



FREEDOM ENGLISH ACADEMY
COACHING FOR PROFESSIONAL JOBS

STM 24

Orientation of BMs and DBMs - Part 1

Duration: 2 Days

v13.7.19.

Objectives:

- Participants will develop an awareness of their roles and responsibilities as BMs/DBMs.
- Participants will develop an understanding of skills (hard and soft) required to function in their new profiles.
- Participants will ideate how they can develop their people using the resources available at the branches.
- Participants will prepare an action plan on how they are going to develop the skills required in the new profiles.

Ideal batch size: 16 to 20

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Day 1

Time	Objectives	Activity
9:00AM – 11:00AM	Introduction Ideate what a model branch looks like	<p>Icebreaker: Avatars Start the day by asking the participants what avatar they would choose to represent themselves and why. What would be the motto of the avatar? What would be his/her strengths and weaknesses? What weapons or gadgets would he/she use? What would be the arena? Let them draw the avatar, if it helps.</p> <p><i>(This is an indirect SWOT analysis. The trainer must keep this information in mind as it will come handy at a later stage in the workshop.)</i></p> <p>Transition: Share how you have various avatars in your professional life. Relate how you have gained skills at various stages of growth and subsequently used them. Help them realize how they are also growing as leaders at their branches and how their growth will result in the growth of the branches. Steer the conversation towards a model branch.</p> <p>Model Branch: Divide them into 4-5 groups. Allow them 15-20 minutes to ideate what a model branch looks like.</p> <p>Ask them to discuss: What are the various components of a model branch? How do they come together to make a branch a model branch?</p> <p>Go around in the room and help groups that struggle to ideate.</p> <p>Provide charts and allow them 10-15 minutes to consolidate their ideas.</p>
11:00AM – 11:15AM		TEA

11:15AM – 1:00PM	<p>Brainstorming what a model branch looks like</p> <p>Communicating the objectives of the workshop</p>	<p>Allow 5 min of presentation time. Push the participants to listen actively to one another and ask relevant questions.</p> <p>After all the presentations are over communicate the objectives of the workshop.</p>
1:00PM – 1:45PM	LUNCH	
1:45PM – 4:00PM	<p>Ideating what a highly effective facilitators/DBM/BM looks like</p>	<p>Highly effective Facilitator / DBM / BM:</p> <p>Start the discussion by asking who can make a branch a model branch and steer the conversation towards highly effective facilitators/ DBMs/ BMs.</p> <p>Divide them into 4-5 teams and allow 15-20 min to ideate what a highly effective facilitator/ DBM / BM look like.</p> <p>Go around the room and help groups that struggle to ideate.</p> <p>Give them chart paper and allow them 10-15 min to consolidate their ideas.</p> <p>Allow 5 min of presentation time. Push the participants to listen actively to one another and ask relevant questions.</p> <p>After all the presentations are over point out the gaps in expectation and reality.</p>
4:00PM – 4:15PM	TEA	
4:15PM – 6:00PM	<p>Identifying the gaps between what is expected from a DBM/BM and where we are</p> <p>Ideating how we can fill that gap</p>	<p>Identify the gaps as a large group and then let them go back in smaller groups to ideate how they can fill the gaps. (Importance of PLCs to fill the gaps)</p> <p>Possible points of discussion:</p> <ul style="list-style-type: none"> - Facilitation skills - Trainings / workshop - Support required in utilizing the capacity

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Day 2

Time	Objectives	Activity
9:00AM – 11:00AM	<p>Fixing accountability of DBMs and BMs</p> <p>How they can develop people and manage resources at their branch</p>	<p>Start the day by revising whatever was discussed the previous day.</p> <p>Discuss in detail what DBMs / BMs should take on as their responsibilities.</p> <p>Ideate how they are going to develop people and manage resources at their branches.</p>
11:00AM – 11:15AM	TEA	
11:15AM – 1:00PM	<p>Identifying the skills required to function effectively in the new role</p> <p>Brian Davidson's survey to be taken</p> <p>SWOT analysis</p>	<p>Steer the conversation towards what skills are required to function effectively in the new role.</p> <p>Differentiate skills into hard and soft skills. Make connections between them, e.g., language is a key skill, however it is incomplete without a polite tone. Teamwork is not possible until we harness individual competence.</p> <p>Importance of role models: Discuss the importance of role models and how they are important when one is trying to build a career in a particular field. Share examples of famous artists, painters, businesspersons, entrepreneurs, sportspersons, scientists, etc.</p> <p>Ask who they look up to as role models when it comes to facilitation and managing the resources and people at the branches.</p> <p>Steer the conversation towards how they are expected to be role models at their branches.</p> <p>Intrinsic survey Tell the participants that they will be taking a self-assessment. It will help them reflect on the qualities they require as a leader.</p>

		<p>SWOT analysis Distribute writing material and guide the participants through a SWOT analysis.</p> <p>Give a demo. Provide them enough time to think. If helpful, they can look at their avatars. Monitor their work and guide those who struggle.</p>
1:00PM – 1:45PM	LUNCH	
1:45PM – 4:00PM	To develop an understanding of SMART approach	<p>Discuss what abilities they already have and what needs to be developed. Probe how well they are able to apply the skills they already have.</p> <p>Share that we are going to help them develop the skills they would require in their new roles by providing individualized support/action plans.</p> <p>Discuss the importance of making an action plan.</p> <p>Discuss SMART action plan using examples.</p>
4:00PM – 4:15PM	TEA	
4:15PM – 6PM	Closure	<p>Guide them to reflect on the learning from the workshop.</p> <p>Hand over the sheets with a format for an action plan. Discuss what a SMART action plan looks like. Use practical examples to help them understand.</p> <p>Let them prepare their action plans. Monitor their progress and guide those who require assistance.</p>