



Chapter Five: Leading Your Team

What's It All About?

This chapter begins the focus on the second Leadership Part: Leading the Team. We are shifting our thinking from the leader to the team. An Icebreaker will be used to begin the day and have participants practice recognizing emotions. Knowing the team, coaching the team, trusting the team and managing conflict within the team will be explored for what they look like as a leader on a shift.

What Should Learners Get Out Of It?

At the end of this chapter, participants will be:

- Prepared to lead a team on a shift.
- Aware and empowered by knowing their emotions and behavioral style.
- A coach who motivates their team to be the best that they can be.
- Willing to trust their team and delegate tasks in order to stay focused on their priority.
- Able to manage conflict in order to bring about a positive outcome.

Why Spend Time Here?

This chapter is now taking what the participants have learned about themselves and starting to use that information to effectively lead their team. Key skills were identified as important for a shift manager when leading their team. The knowledge and skills learned around emotional intelligence and behavioral styles are used in conjunction with the participants learning to coach their team, trust their team and manage conflict within their team.

Materials

- ☐ Chapter 5 – Leading the Team Presentation
- ☐ Sticky Notes
- ☐ Team Profile Cards (One Set per table)
- ☐ Coaching Scenarios (One Set per table)
- ☐ Trust Your Team Activity Sheets (One Set per table)

Preparation

- ☐ Flip Chart: Observe and Listen
- ☐ Flip Chart: Praise and Motivate
- ☐ Flip Chart: Direct and Redirect

Timeline

Topic	Time
New Tables and Introductions	10 mins
You Are the Leader of The Team Introduction	8 mins
ACTIVITY: Know the Team and Their Behavioral Styles	32 mins
Break	15 mins
Introduction to Coaching	15 mins



ACTIVITY: The Coaches Areas of Responsibility	30 min
ACTIVITY: Trust the Team	23 mins
ACTIVITY: Manage Conflict within The Team	20 mins
Lead the Team Wrap Up	2 mins
Reflection	3 mins
Webisode	2 min
Lunch	1 hour
Total Time	220 mins

**Time: 10 minutes****NEW TABLES AND INTRODUCTIONS**

SAY: Before we begin our next chapter, let's mix things up a bit. We want to make sure you get a chance to meet as many people in the class as possible in these two days. So, we are going to count off (count off by the number of tables in the room) and based on the number you say you will move to a new table and meet a new team for the day.

DO: Count participants off by the number of tables you have in the room. Assign each table a number and then have the participants move.

SAY: Now we want to give you a little time to meet one another. Take the next 6 minutes to introduce yourselves to the others at the table. Share your story from day one and then share one feeling you are having about going back to the restaurant and using what you are learning here in class.

DO: Set a timer for six minutes and rotate throughout the room. Bring everyone back together after the six minutes.

Time: 8 minutes

Chapter Five –
Leading Your Team
Make it Real!



You Are The Leader of The Team



Know Your Team
Coach Your Team
Trust Your Team
Manage Conflict w/

YOU ARE THE LEADER OF THE TEAM

SAY: We have now spent a good deal of time focusing on you and your transition into a role of leadership. We talked yesterday and this morning about the importance of you knowing your emotions and your behavioral style in order to be an effective leader. Today, it is time to start using what you know about yourself as we move on to the next Leadership Piece: Leading Your Team. **[CLICK]**

ASK: What is a team?

DO: Take responses. Need to get to the idea that it is a group of people working together to achieve a common goal.

ASK: So, if a team is a group of people working together to achieve a common goal. What is the leader's role on a team? (Refer to class definition of a leader as it applies to the discussion.)

DO: Take as many responses as the group gives and write them on a flip chart.

SAY: These things are all important. In order for you to have a successful team following your lead, you will do all of this. **[CLICK]** In this chapter, we are going to talk about what this looks like for you as a shift leader.

DO: Point to each of these as they may have come up in the discussion and on the flip chart.

SAY: First, you must get to know your team. It is then your work as a leader to coach your team to improve their ability to achieve the goal, to trust the team to do the work that will get you to the goal and to manage conflict within your team to ensure they continue working together. We are going to spend time looking at each of these elements in this chapter.

Transition: It all starts with knowing your team.

Time: 15 minute

Meet the Crew

**KNOW THE TEAM - INTRODUCTIONS:**

SAY: Since we do not have your real live team here with us, we are going to introduce you to a fictional crew team. We will then do activities using these crew as the team we are leading in our restaurant here in class. In your Learning Journal pages 16 and 17 are available to make notes. Ready to meet your crew? **[CLICK]**

DO: Give each table a set of Team Profile Cards.



SAY: Each person at your table should take one card and read the card to the group to introduce the team member to the table. Go around the table until all team members have been introduced. As you are meeting each team member, think about your team back in your restaurant and how each of these people might remind you of someone you work with on a day to day basis. After you have met the team, we are going to do an activity to help us get to know them even better. You will have 10 minutes to meet the team.

DO: Set timer for 10 minutes and give the group time to go through the profiles. Bring everyone back together when time is complete.

SAY: Let's get to know each of these team members even better. Let's learn their behavioral style.

Total Time: 17 minutes



KNOW THE TEAM: BEHAVIORAL STYLES ACTIVITY

EXPLAIN:

SAY: For this activity, you will need to get into groups with the people from each table who have the same Team Profile Card. There are six profiles, so we should have six teams. Let's get into our groups now.

DO: Assign one profile to each table and have them go to the table with their profile assigned. Should take no more than 1 minute to transition.

SAY: Yesterday we discovered our own behavior styles, learned about other styles and practiced interacting with people with different styles than our own. Today we are going to practice recognizing and working with our team based on their behavioral styles. Here's how this is going to work.

DO: [CLICK] Show slide with activity instructions.

SAY: Based on what you know about your team member from their profile card, your group will have five minutes to agree on which behavioral style you believe is your team member's preferred style. Because you do not know them, you may not all agree. As we talked about it before, we all have varying degrees of every style. However, your group needs to decide on ONE preferred style for your team member. Then you will present the team member, their style and the reason you chose that style to the class. You can write your crew member's style in your Learning Journal.

CONDUCT:

DO: Set timer for five minutes and give time to choose a style for their team member and prepare to present to the class. After five minutes bring the group back together.

SAY: As each group presents their team member's behavioral style, make note of each team member's style in your Learning Journal.

DO: Give each group one to two minutes to present their team member, the style they chose and the reason they chose it. The following are the intended styles for each of the team members:

- Kayla – Promoting
- Armon – Promoting
- George – Analyzing
- RJ – Analyzing
- Anna – Controlling
- Gema – Supporting

However, there is not a right or wrong answer as long as each group is able to back up their choice with a valid reason. The important thing is to have the conversation around what other styles might have been chosen if they do choose something different than the one listed



to ensure they understand the styles clearly. This is about understanding the styles and recognizing the traits of the styles, not getting an answer right or wrong. This should come out in the debrief as well.

DEBRIEF:

ASK: What challenges did you face in identifying your team member's behavioral style? How will doing this activity help you as you go back to the restaurant?

SAY: (If not already said through the discussion.) This is important because when you get back to the restaurant you may not have the opportunity to ask all of your crew to take an assessment on their behavioral style. You will need to be able to identify certain traits or tendencies which can help you identify what style they fall into which can then help you better communicate with them.

Transition: Now that we have started to get to know each of the individuals on our team, it's time to start bringing them together to reach your targets and goals.

15 minutes

Break

We will talk more about this after we take a 15 minute break. Calibrate with clock in the room and set a time for everyone to be back and ready to get going.

Total Time: 15 minutes



INTRODUCTION TO COACHING

SAY: Welcome back from break.

ASK: Think of your favorite sports team. Who is the person who brings the team together and helps them to win as a team? *Answer: The Coach*

SAY: One of the roles of a leader is to be the coach of the team. Let's think about what a coach does for the team during the game. As a shift leader, this is when you coach, when the action is happening and the game is on. You are the play action coach, standing on the sidelines. So, what should you be doing? **[CLICK]**

EXPLAIN

SAY: Let's do a quick activity. For the next two minutes, in your table teams, think again about your favorite sports team. Assign a scribe in your group to write as many things as the group can throw out that a coach does for the team during the game. Use a sticky note for each thing mentioned. **[CLICK]**

CONDUCT

DO: Give two minutes and then bring the group back together. While they are working, you should create three areas to collect sticky notes with each of the titles: *Observe and Listen*, *Praise and Motivate*, and *Direct and Redirect*. These can be created beforehand as well.

SAY: We can take all of these things you listed and categorize them into three areas of responsibility for a coach: **[CLICK]** Observe and Listen, **[CLICK]** Praise and Motivate, and **[CLICK]** Direct and Redirect.

DO: Describe each of the areas of responsibility. Do not go into why they are important here, only what they are.

- *Observe and Listen:* The coach needs to step back from the action and watch and listen to what is happening to see the big picture and notice the details which might be missed if they were in the action. They must take the time to ask question and listen in order to hear their crew before they move forward with any next action whether this is the first time they are seeing something or it is following up from directing or redirecting. **[CLICK]**



- **Praise and Motivate:** The coach needs to speak to the positive things they see. They must be clear with their expectations and tell their team and the individuals on the team when they are doing it right! They must know what excites the team and use those things to get them to be even better. **[CLICK]**
- **Direct and Redirect:** The coach needs to help the team to do things the best way. When someone is new or new to a position the coach needs to give them direction and help them to know what to do and why it should be done that way. When someone is doing something incorrectly they need to redirect them, show them the right way and make sure they understand why it should be done that way. (Can add localized coaching model here where applicable.) **[CLICK]**

SAY: As a group, you will have 3 minutes, to take your sticky notes and divide them into these three categories. If you have one that you do not feel falls into one of these keep it to the side. Once you have them divided, bring them up and stick them to the chart with the appropriate title.

DO: Give 3 minutes to divide and bring up to charts.

ASK: Does anyone have something on a sticky note they do not feel falls into one of these areas of responsibility?

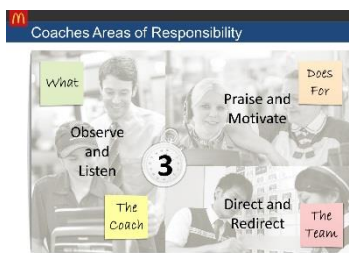
DO: If yes, have them read it to the class and discuss where it might fall in one of the three.

DEBRIEF

ASK: How do these responsibilities apply to you as a shift leader and coach to your crew? Cover each of the three areas of responsibility and review some of the sticky notes written by the students.

SAY: Let's practice these skills and think about how being emotionally aware can impact how you do each one.

Time: 30 minutes



THE COACHES AREAS OF RESPONSIBILITY

EXPLAIN

SAY: We are going to do an activity to allow you to think through each of these responsibilities in more detail and why they are important for you as a coach to your team back in the restaurant. To do this we are going to need to get into teams of four or five.

DO: Break the participants into groups of four or five. You can count off by five or six, depending on the number of participants. Give time to get into groups and find a place to do the activity standing up when possible. **[CLICK]**

SAY: You will each have a chance to act as the coach/leader of your team in this activity. Right now, we need one person from each group to volunteer to go first.

DO: Ensure each group has someone chosen to be the coach/leader for the first round.

SAY: Each of the people in the group *EXCEPT* for the coach/leader needs to draw one of the coaching scenario cards from the middle of the table and take a moment to read it.

DO: Give one minute for them to read their card.

SAY: In the restaurant it is loud and there are a lot of things going on at once. So, we want to try and create that feel in this activity. To do so, each person who is not the coach/leader is going to begin reading their card out loud at the same time and you can act out the scenario as best you can as an individual. If you get to the end, simply read the card again and continue doing so until the coach/leader begins addressing one of the scenarios.



Coach/leaders, you will have two minutes to choose and address **one** of the scenarios being read using one of the coaching responsibilities. So, as the leader you will need to observe and listen, praise and motivate, and/or direct and redirect one of the scenarios from your group.

After you react, you will have one minute to get feedback from the person you interacted with based on their style and how what you did worked for them.

ASK: What questions do you have?

CONDUCT

DO: Have everyone begin reading at the same time and tell coach/leaders to begin choosing a scenario to react to and do so within the next two minutes. Set a timer for the two minutes. Stop the groups and all reading after two minutes and direct them to take one minute to give feedback to the coach/leader.

SAY: If your scenario is chosen you are now going to become the leader for the next round. If you were just the coach/leader you will pull a scenario card to act out for the next round. Same as the first round, but with a different coach/leader.

DO: Have everyone begin reading at the same time and tell coach/leaders to begin choosing a scenario to react to and do so within the next three minutes. Set a timer for the three minutes. Stop the groups and all reading after three minutes and direct them to take one minute to give feedback to the coach/leader.

****Complete four rounds of the activity.**

DEBRIEF

ASK: When you were the leader, how did you choose which scenario to address?

DO: Facilitate a group discussion and ensure that they talk about observing and listening. They will also talk about prioritizing, but this is **NOT** the main focus. However, it is a good point to speak to if it arises in the discussion.

ASK: As the coach in this game, what types of things did you do to direct or redirect your team?

DO: Facilitate a group discussion about directing and redirecting as a coach.

ASK: Did anyone choose to praise and motivate during this activity? *The answer more than likely will be no.* Why do you think that is the case?

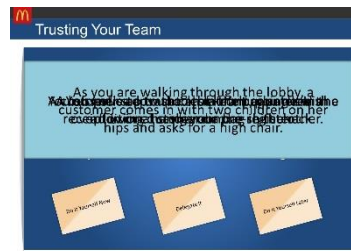
DO: Facilitate a group discussion around the idea that praising and motivating will not rise to the first priority when there are so many things happening in the restaurant. However, praising and motivating is **SO** important to a successful shift. They must make sure to make time for this even when it is not at the top of the priority list.

ASK: How did completing this activity help you understand the responsibilities of you as a coach?

DO: Facilitate a group discussion around the coaching responsibilities and how keeping the behavioral styles of their teams in mind will help them be more successful.

ASK: How can this help you as you go back to the restaurant to lead your teams?

DO: Facilitate a discussion around what they would like to do differently as they go back to the restaurant.

**Time: 23 minutes**

Transition: When we know our team and are effectively coaching them, this should allow us to trust our team to do their work and achieve the team goal.

TRUST THE TEAM

ASK: By raising your hands, who thinks it is important that you trust your team?

ASK: (Person with hand raised) Why do you think it is important that you trust the team?

DO: Allow others to answer who may have thoughts.

ASK: What are some of the benefits of trusting your team? *Discuss responses.*

SAY: When you move from being an individual contributor where you were only responsible for your own results and you knew you were able to deliver, life was much simpler. Now that you are a leader, you must achieve results through others. This means first coaching them to make sure they know what is expected and know how to do it. Then you must learn to step back and trust them to do it. You are no longer the doer, you are now the coach and leader, you have to be able to focus on doing these things (refer to the areas of responsibility).

ASK: So, if you need to focus on coaching the team, what do you do with all the tasks that still need to get done? **[CLICK]** Answer: *Delegate.* What is delegation? *Take a few answers.*

DO: Reveal definition on the slide and read: *Delegation is giving others responsibilities in order to focus on priorities and achieve a team goal.*

EXPLAIN:

SAY: Too many people think delegation is a way for a leader to get out of doing work. Unfortunately, some leaders might use it that way as well. When delegation is used appropriately and effectively, it is a way to show trust in your team! We learned about what your focus should be with coaching, so let's practice identifying when you should do something yourself or delegate it to someone else.

DO: Hand out a set of *Trusting Your Team Activity Sheets* to each table.

SAY: On your table, there are three pieces of paper with the following labels: Do It Yourself Now, Do It Yourself Later, and Delegate It. I am going to reveal a task/scenario on the slide and your team will have one minute to decide which of these you would like to do with it. Will you do it yourself now, do it yourself later, or delegate it to someone on your team? After one minute, you team must hold up their response and we will discuss.

ASK: What questions do you have before we begin?

CONDUCT:

DO: [CLICK] Reveal the first task/scenario on the slide and give one minute to reveal their response. After each one, discuss why they chose as they did. If there are differences among the groups, try and find a common ground based on what they know about their priorities and trusting the team.

DEBRIEF:

ASK: What did you find difficult about choosing what to do with these tasks/scenarios? *Discuss.*

ASK: What do you think would happen if you began delegating more when you go back to the restaurant? *Discuss*



ASK: What specific tasks do you know you need to delegate more when you get back to the restaurant?

SAY: Take a moment and write those in your Reflection area on pgs. 28 and 29 in your Learning Journal under things you need to leave behind and/or things you want to begin doing when you go back.

SAY: Leading the team is tough. It means knowing your team, coaching them to be the best and trusting them to follow through. It also means, because you are dealing with people, that you are going to have to manage some conflict.

Time: 20 minutes



MANAGE CONFLICT WITHIN THE TEAM

SAY: Conflict is inevitable when you are working with people. As the leader of a team, you must be prepared to step up and manage it in order to keep your team moving toward their goal. Conflict, when it is not managed can quickly derail a team and any motivation they may have. However, when conflict is managed, it can result in a positive outcome and no disruption at all. Let's take a closer look at conflict.

ASK: What is conflict?

DO: Take a few responses and discuss.

SAY: **[CLICK]** When you boil it all down, conflict is all about emotion. Remember that we need to recognize, understand, and manage emotions. These are the steps for conflict management as well.

ASK: What are some of the conflict situations which you deal with regularly as the leader of a shift? *NOTE:* These could include those of the team or the customer.

DO: Write down the situations they give you on a flip chart. Try and get a good list of at least 6-10.

SAY: As a leader, no matter who the conflict involves, you, your crew, or a customer, how it is managed will impact your shift and the success of your team in reaching their goal. Let's practice managing conflict with these common scenarios you all gave.

DO: Split the class into the same number of scenarios you have listed. For instance, if there are 6 scenarios, have the class count off by sixes, regroup and then assign each group a specific scenario from the list.

SAY: Within your groups you are now going to practice the skills of **[CLICK]** recognizing, understanding and managing the emotions happening in the conflict situation. You will use page 19 in your Learning Journal to write down your thoughts. First, recognize the emotions. Write down what you think the people in the scenario are feeling. What emotions are causing the conflict? Then ask the question, what is causing these emotions? Is it a misunderstanding? Is it that their expectations were not met? What is making them feel the way they are feeling? Finally, now that you understand what is causing them, how can you manage the emotions in order to bring about a positive outcome? You will have five minutes to complete the three questions and role play the scenario in your group. **[CLICK]**

ASK: What questions do you have?

DO: Give five minutes and rotate around the room to make sure all instructions were understood and the groups are able to complete the activity.

**DEBRIEF**

ASK: What did it feel like to approach these conflict situations by thinking about the emotions involved and managing them? *Conduct a group discussion.*

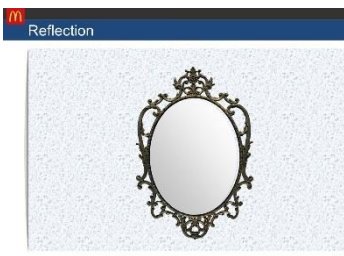
ASK: How do you feel this will help you in managing conflict when you are back in the restaurant? *Conduct a group discussion.*

Time: 2 minutes**LEAD THE TEAM WRAP UP**

SAY: Leading your team through knowing them, coaching them, trusting them and managing conflict allows you to focus on the important things: the customer experience, the employee experience, and business growth. Sound familiar? It's the areas of focus!

And it all connects back to knowing you! Being able to recognize, understand and manage emotions. Knowing your behavioral style and those of others and adjusting as needed to have positive interactions.

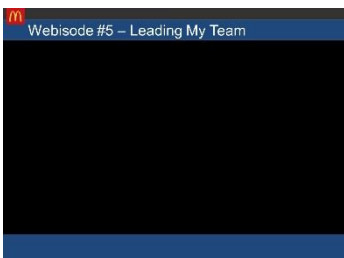
[CLICK] to advance slide.

Time: 3 minutes**REFLECTION**

SAY: Leading the Team is one of the new skills you will be gaining as you step into your new leadership role within your restaurant. That being said, we want to take a few minutes now to give you some time to reflect on everything we have done in this chapter and to write down, based on what you have learned here, what you will bring with you to help with these skills, what you will need to leave behind, and what new things do you need to acquire to improve at this skill?

DO: *Give three minutes to reflect and write down their thoughts in their learning journals.*

[CLICK] to advance slide.

Time: 2 minutes**WEBISODE #5: MY TEAM**

Hey Again! The shift today was a crazy one. One person called off and two of my crew had some sort of confrontation based on something that happened after work last night. It seemed like there was a lot of tension on the floor. Its times like this I kinda wish I was back on crew and just had to be concerned with my own work and not everyone else's. Trying to take the lead of a shift and control so many things all at once is tough!

I didn't sleep well last night so I wasn't in the best mood when I got in this morning. I did my best to put on a smile when I got here. Between the shortage of staff and the arguing crew members, it was really hard to stay positive. But if I didn't, I knew I would add to the chaos of the shift.

I've also noticed that I have a few crew on this shift with the controlling behavioral style and being new in my leadership role, they find it hard to let me lead. So, I have been trying to do things to get them to want to listen to me more. It's hard work, but I do enjoy seeing them do a good job and that makes me feel like I might be doing something right. Overall, I see progress almost every day. It's a great feeling when I see them, at least most of them, working together to hit our goal. It almost makes the hard stuff disappear. Almost.

SAY: Working with a team can be tough, sounds like Billie understands that but is also enjoying the challenge. Hopefully you will find this to be a challenge you enjoy as well!