a disciplinary, or anything like that, but she certainly is the poorest timekeeper amongst your team. The latest she has been is about 15 minutes, but she does tend to be late by a few minutes quite often, 4 or 5 times last month. She says it's something to do with the tubes running late from her area. She always apologises when she is late.
- A couple of weeks ago, one of your team told you what Sally had said to her about her slight lateness: "I just thought 'stuff it' – why should I get up any earlier when it's not my fault – I can't help the bleeding tubes, can I?"
- In the Team Leader's meeting last week, the boss talked about lateness generally across the company and we were to, in his words, "clamp down on it"
- This morning, Sally has come in 10 minutes late. You notice that an office is free. You're determined to tackle the issue. You grab your notepad and pen and ask Sally to pop into the office for a meeting. You want to make it quick because you've got a lot on today.

"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity."

**GENERAL S. PATTON**