FACILITATORS GUIDE

PRACTICAL LEADERSHIP

FOR RUNNING VOLUNTEER TASK DAYS

(based on DEFRA funded TCV Leadership Training

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| **Audience**: * Volunteer Task Leaders of outdoor activities
 | **Aims**:When they leave the 1 day workshop they will be able to * Recognise the positive leadership behaviours that drives the group forward
* Motivate their volunteer team members to get the best out of them
* Give excellent and timely feedback
* Demonstrate task evaluation and good practice
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Objectives: Identify the key responsibilities of a task day leader and how to achieve them

Explain the reasons for tool safety talks

Practice techniques and skills which help volunteers learn, enjoy being involved and achieve goals of the day

List factors which leaders must take in to account when leading a group of volunteers

Describe how to work in an inclusive manner

Implement and monitor ‘risk assessments’, and record amendments

**Workshop design criteria**

* Ensure there is space for activities
* Ensure there is opportunity to practice their learning
* Ensure planning time is built-in
* When inviting make sure the levels of practical task leadership are appropriate (*and not likely to cause conflict or inhibit conversations)*

Resources:

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| Workshop Pack for delegates: | Agenda / Copy of slide presentation (if any?) / Action plan example? / Evaluation form |
| Pens |  |
| Post Its |  |
| Handouts | Risk Assessment ? |
| Flip Charts & Stands | Aims or Goals / Questions / Interactive session / Breakout session /  |
| Pens for flipcharts |  |
| Laptop | User: **.\user** (dot backslash user) Password: **Trouble.99** |
| Memory Stick | Slide presentations |

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| **Time** | **Content** | **Activity**  | **Notes** |
| **10.00** (30 mins) | **Welcome** slide 1/ Housekeeping & Structure slide 2 / Objectives slide 3+ Flip Chart + U-tube videoPurpose of the dayWorkshop to equip with skills that enable them to run effective, safe and enjoyable practical task days.Describe style of session - participative, practical, fun and flexible. Accompanying workshop pack contains most of the content, and theirs to scribble notes (pens) if they want to.Outline the objectives for the workshop and check that these meet with participants’ expectations.**Ground Rules -** Pull together a “contract” of Workshop Agreements that all individuals (including facilitator) are happy to work to for the duration of the workshop.Ice breaker - Ask delegates to introduce themselves to their neighbour / someone they don’t know. Name, where from, what they do. What they most want to learn today. Achievement most proud of. A goal yet to be achieved?Note on post-it and feedback info about each other.Flip chart aimsStructure of the workshop (WT slide 3)1. What leadership behaviours make a successful group
2. Motivating your volunteer team members
3. Working as a team / Group Dynamics
4. Effective communication and feedback
5. Task risk assessment
6. Challenging conversations
7. Making it happen
 | Facilitator 1 - speechU-tube videoIn pairs find out name, location, want from today. Achievement most proud of. A goal yet to be achieved.Stick post-it on flip chart |  |

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| **10.30**(30 mins) | **What leadership behaviours make a successful team?** **Q) What has your experience of this been like – think back to your experiences of being managed how has it been? (Doesn’t have to just be in the Trust)****1) The IDEAL Leader**On a pre-prepared flip, have 3 large circles with an overlapping central point with the words IDEAL LEADER in the middle.1) What did they do2) How did they ensure you met your objectives/targets?3) How did you feel?**2) The WORST Leader**Same again on another flip, this time with the words WORST LEADER in the overlapping central point.1) What did they do2) How did they ensure you met your objectives/targets?3) How did you feel?**Q) What behaviours do we see as ideal?** Gather the key behaviours onto a flip (facilitator does this)This is what we want the Trust to be likeAllow time for each person to make notes in their workbook**Role of the Practical Task Leader**Emphasise the need to monitor and juggle the three key elements of (Task / Individual / Group) with volunteer welfare and H&SSlide 9**What’s expected of them and what’s not?****What support can they get?****Show u-tube video** | Split the participants into 2 groups. Ask them to go around the flips and capture their thoughts. Allow 5 minutes at each flip before they swap over.what support is available |  |

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| **11.00**(30 mins) | **Motivations:** (Getting people interested)* What drives you?
* Why do people volunteer?
* How do you keep them interested?

**Q – What drives you? What is important for you as a leader?**Ask them to note down onto post it notes things that drive them (enthuse them, motivate them). Capture some of the suggestions on a flip chart.*Remind them we are all individual, some are driven by success, some by recognition but all are important and as a leader we need to recognise what it is so we can motivate people.*Motivation and the Performance ModelIntroduction- as a leader one of the behaviours we need to inspire is **motivating our team members** to want to succeed and enjoy their volunteering and to support others in achieving (group dynamics). **Q) There are 3 key areas that you need to tackle in order to see an uplift. What do you think these would be?****AIM** – Clearly explained aim (purpose) – if it was just targets and nothing else what does it feel like? Think SMART!**CAPABILITY** – Need to give them the tools in order to achieve**INCENTIVE/MOTIVATION** – If you achieve this goal, this is what you get! Is this attractive?A truly **3D leader sets all 3 of these into action** to motivate and increase morale.**Why do people volunteer***Being asked for specifically, recognition, awards, singled out for good work, gained confidence, having abilities pointed out, someone believing in you, challenging you, providing new opportunities.**TCV Slide 32 (hierarchy of needs)**Do the same with De-Motivational – Irrational, judgemental, cruel, no trust, no faith, no responsibility, criticism, demoralising, no involvement, unimportant, regressing our career, knocked confidence.***Keeping them interested**Help the group identify who the different stakeholders in the wood might be / areHow they will get buy in from them?“What’s in it for them”Who will use the wood?What do specific users need / want? (e.g. why should they get involved?)Split the delegates into syndicates and ask them to select from the stakeholder group on flip chart. Collect a sheet of paper – go away to list what they think those people would like / need from volunteering for woodland.Allow 15 minutes | Jot notes on Post itGroup to list words/phrasesOn 3 titled wall flip sheetsFlip chart stakeholders |  |

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| **11.30** | **BREAK** |  |  |

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| **11.45**(15 mins) | **Mutual Goals – Giving instructions / Getting it right****I**Introduction - Share questions on WT slide 8**Discuss as a group****Setting Objectives – SMART**Ask participants if they know what SMART stands for. Do they use this model at the moment?Use the HOUSE exercise if necessary/appropriate to illustrate what can happen if the SMART model isn’t used.**Ask all delegates to draw a house** and get them to stick on the wall. Get them to tick the one they like most. Be very critical of this, why that one? That wasn’t what I wanted!! I didn’t say I wanted ... on the house. **Choose a house no one** else did and praise it as the one you wanted, well done, you really understood the brief... Then get the group to discuss what you were doing – not being very clear, specific, motivational, etc**Clarify SMART**S – Specific (it must be clear to ensure understanding)M – Measurable/Motivating (if you can’t measure it you can’t manage it, what’s in it for the person?)A – Attainable (if people think they can’t, they will give up at the start)R – Relevant (where/how does it fit in?, why bother if it won’t make a difference?)T – Trackable/Timebound (how will you know if you are making progress?, when does it need to be completed?)**WHY do we need to do this?*** How does this fit with us being effective leaders?
* What leadership characteristics do we demonstrate to our volunteer teams by setting mutual goals and ensuring they are SMART?
* Why is this important?

**Q) What could stop us?****Q) How can we prevent this happening?** Hints & tipsAvoid Jargon: Give or Ask them to give a bad example of an instructionAvoid assumption of prior knowledge/skillsAvoid giving instructions out of sequenceDo Be clear / speechCheck understanding – Ask to repeat it backPrepared to provide quick sheet if necessary**How we learn best**: Preferred learning styles: auriel, visual, kinaesthetic handoutWho said….Tell, Show, Practice, DoTell me, I’ll forget / Show me, I’ll remember / Involve me, I’ll understandSlide 10 | DiscussionDelegates to Draw a house & put it on the wall.Then tick the one they most likeSplit the delegates into 2 groups and ask them each to list any potential barriers they can think of. Allow 5 minutes before then asking each group to swap their list with the other group. Each group must then review the barriers and provide possible solutions.Allow time for them to make notes in their workbooks.Handout: learning preferences |  |

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| **12.00**(15 mins)**12.15**(15 mins) | **Working as a Team -** Group Dynamics(Tuckman theory)Explain the four key stages of group dynamics using TCV slide 15(forming/storming/norming/performing)An activity that demonstrates group dynamics / team work**Team challenge / Team working together**Ball game (team dynamics) or Shark attack (team building)Get the group in a circle, toss the ball to someone and ask them to pass it to another in the circle. Rules the ball can only be handled once and everyone should have held it. The last person keeps the ball still.Once they’ve got the hang of it. Introduce another ball, then another (3 in total). Then introduce a timer – how fast can they do it?What method could they use to do even it faster?*If there is space: 6 mtrs of rope & 4 blindfolds**(Ask for 4 volunteers.**Explain you will be leading the activity. (****Do not let the volunteers see the rope at this stage****)**Trainer gradually allowing the volunteers to take control of the task through Directing to delegating styles of leadership.**Feedback at the end of the task, explaining that it is not an easy task to achieve.* | *Blindfold the 4 volunteers and tell them to make a perfect square from the length of rope.**Divide the rest of the group into 2 teams.**One team should pay special attention to the volunteers, and the other to the leader*. |  |

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| **12.30**(30 mins) | **Situational Leadership (**adapting style to situational needs**)**Explain the leadership styles and when to use them / refer back to TCV slide 15Ask the group to identify what stage of group dynamics the ‘rope volunteers’ were in at the start of the exercise and then what style of leadership was used. Then show TCV slide 20 |  |  |
| **1.00pm**(15 mins) | **The Development Ladder – Conscious Competence**Using the analogy of learning to drive to go through the development ladder stagesHave 2 flips up next to each otherFlip 1 – Split into 4 steps going upwards Top step – Unconscious competentNext Step – Conscious CompetentNext Step – Conscious incompetentBottom step - Unconscious Incompetent Flip 2 – Title Motivators and split into 4 sections in line with the steps on flip 1.**Q) How might their volunteer team members be feeling in each state?****Q) What behaviours have they observed on task days at each step?****Q) What would you do to motivate people in each state?**Put the group into pairs – Think about people in your team, what examples have you seen of this development ladder during your task days? What have you done well and what are your key lessons?Allow 5-10 minsCapture as group feedback. | Flip (pre-prep’d)Flip (pre-prep’d) |  |
| **1.15**(45 mins) | LUNCH |  |  |
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| **2.00**(45 mins) | **Risk Assessments** (What are RAs / Why are they important? / Insurance / Welfare – Who is responsible?)**Q. Ask the group** about their experiences / understanding of RA’s and write them on a flipchart.Ask them (or Explain) key points and levels of responsibilities.**Risk Assessment and monitoring**As the group what they know/understand about Definitions and Terms (**hazard/risks/controls**) and write on flip chart.After the syndicates have completed the activity and read the RAs: Ask how important it is to read and share RA information with volunteers.And how often to review it…….and why?Ask the group what kind of things might be different from when the RA was initially written?Remind the group about the “role of the leader” to observe and monitor throughout the day.Explain/ or ask about the importance of recording any changes to the risk assessment.Using slide 25-30 run through the risk assessment matrix example.Ask if they use any other methods? | Flip chart1Flip chart 2– Hazard / Risks / Controls.Flip chart 3 – Types of activities/tasks they are involved in.HandoutBlank RAs samples for them to fill-inOR Divide into syndicates – ask them to select an activity and identify: Hazards, Risks and Control measures.Present findings back to main group.Handout - RA examplesList the poss changes the on a flip chart |  |

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| **2.40**(5 mins) | **Tool Safety**Explain that Practical tool useage is not our area of expertise.But tool safety is also about observing and monitoring throughout the day. And they should always ensure that tools are maintained and fit for purpose.Appropriate PPE and safe working practices should be followed. |  |  |
| **2.45**(30 mins) | **Communication/1*** **Developing Rapport / Mutual Feedback**
* **Handling Challenging Conversations**
* **AIDme model (action, impact**

**Share the Behavioural Iceberg** Go through this talking through the differences between above and below the surface.EXPLAIN that the behaviour iceberg represents what we see and hear a person do or say. (Above the line) Underneath sea level is the feelings, opinions, values etc of the person which we may make assumptions from.Feelings and emotions: Many people let their feelings and emotions become a major influence over how they deal with conflict. Conflict can also occur because people ignore their own or others’ feelings and emotions. High emotions can result in emotive language and communication thus escalating conflict.**Ask the group to share stories of when they have seen this as evident in situations.****In pairs get the group to discuss the key reasons behind conflict:***Needs, Perceptions, Power, Values, Feelings/Emotions*. Share this as a group. | (EVMP slide 28Behavioural icebergDemonstrate body languageIn pairs / discussion & feedback |  |
| **3.15**(15 mins) | **Communication/2****What are the 3 key areas that are involved in effective** communication? Add participants’ thoughts to flip. If they identify the 3 key elements of words, tone and body language, ask them to attribute a percentage to each element based on its importance in the impact of our communication.Share the results on slide 22.Words – 7% (what is said)Tone – 38% (how it’s said)Body Language – 55% (what can be observed by others)**With this in mind, let’s look at how we build rapport.**A key part to effective communication is building Rapport. Share the following quote from Anthony Robbins book – ‘Unlimited Power’ ch 13 – “The Magic of Rapport”“If people are our most important resource, then rapport is the way to tap that resource…[it’s] the ability to form a powerful common human bond and a relationship of responsiveness… A lot of people make life very complicated and difficult. It doesn’t have to be… no matter what you want to do, see, create, share or experience in life… there’s someone else who can help you accomplish your goal more quickly and easily… who knows how to get here quicker or more effectively or who can help you get where you want to go more rapidly and the way to enlist that person is to achieve rapport, the magic bond that unites people and makes them feel like partners.”Clarify the meaning of rapport – **Rapport is the quality of relationship that results in mutual trust and responsiveness**. You gain rapport by understanding and respecting the way another person sees the world. If you have rapport others will feel acknowledged and immediately be more responsive.**Group Discussion – capture thoughts on flip****Q) How do you build rapport?****Q) How is this beneficial to us when leading our volunteer team members?***By taking a genuine interest in another person**By being curious about who they are and how they think**By being willing to see the world from their point of view***Matching –** when you **mirror and compliment** an aspect of another person.**Q) What can we match when building rapport?***Body language – Breathing patterns, posture, gestures, eye contact**Voice tone – speed of speech, volume of speech, rhythm of speech, characteristic sounds for example coughs, sighs and hesitations**Language – Key words and phrases that designate values (for example when you summarise to check for agreement), works that show how a person is thinking.* | Flip chart thoughtsDiscussion – capture on flip |  |
|  | ***Feedback sandwich****Ask the group for examples of positive and negative feedback.**Explain the feedback sandwich and ask the group to give some examples.**Feedback should ultimately be constructive and shared responsibility. Slides 34-36* |  |  |

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| **3.30** | **BREAK + check post – its (Aims)** |  |  |

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| **3.45**(15 mins) | **Dealing with external problems that may arise**Ask group for examples of problems they have experienced and discuss how this could be dealt with.Remind the group that they do have support and that unsolvable problems are extremely rare.People problems – refer to motivations & feedback session.* could anyone else help/advise you e.g. the member of staff who is your volunteer manager.

Logistical problems- Safety- resources- planning- contingency plan- communicate / share responsibility - inclusion / brainstorm solutions | Discussion |  |
| 4.00(15 mins) | **Recap workshop**Making it Happen / action plansHandout evaluation forms | .Handout eval forms |  |
| 4.15pm | **Close** |  |  |