



**FREEDOM ENGLISH ACADEMY**  
**COACHING FOR PROFESSIONAL JOBS**

# STM 25

## Orientation of BMs and DBMs - Part 2

**Duration: 2 Days**

v13.7.19.

**Objectives:**

- Participants will learn to create effective action plans for their team members.
- Participants will learn to run and document effective PLCs.
- Participants will begin to understand the importance of flow of communication, taking ownership, counselling and mentoring.

**Ideal batch size: 16 to 20**

# STM 25 - Orientation of BMs and DBMs - Part 2

## Day 1

Time	Objectives	Activity
9:00AM – 11:00AM	Reflection and Introduction	<p><b>Reflection</b> Start the day by welcoming the participants to the 2<sup>nd</sup> part of the workshop.</p> <p>Ask them to share what challenges they faced when they tried to implement their action plans; what worked well and what didn't. List feedback on the whiteboard. Address the challenges using other participants and members from Operations.</p> <p>Set the objectives of the workshop and tell them that the workshop is designed to help them tackle challenges in their new roles.</p> <p>PPT: Action Plan and Recent Developments in processes/curriculum</p>
11:00AM – 11:15AM	<b>TEA</b>	
11:15AM – 1:00PM	Flow of communication	<p><b>Activity:</b> Information running up and down a pyramid</p> <p>Make 4 teams:</p> <p>Team A: 2 participants Team B: 4 participants Team C: 6 participants Team D: 8 participants</p> <p><i>You can change the numbers depending on the group size; just make sure you maintain the ratio.</i></p> <p>To begin, ask Team C and D to step outside the room. Provide Team A Message #1 given in the Appendix, and ask them to pass it on to Team B without reading it directly from the slip. They can use other words to describe what is written.</p>

		<p>Invite Team C and request Team B to pass on the message to Team C. (Team A observes).</p> <p>At last, invite Team D and ask Team C to pass the message to them. Other teams observe.</p> <p>Note the following:          Who took ownership over the process?          How was it translated into words?          How much time did it take?          What were the challenges faced?          How accurately was the message passed?</p> <p>Debrief: Draw an organizational pyramid on the whiteboard and discuss how information flows downwards.</p> <p>Repeat the activity with Message #2. This time start with Teams C and D in the room.</p> <p>Debrief: How information flows upwards.</p>
<p>1:00PM – 1:45PM</p>	<p><b>LUNCH</b></p>	
<p>1:45PM – 4:00PM</p>	<p>Supporting team members to create effective action plans</p>	<p>Discuss how it all boils down to the quality of communication.</p> <p>Discuss from the richest to the leanest channels of communication. Refer to the link in the Appendix.</p> <p>Help the group understand that they are in the best spot to support and mentor their team members.</p> <p>Reflect on the following activities done in the previous workshop:</p> <ul style="list-style-type: none"> <li>• Intrinsic survey</li> <li>• SWOT analysis</li> <li>• Action plan to apply and develop core &amp; soft skills</li> </ul> <p>Ideate how one can support team members in creating effective action plans based on their MER.</p> <p>Revise SMART approach.</p>

4:00PM – 4:15PM	<b>TEA</b>	
4:15PM – 6:00PM	Counselling and Mentoring team members	<p>Form 4-5 teams. Participants play roles of mentor and mentee. Mentees have to prepare an action plan based on their MERs and mentors have to help them.</p> <p>Form a fishbowl arrangement and let other groups observe how the conversation unfolds. After each role play discuss how the interaction can be bettered.</p> <p>Discuss how some of the concepts discussed in the previous workshop—like Active Listening and Building Rapport—play an important part in mentoring.</p> <p>Discuss how to counsel team members if they don't cooperate or refuse to bond over work.</p>

# STM 25 - Orientation of BMs and DBMs - Part 2

## Day 2

9:00AM – 11:00AM	<i>Taking ownership and developing awareness</i>	<p>Start the day by recapping what was done the previous day and then share the video.</p> <p>Story of Michelle  <a href="https://www.youtube.com/watch?v=nYswhm8G_wY">https://www.youtube.com/watch?v=nYswhm8G_wY</a></p> <p>Discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. How is Michelle’s life at work?</li> <li>2. What challenges is she facing?</li> <li>3. Can you relate to her? How?</li> <li>4. If you were her, what would have been your response?</li> </ol> <p>Guide the conversations towards how we can display ownership.</p> <p>Include the following points in the discussion:</p> <ul style="list-style-type: none"> <li>• Understanding the organizational objectives</li> <li>• Embracing your role</li> <li>• Being accountable</li> <li>• Standing for something</li> <li>• Viewing problems as opportunities</li> </ul> <p>Developing awareness  Importance of reading, understanding and responding to emails and other communications</p> <p><b>Conclude the discussion by showing them the video below.</b></p> <p>Are you taking 100% responsibility?  <a href="https://www.youtube.com/watch?v=m3JNfEZAM-w">https://www.youtube.com/watch?v=m3JNfEZAM-w</a></p>
11:00AM – 11:15AM	<b>TEA</b>	
11:15AM – 1:00PM	Student engagement	<p>Form groups and ask them to discuss the strategies to engage students in the class.</p> <p><b>Make sure the following points are covered:</b></p> <ul style="list-style-type: none"> <li>• Making students think critically</li> <li>• Monitoring weak students</li> </ul>

		<ul style="list-style-type: none"> <li>• Providing specific/personalized feedback</li> <li>• Harboring a learning environment</li> <li>• Peer learning – Mentor/mentee</li> </ul> <p><b>Discuss the operational aspects as well:</b> Plan for summer vacation – TFs, substitutions, volunteers</p>
1:00PM – 1:45PM	<b>LUNCH</b>	
1:45PM – 4:00PM	Running and documenting effective PLCs	<p>Divide the class into 4 groups. Give each group a topic for role play. They have to present these topics as they would in an actual PLC.</p> <p>PLC topics:</p> <ol style="list-style-type: none"> <li>1. Discussion on MER scores</li> <li>2. An important email from another department</li> <li>3. Keeping sessions operational during summer vacation</li> <li>4. Delegation – shared responsibility</li> </ol> <p>Close the session by highlighting the attributes of an effective PLC meeting and document.</p> <p>Share the PLC rubric.</p>
4:00PM – 4:15PM	<b>TEA</b>	
4:15PM – 6:00PM	Closure and planning ahead	Participants reflect on the learnings and make action plans for themselves.

## Appendix

Types of communication channels:

<https://courses.lumenlearning.com/wmopen-introbusiness/chapter/communication-channels-flows-networks/>