

SONY MUSIC PERFORMANCE ACCELERATOR

Shaping your team’s path

Creating a team of innovative leaders, who play to their

strengths and take ownership for the future

Manager Training

Facilitator Notes

**SME EXISTS TO:** Enable brilliant people to share their talent to the world.

This Accelerator will help you understand the future direction your team wants to take and how to help them take ownership to get there.

**OUTCOMES:**

Every Manager will leave the workshop knowing what makes their team members tick and understanding:

* Their own strengths and those of their teams.
* Motivation, drivers and future plans of team members.
* How to foster and embed learning and creativity.
* How to create a team of leaders with the freedom to perform.

**PLAN FOR THE SESSION:**

1. What only leaders can do.
2. Playing to your strengths.
3. Bringing shared ambition to life.
4. Foster a ‘love to learn’ – rehearsal time!
5. Freedom to perform.
6. Starting now.

**THE PRE-WORK TO BE SENT OUT TO ATTENDEES:**

* **Strength Spotting** – Think of a time when you were performing at your best and feeling totally energised and absorbed in your work. What skills and behaviours were you using?
* **Strength Sapping** – Think of a time when you were doing work that sucked all the energy out of you, that you dreaded having to do. What skills or behaviours were you having to use?
* **How you learn** - how do you tackle getting a new skill?

**TO DO:**

* Agree room and set up arrangements - layout of room (room for breakout; no table), use of equipment – ensure you have sound for your powerpoint (video of Greatness).
* Arrange to have your tools – coloured post it notes, blue tack, sharpies, coloured paper, music & speakers.
* Distribute Journals and printouts.
* Prepare flip charts if needed.
* Lay out healthy snacks and sweets, if possible.
* Small prize for Energiser exercise.
* Print off facilitator notes and read through.

|  |  |
| --- | --- |
| **TIME & KIT** | **CONTENT** |
| **00.00**  **20 mins**  Journal | **WELCOME & INTRODUCTION TO THE WORKSHOP**  **Session purpose:** To set the energy and context for the session and let everyone know that this is a safe environment in which to think about how well they know their teams.  **Welcome to the ‘Shaping your Team’s Path’:**  Shaping your team’s path to success will help you to understand where your team members want to go and how you can help them to get there. It’s all about finding out what makes them tick!  **FACILITATOR NOTE:** Hand out Journal print outs – teams are to store these in their Performance Accelerator folders and use them as a reference of the key learnings and as a Journal to make notes from each Accelerator.  **Who we are:** Introduce yourself and background.  **The plan for the next 3 hours:**   1. What only leaders can do. 2. Playing to your strengths. 3. Bringing shared ambition to life. 4. Foster a ‘love to learn’ – rehearsal time! 5. Freedom to perform. 6. Starting now.   **ENERGISER EXERCISE: TIMPSON TEST - WHAT MAKES YOUR TEAM TICK?**  Choose one member of your team who is well known to you and answer the following questions about them. The questions are in your **Journal page 2.**  Give yourselves 1 point for every complete answer to the question. This would be full date of birth, every sibling name not just one for example.   * When is their birthday? * Where do they live? * Where were they born? * How many siblings do they have? * What are their sibling’s names? * What is their partner’s name? * What are their children’s names or pet’s names & ages? * What is their career history? * What qualifications do they have? * How do they like to spend their weekends?   Ask everyone to self-score. Call out a low score asking people to raise their hands and work up to 10. The winner gets a prize.  **How to be in this session:** We don’t like rules, but we know that if we all take responsibility for the energy in the room, we will make our time together even better.   * **Phone –** please check your phone into the spa for today. We only have 2.5 hours together so let’s make the most of them. * **Moustache and Shoes** – be your smart and stylish selves. Help me to give you the best experience today by not reading ahead in the Journal. Help all of us by keeping to time when we break out in exercises. * **Sparkle –** be your brightest sparkliest selves. This is your chance to practice in a safe environment with your colleagues, so throw yourselves into it. * **Hand holding –** we appreciate that some people love these sessions and others don’t, so please be kind to each other and help everyone’s voice be heard today.   **Facilitator sets the scene:**   * In terms of engagement, Gallup research tells us that having someone at work ‘who cares about me’ gives people a strong sense of loyalty. To help the development of our teams, we need to get to know them and understand what makes them tick. To develop someone, we need to understand them, so first we need to find out more. * Success does not necessarily mean promotions as Gallup research found for high employee engagement to exist, people must have ‘the opportunity to do what they do best everyday’. It is our role as leaders to match our teams’ strengths and ambitions with the work that needs to be completed, to give everyone the opportunity to do what they do best every day. * We only have 3 hours today; some of you may come away with some new ideas and inspiration from this short session, and for some this may build on concepts you already use. This is a whistle stop tour through a big subject and we hope to give you lots of ideas and tips to personally take away, and to think about what fits for you. |
| **00.20**  **15 mins**  Journal | **WHAT ONLY LEADERS CAN DO**  **Session purpose –** Sharing insights on a leader’s role in creating high performance environments.  **Facilitator context:**   * A leader’s role is to create a high performance environment, where people own their own development and collaborate to help each other to learn and grow. Let’s start by sharing some key insights on a leader’s role in creating these high-performance environments. * Slides relate to **JOURNAL PAGES 3 AND 4.**   **1. Role Model - Playing to your Strengths:**   * Play to your strengths and enable others to do the same. * Demonstrate the right behaviours and attitudes yourself. * Align behavior and action, then reward and recognize the right behaviour in others. * ‘We’ not ‘I’. * Create a culture of feedback – transparency of information, celebrating, critiquing and learning from successes and failures. * Roll up your sleeves and get involved.   **2. Bringing Shared Ambition to Life:**   * Really listen to understand what your team members want to accomplish and build this into a joint team ambition. * Share the journey destination (not the route) and let the team work out the best way to get there. * Help people to come up with solutions on their own. * Define roles, responsibilities, and definitions and provide a common language. * Make it relevant for everyone.   **3. Embedding a ‘Love to Learn’ mentality:**   * Encourage divergent and innovative thinking. * Give permission for innovation and creativity. * Encourage curiosity. * Create environments that make learning inevitable. * Foster Creativity and fresh thinking. * Create a culture that promotes ‘failing fast and moving on’.   **4. Freedom to Perform – Removing Barriers:**   * Hand over control to others. Unblock barriers. If it is not enabling…it is blocking. * Unleash momentum. Give permission to try new ways. * Be tolerant of other’s approaches – you state the intention and others choose their best route. * Develop talent. * Question the status quo.   **FACILITATOR NOTE:** David Marquet is a retired Navy Submarine Captain and shares what he has learnt about leadership.  Play David Marquet – Greatness (upload a version with the correct subtitles for your language)  <https://www.youtube.com/watch?v=OqmdLcyES_Q>  **FACILITATOR NOTE**: if the video won’t land well in your country then please use the notes in ‘What only leaders can do’ section to share the sentiment. |
| **00.35**  **40 mins**  Journal | **ROLE MODEL - PLAYING TO STRENGTHS**  **Session purpose:** Why strengths? And how playing to your strengths gets better results.  **Facilitator context:**  **Gallup research slide: JOURNAL PAGE 5.**   * Gallup research has shown has shown that when we focus on our strengths we are 6 x more likely to be engaged in their work and 3 x more likely to have an excellent quality of life. * However, only one quarter of people do what they do best every day. This means ¾ of people are not having the opportunity to do what they do best every day. * Teams who have the opportunity to do what they do best every day significantly outperform the competition on every measurement. It is important for us to understand our own strengths and blind spots and those of our colleagues so we are all playing to our strengths. * We focus too often on what we do badly and how we can make that better. We forget to focus and celebrate what we do well. Musicians understand what their talents are and focus on trying to improve these. In a band the guitarist does not spend their time trying to learn to play the drums. Yet at work we spend a lot of time trying to be good at everything by trying to get better at things we don’t enjoy or have a natural talent for.   **Read out Strengthscope Definition Slide:**   * Strengthscope define a strength as: ‘Underlying **qualities** that **energise** us and that **we are great at or have the potential to be great at’**.   **Read out Strengths Definition slide:** **JOURNAL PAGE 6**   * When we have a strength, we see the following signs: * **S**uccess... When you do it you feel effective. * **I**nstinct… Before you do it, you actively look forward to it. * **G**rowth… While you are doing, it you feel inquisitive and focused. * **N**eeds... After you have done it, you feel fulfilled and authentic. * As a manager, we need to role model playing to our strengths. * To kick off today we are going to practice looking at what we do brilliantly and stop being modest about it for a few hours!   **EXERCISE 1 (PART 1): STRENGTH SPOTTING SPEED DATING**  You need an even number of people for this – so the facilitator may need to join in.   * Get everyone to line up in two lines facing each other. * Every person to face a partner. * You will have 2 minutes to speed date with your partner on a question and then the line on the right will take one step to their right to face a new person. * The person at the end will run through the two lines of people to the other end of the line.   **Facilitator to read out one question at a time**:   1. Think of a time when you were performing at your best and feeling totally energised and absorbed in your work. What were you doing and how were you behaving? 2. Think of a time when you were doing work that sucked all the energy out of you. What type of work was it and how did it make you feel or behave? 3. What three words would best describe you? 4. What do people come to you for? When do people ask for your involvement? 5. What would your team mates say you were brilliant at and what would they say your blind spots are?   **Facilitator sum up:**   * Everyone sits back down. Facilitator reminds everyone the above questions are in the **JOURNAL PAGE 7**. We are not going to write them out now but we suggest you complete the questions after the session. * We are now going to focus on the 24 strength descriptors which can be found on **JOURNAL PAGE 8.**   **EXERCISE 1 (PART 2): STRENGTH SPOTTING**   * Take a few minutes to read the list of strengthscope’s 24 strengths on **JOURNAL PAGE 8** and based on your speed dating Q&A tick the three strengths that best describe you. * You can choose a combination of strengths but no more than five in total.   **Facilitator context:**   * We are more productive when we play to our strengths. The best bands and teams play to their individual strengths and allow people to practice what they are good at to improve even further. * The most successful people focus on what they do well and play to these strengths to make themselves successful. Successful people play to their natural strengths and minimise their time on things they are less talented at. * We often assume certain roles need certain strengths but you can have people with different strengths who undertake the same role and just use their strengths in different ways to be successful. Facilitator should try and think of a culturally relevant example of two people with very different strengths who are successfully filling a similar role (perhaps that they have moulded to their own strengths) * Consistently high performing people have often found roles that play to their strengths. They also surround themselves with people who complement their strengths and subsidise their areas of low talent or strength. * High performing people are very self-aware. They spend time understanding their strengths and how best to play to them. They also notice when they are turning their ‘strengths up too loud’. This happens when a natural strength is overplayed. When our strengths get too loud it can have a negative effect on our own and others’ wellbeing and success. * Beginning to understand other people’s strengths and how you land with other people is an important part of ensuring your strengths help you achieve success in relation to others.   **FACILITATOR NOTE:** We are now going to focus on three things:   1. Your key strengths and how they show up at work. 2. What can people call on you for. This means how you can help others using your strength. 3. What happens when you turn your strengths up too loud and the impact that has on you and on others. What can people call you out on when you start overplaying your strengths and the volume is turned up too loud.  * For Example – Creativity Strength:  1. One of my strengths is Creativity. I love thinking creatively to discover new ways of doing things, finding original solutions and moving things forward in a new and different way.. 2. You can call on me when you get stuck on a problem and don’t know how to solve it as I can help you develop creative ideas. 3. As I love creating new things I can create new ideas or new ways of working when the old way works well and change is not needed. You can call me out when I ‘reinvent the wheel’ and waste time creating new ideas unnecessarily!   **EXERCISE 1 (PART 3): CALL ON ME AND CALL ME OUT**  Take a few moments and by yourself write in your **JOURNAL PAGE 9** ‘Your Top Strengths’ section:   * Your top three strengths using your Strengthscope outline. How do these strengths show up for you at work? * What can people call on you for. * What can people call you out on.   Once you have completed your three top strengths circulate around the room ‘cocktail party style’ and share with different people :   * One of your top three stand out strengths. * What people can call on you for. * What people can call you out on.   **FACILITATOR NOTE:** Time may not allow for this next activity (part 4) in the session so ask people to commit to completing their team talents after the session and with their teams. If out of time you can miss slide 15 and 16 and Journal page 10.  **EXERCISE 1 (PART 4): TEAM TALENT SPOTTING**  In your **JOURNAL PAGE 10** there is a section that takes the same approach to thinking about your team**.**   * Write down the name of each of your direct reports and next to each name start to write what you believe to be their top strengths. Or undertake the activity with them and ask them to decide. * Write down what you would call on them for. * Write down what you would call them out for.   In pairs again share the strengths of one team member and discuss:   * Why and what you would call on them for. * What you might call them out on if the strength became overplayed.   **Facilitator sum up:**   * Once you start thinking about your own strengths and playing to them, it naturally leads you to think about the strengths of your team and how you can ensure everyone is playing to their strengths. * Gallup research shows that high performing teams & individuals use their strengths 75% of the time. So, the first step to being a high performer is knowing what your strengths actually are. Research shows that they are fairly set so it makes more sense to focus on getting better at what you love than spending a lot of time trying to improve what you don’t. * It is not accidental that we get better at the things we focus on. In sports, much has been written about 10,000 hours of purposeful practice however we sometimes forget to translate that in our day-to-day lives. If we spend more time practicing and doing what we love we are more likely to improve. |
| **01.10**  **30 mins**  Journal | **HELPING OTHERS BRING SHARED AMBITION TO LIFE**  **Session purpose:** Helping others to achieve their ambitions byunderstanding what motivates and drives them and knowing which direction and at what pace they want to move.  **Facilitator context:**   * Great managers and leaders understand what motivates and drives each team member. They know which direction and at what pace each team member wants to move. They understand what motivates them personally so they can align this with their day to day to work and goals. * Once we know what our team member’s motivators are and the direction they want to head in, we can develop shared ambitions. * Your role is to map each team member’s long-term goals with the work the team is doing today. * Your role is to understand **WHERE** your team member wants to go and **WHAT** they want to be doing. * To understand each team member’s motivation we need to know both their long term goals and understand: ‘Why is that important to you?’ * By understanding your team member’s longer-term ambitions and goals, you can help them to map out their plans and relate these back to the work that is being done today.   **EXERCISE 3:** **TIME TRAVEL**  **JOURNAL PAGE 12**   * In pairs, you are going to think where you want to be in 5 and 2 years’ time. * One of you will be the coach and the other will answer the questions before we swap over. * Decide who will be the time traveller first. * We are going to share three questions that we would like you to ask your partner as you time travel with them. * If you are the coach: Your role is to understand WHERE your partner wants to be and WHAT they want to be doing. If this is hard for them to articulate, get them to visualise the look, feel, sound and emotions of where they want to be. * Your role is also to find out WHY that is important to them. To do this we recommend asking: ‘Why is this important to you?’ and to keep asking ‘Why is this important to you?’ until they repeat their answer twice. * At this point you have discovered what their underlying motivation is. * Share it back and say: “Is this what really motivates you?” to make sure they agree with it.     **Whizz forward to 2022:**   * Where would you like to be in 5 years’ time? * What kind of work will you be doing and what kind of lifestyle will you be living? Describe how your life looks and feels and what it sounds like. * Feel free to ask some ‘digging deep’ questions (in Journal) if it is not something your partner has thought of before.   **FACILITATOR NOTE:** If it is difficult to ‘see the future’ the following questions might help:   * What inspires you? * What is important to you? * What is your big dream? * What is your biggest bugbear – something you want to avoid in the future? * If you had a magic wand, what would you change about life today?   **Zoom back to in just 2 years’ time to 2019:**   * What will you need to be doing in 2 years’ time to be on track to achieving your 5-year plan?   **Here and Now - Back in the room:**   * This final stage is where we get creative. We have defined our future focus so we now need to take ownership of our own development. We are going to answer the following questions about bringing your future to life. * Think about your current role, team projects and work related initiatives and what you can do in your day to day work to develop the following: * The skills or knowledge you will need to have in the future that you could start developing today? * The strengths or behaviours you will need in the future that you could start developing today? * The experiences you will need to have in the future that you could start today or set in place? * Who can support or help you to achieve your development? * What are your key drivers and motivators, so you can build on these when thinking about the future?   **FACILITATOR NOTE:**   * To help with answering these questions you will find a ‘Development Pick and Mix’ on **JOURNAL PAGE 14**. This gives ideas on development opportunities you can draw on to help build experiences and skills and knowledge. * Also remember, help is available from other people. **JOURNAL PAGE 15** includes ideas of the roles your support team could play to help you learn and grow to progress in the direction and at the pace you choose. Socially we normally have different friends or family members that we connect with for different things. Equally at work different people can offer us different kind of support.   \* If five years is too far out then choose two years depending on the longer-term goal.      **Facilitator sum up:**   * Was it easy/hard to imagine the future? * Were there any surprises in what was really motivating you? * What opportunities/challenges can you see that may lie ahead?   **EXERCISE 4: BRINGING AMBITION TO LIFE**  Now, in the same pairs you are going to re-run that conversation. But this time, practice it using one of the following scenarios. You will each choose a scenario for your partner to use. They will use their own experience/time travel activity but present themselves as per the scenario you have chosen to practice.   * A team member with high ambition, high impatience and high performance. * A team member with high ambition and low performance. * A team member with mis-matched ambition to current performance or skills. * A team member with low confidence and high performance. * A team member with low ambition and great performance. * A team member with low ambition and low performance.   You ask people to go back to the end of Time Travel Part 2. They now replay questions from Part 3 use following slide questions that can be found on **JOURNAL PAGE 16 AND 17.** Either way they reference their own experience/time travel activity while presenting themselves as per the scenario that has been chosen for them.  Your role is to help your partner reach a point of self-understanding, to ensure you are setting them up to be successful and the best version of themselves.  Ask People to share back.  **FACILITATOR NOTE:** Leave the scenario slide up on the screen as they will need this to remind themselves of the choices.  They can use the ‘Helping Others to Bring Their Ambition to Life’ questions found on **JOURNAL PAGE 16** if that is helpful or just use the original part 3 questions. You can share this slide when briefing if needed or just point people to **Journal pages 16 and 17** as you circulate to check understanding. If not shared before the briefing then share details of it after the activity.  **Bringing Ambition to Life Slide Part 1 (JOURNAL PAGE 16):**    When working through the scenario, more question ideas can be found on ‘Helping others to bring their ambition to Life’ **JOURNAL PAGE 17.**  **Bringing Ambition To Life Slide Part 2 (JOURNAL PAGE 17):**    Facilitator asks the group to share insights.  **Facilitator sum up:**   * A career journey is no longer taking you to a fixed end point. It’s about a collection of experiences and skills that you gather, ideally created by doing work that plays to your strengths. * Development does not have to be upwards it can be achieved through breadth and depth of new experiences. * One of the most important things is to set yourself small goals that are aligned with your overall direction (and share these with your manager and those around you) so you are constantly learning and stretching yourself in the right direction. | |
| **01.45**  **30 mins**  Journal  Flip Charts | **EMBEDDING A ‘LOVE TO LEARN’ MENTALITY**  **Session purpose:** Weneed opportunities to learn and grow and to try new things as we build on our strengths. .  **Facilitator context:**   * To help us think how, what and where we might practice new skills, behaviours or develop new experiences we need to understand how we like to learn and make sure that this is happening at work in our teams.   **EXERCISE 5: PART 1 – LEARNING LIGHT BULB MOMENTS**   * Think of something you chose to learn recently. It could be in work or out of work. We want you to ask yourselves: ‘how did I go about learning it?’ * In pairs share something you learnt recently inside or outside of work and discuss the following: * What did you learn and why did you learn it? * How did you go about learning it i.e. planning, research, practice and embedding the learning? * What were the consequences or benefits to you?   Once you have discussed what you learnt and how and why. Look at the **JOURNAL PAGE 19** and using Honey and Mumford’s Learning Styles - Tick which style(s) of learning you used:     * When we are at our most creative in our learning, the following principles need to be present:   **LEARNING LIGHT BULB PRINCIPLES SLIDE: JOURNAL PAGE 20**   1. We must believe we can improve – known as having a ‘**growth mind-set’**. This recognises that things are hard and might be beyond us. However, it is better to try and fail than not try at all. Failing does not make us a failure, just one mistake closer to getting it right! 2. Developing mastery takes time and effort and often some pain. If it is easy then we are not really stretching ourselves and growing. We need to care about what we want to learn to make it worth the effort. 3. We must be clear about what we are trying to get better at and be purposeful about it by doing deliberate practice. We type every day but yet our typing speeds tend not to improve. If you focus on improving your speed for 10 mins every day, you will get better at it. Just doing something a lot does not make us great at it. 4. We must be in a low stakes environment where we have permission to learn and take risks so that any mistakes will not be catastrophic.   **REHEARSAL TIME FOR LEARNING**  **Facilitator context:**   * Musicians spend as much or more time thinking, practicing and rehearsing as they do playing live or recording. Professional sports people spend more time practicing off the field than playing in high profile, high stake competitions. How much opportunity do we have to practice or rehearse in our day to day work? How often can we practice new and innovative ideas in a low stake environment? * We live in a world of always being ‘on’ and of being judged where we are always required to get things right. It stifles creativity and discourages innovation if time pressure or high stakes stop us trying new things. What if instead of spending our lives doing, doing, doing, we spent more time exploring, listening, reflecting, practicing and working to improve? * We need to build in rehearsal time for ourselves at work in the same way artists do. How are we learning and growing if we are not practicing new things? We need to carve out time and low stakes opportunities for people to take time to try new things, learn and grow and get creative. * How does your team take time to learn and grow. Where do you have ‘rehearsal time’ by having the chance to practice on low risk/low stakes projects or to innovate or take risks with new ideas or ways of working? * Google in the past have given people up to 20% free time to do what they want and be creative. Out of this initiative came google mail and google maps amongst other innovative products. 3m introduced ‘20% thinking time’ over 50 years ago and that is where post it notes came from, as someone worked on a failed glue product and worked out how to apply it in other ways. Pixar and Disney when they merged just asked everyone to share their best ideas and actively encouraged communication. They did not impose any changes, but just said take time to share what you do and how you do things with each other. People then had time to understand new ways of working and naturally choose to adopt the ways that seemed most effective.   **EXERCISE 6 - REHEARSAL TIME**  **Facilitator context:**   * Where could you and your team benefit from rehearsal time in the same way your artists have rehearsal time to try out new ideas and practice to improve? * How could the team’s performance improve if you stepped off the treadmill of ‘performance’ and had ‘rehearsal time’ to learn new things, share and embed knowledge across the team, create new ideas and take time to practice in order to improve your performance. * Generate ideas by building on time travel development ideas, ‘light bulb learning principles’ and ’Mumford and Honey styles of learning’.   In groups discuss:   * Discuss how more rehearsal time might benefit you and your team. * Where would your team choose to have more rehearsal time? * Choose your number one idea and plan how you can implement it. * Consider any obstacles to ‘rehearsal time’ and how you can overcome these. * Share back with the group. * Complete your **JOURNAL PAGE 21** at some point as a reminder of what you committed to.   **Facilitator sum up:**   * You are a role model for your team both in how you embrace your own learning and how you encourage learning in others. It involves giving your team permission, explicitly and implicitly to try new ideas and to share successes and failures, to understand what has been learnt (not to lay blame or to be arrogant). * Rehearsal time is about day-to-day practice, rather than a big event every six months. It is about growth, and can be as simple as including an item in team meetings called: ‘Things I have learnt this week’. It could include a new insight, a skill, a new contact or sharing books or ted talks that were useful. * Overall, rehearsal time happens when people have permission to do things differently without a fear of repercussion if they fail. By communicating to your team that we all learn and grow through our successes and our failures, you make it clear that learning matters and people are encouraged to try new ways to learn. |
| **02.15**  **30 mins** | **FREEDOM TO PERFORM - REMOVE BARRIERS**  **Session purpose:** To shareDaniel Pink insights.  **Facilitator context:**  **JOURNAL PAGE 23**   * Daniel Pink’s book ‘Drive’ is based on research into what motivates us. His research shows three critical elements that drive our motivation. These are Autonomy, Mastery and Purpose: * **Shared Purpose –** This is feeling that your values and beliefs are aligned with the work you do.Our time travel activity helped us to understand what motivates people and to know in which future direction they wish to head. This is important for us to align our ambition and goals.      * **Mastery** – We talked about playing to our strengths and developing mastery in things we already do well and how to get even better. When we link our time travel action plan with rehearsal time we become focused on what we want to learn. * The third critical element is **Autonomy**. Telling people what to do actually limits success and accountability as it stops people thinking creatively. Results max out at the edge of your own thinking if you are giving people the answers, or telling them the route to follow or checking whether they are in line with what you think instead of encouraging them to think for themselves. * This aligns with David Marquet saying ‘share with people the intent of what needs to be done, trust them to develop the skills and ability and then get out of the way to let them get on with it.’ Some might be desperate for it and others might need more encouraging. Autonomy and the freedom to perform is not delegation, but real freedom to perform by handing over control. We can measure it in others by looking at the level of freedom they each operate it. Ideally everyone would be working towards or at level five. * We recognise that autonomy is one of the hardest things to give. It is one of those things that we think we will do when the moment is right, but guess what? That moment rarely comes. * On **JOURNAL PAGE 23** we look at William Oncken Junior’s work from his book Managing Management Time. He suggests a good way of looking at how we can give our teams the freedom to perform. * **The Five Levels of Freedom:**   + Level 1. You wait until told.   + Level 2. You wait and ask what to do.   + Level 3. Where you make recommendations or suggestions, then take resulting action.   + Level 4. Where you act, but advise at once on the action you have taken. Level 5 - Where you act on your own.   **Facilitator context:**   * Your team should be at a minimum of level 3. It is your role to move the whole team to level 5. * Note all levels are relative to the specific level and role that the person is in.      * There is a fine balance to achieving autonomy and it takes practice. The ‘dark side’ of autonomy can result in either ‘abandonment management’, where you leave people with no guidance and direction or you give inefficient autonomy, with poor briefing, unclear directions or resulting in people wasting time doing the wrong things, which then do not produce great results. * For Autonomy and freedom to successfully exist as David Marquet said, you must have competence to do the role and for there to be clear roles and responsibilities so you understand the parameters within which you have freedom to perform.   **EXERCISE 7**: **THE FREEDOM TO PERFORM**  Using **JOURNAL PAGE 23**, put the initials of your team members where you believe they are in terms of the five levels of freedom.  Moving onto **JOURNAL PAGE 24**, choose one team member who you need to move to level 5:   * In partners discuss how you can develop one team member to level 5 starting from now. * Agree how you might:   + - approach the conversation.     - set clear parameters.     - help with their personal development of mastery.     - give permission and hand over control. * Your partner’s role is to help with ideas and test whether you are giving freedom or just delegating. * Plan how you will set your team member up, what needs to be in place and how you will step back. * Commit to a start date when finished.   **Facilitator sum up:**   * Research shows that people want clear parameters and outcomes to be achieved but they want autonomy around how to achieve it. * The skill for leaders is learning to define WHAT needs to be done and not HOW it needs to be done. * To have an autonomous team you need to be confident that they have the right skills and strengths to deliver. However, if you spend your time getting your team to level 5 freedom, you will have created a team of leaders. |
| **02.45**  **10 mins** | **STARTING FROM NOW…**  **Facilitator context:**   * Sometimes we think we have to wait for a big development conversation but a lot of the above actions and conversations can arise out of regular conversations every day. Get used to asking your team the following questions every week**.**   Practice in pairs asking each other the following questions that can be found on **JOURNAL PAGE 26**:  **FACILITATOR NOTE:** If time is tight – suggest people choose one or two questions to ask each other from the following list.   * What’s going well in your role? Any wins (big or small) this week? * What challenges are you facing? Where are you stuck? * What is the business doing, or could be doing, to make you more successful? * On a scale of 1-10, how happy are you? Why? * What’s the best thing that happened to you this week, either at work or outside of it? * What one idea would improve what we do? * What were some great contributions made by other team members this week? * What would you like to learn more about? * Please give me feedback on how I can be a better leader.   **Facilitator sum up:**   * Having a variety of regular questions that you ask acts as a temperature check of how your team are feeling and helps focus development discussions. * It also encourages the team to think about how they take ownership of their own performance and how they can help other to improve as well. |
| **3.00** | **WRAP UP AND WAVE GOODBYE** |

/var/folders/06/9zdtyxfj2ln9hbhl3cdnkg4m0000gn/T/com.apple.Preview/com.apple.Preview.PasteboardItems/Shaping your teams path_JOURNAL (dragged).pdf