



STARBUCK ACADEMY

Leading with AI

Leading with AI

Using AI tools wisely yourself, and leading your team through the change with care and good judgement

Ten short video lessons, one practical tool for each. About 6 learning hours in total, including your workplace tasks.

Name

Date

STARBUCK & ASSOCIATES

COACHING & LEADERSHIP DEVELOPMENT

How to use this workbook

This workbook goes alongside the ten video lessons in Leading with AI. Each lesson gives you one idea to think about and one practical tool to use in your own work and with your team.

Watch a lesson, read its page here, answer the reflection questions, then use the tool during the week that follows. The programme takes about 6 learning hours in total, including the workplace tasks. It works best spread over ten weeks. You do not need any technical knowledge.

By the end of the programme you will be able to

- Explain in plain language what generative AI tools are good and bad at
- Use AI as a thinking partner and write clear, useful prompts
- Check output for accuracy, bias and fit, keeping judgement with you
- Protect people and data by following your organisation's policy
- Spot where AI could help your team, and where it should not be used
- Lead your team through the change fairly, with shared principles and a plan

Programme map

LESSON	TITLE	YOUR TOOL
1	What leaders need to know about AI	The Strengths and Limits Map
2	Using AI as a thinking partner	The Thinking Partner Log
3	Good questions and clear prompts	The Prompt Planner
4	Checking what comes back	The Output Check
5	Data, confidentiality and policy	The Before You Share Check
6	Where AI could help your team	The Team Task Sort
7	Leading people through the change	The Team Conversation Plan
8	Keeping the human side of leadership	The Human Work Check
9	Running a safe, small experiment	The Experiment Plan
10	Your team's AI plan and principles	The Team AI Charter

WORTH KNOWING

Throughout, only use tools your organisation has approved, and never share sensitive information with them. Between lessons, the free AI Coach Hub on the Starbuck Academy is a thinking partner for your own reflection.

LESSON 1

What leaders need to know about AI

Generative AI tools produce likely answers, not checked ones. Hold on to that idea and most of what a leader needs to know follows from it.

Key ideas

- They produce text and other content from patterns learned from large amounts of existing material.
- They are often helpful for first drafts, summaries, rewording, generating options and asking you questions.
- They can be wrong while sounding sure, invent details, miss context and reflect bias.
- You do not need to be technical. You need to ask good questions and spot weak answers.
- A calm, curious stance works better than hype or fear: try things in low risk ways and keep asking what helps.

EXAMPLE

Maria manages a customer service team. She assumed the tools were either magic or dangerous. Sorting her own week showed her something more ordinary: a few drafting tasks where they might save time, and plenty of work that clearly needs her.

Reflect

Where do I currently sit: curious, cautious, sceptical or somewhere in between?

What would I most like these tools to help me with, and what worries me about them?

YOUR WORKPLACE TASK THIS WEEK

Complete the Strengths and Limits Map on the next page. Take six tasks from your own week and decide where a tool could help, help with care, or should not be used at all.

TOOL 1

The Strengths and Limits Map

Use your diary from last week. List six tasks you did, then sort each one into one of three groups. There are no perfect answers; the point is to think it through.

GROUP	WHAT IT MEANS	TYPICAL SIGNS
Could help	A tool could give you a useful starting point.	Drafting, summarising material you can share, rewording, generating options.
Help with care	A tool might help, but needs close checking or careful wording.	Facts and figures, anything going to many people, anything sensitive once made general.
Keep with me	This work needs you, or must not go near a tool.	Decisions about people, confidential matters, conversations that need care and judgement.

Your map

TASK FROM MY WEEK	COULD HELP, WITH CARE, OR KEEP?	WHY

EXAMPLE

Ben lists writing a project update, preparing a one to one and reviewing a supplier quote. The update could help. The quote needs care, because the figures matter. The one to one stays with him, though he might use a tool to plan a couple of general questions.

Using AI as a thinking partner

The most useful way for a leader to start is not to ask a tool for answers, but to use it to help you think more clearly.

Key ideas

- Asking for the answer hands over your judgement. Asking for help to think keeps you in charge.
- Talk a problem through in general terms, then ask what is unclear or missing.
- Ask directly for challenge, because tools often tend to agree with whoever is asking.
- Use it to prepare for conversations, but the listening, tone and care must still come from you.
- Between coaching sessions, a thinking partner can help you keep reflecting. It does not replace people.

Reflect

What decision or question am I carrying around in my head at the moment?

When do I most need someone to challenge my thinking, and who does that for me now?

YOUR WORKPLACE TASK THIS WEEK

Have three short thinking conversations with an approved tool about real questions, keeping every detail general. Record them in the Thinking Partner Log on the next page.

The Thinking Partner Log

Choose three real questions: a decision, a plan or a conversation you are preparing for. Keep every detail general, with no names or confidential information. Use requests like these to keep the thinking yours.

WHEN YOU WANT TO	YOU MIGHT ASK
Get your thoughts out	Here is my situation in general terms. What have you heard, and what seems unclear?
Be challenged	What would a sceptical colleague say about this plan?
Spot assumptions	What might I be assuming here without noticing?
Prepare a conversation	What questions might the other person raise, and how could I open?
Keep reflecting	Ask me three questions to help me review how this went.

Your log

QUESTION I TOOK TO IT	WHAT I ASKED	WHAT HELPED, OR DID NOT	WHAT I DECIDED MYSELF

BETWEEN COACHING SESSIONS

The free AI Coach Hub on the Starbuck Academy is designed as a thinking partner for the space between coaching sessions. The same rules apply there: keep details general, and treat it as support for your reflection, not a replacement for people.

Good questions and clear prompts

What you get from a tool depends a great deal on what you ask. Giving a clear brief is a skill most leaders already have.

Key ideas

- Brief a tool like a capable new colleague who knows nothing about your team.
- A useful prompt covers context, task, audience, format and limits.
- Ask it to question you before it answers. It brings out the context you forgot to give.
- Treat the first answer as a draft and refine it with small, specific follow ups.
- Keep your own voice. If a message matters to people, the final words are yours.

EXAMPLE

Kwame asks for "an email about the new rota" and gets something bland. Using the five parts, he explains the change, who it is for, that it should be short and warm, and to avoid jargon. The second version is far closer to what he needs.

Reflect

When I brief people well, what do I always make sure to include?

Which messages to my team must always sound exactly like me?

YOUR WORKPLACE TASK THIS WEEK

Use the Prompt Planner on the next page for one real task with nothing sensitive in it. Plan the prompt using the five parts, then refine the answer at least twice.

The Prompt Planner

Pick one real task that contains nothing sensitive, such as a team update, an agenda or a set of options for an away day. Plan your prompt before you write it.

PART	QUESTION TO ANSWER	EXAMPLE
Context	What is going on?	Our team is moving to a new shift pattern next month.
Task	What do I want it to do?	Draft a short message explaining the change.
Audience	Who is it for?	A team of twelve who have mixed feelings about it.
Format	What shape should it take?	An email of no more than three short paragraphs.
Limits	Length, tone, what to avoid?	Warm and plain, no jargon, no promises about the future.

Your prompt plan

PART	MY PROMPT
Context	
Task	
Audience	
Format	
Limits	

What did I change when I refined the answer, and what made the biggest difference?

Checking what comes back

Whatever a tool produces, you remain responsible for what you do with it. Checking is the discipline that separates careful use from careless use.

Key ideas

- Plausible is not proven. Check figures, names, dates, quotes, references and anything about law or policy.
- Existing material carries existing bias. Ask who the output might be unfair to, and who is missing.
- Accurate output can still be wrong for your people and your context.
- A tool cannot be accountable for a decision. For anything affecting people, the thinking and the decision are yours.
- Be open about when a tool helped, following your organisation's guidance.

Reflect

When have I relied on something because it sounded confident, and what happened?

Where in my work would an unnoticed error do the most harm?

YOUR WORKPLACE TASK THIS WEEK

Run three pieces of output a tool has produced for you through the Output Check on the next page, and note what you changed as a result.

The Output Check

Use this check before you rely on, share or act on anything a tool has produced. The more the output matters, the more carefully you check.

CHECK	QUESTION TO ASK
Accuracy	Have I checked the facts, figures and references against a reliable source?
Bias	Who might this be unfair to, and whose view is missing?
Fit	Does this fit the people and the situation I actually know?
Judgement	Is the decision, and the thinking behind it, genuinely mine?
Openness	Would anyone feel misled if they knew a tool helped? If so, have I told them?

Your checks

CHECK	OUTPUT 1	OUTPUT 2	OUTPUT 3
Accuracy			
Bias			
Fit			
Judgement			
Openness			

EXAMPLE

Hannah asks a tool to summarise a long industry report she is allowed to share. The summary reads well, but one figure is not in the report at all. She removes it, checks the rest against the original, and now always checks figures first.

Data, confidentiality and policy

Using these tools well means knowing what must never go into them and what your organisation expects. This is general guidance, not legal advice.

Key ideas

- Find your organisation's policy: which tools are approved, what for, and who to ask.
- Never paste sensitive or confidential information into a tool your organisation has not approved.
- Data protection principles apply to these tools just as they do to email or spreadsheets.
- Make requests general: replace names with roles and remove identifying details.
- Your team takes its lead from you. Talk about the rules and make it easy to ask.

Reflect

Do I actually know what my organisation's policy says, and where to find it?

What information do I handle that must never go near an unapproved tool?

YOUR WORKPLACE TASK THIS WEEK

Find your organisation's policy and note the key points on the next page. Then run the Before You Share Check on one real task before you use a tool.

TOOL 5

The Before You Share Check

Run this check every time, before anything goes into a tool. If you are unsure, stop and ask whoever looks after information or data protection where you work.

LIGHT	WHAT IT LOOKS LIKE	WHAT TO DO
Green	Nothing about identifiable people, nothing confidential, and an approved tool.	Go ahead, and still check the output.
Amber	Could identify a person, client or project, or you are unsure whether the tool is approved.	Make it general, or check the policy first.
Red	Personal details, health, performance, commercial information or anything shared in confidence.	Do not share it with a tool unless your organisation has expressly approved that use.

My organisation's policy

QUESTION	WHAT I FOUND
Which tools are approved?	
What must never be shared?	
Who do I ask when unsure?	
Where is the policy kept?	

WORTH KNOWING

This page is general guidance, not legal advice. Your organisation's policy, and the people responsible for data protection where you work, always come first.

Where AI could help your team

Now the focus moves from your own use to your team's work. The people who do the work are best placed to see where help would make a difference.

Key ideas

- Start with the work, not the tool: what feels repetitive, slow or frustrating?
- Tasks that may suit a tool involve non-sensitive drafting, summarising or organising, where a person checks the result.
- Decisions about individuals, conversations that need empathy and high risk work should stay human.
- Ask your team where they lose time, and make it safe to talk about how they already use tools.
- Frame it as help, not replacement, and be honest about what you do not know.

Reflect

Which parts of my team's work seem to frustrate people most?

How will I make it safe for people to say they are already using tools?

YOUR WORKPLACE TASK THIS WEEK

Use the Team Task Sort on the next page with your team. List recurring tasks, sort them, and choose one or two worth exploring.

The Team Task Sort

Do this with your team, ideally in a team meeting. List the tasks that come round every week or month, then sort them together.

GROUP	SIGNS
Try	Repetitive, no sensitive information, a person checks the result, a mistake is easy to spot and fix.
Try with care	Some benefit, but it needs careful wording, closer checking or a question to the policy owner first.
Keep human	Decisions about people, conversations that need empathy, sensitive data, or real harm if an error slipped through.

Your team's sort

RECURRING TASK	TIME IT TAKES	SENSITIVE INFORMATION?	TRY, CARE OR KEEP

EXAMPLE

Sofia's team lists eight tasks. Writing up meeting notes from their own shared summaries goes into try. Drafting replies to customer complaints goes into try with care. Anything about individual performance stays human. They pick the meeting notes to explore first.

Leading people through the change

Any change to how people work brings mixed feelings. Leading it well means honesty, shared learning and fairness.

Key ideas

- Curiosity, excitement, scepticism and anxiety are all normal. Make it safe to say them out loud.
- Be honest about what you know, what you do not and what is outside your control.
- Build skills in low pressure ways: shared learning, pairing up, basic questions welcome.
- Keep it fair: equal access, fair credit and workloads that do not quietly rise.
- Keep listening over time, and notice who has gone quiet.

Reflect

What concerns do I think my team has, and how could I check whether I am right?

What am I tempted to promise that I cannot actually guarantee?

YOUR WORKPLACE TASK THIS WEEK

Use the Team Conversation Plan on the next page to prepare and hold an open conversation with your team about their hopes, concerns and the support they need.

The Team Conversation Plan

- 1 Set the tone.**
Say why you want to talk and that all views are welcome, including doubts.
- 2 Share what you know.**
Explain the policy and what is and is not changing, and be honest about what you do not know.
- 3 Hopes.**
Ask what people hope these tools could help with in their work.
- 4 Concerns.**
Ask what worries them. Listen, and resist the urge to reassure too quickly.
- 5 Support.**
Ask what would help: time, training, pairing up, clearer rules.
- 6 Agree next steps.**
Summarise what you heard, agree one or two actions and when you will talk again.

HOPES WE HEARD	CONCERNS WE HEARD	SUPPORT PEOPLE NEED

Keeping the human side of leadership

As tools take on more drafting and summarising, the human parts of leadership matter more, not less.

Key ideas

- Knowing your people, making hard calls and building trust are the heart of the role.
- Coaching depends on presence and curiosity. Ask what they think before offering an answer.
- Grey area decisions rest on values, context and care, and the responsibility is yours.
- Trust is built in small human moments, so the care in your communication must be genuinely yours.
- Decide in advance how to use any time you free up, or it will fill with more of the same.

Reflect

Which part of my role do I most want more time for?

When did someone last notice something about me that no tool could have noticed?

YOUR WORKPLACE TASK THIS WEEK

Complete the Human Work Check on the next page. Notice where the human parts of your role are being squeezed, and book time in your diary for one of them.

The Human Work Check

Rate how much time and attention each part of your role is getting at the moment. Be honest, and use your last two weeks as evidence.

RIGHT NOW THIS GETS	TOO LITTLE	ABOUT RIGHT	PLENTY
Coaching and developing people	☐	☐	☐
One to ones and listening	☐	☐	☐
Judgement calls and thinking time	☐	☐	☐
Relationships and trust across the team	☐	☐	☐
Time with customers or stakeholders	☐	☐	☐

What I will protect

HUMAN PART OF MY ROLE	WHAT IS SQUEEZING IT	TIME I WILL BOOK	WHEN

EXAMPLE

Tom realises he has not had a proper development conversation with anyone for two months. A tool now drafts the first version of his weekly report, which he then checks and edits. He books the time it frees on Thursday mornings for one development conversation each week.

Running a safe, small experiment

The best way to learn what works for your team is to try something small, safely and deliberately.

Key ideas

- Start small on purpose: one low risk task, a few volunteers, easy to stop.
- Agree the boundaries first: approved tool, what never goes in, who checks and when to stop.
- Decide what you are testing. A clear no is as useful as a yes.
- Check in regularly and be ready to adjust or stop.
- Review with everyone involved and share what you learned, including what did not work.

Reflect

Which task from my team's sort feels safest and most useful to try first?

What would make me stop an experiment early?

YOUR WORKPLACE TASK THIS WEEK

Use the Experiment Plan on the next page to design one safe, small experiment with a few volunteers, then share the plan with your team.

The Experiment Plan

Complete this with your volunteers before you start, and keep it where everyone involved can see it.

PLAN	OUR EXPERIMENT
The task	
Who is involved	
Approved tool	
What never goes in	
Who checks, and how	
What success looks like	
We stop early if	
Check-ins and review date	

EXAMPLE

Sofia's team tries drafting meeting notes from their shared summaries for four weeks. Two volunteers take part, nothing confidential goes in and the meeting chair checks every set of notes. At the review they keep it for internal meetings only, and write down why.

Your team's AI plan and principles

Tools will keep changing. A short set of principles and a simple plan, written with your team, will help good habits last.

Key ideas

- Shared principles help your team make sensible decisions without a rule for every situation.
- Write them together and use the team's own words where you can.
- Your principles sit inside your organisation's policy and cannot permit what it does not.
- Agree a short plan: a few actions for the next three to six months.
- Review regularly, perhaps every three months, and keep your own learning going.

Reflect

What do I most want my team's principles to protect?

Who will help me keep this going after the programme ends?

YOUR WORKPLACE TASK THIS WEEK

Draft your Team AI Charter with your team using the next page. Check it against your organisation's policy and put a review date in the diary.

The Team AI Charter

Draft this together in a team meeting. Keep it short enough to fit on one page and to remember.

OUR PRINCIPLES	WHAT WE AGREE
We use tools for	
We never	
We check work by	
We stay open by	

Our plan for the next three to six months

ACTION	WHO	BY WHEN

EXAMPLE

One team's charter starts: we use approved tools for first drafts and summaries; we never put in anything about individuals or customers; a person checks everything before it goes out; we say when a tool helped.

BEFORE YOU FINISH

Check the charter against your organisation's policy, share it with your own manager, and put the first review date in the diary now.

What I am going to do

Two or three small changes that you actually make will do more than a long list you never start.

My three actions

WHAT I WILL DO	WHEN	WHO I WILL TELL

Coming back to this

Put a date in your diary about a month from now and answer these three questions.

What has changed since I did this workbook?

What did I not get to, and what got in the way?

What am I carrying forward?

KEEP GOING

Leading with AI

Return to the video lessons and knowledge checks whenever you want a refresher, and come back to these tools each time your team reviews its plan.

£149 per person, per year, inc. VAT

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