"People Leadership Development"

Session 1 Workshop
Facilitator Guide

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Contents

Facilitator Preparation

You should have completed the following before facilitating this workshop:

	Preparation Activity	Check
1.	Downloaded all the materials to your laptop/desktop	
2.	Sent the email invitation to the course participants at least a week before the workshop is scheduled to take place, along with a request to go through the prework eLearning module	
3.	Reviewed the instructions in this Facilitator Guide, familiarizing yourself with the content included in it, as well as the prework eLearning module	
4.	Emailed the group activity instructions to all participants and cohort leaders a day before this session	
5.	Tested the audio/visuals/videos to be used	
6.	Familiarized yourself with Zoom features to run a poll, use the whiteboard, and facilitate breakout rooms	
7.	Sent a reminder email 2–3 days prior to the workshop	
8.	Ensured you have a stable internet connection (including a backup), an appropriate background and lighting, and little to no external noise	

Introduction

Get Started

Purpose
The workshop begins with this section. The facilitator will welcome the participants and introduce the purpose of the workshop.

Facilitator Notes:	10 minutes

Do:

- Welcome the participants to the workshop.
- Give 2–3 minutes to let all the participants join the meeting.
- Project the welcome slide on the screen.
- Welcome the participants to the "People Leadership Development" Session 1 workshop.
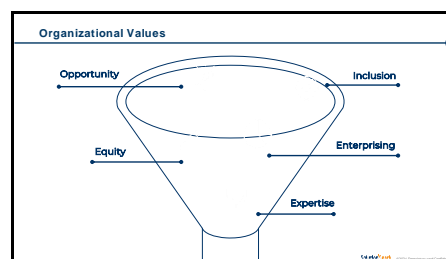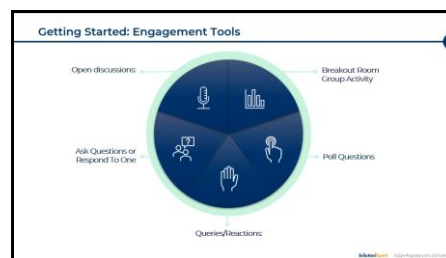- Introduce yourself and the Solution Spark team, who will be helping you drive the session today.

Slides:

Say:

First, I'd like to thank you all for taking the time to be here today. I understand how challenging it is to make time for training, given your busy schedules at work.

For an organization such as yours, it is important for its managers to evolve as effective leaders to nurture a positive working environment with stakeholders, including teams, colleagues, and senior leaders. Investing in leadership development empowers managers to adapt to changing environments, foster employee engagement, drive innovation, and ultimately, contribute to the long-term success and sustainability of the organization.

This workshop is designed to help you, as managers, improve your leadership skills in several key areas, such as communication, emotional intelligence, and change management. The goal is to elevate your capabilities to practice effective leadership in your organization. We will cover six leadership competencies through three sessions of

six hours each. We will engage in activities and discussions that challenge you to think differently about leadership and provide you with some best practices you can apply at your workplace.

As we kickstart the workshop, I would also like to remind you of the organizational values to ensure that your leadership approach is aligned with them.

Share and Explain:

- Share an inspirational message on leadership.
- With the help of the slides, briefly explain why we are here and describe the engagement tools that will be used to facilitate the workshop.
- Briefly discuss the organizational values given in the table below.

Content

Meeting Tool Features

- Open discussions: Respond verbally using a microphone and camera.
- Poll questions: Share your opinion by choosing the best option from the given choices.
- Breakout activity: Brainstorm and solve problem scenarios in smaller groups and then share the findings with the larger group.
- Ask questions or respond to one: Raise your hand to unmute and speak.

Organizational Values

1. Opportunity: We open doors so people can build better futures.
2. Inclusion: We become stronger, more creative, and more resilient when we embrace diversity.
3. Equity: We uphold fairness and justice in our work and actions.
4. Enterprising: We are resourceful, inventive, and driven.
5. Expertise: We challenge ourselves to be the best at what we do.

Transition:
Before we get started, let's define our objectives for this session.

Objectives

Purpose:
The facilitator will outline the objectives to be achieved by the end of today's session.

Facilitator Notes:	5 minutes

| **Say:**	**Slide:**
The objective of the workshop is to take a closer look at what leadership is and define ways to elevate your role from managers to leaders. To align with the leadership goals of your organization, we have developed six leadership competencies to support your success. So, this workshop is divided into three sessions, each covering two leadership competencies. Today, we aim to accomplish some objectives that will help lay the foundation for your leadership. We will review the six leadership competencies and discuss the differences between managing and leading. Then, we will dive into the first two competencies: Communicating Effectively and Demonstrating Emotional Intelligence. We'll look at the remaining competencies in Sessions 2 and 3.	

Do:	
- Review the objectives on the slide. - Explain that there is no exam. Accomplishment of the objectives will be measured through activities, discussion, and reflection. - Introduce cohort leaders and briefly speak about their role in this leadership program. - The cohort leads in this leadership development program coordinate with their cohorts for various activities, representing their group in discussions, and collaborating with their group to exchange ideas	
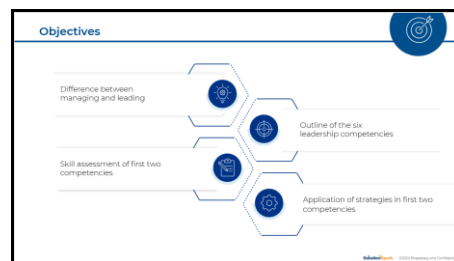
and insights on leadership skills, both within and beyond workshop sessions.	

Content

By the end of the Session 1 workshop, you should be able to:

- Identify the difference between managing and leading.
- Outline the six competencies on which we're building our leadership foundation.
- Assess your skills at Communicating Effectively and Demonstrating Emotional Intelligence.
- Apply strategies to improve your skills at Communicating Effectively and Demonstrating Emotional Intelligence.

Transition:

Well, that was a good introduction to the workshop.

Now, I am aware that many of you work remotely from different locations and may not know each other. So, let's break the ice with a fun activity to get to know each other better!

Activity: Icebreaker

| Purpose: |
| --- |
| The facilitator will engage the participants in an icebreaker activity to help them know each other and establish a light mood before the learning begins. |

Facilitator Notes:	25 minutes

Say:	Slide:
Alright, everyone! Get ready to break the ice and mingle.	
Do:	
• Ask each participant to unmute and provide their name, role, department, and length of service with the organization. • Then move each cohort to their breakout rooms and give them 10 to 15 minutes to know their group better, building a camaraderie by sharing more about themselves. Encourage participants to talk about their favorite music, book, hobby, interests, family and so on. • Once everyone has completed, bring them back to the main session and thank everyone for participating in the activity.	
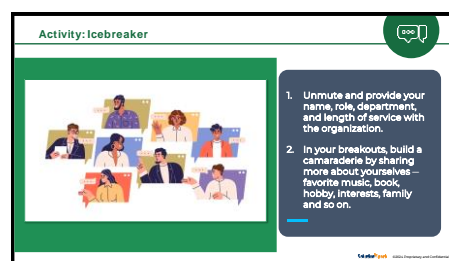
Transition:
Icebreakers like these help us feel more comfortable with each other. As a leader, creating that level of comfort with your teams is often the result of practicing good leadership skills.
Let's get started today by defining what a leader is.

Leading Effectively

Difference between a Manager and a Leader

Purpose:
The facilitator will set the context of the workshop by outlining the key difference between a manager and a leader.

Facilitator Notes:	10 minutes

Say:	Slide:
Let's review a topic from the prework you completed prior to this session.	
In the prework, you examined some of the differences between managing a team and leading a team.	
What is the difference between a manager and a leader? How does 'leading' add value to 'managing'?	

Do:	
- Acknowledge responses.	
- Encourage participants to think and answer and provide examples if they want.	
- Summarize the differences between a manager and a leader.	

Content
Difference between a Manager and a Leader
Managers:
- Managers are responsible for overseeing the day-to-day operations of a team or organization.
- One vital function of any manager is to ensure organizational goals are met.

- Managers have deadlines to meet and budgets to keep. They maintain processes, procedures, and systems.
- Managers make sure operations run smoothly and maintain the status quo. They are responsible for allocating resources, making decisions, and resolving conflicts.

Leaders:

- In addition to being great at managing, leaders inspire and motivate teams toward a shared vision.
- Leaders focus on creating a compelling vision for the future and inspiring others to work toward achieving it. They often lead by example and inspire others to follow their lead.
- Leaders are typically more concerned with fostering innovation, creativity, and growth. They are more likely to take risks and experiment with new ideas, even if it means stepping outside their comfort zone.
- Leaders may not always hold formal authority, but they have the ability to influence and inspire others to achieve a common goal.

Transition:

So while managers help in facilitating organizational operations, leaders drive people to carry out the organizational operations positively.

Thoughtful Leadership

Purpose:
The facilitator will describe types of leadership and emphasize practicing the most relevant and suitable leadership.

Facilitator Notes:	15 minutes

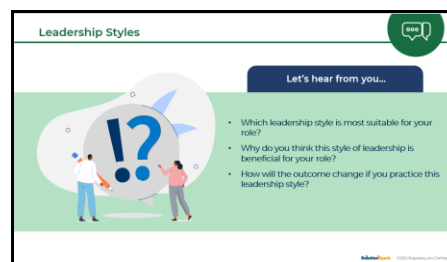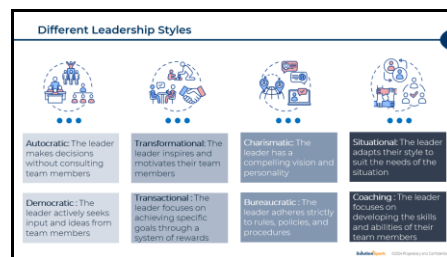| Say:	Slide:
Leadership can have different styles. What style of leadership is most suitable for your role in your organization? Let's find out.	

Do:

- Describe the different leadership styles using the content in the following table.
- As you describe them, ask participants to volunteer and share real-life scenarios as examples of a leadership style.
- Then, ask participants to think and tell which style is most suitable for them, based on their understanding of their work environment and culture.
- Ask probing questions:
  - Why do you think this style of leadership is beneficial for your role?
  - How will the outcome change if you practice this leadership style?
- Ensure that participants first raise their hands before sharing comments.
- Acknowledge responses.
- Conclude the discussion by describing 'Thoughtful Leadership,' a style of leadership most valuable for managers in your organization.

Emphasize:

Thoughtful leadership is the call of the hour for managers in your organization. This style is a combination of

democratic, transformational, charismatic, and coaching leadership.

Thoughtful leadership is characterized by its inclusive and participative approach, its ability to inspire and motivate others, its charisma and influence, and its focus on supporting the growth and development of team members. By combining elements of democratic, transformational, charismatic, and coaching leadership, thoughtful leaders create an environment where individuals feel valued, motivated, and empowered to achieve collective success.

Content

Different Leadership Styles

Autocratic leadership: The leader makes decisions without consulting team members, often relying on their own judgment and authority.

Democratic leadership: The leader actively seeks input and ideas from team members before making decisions.

Transformational leadership: The leader inspires and motivates their team members to achieve extraordinary results.

Transactional leadership: The leader focuses on achieving specific goals through a system of rewards, such as bonuses or promotions.

Charismatic leadership: The leader has a compelling vision and personality that inspires and motivates others.

Bureaucratic leadership: The leader adheres strictly to rules, policies, and procedures to ensure stability and consistency.

Situational leadership: The leader adapts their style to suit the needs of the situation and the capabilities of their team members.

Coaching leadership: The leader focuses on developing the skills and abilities of their team members through mentorship, guidance, and feedback.

Transition:
Well, now that you know that 'thoughtful leadership' is valuable for your role in your organization, let's do a quick review of all the six competencies that comprise the leadership development program.

Leadership Competencies

Brief Review

Purpose:
The facilitator will list and provide a quick overview of the six competencies that will be covered in the three sessions of the workshop.

Facilitator Notes:	5 minutes

| Say:	Slide:
A quick search of leadership development books on Amazon brings up over 20 pages worth of books. There are dozens of leadership models, each with numerous leadership competencies, all of which are more or less accurate in the right context.
Working with your leadership, we have determined that the competencies you see here are the six highly valuable competencies for leadership success in your organization.	
Do:	
Review the six competencies on the slide.	
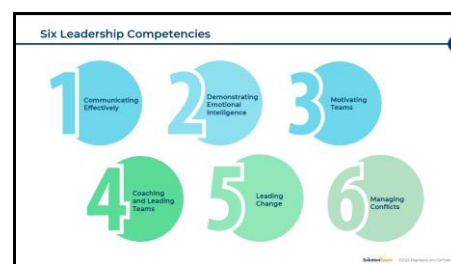
Content
Six Leadership Competencies

Communicating Effectively: Conveying information and ideas clearly and concisely to others while being an active listener and adapting to suit different audiences

Demonstrating Emotional Intelligence: Recognizing and understanding emotions and using that understanding to manage relationships

Motivating Teams: Inspiring and energizing teams toward achieving a common goal

Coaching and Leading Teams: Using coaching techniques to improve the performance and experience of diverse teams

Leading Change: Adopting a structured and strategic approach to transition from the current state to a desired future state, ensuring that the changes are adopted smoothly with minimized disruptions

Managing Conflicts: Addressing and resolving disagreements or disputes within a team in a constructive manner, fostering collaboration, and maintaining positive relationships among team members

Transition:

Let's start with looking at the importance of demonstrating emotional intelligence.

Competency #2: Demonstrating Emotional Intelligence

Video #1: Missing EI?

Purpose:
The facilitator will show a video clip to set the context for the importance of emotional intelligence.

Facilitator Notes:	10 minutes

| Say:	Slide:
Our second foundational competency is Demonstrating Emotional Intelligence. Even geniuses need emotional intelligence. A high IQ is no guarantee of emotional intelligence (EI), as we will see in this video clip.	**Competency #2** — Demonstrating Emotional Intelligence

Do:

- Play the video (1 min 55 secs) on the projector screen.

Discuss:

- After the video, ask:
  - So, what struck you about the conversation between Amy and Sheldon in this video?
  - How does Sheldon's and Amy's lack of attention to each other's interests impact their conversation?
  - If someone showed less or no interest in your conversation, what would be the long-term effect?
- Affirm responses.
- Make the point:
  - To make our work relationships successful, we need to demonstrate emotional intelligence with each other.
  - This is especially true for managers who are leading remote and diverse teams.

Video # 1: Missing EI?

Missing EI? — Let's hear from you...
- What struck you about the conversation?
- How does lack of attention impact the conversation in the video?
- If someone showed less or no interest in your conversation, what would be the long-term effect?
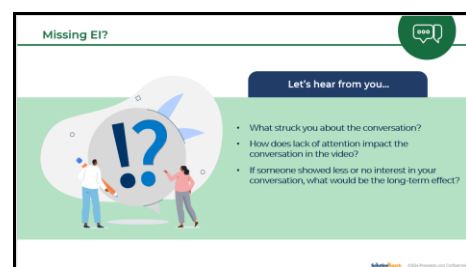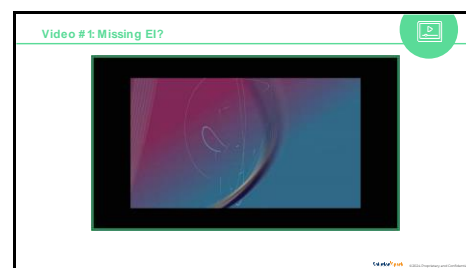
Content
Video clip: The Big Bang Theory Active Listening - english sub (youtube.com)

Transition:
Now that we've seen what emotional intelligence is not, let's define what it is.

Defining Emotional Intelligence and Its Importance

Purpose:
The facilitator will explain emotional intelligence and its importance through a discussion.

Facilitator Notes:	15 minutes

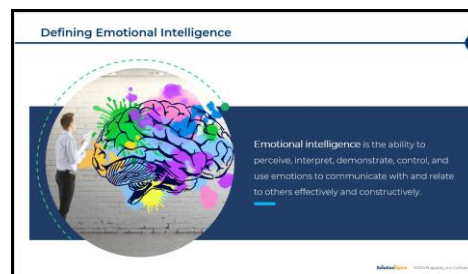| **Say:**	**Slide:**

Say:

Emotional intelligence is the ability to perceive, interpret, demonstrate, control, and use emotions to communicate with and relate to others effectively and constructively. This ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others.

Now I'd like to hear from you. Please volunteer to make a comment.

Defining Emotional Intelligence

Emotional intelligence is the ability to perceive, interpret, demonstrate, control, and use emotions to communicate with and relate to others effectively and constructively.

Importance of Emotional Intelligence

EI helps in connecting better with people, motivating them to be their best, and improving working relationships.

Role of EI in Leaders to Resolve Conflicts

Emotionally intelligent leaders:
Remain calm and objective during conflict situations. Choose a constructive response instead of an impulsive reaction. Approach problem-solving skillfully. Listen actively to make individuals feel heard. Demonstrate empathy and create a supportive environment.

Do:

- Ask: Why do you think emotional intelligence is important to leaders?
- Acknowledge responses and elaborate on answers based on the content given in the following table.
- Point out that conflict resolution is an important area for leaders in their organization to deal with, and they need to be emotionally intelligent to do so effectively.
- Remind the participants of the conflict scenario between team members Alex and Jenny from the prework module and ask them to share their notes from the questions:
  - How do you perceive the current dynamics between Alex and Jenny impacting the overall team performance?
  - As their manager, what steps would you like to take to resolve the conflict between Alex and Jenny?
  - How do you think your action will impact the working dynamics between

Alex and Jenny and the overall team dynamics? • Ensure that participants are sharing and providing their perspectives on leveraging EI to do conflict resolution positively. • Use the content in the table below to describe the role of EI in leaders to resolve conflicts and maintain a positive work environment.	

Content

Why do you think emotional intelligence is important to leaders?

It helps in connecting better with people, motivating them to be their best, and improving working relationships. People want to be seen and heard in the organization—emotionally intelligent leaders have empathy and grace and, very importantly, are good listeners.

Role of EI in leaders to resolve conflicts and maintain a positive work environment

Emotionally intelligent leaders:

- Are aware of their own emotions, triggers, and biases and can remain calm and objective during conflict situations
- Assess the situation and choose a constructive response instead of an impulsive reaction
- Approach problem-solving skillfully and facilitate the development of mutually beneficial solutions to conflicts
- Listen actively to make individuals feel heard and valued
- Demonstrate empathy and create a supportive environment for resolving conflicts collaboratively

Transition:

Keeping the momentum, let's deconstruct EI further.

Components of Emotional Intelligence

Purpose:
The facilitator will use a poll question and explain the components of emotional intelligence.

Facilitator Notes:	15 minutes

Say:	Slide:
Now that you know a bit more about emotional intelligence and why it's a foundational competency for leaders, let's do a quick poll. From the list displayed in front of you, which aspects do you believe are the key components of EI in today's dynamic work environment?	

Explain:	
- Display the poll question and ask participants to select more than one component from the options. - Ensure that the poll is in an anonymous format, where participants can respond anonymously. - Ensure everyone participates in the poll. - After completion, acknowledge the responses and reveal the correct answers as the key components of EI. - Describe each component using the content in the table below. - Ask participants to share examples of these components they think are relevant. - Acknowledge responses and share more examples using the content in the table below.	

Content

Poll Question

Which aspects do you believe are the key components of EI in today's dynamic work environment?

A. Self-awareness
B. Self-regulation
C. Focus
D. Empathy
E. Social skills
F. Technical proficiency
G. Micro-management
H. Authoritarian leadership

Key EI Components
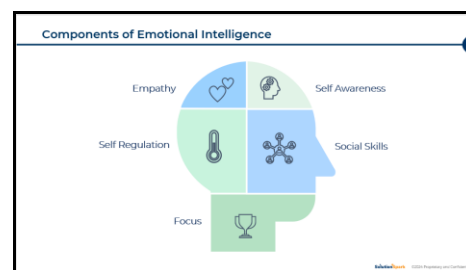
There are five key components of emotional intelligence that are most suitable for today's dynamic work environment:
- Self-awareness: The ability to recognize one's own emotions and how they affect one's thoughts and behavior
  Example: An individual with high self-awareness might recognize when they're feeling stressed and understand the root cause of those emotions. They might also be aware of how their emotions influence their behavior and decision-making.

- Social skills: The ability to build and maintain positive relationships with others
  Example: An individual with strong social skills can navigate various social interactions with ease. They might excel at networking events, engage in active listening during conversations, and effectively communicate their ideas in group settings.

- Focus: The ability to stay focused on achieving one's goals despite distractions
  Example: An individual with strong focus often has the ability to maintain attention on a conversation or project even when faced with interruptions or competing demands. They might also be able to plan and prioritize their tasks and responsibilities effectively to focus on them.

- Self-regulation: The ability to control one's emotions and impulses, conduct oneself with grace, and stay calm and focused in challenging situations
  Example: An individual with good self-regulation can stay calm and composed in stressful situations and resist impulsive actions. For instance, they might take deep breaths and use positive self-talk to calm themselves down when feeling angry or frustrated.

- Empathy: The ability to understand and empathize with the emotions of others
  Example: An empathetic individual can recognize when someone is feeling sad or frustrated, and they respond with understanding and support. They might say something like, "I can see that you're upset about what happened. Is there anything I can do to help?"

Transition:

Practice time!

Let's move on to a group activity to apply what we have learned in this competency.

Group Activity #1: Harnessing Emotional Intelligence for Leadership Excellence

Purpose:
Enhance participants' emotional intelligence (EI) by applying the relevant EI skills—self-awareness, focus, empathy, social skills, and/or self-regulation—to a scenario.
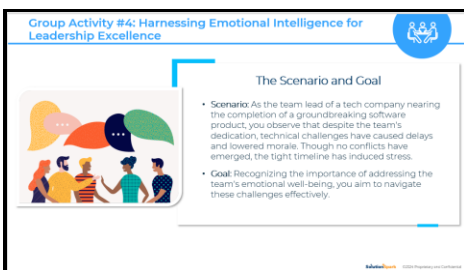
The facilitator will use the activity details in the table below to facilitate the activity.

Activity Details:	45 minutes

Slide:

Part 1: Introduction (5 minutes):

- The facilitator briefly explains the scenario and goal of the skills-practice activity to all participants:

  o **Scenario:** A burgeoning tech company is in the final stages of developing a revolutionary software product expected to significantly impact the market. The development team has been working tirelessly to meet the looming deadline set for the end of the quarter. Despite their dedication and hard work, several technical and integration challenges have put the team behind schedule. Morale is beginning to wane as team members grapple with the pressure and stress of the tight timeline, though no open conflicts have arisen.

  You, as the team lead, are known among the team for your technical prowess and solution-focused leadership style. You understand that the current situation requires a more nuanced approach that leverages emotional intelligence to uplift the team's spirit and drive them toward the finish line.

  o **Goal:** In preparation for the next team meeting, you decide to focus on strategies that will boost morale, enhance team cohesion, and reinvigorate the team's commitment to the project's success. You recognize the importance of addressing the team's emotional state to navigate the following challenges effectively.

    ▪ The relentless pace and the unexpected technical hurdles have left the team feeling stressed and underappreciated.

    ▪ With the deadline approaching and issues mounting, the initial enthusiasm for the project has diminished.

    ▪ There's a noticeable decrease in collaboration and communication, as team members have become increasingly siloed in their efforts to tackle the pressing issues.

- - Team members have become hesitant to share setbacks or seek help, fearing it may reflect poorly on their capabilities or further hinder progress.
- The facilitator informs the participants that they will be divided into their cohorts, where the cohort leaders will drive the activity in breakout rooms.
- The facilitator checks with all participants and cohort leaders that they received these materials, emailed to them a day before:
  - **Materials for all participants:**

    Activity Instructions: Session 1_Activity 1_Activity Instructions

    EI Skill Overview: Session 1_Activity 1_EI Skill Overview.dc

    EI Skill Cheat Sheet: Session 1_Activity 1_EI Skill Cheat Sheet.

    Reflection and Commitment: Session 1_Activity 1_Reflection and Com

  - **Additional materials for cohort leaders:**

    Instructions for Cohort Leaders: Session 1_Activity 1_Instructions for Col

- The facilitator gives a minute or two to everyone to clarify any questions about the materials before the breakout.
- The facilitator informs that each cohort has 30 minutes for the activity, after which they will return from their breakout to the main session.

Part 2: Breakout (1 minute):

- The facilitator sets the timer and ensures that each cohort moves to their designated breakout room.

Part 3: Breakout Activity (30 minutes)

Each cohort uses the Activity Instructions document to complete the activity (brief instructions are listed below as additional reference for the facilitator):

- **Step 1: Skill Deep Dive (10 minutes):** Using the EI Skill Overview document, each cohort recaps and summarizes their understanding of each of the EI skills.

- **Step 2: Scenario Analysis and Skill Application (15 minutes):** Each participant in the cohort takes up the given scenario one by one, identifying the EI skills that the leader can use to get the project and team members back on track, and describing how the chosen EI skills can be applied to resolve the scenario. The cohort lead, along with the group, votes to select the required EI skills and notes strategies and examples of how each EI skill can be applied by the leader in the said scenario.

- **Step 3: Reflection and Commitment (5 minutes):** Each participant:
  - Reflects on the activity's insights and identifies one EI skill to improve leadership effectiveness
  - Writes a personal commitment on how to plan and integrate this EI skill into daily interactions, focusing on a specific, upcoming opportunity where they can apply it

Part 4: Return from Breakout (1 minute):

- The facilitator ensures that each cohort moves back to the main session.

Part 5: Debrief (10 minutes)

- Once each group returns from the breakout, the facilitator:
  - Reiterates the importance of practicing EI skills for addressing challenging situations and getting positive outcomes.
  - Makes the point: The components of emotional intelligence are foundational to address all situations, positive and negative. Remember that developing and enhancing emotional intelligence skills can be beneficial for individuals and organizations alike.
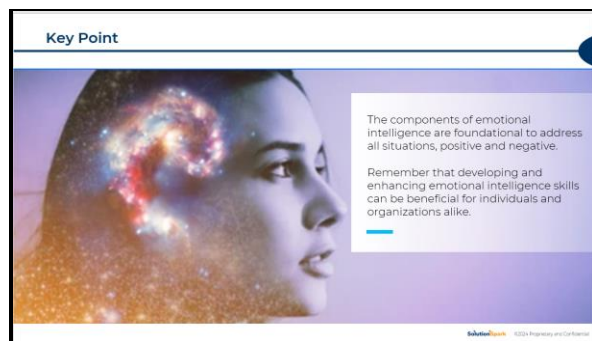
Transition:

Thank you for your active participation in this activity! Let's take a moment to reflect on what we have covered.

Demonstrating Emotional Intelligence: Key Takeaways

Purpose:
The facilitator will summarize the key points from the section on Demonstrating Emotional Intelligence.

Facilitator Notes:	5 minutes

Summarize:	Slide:
Review the key learnings on Demonstrating Emotional Intelligence.	
Say:	
• Take a minute and identify 2–3 actions you are going to take back to work to demonstrate emotional intelligence effectively. • What will you do to connect better with people in your organization?	
Do:	
Ask for 2–3 volunteers to share their responses/thoughts.	

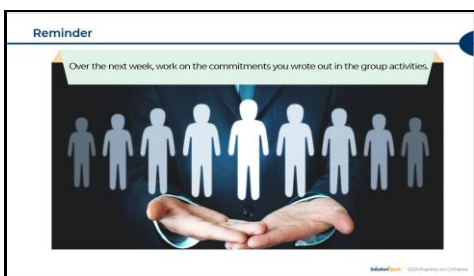| Transition: |
|---|
| Thank you for your active participation in this section. |
| As we wrap up today, let's make sure that we've covered everything we set out to accomplish. |

Wrap-Up

Conclusion

Purpose:
The facilitator will summarize what the participants learned in today's session.

Facilitator Notes:	5 minutes

Say:

I want to thank everyone for participating in the "People Leadership Development" Session 1 workshop.

I hope you found it informative and helpful.

Do:

- Recap the objectives of today's session and check participants' understanding by referring to the questions given in the following table.
- Address any questions or expectations that participants may have shared at the beginning of the session.
- Encourage the participants to try and apply what they've learned today in handling tasks and situations at work.
- Remind the participants of the commitments they wrote out in the group activities and encourage them to try those specific commitments over the next week.

Emphasize:

One common theme that connects all the leadership competencies is the impact they have on people. When we remember that people are at the heart of what we do as leaders, we can enjoy success as a result. If we focus on success without the people, then our success isn't likely to last very long.

Slide:

Content
Questions:

- Do you feel confident you can recognize the key differences between managing and leading?
- Can you identify the impact of being able to "communicate effectively" and "demonstrate emotional intelligence"?
- Were you able to assess your unique skills and challenges in these two competencies?
- Did you identify at least one strategy you could apply to your professional development in these competencies?

Transition:

As we wrap up today, let's give you a sneak peek into what's coming next.

Coming Up Next

Purpose:
The facilitator will briefly discuss the upcoming Session 2 workshop.

| Facilitator Notes:	5 minutes

Say:	Slide:
I am excited to rejoin you in the next session, where we will discuss the next two competencies in your leadership development: "Motivating Teams" and "Coaching and Leading Teams." These competencies will further equip you with the skills needed to navigate challenges and build a positive and productive work environment.	
Do:	
- Inform what's coming up next: Session 2 workshop on the next two leadership competencies. - List some benefits of applying these competencies, such as: - Increased team engagement - Improved team performance - Enhanced collaboration - Development of talent - Positive organizational culture	
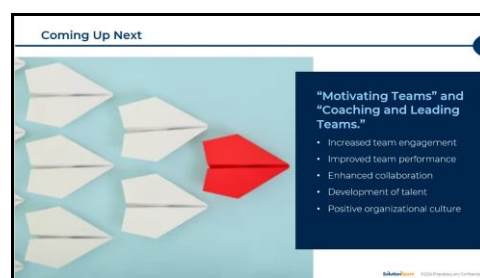
Transition:
Thank you once again and see you in the Session 2 workshop.