



# SHAPING YOUR TEAM'S PATH

CREATE A TEAM OF INNOVATIVE LEADERS  
WHO PLAY TO THEIR STRENGTHS AND  
TAKE OWNERSHIP FOR THE FUTURE



# THE TIMPSON TEST



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 partners name?

What are their children's names or pet's names and ages?

What is their career history?

What qualifications do they have?

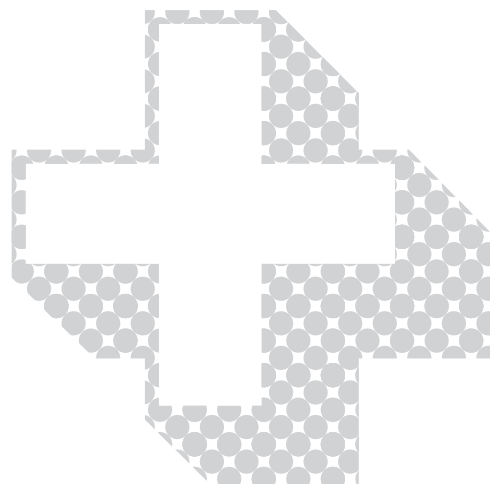
How do they like to spend their weekends?

# WHAT ONLY LEADERS CAN DO

**CREATE A HIGH PERFORMANCE  
ENVIRONMENT WHERE PEOPLE OWN  
THEIR OWN DEVELOPMENT AND  
COLLABORATE TO HELP EACH OTHER  
TO LEARN AND GROW.**

## **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 behaviour and action, then reward and recognize the right behaviour in others.
- \* Culture of feedback – transparency of information, celebrate, critique and learn from success and failures.



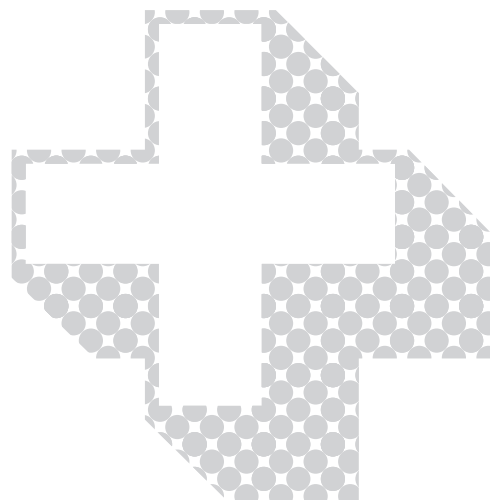
## **BRINGING SHARED AMBITION TO LIFE**

- \* Really listen to understand what your team 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 come up with solutions on their own.
- \* Define roles, responsibilities, definitions and provide common language.

# WHAT ONLY LEADERS CAN DO

## FOSTER A LOVE TO LEARN

- \* Encourage divergent and innovative thinking.
- \* Create environments that make learning inevitable.
- \* Create a culture that promotes 'failing fast and moving on'.



## FREEDOM TO ACT – 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 tolerate of others approaches – you state the intention and others choose their best route.
- \* Develop talent.

# PEOPLE WHO FOCUS ON THEIR STRENGTHS ARE...

3X

MORE LIKELY TO  
HAVE AN EXCELLENT  
QUALITY OF LIFE

6X

MORE LIKELY TO BE  
ENGAGED IN THEIR  
WORK

HOWEVER ONLY...

1/4

OF PEOPLE DO  
WHAT THEY DO  
BEST EVERY DAY\*

\*Gallup

STRENGTHS ARE UNDERLYING  
QUALITIES THAT ENERGISE US AND  
THAT WE ARE GREAT AT OR HAVE THE  
POTENTIAL TO BE GREAT AT

STRENGTHSCOPE





# DEFINITION OF A STRENGTH

## SUCCESS

WHEN YOU DO IT YOU FEEL EFFECTIVE

## INSTINCT

BEFORE YOU DO IT, YOU ACTIVELY LOOK FORWARD TO IT

## GROWTH

WHILE YOU ARE DOING IT  
YOU FEEL INQUISITIVE AND FOCUSED

## NEEDS

AFTER YOU HAVE DONE IT,  
YOU FEEL FULFILLED AND AUTHENTIC



# STRENGTH SPOTTING QUESTIONS



Think of a time when you were performing at your best, feeling totally energised and absorbed in your work. What were you doing and how were you behaving?

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?

What three words would best describe you?

1

2

3

What do people come to you for? When do people ask for your involvement?

What would your team mates say you were brilliant at and what would they say your blind spots are?

# 24 STRENGTHS

## STRENGTHSCOPE

### **COLLABORATION**

You work cooperatively with others to overcome conflict and build towards a common goal.

### **COMMON SENSE**

You make pragmatic judgements based on practical thinking and previous experience.

### **COMPASSION**

You demonstrate a deep and genuine concern for the wellbeing of others.

### **COURAGE**

You take on challenges and face risks by standing up for what you believe.

### **CREATIVITY**

You come up with new ideas and original solutions to move things forward.

### **CRITICAL THINKING**

You approach problems and arguments by breaking them down systematically and objectively.

### **DECISIVENESS**

You make quick, confident and clear decisions, even when faced with limited information.

### **DETAIL ORIENTATION**

You pay attention to detail in order to produce high quality output, no matter what the pressures.

### **DEVELOPING OTHERS**

You promote other people's learning and development to help them achieve their goals and fulfil their potential.

### **EFFICIENCY**

You take a well-ordered and methodical approach to tasks to achieve planned outcomes.

### **EMOTIONAL CONTROL**

You are aware of your emotional 'triggers' and how to control these to remain calm and productive.

### **EMPATHY**

You readily identify with other people's situations and can see things clearly from their perspective.

### **ENTHUSIASM**

You demonstrate passion and energy when communicating goals, beliefs, interests or ideas you feel strongly about.

### **FLEXIBILITY**

You remain adaptable and flexible in the face of unfamiliar or changing situations.

### **INITIATIVE**

You take independent action to make things happen and achieve goals.

### **LEADING**

You take responsibility for influencing and motivating others to contribute to the goals and success of their team and organisation.

### **OPTIMISM**

You remain positive and upbeat about the future and your ability to influence it to your advantage.

### **PERSUASIVENESS**

You are able to win agreement and support for a position or desired outcome.

### **RELATIONSHIP BUILDING**

You take steps to build networks of contacts and act as a 'hub' between people that you know.

### **RESILIENCE**

You deal effectively with setbacks and enjoy overcoming difficult challenges.

### **RESULTS FOCUS**

You maintain a strong sense of focus on results, driving tasks and projects to completion.

### **SELF-CONFIDENCE**

You have a strong belief in yourself and your ability to accomplish goals.

### **SELF-IMPROVEMENT**

You draw on a wide range of people and resources in the pursuit of self-development and learning.

### **STRATEGIC MINDEDNESS**

You focus on the future and take a strategic perspective on issues and challenges.



# MY TOP STRENGTHS

## MY TOP STRENGTHS

DESCRIBE HOW THIS SHOWS UP

## CALL ON ME FOR

## CALL ME OUT WHEN



# TALENT SPOTTING

TEAM MEMBER NAME	TOP STRENGTHS	CALL ON THEM TO	CALL THEM OUT WHEN THEY

# BRINGING SHARED AMBITION TO LIFE

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 MEMBERS  
MOTIVATION WE NEED TO KNOW BOTH THEIR  
LONG TERM GOALS AND TO UNDERSTAND.

...WHY IS THAT  
IMPORTANT  
TO YOU

# TIME TRAVEL



## WHIZZ FORWARD 5 YEARS

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 it looks and feels, and how it sounds like.

- \* 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 TWO YEARS FROM THEN

What will you need to be doing in 2 years' time to be on track to achieving your 5 year plan?

# HERE & NOW

## BACK IN THE ROOM...

Think about your current role, team projects and work related initiatives. Discuss in pairs, what you can start doing now to develop the following

**SKILLS OR KNOWLEDGE YOU WILL NEED TO HAVE IN THE FUTURE THAT YOU COULD START DEVELOPING TODAY?**

**STRENGTHS OR BEHAVIOURS YOU WILL NEED IN THE FUTURE THAT YOU COULD START DEVELOPING TODAY?**

**EXPERIENCE YOU WILL NEED TO HAVE HAD IN THE FUTURE THAT YOU COULD START TODAY OR SET IN PLACE?**

**WHAT ARE YOUR KEY DRIVERS AND MOTIVATORS WHEN THINKING ABOUT THE FUTURE?**



# DEVELOPMENT PICK AND MIX



**STRETCH  
ASSIGNMENTS**



**NEW  
PROJECTS**



**NETWORKING**



**'FIX IT'  
PROJECTS**



**HIGH PROFILE  
ASSIGNMENTS**



**SKILLS  
TRAINING**



**GROWTH  
PLAN**



**JOB ROTATION  
OR JOB SWAP**



**MENTORING**



**BUDDY UP WITH  
HIGH PERFORMERS**



# SUPPORT TEAM



**ENCOURAGER**

**COACH**

**MENTOR**

**NETWORKER**

**CONNECTOR**

**SPONSOR**

**COLLABORATOR**

**FEEDBACK GIVER**



# HELPING OTHERS TO BRING THEIR AMBITION TO LIFE



What are the gaps between the skills and knowledge you hold today and those you need in the future?

How can you practice these starting from today?

How can you close the gaps?

What experiences would help you achieve the future direction you want?

What are the strengths and behaviours that will help you in the future?

How can you create those experiences for yourself?

What help do you need from me?





# HELPING OTHERS TO BRING THEIR AMBITION TO LIFE



How could you discover hidden talents or blind spots that you might be missing?

How can others help or support you?

What development would your team mates or peers advise you to focus on to achieve your future direction?

What development opportunities might help you from the pick and mix list?

Are there any obstacles that might get in the way of you achieving your future direction? How or who could help you remove them?

What is stopping you progressing in the way you would like?

What do you think X would recommend you do?

Is there any help you need from me.

# LEARNING LIGHT BULB MOMENTS



IN PAIRS SHARE SOMETHING  
YOU LEARNT RECENTLY  
INSIDE OR OUTSIDE OF  
WORK AND DISCUSS THE  
FOLLOWING:

**1.**

WHAT DID YOU LEARN AND WHY DID YOU LEARN IT?

**2.**

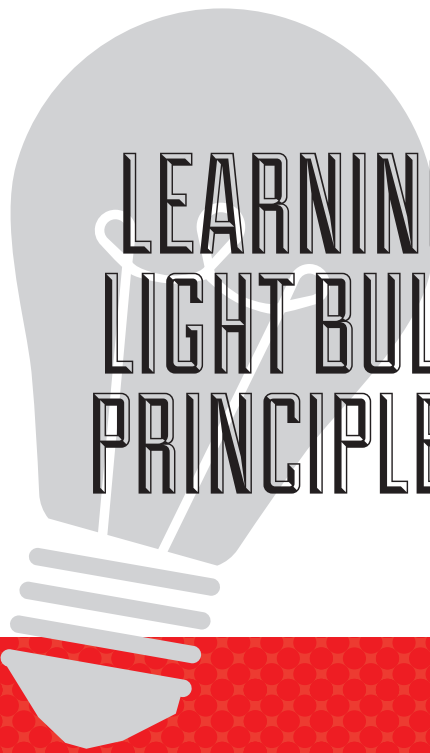
HOW DID YOU GO ABOUT LEARNING IT? I.E. PLANNING, RESEARCH,  
PRACTICE AND EMBEDDING THE LEARNING.

**3.**

WHAT WERE THE CONSEQUENCES OR BENEFITS FOR YOU?

# HONEY AND MUMFORD'S LEARNING STYLES

LEARNING STYLE	LIKES	DISLIKES	STAGE ASSOCIATED WITH	SENSORY	CHARACTERISTIC
<b>ACTIVIST</b>	<ul style="list-style-type: none"> <li>* Doing and experiencing</li> <li>* Practical activities</li> <li>* Games</li> <li>* Anything energetic and engaging</li> </ul>	<ul style="list-style-type: none"> <li>* Sitting around too long</li> <li>* Working alone</li> <li>* Theorising</li> <li>* Having to listen to others for ages</li> </ul>	<b>HAVING AN EXPERIENCE</b>	<b>FEELING</b>	Touch, feel, do, activate motion or action, physical experience
<b>REFLECTOR</b>	<ul style="list-style-type: none"> <li>* Time to think</li> <li>* Observe</li> <li>* Watching others and reviewing approach</li> <li>* Time and solitude</li> </ul>	<ul style="list-style-type: none"> <li>* Being hurtled into activity</li> <li>* No time to think</li> <li>* Crammed timetables</li> <li>* Lack of privacy</li> <li>* No time to prep</li> </ul>	<b>REVIEWING EXPERIENCES</b>	<b>WATCHING</b>	Preference for pictures, drawings, graphs, models, videos, demonstrations
<b>THEORIST</b>	<ul style="list-style-type: none"> <li>* To know where something fits into overall ideas, concepts and logic</li> <li>* Being stretched</li> <li>* Abstract concepts, structure and clarity</li> </ul>	<ul style="list-style-type: none"> <li>* Frivolity</li> <li>* Mindless Fun</li> <li>* Wasting time</li> <li>* Not being able to question</li> <li>* Lack of a timetable and structure</li> </ul>	<b>CONCLUDING FROM EXPERIENCES</b>	<b>THINKING</b>	Text, appropriate reading materials, writing important info to retain
<b>PRAGMATIST</b>	<ul style="list-style-type: none"> <li>* Practical problem solving</li> <li>* Relevance to real world</li> <li>* Applying learning</li> </ul>	<ul style="list-style-type: none"> <li>* Anything theoretical</li> <li>* Learning that focuses too much on the past or future and not the present</li> </ul>	<b>PLANNING NEXT STEPS</b>	<b>DOING</b>	Verbal discussion, listening to explanations, recap, repeat, summary, recall



# LEARNING LIGHT BULB PRINCIPLES



WE MUST BELIEVE WE CAN IMPROVE – KNOWN AS A  
**GROWTH MIND-SET.**



DEVELOPING **MASTERY** TAKES TIME AND EFFORT  
AND OFTEN SOME PAIN.



WE MUST BE CLEAR **WHAT** WE ARE TRYING TO GET  
BETTER AT.



WE MUST HAVE **PERMISSION** TO LEARN AND  
TAKE RISKS.

# REHEARSAL TIME

**1.**

**IN GROUPS, DISCUSS HOW MORE REHEARSAL TIME MIGHT BENEFIT YOU AND YOUR TEAM**

**2.**

**WHERE WOULD YOUR TEAM CHOOSE TO HAVE MORE REHEARSAL TIME?**

**3.**

**CHOOSE YOUR NUMBER ONE IDEA AND PLAN HOW YOU CAN IMPLEMENT IT.**

**4.**

**CONSIDER ANY OBSTACLES TO 'REHEARSAL TIME' AND HOW YOU CAN OVERCOME THESE.**

# REMOVING BARRIERS

**PURPOSE**

**MASTERY**



**A MINDSET OF IMPROVEMENT**



**NO PAIN = NO GAIN**



**ALWAYS JUST OUT OF REACH**

**AUTONOMY**

**DANIEL PINK - DRIVE**

# 5

## LEVELS OF FREEDOM

MAP OUT WHERE YOUR  
TEAM ARE TODAY AGAINST  
THE FIVE LEVELS OF FREEDOM.

### 5

**WHERE YOU ACT ON YOUR OWN**  
(STANDARD REPORTING OF RESULTS ONLY)

**FREEDOM  
TO ACT**

LEVELS

### 4

**WHERE YOU ACT**

(BUT ADVISE ON THE ACTION YOU HAVE TAKEN)

### 3

**WHERE YOU MAKE RECOMMENDATIONS**

(THEN TAKE RESULTING ACTION)

### 2

**YOU WAIT AND ASK WHAT TO DO**

### 1

**YOU WAIT TO BE TOLD**

In pairs discuss how you can move a team member of your choice to level 5 starting from now.

**AGREE HOW YOU MIGHT...**

# 5

## LEVELS OF FREEDOM

MAP OUT WHERE YOUR TEAM ARE TODAY AGAINST THE FIVE LEVELS OF FREEDOM.

**\* APPROACH THE CONVERSATION**

**\* SET CLEAR PARAMETERS**

**\* HELP WITH BUILDING 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.





IT  
STARTS  
NOW



# KILLER QUESTIONS

What's going well in your role?  
Any wins (big or small) this week?

What's the best thing that happened to you this week, either at work or outside of it?

What challenges are you facing? Where are you stuck?

What one idea would improve what we do?

What is the business doing, or can be doing, to make you more successful?

What were some great contributions made by other team members this week?

On a scale of 1-10, how happy are you? Why?

What would you like to learn more about?

Please give feedback on how I (your manager) can be a better leader.

# NOTES...



# NOTES...



# NOTES...

