

SONY MUSIC

THINK.DO.SPRINTS.

Facilitation guide

Making It Happen

Five Generations At Work

Facilitator Notes FINAL, 17.05.19

**PERFORMANCE ACCELERATOR: Making It Happen**

**WORKSHOP NAME: Five Generations At Work**

**WORKSHOP SUMMARY:**

By 2020, there will be five generations working side-by-side in the workplace. We are all different and unique, but with this comes different ways of working, approaches, mindsets, feelings, behaviors, motivations and needs. This can lead to assumptions, misunderstandings, miscommunication, conflict and under-performance. Building a culture of psychological safety, where everyone feels accepted and respected, allows everyone to work in harmony, makes the most of their differences and drives a sense of empowerment to achieve anything.

In this session, we will explore the strength of working in a team that is diverse and inclusive. You will discover how to value difference to build connections that enable collaboration, healthy challenge and powerful outcomes towards common goals.

**WORKSHOP OUTCOMES:**

Every participant will leave the workshop able to:

* Understand the power of working in a team that is diverse and inclusive
* Value difference and have a deeper regard of self and of others
* Know how to create environments with secure psychological safety
* Understand the role of emotional intelligence to improve relationships with others

**PLAN FOR THE SESSION:**

1. Multi-generation workforce differences – styles, needs and motivations
2. Secure psychological safety and environments
3. The role of emotional intelligence and the impact on others and success
4. Time to practice
5. Action planning

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

Welcome to the Think.Do.Sprints. This is your time and space to reflect upon and experiment with new ways of working. The outcome is for you to feel confident in adopting new practices that positively influence your day-to-day at Sony Music.

To help you get the best out of this session consider a conversation that has not happened yet, but could positively influence your success if you choose to have it. Below are two scenarios that might spark your thinking. Be prepared to talk about one of these two scenarios or your own conversation with others in this workshop.

* I need to give this feedback to someone in my team. It’s affecting the whole team’s morale. I don’t know how to approach it because they are so different to me.
* My manager often wants me to give her an update on the phone – but I get quite nervous and would rather spend time writing an email, as I feel more confident I can find the right words. How can we work better together?

**TO DO:**

* Agree room and set-up arrangements - layout of room (no table), set up slides and audio requirements, test equipment, 2 x flip charts. This workshop includes a short film to watch, so audio requirements are necessary.
* Arrange your tools – coloured post-it notes, Blu tack, Sharpies, coloured paper, music & speakers.
* Distribute materials (e.g. work sheets).
* Read through the facilitation guide and prepare flip charts / exercise prompts needed in advance. This is relevant in the ‘Multi-generation workforce differences’ section.
* Lay out healthy snacks and sweets, if possible.
* Print off facilitator notes and read through.

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| **TIME & KIT** | **CONTENT** |
| **0.00**  **(20 mins)**  **Slides**  **1-7**  **Work sheet**  **Flip chart**  **Pens** | **WELCOME AND INTRODUCTION**  **Welcome and introduction to the workshop (Slide 2)**   * Making It Happen – Five Generations At Work. * This workshop is built around the Performance Accelerators pillar of “Making It Happen”. * It complements the Performance Accelerators sessions of ‘Managing Up, Down And All Around’ (employees) and ‘The Power Of Choice’ (managers). * This workshop forms part of a suite of five Think Do Sprints.; the next series of workshop to continue and build on the theme of performance management to be the best version of ourselves (every day) by having brilliant conversations each day that matter. * These workshops support and contribute to the success of our performance management process, and help every day people practices.   **Session purpose (Slide 3)**   * By 2020, there will be five generations working side-by-side in the workplace. We are all different and unique, but with this comes different ways of working, approaches, mindsets, feelings, behaviors, motivations and needs. * This can lead to assumptions, misunderstandings, miscommunication, conflict and under-performance. Building a culture of psychological safety, where everyone feels accepted and respected, allows everyone to work in harmony, makes the most of their differences and drives a sense of empowerment to achieve anything. * In this session, we will explore the strength of working in a team that is diverse and inclusive. You will discover how to value difference to build connections that enable collaboration, healthy challenge and powerful outcomes towards common goals.   **Session outcomes (Slide 4)**   * By the end of this session you will:   + Understand the power of working in a team that is diverse and inclusive   + Value difference and have a deeper regard of self and of others   + Know how to create environments with secure psychological safety   + Understand the role of emotional intelligence to improve relationships with others   **The plan for the next three hours (Slide 5)**   * Multi-generation workforce differences – styles, needs and motivations * Secure psychological safety and environments * The role of emotional intelligence and the impact on others and success * Time to practice * Action planning   **Who am I? (Slide 6)**  **FACILITATOR NOTE:** Introduce yourself and your background.   * Let’s find out who’s in the room. Please take it in turns to share your name, role, and a strength that you bring to work each day.   **FACILITATOR NOTE:** Collate the strengths on a flip chart anonymously. Use the work sheet and complete box number 1.  **How to be in the workshop (Slide 7)**   * We don’t like rules, but we know that if we are all responsible 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 3 hours together so let’s make the most of it.   + **Moustache and Shoes –** be your smart and stylish selves. Help me to give you the best experience today. 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 NOTE:** Encourage attendees to share the behaviors needed to create a rich learning experience and safe environment to practice having conversations that matter. Capture these on a flip chart and stick to the wall. |
| **0.20**  **(20 mins)**  **Slides**  **8-17**  **Post-it notes**  **Pens**  **Flip chart**  **Work sheet**  **0:40**  **(15 mins)**  **Slides**  **13-15**  **Work sheet**  **0:55**  **(15 mins)**  **Slides**  **16-17**  **Work sheet** | **FIVE GENERATIONS AT WORK**  **MULTI-GENERATION WORKFORCE DIFFERENCES – STYLES, NEEDS AND MOTIVATIONS (Slide 8)**   * Generational diversity has an amazing amount of potential for Sony Music. People from different generations can grow and learn from each other every day as they are exposed to one another's ideas and experiences. The new perspectives they gain can spark creative ideas and prompt new ways of working. * However, the potential for conflict and misunderstanding can be very real. Inter-generational conflict within the workplace is a growing issue. Different generations can struggle to understand one another's values and working styles. * Working together and achieving true collaboration can be problematic. As more people delay their retirement, younger generations can feel that their opportunities for career advancement and promotion are limited. * Multi-generational workplaces can host as many as five generations. Having people who were born decades apart working together has the potential for creativity and innovation, but also for conflict and misunderstanding. * We are going to spend a bit of time looking at how business culture and leadership is evolving as these different generations come together in the workplace. It’s important to anchor our understanding of the differences and where they have come from, in order to find the value that each and every one of us brings to our work.   **FACILITATOR NOTE:** The following stimulus below is to encourage attendees to understand the key differences to help break down barriers between generations in the workplace. Use slides 9-10 to help you navigate these differences. You may also choose to flip chart some key bullets per area to help with your facilitation of this section. Use work sheet and complete box numbers 2 and 3. Ask attendees to consider which generation they are from and what generation(s) is most different to them.   * The modern workplace is changing. Companies are constantly trying different approaches to increase productivity, engage workers and encourage growth. The traditional leadership style of top down management is evolving into a collaborative approach that empowers employees and blurs the lines between manager and employee. * Within this concept, collaborative individuals employ a more open approach with their people. Team-building and sharing information and knowledge are replacing the traditional forms of hierarchy. The role of leadership is evolving into a team-building approach that encourages creative thought in the workplace and gives employees more ownership of their work than ever before. The future is most definitely collaborative! * It is important to note here that traditional doesn't mean the older generations and that collaborative doesn't mean the younger generations. It’s about the approaches and styles that are changing in our businesses, in order to continue to exist in an ever-changing, unpredictable business world. An understanding of this will help you relate to the various generations in your place of work and find the best way to work together.  1. **Leadership**  * The traditional approach to power is one of singular authority. Traditional leaders believe that their power derives from their position of authority. The longer you stay in your organisation, the further up the ladder you progress and the greater your power. * The new approach of collaboration recognizes that power is greatest in a collective team. By encouraging equal participation across all levels, collaborative leaders allow solutions to develop from the best ideas of the group and take a team approach to problem solving.   **2. Information**   * From a power perspective, information is power. Releasing information on a “need to know” basis allows traditional leaders to maintain authority and control. * Open information sharing is the corner-stone of collaborative leadership. Getting everyone in agreement for a project requires information sharing. Education also plays a role. The more training and knowledge available, the more creative approaches to problem solving can develop and be implemented.   **3. Idea Generation**   * Traditional managers will occasionally entertain suggestions or be open to ideas from their team.  In a top down hierarchy, the decisions generally come from the executives at the top of the food chain. Because information is closely held, management may know of circumstances that drive the decision-making process that may be withheld from team members. * The art of collaboration gives everyone on the team a voice. Leaders are generally open to suggestions and ideas from their team and recognize that different perspectives can bring unique insights.   **4.  Problem Solving**   * In a traditional culture, solutions are generally delivered to team members. These decisions are made in the boardroom, approved and passed on. * In a collaborative environment, solutions are discussed among team members and facilitated by management. Collaborative leaders recognize the power of a group approach to problem solving.   **5.  Resource Allocation**   * The traditional approach to resource allocation is generally reactive. Resources are provided only when deemed necessary by management. This takes time and focus away from a project and can result in stress being placed on the team, by forcing them to deal with issues or challenges without the necessary resources. * A collaborative environment is based on trust, where resources may be delivered proactively. Leaders will enable their teams to flourish by providing resources and allocating time, quickly. This allows projects to develop more rapidly, as employees have access to the resources (time, money, materials) necessary to do their jobs efficiently.   **6. Rules and Responsibilities**   * Traditional culture relies on a series of rules, regulations and a hierarchy that forces managers and leaders to adhere to specific roles and responsibilities for both themselves and their teams. This can stifle the creative process and result in team members working in relative isolation because information and resources are shared on a “needs” basis. * In a collaborative environment teams are encouraged to work together. Information, resources, knowledge, time and effort are shared. This allows roles and responsibilities to evolve, based on a shared common purpose.   **7.  Resolving Issues**   * In a traditional culture issues are often dealt with on an individual basis with no regard for the root cause of the problem. This means managers are fighting fires rather than creating beneficial change that prevents future issues from arising. * The basis of collaborative leadership is trust. Because team members are given more responsibility for their work, leaders are often more involved in the process. This means that as issues arise, they are often dealt with swiftly. Collaborative leaders look for the root cause of conflict as it arises, and address solutions promptly to keep work moving forward.   **8.  Performance and Feedback**   * Most traditional organizations practice a semi-annual or annual review process based on their policy. This can be detrimental to employee morale. If an employee has had a great year, but in the last month missed a deadline or a project they were managing ran over budget, the result can be a negative performance review. This can damage morale and increase turnover as employees who feel they were unfairly judged may seek employment elsewhere. * The nature of a collaborative environment means that leaders and team members are equally valued and work closely together on a daily basis. This gives the opportunity for immediate feedback, praise and constructive criticism. A collaborative environment is nurturing and offers the opportunity to share knowledge and educate members on an on-going basis. Collaborative leaders often share their knowledge and experience by offering on-going personalized coaching to other team members. * Now that we understand the generational differences in more detail, what can we do to address any potential pitfalls? Remember the following points of the **All-Star Charter:**   + Stay respectful.   + Be flexible and empathetic.   + Fight your unconscious bias.   + Remain open to learning from others (and encourage them to learn from you).   + Adapt your communication style.   + Focus on similarities between individuals, rather than on generational differences.   **FACILTATOR NOTE:** For each of these points (of the star) ask attendees to share examples of what they do to role model or behave in these ways. What are your tips or advice to others to be able to behave in these ways? (Slide 11)   * **Stay respectful:** * It doesn't matter how old or how experienced we are, we all crave respect. Therefore, just as ‘newcomers’ need to respect seniority and experience, so ‘veterans’ need to adjust to and respect the talent and potential of younger generations. Only when each group respects the other can both thrive. * The key to respecting other generations is to understand and [accept that they are different](https://www.mindtools.com/pages/article/tolerance-workplace.htm) from yours. Consider what motivates people from different generations, what experiences they might have had, and what their working styles are likely to be. * **Be flexible and empathetic:** * When you understand what makes other generations "tick," you are more able to accommodate their needs and preferences wherever practical, which can help to prevent potential workplace conflict. * Each generation has its wants and needs, and values different ways of working. Older generations can sometimes have fewer responsibilities and costs at home and therefore appreciate the opportunity to work part-time or reduced hours, so that they can enjoy the benefits and rewards of a lifetime's work. Alongside this, an increasing number of Generation Xers are part of the "[sandwich generation](https://www.mindtools.com/pages/article/managing-caregivers.htm)", responsible for caring for both elders and children alongside their work. For members of Generation Y, a sociable life outside of work is often just as important as their career. * **Fight your unconscious bias:** * It's really easy to fall into the trap of stereotyping different groups. Everyone is unique, so instead of assuming the worst, fight your [unconscious bias](https://www.mindtools.com/pages/article/avoiding-unconscious-bias.htm)  and accept individuals based on their merits, rather than as "typical" members of particular generations. Remember, the chances are, somebody may well have stereotyped you! You can change their perceptions and attitude by demonstrating a willingness to listen to new ideas or suggestions and by sharing your knowledge and expertise. * **Remain open to learning from others (and encourage them to learn from you):** * Different generations have a wealth of knowledge and experience that they can share. The ‘Boomers’ in your team, for example, can pass on the knowledge, information, useful contacts, and perspectives they have developed during their years at work. In return, a Generation Y colleague can assist with getting to grips with recent innovations, such as the latest developments in social media and viral marketing. * Successful multi-generational teams identify, value and build on one another's skills and experiences. This focus on individual strengths, rather than on generational differences, is a key part principle of thriving in the modern workplace. * **Adapt your communication style:** * Each generation often has a preferred medium of communication, ranging from one-to-one conversations, to telephone and written communication, through to email, text, Whatsapp and wider social media. * Generations can differ in the degree of formality they use too. Some team members may expect a formal approach, whereas their colleagues may use colloquialisms, abbreviations, GIFs and emojis which are more suited to personal or less important messages or communication. * Sticking only to your own favoured means and [style of communication](https://www.mindtools.com/CommSkll/CommunicationsPlanning.htm) can alienate others, so, although it might not feel natural, try to tailor your communication to suit the recipient whenever you can. * **Focus on similarities between individuals, rather than on generational differences:** * Focus on the things that unite you with colleagues, rather than dwelling on any differences. * You might struggle at first to find similarities, but however obvious the differences appear to be, there are definitely more similarities than differences across the generations. After all, most people want to feel engaged with their work, to achieve, to build a better quality of life, to be happy and respected. These are some of the things we all have in common, no matter what generation we happen to be part of.   **FACILITATOR NOTE:** Use the work sheet and complete box number 4. (Slide 12)   * Who lives the All-Star Charter particularly well and how?   **SECURE PSYCHOLOGICAL SAFETY AND ENVIRONMENTS** (Slide 13)   * Psychological safety is the belief that no one will be punished or humiliated for speaking up with ideas, questions, concerns or mistakes. * In 2015, Google published their [results from a two-year study](https://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html" \t "_blank) into what makes a great team. The interesting thing is that it wasn’t necessarily the teams that contained the most senior people, those with the highest IQs or even teams that made the least number of mistakes who ranked the highest.   https://static1.squarespace.com/static/55e83eb9e4b0942f5aeb3f38/t/5891ffb23a04117a61efc44c/1485963200604/?format=300w   * Based on their findings, the Google team came up with a list of the 5 key dynamics that make great teams successful: **psychological safety, dependability, structure & clarity, meaning and impact.** * While all five were needed to create a successful team, psychological safety stood out as the most important factor. * The study found that the teams which made more mistakes were actually more successful. Creating an environment in which people feel comfortable to take risks is the key to creating innovative workplaces. * A great, diverse team is one that is able to bounce ideas off each other, strengthen goals, help resolve issues and provide support to its members.   **FACILITATOR NOTE:** Ensure audio and visual equipment is set up. Watch: How do teams work together and achieve success? - Psychological Safety. [Psychological Safety (YouTube)](https://www.youtube.com/watch?v=eRODwOqrAIg) (Slide 14)  **FACILITATOR NOTE:** Group exercise to consider ways to create safe environments in the workplace at Sony Music. How can I create safe environments where I work? How can I foster psychological safety in my team? What can I demonstrate / practice in the place where I work? Ask attendees to capture ideas on post-its notes or on flip charts.Use the work sheet and complete box number 5. Below are examples of steps to foster psychological safety to support this exercise. (Slide 15)   * **Lead by example**   + Ask for upward feedback   + Acknowledge your mistakes   + Make an effort to take on board opinions that differ from your own   + Be approachable and encourage everyone to ask questions * **Encourage active listening**   + Leave phones at the door during meetings   + Show understanding by repeating what was said   + Encourage people to share more by responding and asking questions   + If certain individuals rarely speak during meetings, actively ask them for their opinion * **Create a safe environment**   + Don’t allow people to interrupt each other   + All ideas should be accepted equally and never judged   + Never place blame   + Encourage ‘off the wall’ suggestions, as they often lead to the most innovative projects * **Develop an open mindset**   + Help your team become comfortable receiving feedback from each other   + Teach them how to first listen, analyse and then respond to input from others   + Rather than a criticism, encourage your team to see feedback as a way to strengthen their ideas   **THE ROLE OF EMOTIONAL INTELLIGENCE AND THE IMPACT ON OTHERS AND SUCCESS (Slide 16)**   * Emotional intelligence refers to the capacity to identify, evaluate and manage [emotions](https://www.goodtherapy.org/blog/psychpedia/emotion) in yourself as well as in other people. * The key principles of emotional intelligence include:   + **Self-awareness** – the ability to recognize personal emotions, emotional triggers, and limitations   + **Self-regulation** – the ability to manage emotions so they do not have a negative effect   + [**Motivation**](https://www.goodtherapy.org/blog/psychpedia/motivation) – an inner drive that comes from the personal joy experienced after an accomplishment   + [**Empathy**](https://www.goodtherapy.org/blog/psychpedia/empathy) – the ability to recognize, understand, and experience the emotions of another person   + **Social skills** – the ability to interact and negotiate with other individuals in order to find the best way to meet the needs of each person * Many mental health experts believe emotional intelligence is a valuable asset in the [workplace](https://www.goodtherapy.org/learn-about-therapy/issues/workplace-issues). People with high levels of emotional intelligence may be better able to cooperate with others, manage work-related [stress](https://www.goodtherapy.org/learn-about-therapy/issues/stress), resolve conflicts within workplace relationships, and learn from previous interpersonal mistakes. * To be effective leaders in the workplace, managers must be able to function productively with people in their teams. A good leader is able to create the type of work environment where each person feels relevant and motivated to succeed. * Leaders with high emotional intelligence are able to use their social skills to foster rapport and trust with their team members. They view them as individuals with unique abilities, backgrounds, and [personalities](https://www.goodtherapy.org/blog/psychpedia/personality). * Effective leaders seek to understand and connect emotionally with their people—genuinely sharing in their joys as well as their concerns. The ability to build mutual trust and respect can become especially important if an unpopular decision is made within the business setting, as the managers need to keep their teams working efficiently. * Like all other types of relationship, work relationships may experience problems sooner or later. When conflict arises, leaders with high levels of emotional intelligence may be better able to control their own impulses, view the situation from all perspectives, and seek mutually beneficial solutions. Effective leaders are transparent and are not afraid to admit when they are wrong. They are also more likely to try to improve work relationships. * To be effective, leaders must have a solid understanding of how their emotions and actions affect the people around them. The better a leader relates to and works with others, the more successful they will be. * Take the time to work on self-awareness, self-regulation, motivation, empathy, and social skills. Working on these areas will help you excel in the future!   **FACILITATOR NOTE:** Ask attendees individually or in pairs to identify personal emotional triggers (e.g. situations, people) in the workplace and strategies to overcome them. Use the work sheet and complete box numbers 6 and 7. (Slide 17)  **In summary**   * Now we have given you some time to consider working environments where several generations bring a richness of perspectives, psychological safety, emotional intelligence and collaborative working, we are going to ask you to consider the scenarios or real life challenges and conversations you are facing in this space: the pre-work we asked you to bring along. * Remember this workshop has been designed for you to explore how to have better conversations every day where you show up and are seen by others – the real you, the one that is authentic and courageous, able to drive the performance of self and others. We want you to lead with purpose and intent to ensure the best outcomes. * We are now going to move into a practical session to give you a safe space to explore and expand these conversations. * We will be working in trios and coaching our peers, to find the courage to have these conversations back in the workplace. |
| **1.10**  **(80 mins)**  **Slides 18-19**  **Flip chart**  **Pens** | **PEER COACHING CONVERSATIONS**  **FACILITATOR NOTE:** Set up approach and benefits regarding this style of peer-to-peer working (10 minutes). This allows for practical application in the session (to practice in a safe environment with peers), facilitator intervention and action planning to take the conversation back into the workplace. (Slide 18)   * You will now work in trios, to help one another solve your real-life challenges and practice the brilliant conversation needed to progress it. * This approach helps you practice collaboration, problem-solving, coaching and active listening. * It gives you the confidence to share your scenarios and to seek support. It re-affirms your thoughts and actions on approaching an issue are correct, or it gives you more stimuli to consider and reflect upon, to facilitate the best outcome of the conversation you need to have. * It allows you to work with the topic content and principles as lenses to explore the scenarios in more depth.   **FACILITATOR NOTE:** Example of peer coaching conversations (60 minutes in total). Please note, time can be flexible to accommodate group size and time left to run trio conversations. (Slide 19)   * Attendees label themselves A, B or C. * 20 minutes per person. 60 minutes in total. * The exercise can then be repeated twice, so all participants have a turn at sharing and reflecting on their issue (60 minutes in total). * Label yourselves A, B or C. * A – 3 minutes: A shares the conversation they would like to have or scenario with B and C. B and C listen only. * B or C – 2 minutes: B or C relays what they have heard from A and seeks clarification if necessary. * B and C – 10 minutes: B and C discusses A’s conversation / scenario, giving suggestions, approaches and ideas to consider. A is only allowed to listen at this time. A may take notes. * A – 5 minutes: A relays what they have heard, what they like, what they require further clarity around (if anything). * Repeat twice, so everyone has a turn.   **FACILITATOR NOTE:** Bring trios back together to reflect on the peer coaching conversation approach and what learning they have taken from the process. This is not time to debrief specific conversation content from trios. The focus is on the practice of peer-to-peer coaching and the approach of “gifting” your scenario or challenge to others for a period of time to own, discuss and challenge (10 minutes). |
| **2.30**  **(20 mins)**  **Slide 20**  **Work sheet** | **ACTION PLANNING (Slide 20)**   * We are now going to give you some time to reflect on your clinic conversation and create an action plan, to build your confidence and your commitment to take back into the workplace, i.e. to have the conversation post-workshop.   **FACILITATOR NOTE:** Hand out the conversation action planning tool (A3 work sheet). |
| **2.50**  **(10 mins)**  **Slides 21-22** | **CLOSE AND GOODBYE**   * Thank you for taking part in this workshop today. We hope you have felt inspired to attempt new conversations back in the workplace and have found different ways to resolve your challenges. * Take the insights and learning from today and have the confidence to practice these conversations in the workplace. They all contribute to the success of our performance management process and make it more of a human process, where conversations matter every day. * Be curious and talk to your manager and HR colleagues to find out how these great new tools and techniques can fit into our ways of managing people and performance, and help every day people practices.   **FACILTATOR NOTE:** Share relevant further support avenues in the business globally and locally, e.g. other workshops, My Learning content, Mainstage. Please refer to Post Workshop section below for further information on what to share with attendees. (Slide 21)  **FACILTATOR NOTE:** Ask each attendee to share their one commitment or piece of stimuli that has resonated with them and why. (Slide 22)   * What’s the one thing you will now do differently as a result of attending this workshop? |
| **3.00**  **Slides 23-24** | **WRAP UP AND WAVE GOODBYE**  **FACILITATOR NOTE:** On a flip chart ask attendees to capture their feedback on the workshop before they leave, under the headings LOVE / LEARN / IMPROVE. (Slide 23).  **FACILITATOR NOTE:** Use slide 24 at the end of workshop as attendees leave. |

**POST WORKSHOP**

For some participants this three-hour session will only be the start of their journey to have better conversations around performance management. They may feel they need further support and guidance to build confidence and practice the art of brilliant conversations every day that matter.

At the end of each workshop the facilitator can signpost attendees to further support options. Contact your local HR Team to discuss these development opportunities. Add in the relevant initiatives and resources to the slide deck – there is currently a placeholder in the slide deck. Please remove this slide if there is no relevant further support or development to share with the attendees.