



# D Team 2011 Training Manual

**Team Leader Training Facilitator Guide** 







### Team 2011 Leadership Overview

#### **Purpose**

The purpose of the programme is to provide Team 2011 Leaders with the confidence and tools to lead a team to deliver an operationally excellent Tournament and memorable visitor experience.

[It will also provide development to RNZ 2011 staff wanting to learn new skills in the area of management and leadership.]

#### **Objectives**

By the end of training, participants will:

- Define, understand and accept their role as a leader within Team 2011
- Understand the unique characteristics required to effectively manage and lead volunteers
- Demonstrate the skills required to provide effective feedback to team members, including how to manage 'off-brand' behaviour
- Know how to brief and debrief each shift with their team
- Understand the role-specific training process, and how they can be an engaging 'table host' during other workshops
- Gain skills that will be useful in their professional careers after the Tournament







### Workshop Overview

#### Facilitation Team:

 RNZ 2011 Training Team (Jamie Fitzgerald and Tane Landon-Lane)

## **People:** Who will attend workshops?

- All Team Leaders within Team 2011 (across all Functional Areas)
- RNZ 2011 staff via In The Zone (shortened session and content relating only to 'leadership' and 'managing people')

#### **Programme Audience:**

- Leaders put forward by FA Manager: Circa 950
- RNZ 2011 staff via In The Zone: Circa 100

#### Resources required:

- High-level design concept
- Detailed agenda of Leadership session (incl. in this document)
- Facilitator guide (incl. in this document)
- Team Leader booklet (should allow to be inserted into the back of their training manuals)
- · PowerPoint incl. content
- 'Locked' PowerPont (.PPS)
   that can be shared via email or
   available at role-specific
   training sessions (as part of a
   'wash-up')
- Pocket guide material –
   Reference Cards
- 'Speed-Training' structure
- Tools to help Leaders during role-specific workshops (being a 'table host')

### Resources to be made available for show:

- Structure and relationship between FAs
- High level agenda of role specific workshops
- Training manuals for Team 2011 roles
- Pocket guide examples
- RNZ 2011 background material

#### Streams of workshops:

- In The Zone
- Team 2011 Leadership Development

#### **Duration:**

In the Zone = 90 minutes All other = 3.5 - 4 hrs

#### Method of Delivery:

Face-to-face workshops:

- Wellington (RNZ 2011: In The Zone)
- All regions

## **Process:** How will we go about it?

- Face-to-face workshop
- High energy, practically focused
- Leverage existing experience and knowledge of leaders
- Experiential –
   emphasis on
   preparing for their
   role during
   Tournament







### High-level Agenda

1. Welcome

- Aims and objectives
- Overview of Team 2011
- •The role of Leaders in Team 2011

- · Volunteering vs. traditional employment
- · Volunteering in New Zealand
- Government and RNZ 2011 policy

2. Volunteering & leadership

- · Defining 'Team 2011 Leadership'
- · A day in the life of a Team 2011 Leader
- 3. Team 2011 When we work rostering system

Leadership

- · Demonstrating the briefing process
- Providing effective feedback
- Building momentum within Team 2011

4. Briefing & feedback

- Demonstrating the debrief process
- · Incident reporting
- · Our role during remaining training

5. De-briefing and reporting







### Purpose, Process and Payoff

#### Purpose:

- Define, understand and accept their role as a leader within Team 2011
- Learn and share skills and tips to complete their role, and support their team
- Understand the role-specific training process, and how they can be an engaging 'table host' during other training and workshops

#### **Process:**

- Agree what effective leadership looks like
- Understand the dynamics of leading volunteers
- Understand policies in place to protect volunteers during RWC 2011
- Learn and practice skills and activities leaders will be required to know and do
- Create a game-plan for what happens next

#### Payoff:

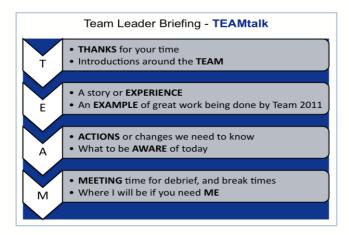
- Gained confidence about the role of Leaders during the training and the Tournament
- Prepared for using the tools during Tournament
- Gained skills from provided training, and time spent with other leaders, that will help us long after the Tournament is over!

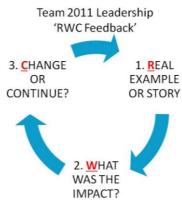






### **Key Models**







#### Color key:

Black – General content and structure of session. May include suggested phrases Red – Notes for facilitator. Important points to be made Green – Activity or Discussion

"Group discussion" – A conversation for the facilitator to lead, and involves the entire group. No output required by participants (facilitator leading discussion and capturing outputs on whiteboard or flipchart at front of room)

"Activity" – May include energisers, flipcharts or an emphasis on an output being created "Paired discussion" – People turn to the person sitting next to them for a brief chat. Likely contribution to the wider group afterwards, but unlikely to involve flip charts

"Table discussion" – Tables or small groups asked to talk about a specific theme, and may involve capturing the conversation on flipcharts





## Agenda

Time	Content	Resources
Prior to start	Welcome participants Check names of attendee list	Music playing PPT ready
Welcome 15 min	<ul> <li>Welcome.</li> <li>Agree workshop objectives</li> <li>Welcome, and thank you for your commitment and enthusiasm</li> <li>Acknowledge the scale and excitement that is building all the time</li> <li>Overview of quality of those in Team 2011 - over 6000 of us!</li> <li>Quality of those involved in Team Leader roles – 1000 of you</li> <li>Quick pulse check on who has completed online orientation <ul> <li>"What did you enjoy most?"</li> </ul> </li> <li>Explain that we have a mix of people here from across all the functions in the Tournament. We might also be at different stages of our role specific training. That's ok too!</li> </ul>	PPTs
	<ul> <li>Purpose – Why we are here [refer above]</li> <li>Process – How we will go about it [refer above] <ul> <li>Agenda</li> <li>How will we work? (Ground rules/house keeping)</li> </ul> </li> <li>Payoff – What we will have achieved by the end of the session [refer above]</li> <li>Who is here? Activity: Human Bingo</li> <li>Key insight: We are all bringing a wealth of knowledge, experience and skills to RWC 2011. This session is to leverage your knowledge, but for us to also learn about our role during the Tournament and the skills that our peers bring to the room.</li> <li>This workshop isn't about 'teaching you how to be a leader'!</li> <li>It's about helping you understand the dynamics of managing volunteers, so that you understand how to best direct your energy and experience as an already competent leader</li> </ul>	Human Bingo Cards  **** Human Bingo CARD**  **** Annual Control of Card Card Card Card Card Card Card Card
Who are we?	<ul> <li>Overview of RWC 2011</li> <li>IRB &amp; RWC - structure layout (<u>very</u> quick reminder after online orientation)</li> <li>Group discussion: What is the main function of each group?</li> <li>Finish with Team 2011 – the face of the Tournament!</li> </ul>	PPT (1 slide with Tournament structure)
3 mins	<ul> <li>Provide overview of Team 2011 demographics</li> <li>Quantity, spread around NZ, enthusiasm captured like no other event ever staged in New Zealand</li> <li>Share two-three quotes from those who were the first to accept</li> </ul>	





LUII		
	their role  Team Leaders within Team 2011 are a critical part of delivering	
	a great Tournament, and helping Team 2011 have a fantastic	
	experience	
	<ul> <li>Team Leaders here include both paid and non-paid Team 2011 members</li> </ul>	
	Table activity: 'Functional Area Fish' – card matching	
15 mins	Key insight – As leaders, it is important we know what is required of	FA card
	our own role, but to also understand how the team we lead will help	matching sheets
	deliver uniquely New Zealand experiences around the country. We are all critical to creating long lasting memories, so to know where people	
	have come from before reaching our FA, and where they're going, is	
	also important.	
Volunteers	Why people volunteer	
and 		
Leaders	Before we look into the mechanics of our role, let's step back and understand why we're here, and why our team members signed up for	
	RWC 2011!	
		Flimahanta and
	Table discussion: Why did we sign up, and say "yes" to being involved in RWC 2011?	Flipcharts and pens
	Capture points on flip chart	·
10 mins	Tables to each present a couple points back to the group	
	<ul> <li>Points will likely be things like: To be involved in a great event, to give something back, learn something new, community</li> </ul>	
	support, get to see some games!, etc	
	During group feedback, mention some of the following reasons if they	
	haven't already come up – these are based on research by Volunteer	
	NZ.	
	<ul><li>To 'give something back'</li><li>Passion</li></ul>	
	Community	Flip chart up
	To feel 'useful'	front, or
	Economic impact  Free times	whiteboard
	<ul><li>Free time</li><li>To be involved in a speacial event</li></ul>	
	Meet people	
	Crown discussion. OK as what are the reasons a sales at the	
5 mins	Group discussion – OK, so what are the reasons people go to work each day? – Facilitator to write these things on the white board or	
	flipchart (things like 'mortgage, money, personal development, etc).	





#### 10-15 mins

Group Discussion:

"How similar are the lists?"

Lead a group discussion. Ask if anyone has had experience in leading teams of volunteers.

Ask for their experiences and insights.

In larger groups, this may be better to do as a paired discussion first.

- "Given the points on these lists of motives, how does this make volunteers similar and different from staff in traditional organisations?"
- 2. "What do we need to consider as leaders, when managing volunteers?"

Insights: There may be some similarities (helping people understand their role, reach agreement across the team, motivate people, etc), but ENSURE that the group realises volunteers DON'T HAVE TO COME BACK TO WORK IF THEY DON'T WANT TO!

"Our role as leaders within Team 2011 may have some similarities to our day-to-day role as leaders, but there will certainly be some differences. Our opportunity today is to appreciate the strengths and knowledge we bring to Team 2011, but to also accept the uniqueness that leading a team of volunteers requires".

### Volunteers in NZ

5 mins

#### Volunteering in New Zealand

Ask the group if they've heard of Volunteer NZ

- Who they are
- What they do (research, education, training, etc)
- How Team 2011 can continue volunteering after the Tournament
- Keep this in mind if any of your team ask

#### Government policy in place to protect volunteers

What we need you to know

25 minutes

There are some things as Leaders that we need to be aware of. Re-create the session by Deb/Craig at Workforce workshop

Briefly introduce the five key pieces of legislation that we as Leaders need to be aware of:

- 1. Human Rights agree the 13 areas of discrimination
- 2. Privacy Act (1993) answer the three scenarios
- 3. RNZ 2011 Code of Conduct review key sections
- 4. Health and Safety Act (1992) create examples of three stages (isolate, minimise, eliminate)

Table activity: At your tables, read through the tasks and information

PPT

Handouts



PPT



that you've been given and prepare a 90 second presentation that will:

- 1. Answers the questions in your scenarios
- 2. Help the rest of the group understand the policies you've been given
- 3. [Note **all** table members must be included. Be as creative as you can!]

After each presentation, offer any further information as required.

Key insight at the end: There are a lot of mechanisms in place for us to stay safe and be protected, and allow us to help our teams provide great visitor experiences.

Remember, shouting the exact wording or definitions of an Act to somebody isn't always the best way to settle confusion, so more often than not, common sense is the best option.

Like most things, it's better to 'focus on the people, not the policy'.

Refer to your pocket guide if you need to, or simply ask one of the supervisors in your Functional Area if you need any support or further information.

Later in the session, we will talk about a way to provide effective feedback and what to do if any incidents occur.

#### Team 2011 Leadership

What we say we do, then do, has a big impact!

Group discussion: What is the impact of a Spectator Services person responding to a question about transport or directions in the city with a comment like, "Dunno. That's not my area!"?

Insight: The challenge is not necessarily in the systems and competencies we train our people in, but HOW they complete their roles and interact with visitors!

#### 5 mins

Review Jeff Bezos quote – "Our brand is our reputation. It's what others say about us when we're out of the room" "Do we agree?"

Group discussion: "What do we want the reputation of Team 2011 to be?"

So how will we get there? Let's briefly review the CARE model you were introduced to during orientation. What did each letter stand for?

"It's great to know these words, but often, how we interpret them can





be different. It's important that we understand how they relate to our role as leaders, and to know what 'CARE Leadership' looks like in action!"

Flipchart paper on wall

Felt pens for each pair

**PPT** 

Paired Activity: Graffiti Wall

15 mins

In pairs, walk around the room to each of the posters with one of the four 'C.A.R.E.' words on them. **Talk about each word, and add words, pictures, song lyrics or phrases that describe what it looks like in action – FROM A LEADERSHIP POINT OF VIEW.**Move around the room till you've added to each poster.

Things should include things like: Provide support, motivate, understand how to escalate problems, briefings, providing feedback, reward and recognition, where to go for help etc.

Debrief the activity by getting the group to stand around the sheets, and discuss the specific phrases: "What did you mean by that? So what does that actually look like in action?" etc.

Insight: The rest of this session is aimed at providing us the knowledge and skills to deliver all these things!

### Day in the life...

### A day in the

life of a leader

Provide an outline of a typical day in the life of a Team Leader. Each function will have its own specific steps, depending on roles and venues, but these steps are fairy typical for every Team Leader.

Each of you will be provided details about the specifics of your Functional Area role.

Listed below are some nonspecific responsibilities all Team Leaders and Managers will perform in their roles:

- 5 min
- Arrive at either your work venue, or your Workforce Centre for check-in (as per rostering), and check for any recent updates or information (Note: You will be given more information about the check in process at your role-specific training).
- 2. At the Workforce Centre, receive a list of your allocated team.
- 3. Lead your team briefing before start of the shift ("TEAMtalk" framework).
- 4. Complete your shift, and ensure your team are watered, fed, complete their role, and are motivated.
- 5. Lead your team debrief ("THANKS" framework).
- 6. Escalate incidents and great visitor service stories

We will go through each of these things in more detail, but first, let's quickly take a look at how we are informed of our shifts – the rostering system.





When we work	<ol> <li>Rostering system</li> <li>Everyone will have access to the rostering system that puts us all into shifts. Every Team 2011 member will be sent login details to the system, and will be able to see when they are scheduled to work.</li> <li>It's an enormous task scheduling thousands of people who are in multiple regions and FAs. As leaders, the more we can encourage our people to stick to their shifts, the smoother the Tournament will be.</li> <li>We will have the ability to send out either/both email/SMS reminders to people during the Tournament.</li> <li>[Content for this session TBC – waiting on information re: Team Leader involvement from Nanine]</li> <li>Important messages to remember:         <ol> <li>Data quality is critical. Please check that your details are correct in the volunteer portal or at the front desk when you leave this session.</li> <li>As Team Leaders, we will be rostered just like everybody else, so may end up with a slightly different team during each of our shifts.</li> <li>Provide Q &amp; A sheets to Leaders about the rostering system – these will be available online</li> </ol> </li> </ol>	Screen shots of rostering and txts  Refer to Q & A sheet
	Introduce call back song – The Feelers, Right Here Right Now (2.58)	
15 min	Break	
Energiser 5 min	Activity: Moving hands game Insight: Our roles may appear to be very complex, but more often than not, if we establish strong relationships with people, the tasks and challenges can often become a lot easier.	
Team 2011 skill development	The rest of our session focuses on the skills and knowledge that will help us lead our teams and build a great culture within Team 2011.  Now it's time to focus on the skills: Here are three things that you will need during your shift, and could even be useful to your day-to-day job!	





	We will go through them very quickly, then split up and practice them.	
5 mins	1. Checking in and briefing our team - TEAMtalk	PPT slide per model
,	Briefly run through the tools, offering an example at a couple of the stages of the briefing process. Here are some things to remember when introducing these tools:  • Start by asking the group – what makes a good meeting? Or, think of a time when a manager of yours delivered great meetings – what happened?	illoud.
_	<ul> <li>Always relate back to the motives of volunteers, and CARE attributes of leaders</li> </ul>	
5 mins	<ol><li>Keeping an engaged workforce – providing feedback</li></ol>	
	Group discussion: How important is giving effective feedback in the workplace?	
	How do managers normally feel about giving feedback? Likely answers will be "Yuk!!".	
	Ironically, research suggests that feedback is one of the things staff wish they got more of!	
	Discuss the tools, but make an emphasis on the tools being useful for BOTH positive AND constructive feedback!	
5 mins	3. De-briefing the Team at the end of the shift - THANKS	
	Run through the tools, and be sure to start out by asking, "What do you say to people when they've given you something for nothing?"	
	THANKS! This is the backbone of our leadership role. This is why we've made it the acronym for our debrief of every shift.	
	Go through the steps using a couple examples from different FAs.	
Walking the talk	Putting it into action	
	Split into groups of 3-4, and choose one of the three areas to focus on: 1. TEAMtalk meeting	PPT slide with
	RWC feedback model	instructions
	3. THANKS meeting	
30 mins	Instructions:	
	With your group, move to a spare space in the room	Scenario hand
	Briefly discuss the tool and how it may be similar to management	outs for each
	<ul> <li>processes you've used in previous roles</li> <li>Decide on a possible scenario/environment during the Tournament</li> </ul>	group
	Deside on a possible scenario/environiment during the Todinament	





### • Where you are (e.g. in a stadium or at a fleet center) • Be creative. Have some fun with it! • Decide in your group who will play each role (Leader, team members, observer) and practice the tool · Rotate roles a couple of times • Before time is up, discuss tricks to delivering the tool well Come back ready to present your findings to the group – show off your skills! Group debrief: Depending on time, have groups from each skill present an example, and share their tips to deliver it well. Link the tools to the hand-outs and reference cards in their pocket 20 mins guides. Review Top Team Player forms and how to nominate Team 2011 members for providing great customer service. **Incident Management Difficult** situations

Brainstorm types of incidents that Team Leaders may face.

#### 15 mins

Agree steps to manage incidents – what they're responsible for and what they're not. Review incident form from HR. There will be copies of this at each Workforce Centre. You will also have a copy of valuable information your pocket guide.

#### Managing complaints

Ask the group how they would respond to being given a gift (likely answer - "Thanks!").

Ask how you respond to a complaint (or even better, role play it!). Likely answer will be "Sorry").

Go through steps for service recovery:

- 1. Thanks for your feedback
- 2. Why you're thanking them "We need your feedback to ensure we're doing the best we can
- 3. What you're going to do to fix the issue including the process/system if applicable
- 4. Where applicable, tell them when you've fixed it

### **Our first** role as Leaders

#### **Role Specific Training**

The rest of our training between now and the Tournament will vary, as our training schedules will be different

- Role specific
- Venue specific
- Combined (Captain's Run)



**Handouts** 



#### 10 mins

Let's consider how we can be Leaders of Team 2011 from right now.

Table discussion: Based on our list of what our leadership roles look like in action (grafitti posters activity), what could we do to start walking the talk between now and the Tournament?

Handout for 'Being a great table host'

Post it notes

Things should come out like: Find out things about my region, prepare for being a great host at my training sessions, be a table host at training, think of ways to keep my team motivated on a rainy day, contribute more onto the facebook page, etc

During the debrief, when the points come up about their role at other training, give them the hand out, 'Being an effective table host'.

#### Wrap up

#### **Review & close**

#### Final comments

Feedback about this session

- Sharing their excitement and what they're looking forward to on the Team 2011 facebook page
- Keep your notes from today in a safe place. They can go into your role specific training manual that you receive soon.

### 10 mins

- Q & A
- Mention anonymous online feedback forms we will send out
- Post-it note speed date each person writes one thing that stood out, they learnt, or they enjoyed about the session. When instructed, everyone gets out of their chair and mingles with others. They share their post it note, then swap with the person, then go and find someone else – sharing their NEW insight from their last interaction. Each interaction shouldn't take longer than 30-40 seconds
- Keep the group going for 2-3 minutes
- Thank everyone for their time!

#### Close

Music to play as soon as it's over

