

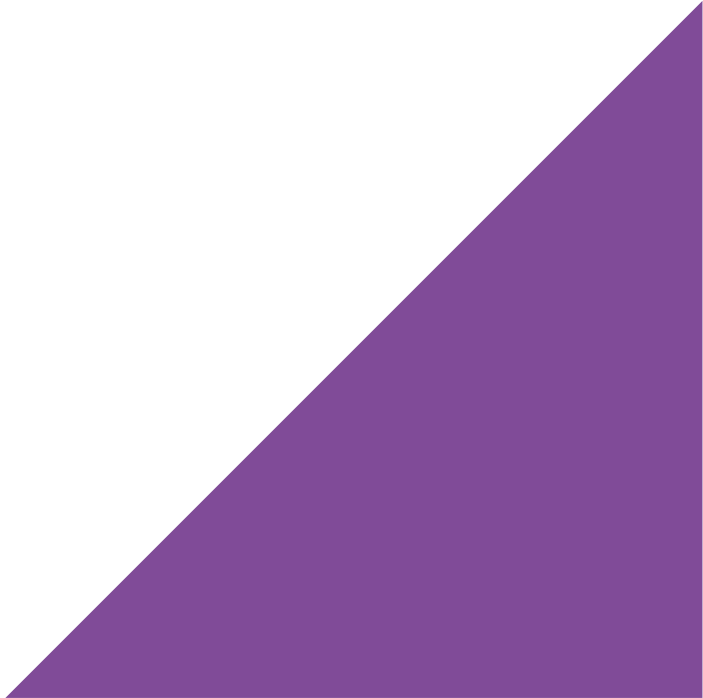


FlashPoint.

FACILITATOR ASSIGNMENT: ENABLE OTHERS TO ACT (2)

- DEVELOP COMPETENCE (FLOW ZONE)

*Included here: Facilitator's Guide: Pgs. 156-161, Slide 66,
Participant Workbook: Pgs. 130-133*



Facilitator Training Introduction and Assignments

Greetings! We look forward to welcoming you to The Leadership Challenge® Facilitator Training. Following is the information you will need to prepare for the **facilitation assignment** you will deliver.

We encourage you to begin working on your assignment as soon as possible.

In keeping with the experiential learning model we use for The Leadership Challenge® Workshop, you will “learn by doing” in Facilitator Training rather than by walking through the *Facilitator’s Guide*. You and your colleagues will be presenting segments from the program, handling content questions, and getting feedback and tips from your colleagues and Facilitator. In our discussions, we will focus on clarifying content, leveraging your skills to provide relevance for participants, and bringing the material to life.

The experiential learning approach is intended to help all of us learn more about the program content and best practices for delivery. Rest assured, we will be in coaching and learning modes, *not* evaluation mode.

INSTRUCTIONS

- **Please prepare your assignment in advance of the workshop.** The assignments are content sections from the 2-day script in *the Facilitator’s Guide*. (You can review pages 14–21 for workshop overview and sample agenda.) You will be able to review and enhance your section based on what you have experienced during The Leadership Challenge® two-day workshop.
- The Leadership Challenge® *Facilitator’s Guide* provides scripted talking points and detailed instructions. We will be looking for you to **cover the content accurately** and hit the key learning points in the activities in a way that is **most comfortable for you**.
- **Anticipate 20 minutes of delivery for your section**, followed by feedback and group discussion.

TIP: How much time will you need to prepare your assignment?

If you’re familiar with the content already, you may need only 1-2 hours. If this is your first exposure to the content and you’re attending the workshop beforehand, you may need to spend 3-4 hours in advance and another 1-2 hours the night between the workshop and facilitator training to finalize your presentation.

TIPS FOR YOUR ADVANCE PREPARATION

- **Timing:** Use your judgment on how to guide us (your students) through the key points/stories/activities in the time allotted. You probably won’t be able to cover everything, so make some choices based on what seems most important and interesting to you.
- **Please limit your piece to just the section and topics assigned. Don’t try to cover the entire module!**
- The slides that pertain to your section are included with your assignment pages. You are also welcome to use additional or different slides that you’ve adapted for your segment. You will be sharing your screen and slides in Zoom during your section.
- Your **key resources** are the *Facilitator’s Guide* and your own experiences and ideas. We invite you to adapt the materials to yourself, your organization, and your client base via stories and activities.

THOUGHTS AROUND PREPARATION AND USE OF THE *FACILITATOR’S GUIDE*

The Leadership Challenge® Workshop is a program that goes beyond teaching concepts. The intention is

that through the LPI® and the experience and dialogue of the workshop, participants go through a process of discovery, awareness and growth that will lead them to commit to specific behavior changes that will enhance their personal work satisfaction and their leadership effectiveness. So, in your preparation you should be thinking about:

- How to best get the concepts across
- How to facilitate discovery and awareness

The *Facilitator's Guide* offers one example of how you can work with the material to fulfill the intent of the workshop, but it is one among many options. As long as you stay true to the content, you can work with the material in whatever way you feel will best serve the workshop objectives and your prospective audiences. And, if you choose to follow the example in the *Facilitator's Guide*, that's fine as well.

ONE MORE NOTE

Remember, for those who will have just completed The Leadership Challenge® Workshop, you will be switching from workshop-participant mode to facilitator-training mode. You will be shifting from focusing primarily on your own leadership development to the leadership development of others. Think about modeling the leadership practices and behaviors and being participant-centered when you facilitate.

WHEN YOU PREPARE, KEEP IN MIND:

- accuracy and clarity of content
- how you will engage and involve the group when appropriate
- how you will make the segment relevant for your audience when you are out in the field
- making the segment your own



ENABLE OTHERS TO ACT (2)

- DEVELOP COMPETENCE (FLOW ZONE)

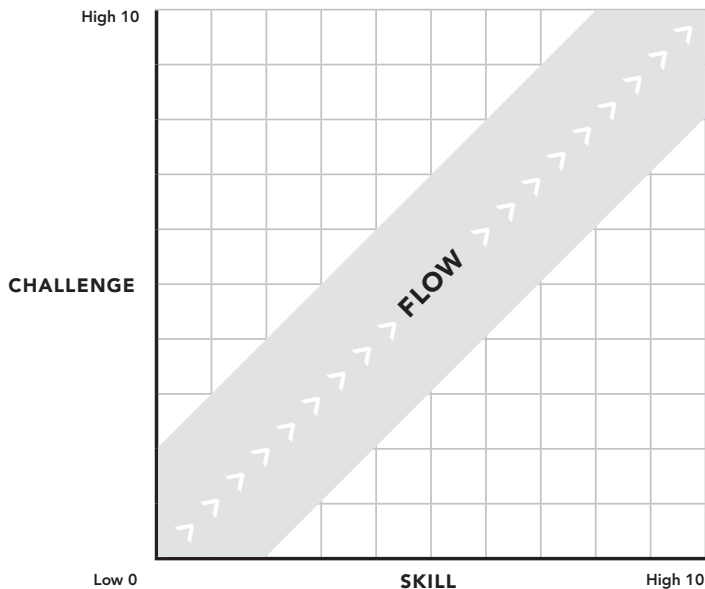
Facilitator's Guide: Pgs. 156-161



4. Developing Competence (25 minutes)



Before this activity begins, prepare a flip chart page with a “Flow” chart, as shown below or simply use the slide and a laser pointer.



We sometimes talk about athletes being “in the zone” or “in the flow” when they are competing at their best. What do we mean?

Elicit responses until someone says something like:

The person is achieving extraordinary performance almost effortlessly.

The person is fully immersed and fully engaged in what he or she is doing.



Who can remember an experience in which you felt you were in the flow?

Elicit one or two responses. Ask, “What was going on?” “How did you feel?”



When we talk about developing competence, we are talking about helping people get to this “flow” state, which occurs when someone is working at his or her highest potential.

This concept of flow is based on the work of a social scientist named Mihaly Csikszentmihalyi [Mee-high-yee Chick-sent-mee-high'-yee], who studied peak human performance at the University of Chicago. He found that we are at our best when we find the right balance between factors of challenge in the task and/or situation and our skill to perform those tasks.

Explain to participants how to read the “flow” chart on page 130 of their workbooks.



The vertical axis represents the level of challenge involved in the work you do, from low to high. The horizontal axis represents the level of competence, or skill, that you have to deal with the challenge, also from low to high.



Can anyone think of a time when you were involved in a very challenging situation but did not really have the competence or skills to deal with it?

Elicit one or two responses. Ask each respondent to briefly describe the situation.

If no one responds, share a situation of your own.



How did you feel?



Elicit a few responses or share your own. Responses will probably include “anxious,” “frightened,” “frustrated,” “uncomfortable,” “overwhelmed,” etc. Write some of the responses in the upper-left-hand area of the Flow graphic on the flip chart, above the line with the word “Flow” and the arrows.



Have any of you been involved in a situation in which there was very little challenge, yet you had a high degree of competence and skill?

Elicit one or two responses. Ask someone to describe the situation and say how he or she felt. Responses are likely to include “bored” and “frustrated.” Write them in the lower-right-hand area of the flip chart page, below the flow graphic.

Refer to the upper left and lower right areas of the flow chart.



Few people would say that they were at their best when they were in either of these states, right?



Refer to the flow graphic that runs from the lower left to the upper right of the chart. Make these points:

- *For people to perform at their very best, they need to be in that “flow” state, where challenge and competence or skill are high and they’re stretching themselves just beyond their current levels of comfort—but not so much that they’re stressing out. The goal is to be “in the zone”—as close as possible to the “flow” line.*
- *“Flow” is not about finding the balance between challenge and skills and just staying there. That’s not growth. The best place to be is at the upper end of the flow zone, where people are continually stretching themselves to try new things (and thus moving into uncertainty and challenge), growing, and developing skills over time.*

Refer to the upper left area of the chart.



What about people who are in this area, feeling anxious or frustrated because they face challenges that are too high for their levels of competence or skills? How can those people be enabled so that they are more in the flow?

Elicit responses until someone says, “By increasing their skills through training or increasing their confidence by providing support.”



Refer to the lower-right area of the chart.



What about people who are bored and frustrated because their competence and skills are greater than the challenge? How could you enable them?

Elicit responses until someone says, “Offer them challenging opportunities that more closely match their skills and confidence.”



For your team members to be able to perform at their best, they need to be as close as possible to the “flow.” That means you constantly need to assess the challenges that people are facing and their level of competence or skill so that you can provide them with the opportunities that help them develop and grow.

You must also focus on people’s confidence.



Suppose I placed a 2-by-4 board on the ground and asked you to walk across it without touching the ground. Could you do it? Sure. But what if the 2-by-4 were 30 feet in the air? Could you still do it? Why not? What is the difference?

Elicit responses until someone says, “The level of risk.”



To take on what they see as challenges, people need not only skills, but also confidence in their skills. Whatever you do that increases someone’s sense of self-confidence makes that person more powerful and enhances his or her possibility of success.

Ask participants to use page 130 in their workbooks.



Think about the relationship that three or four of your team members have to the work they do. Write their initials or code names in the appropriate place on the flow chart.



If you think it’s necessary, use the chart on the flip chart page to illustrate.



For example, if one of my team members had a high degree of challenge but a low degree of skill relating to that challenge, I would put the person’s initials here.

Write initials close to the upper-left-hand corner of the chart.



If another team member had a medium degree of challenge and a fairly good degree of skills relating to that challenge, I would put the person’s initials here.



Write initials about one-third of the way up the chart, close to the bottom of the flow graphic.

Give participants a minute or two to place their team members' initials on the chart.



[Show of hands] *How many of you identified at least one person who is not "in the flow"?*



Take a few minutes to help one another see what you could do to improve those people's situations.

Give participants five or six minutes to work with partners or in triads to do the following:

1. Give each person one minute to explain why he or she placed a team member's initials in a specific place on the flow chart.
2. Come up with some actions for moving that team member into or closer to the flow.
3. After each person has had a turn, use any remaining time to come up with actions for moving someone else into the flow.



When the time is up, elicit some examples of the actions that participants came up with and write them on a flip chart page.

Give participants a minute or two to copy on page 131 in their workbooks any actions from other groups that might help them move one or more of their team members into or closer to the flow.



This tool is can be very effective in facilitating conversations around someone's performance. For example, there might be a person you are considering for promotion or for a critical task. Instead of asking, "Do you think you are ready to do the job?" ask the person to indicate on the flow diagram how ready he or she feels to be able to do what is being asked.

The person might have more or less confidence than you do that he or she is ready. If the person puts a mark in a very different place than you had expected, ask for his or her reasons. Wherever

he or she puts the mark, it opens a conversation leading to specifics about what the person needs to be successful. This is the kind of conversation that builds trust.



Before closing this segment, help participants connect the relevance of flow to peak performance, productivity, and owning one's decision to engage or not.

Ask these questions, eliciting a few responses to each.



Is challenge increasing, staying the same, or decreasing in today's environment—regardless of the sector you are in?

Increasing.

What's the implication for the skills dimension of the flow model?

We have to increase our skills in order to respond to the increasing challenges.

What's the implication for us as leaders?

Provide more learning and development opportunities.
Invest more in training.
Do more coaching.
Assign people to teach others.

We all need to continually analyze the capacity of our team members to respond to challenges and think of opportunities for development, based on that analysis.



Make a transition to the next activity.



Competence and individual strength alone won't enable people to get extraordinary things done. It takes teamwork. Remember, no one does it alone.

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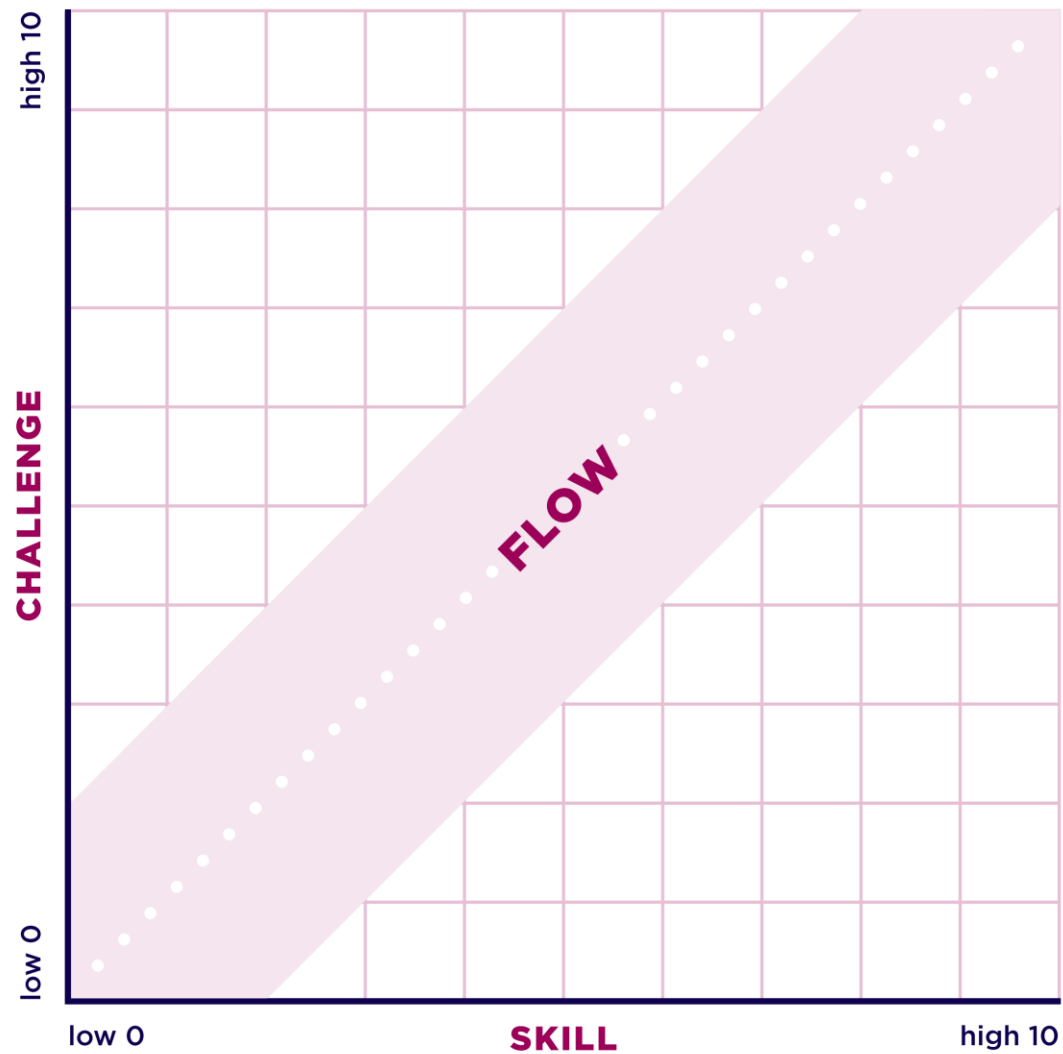


ENABLE OTHERS TO ACT (2)

- DEVELOP COMPETENCE (FLOW ZONE)

Slide 66







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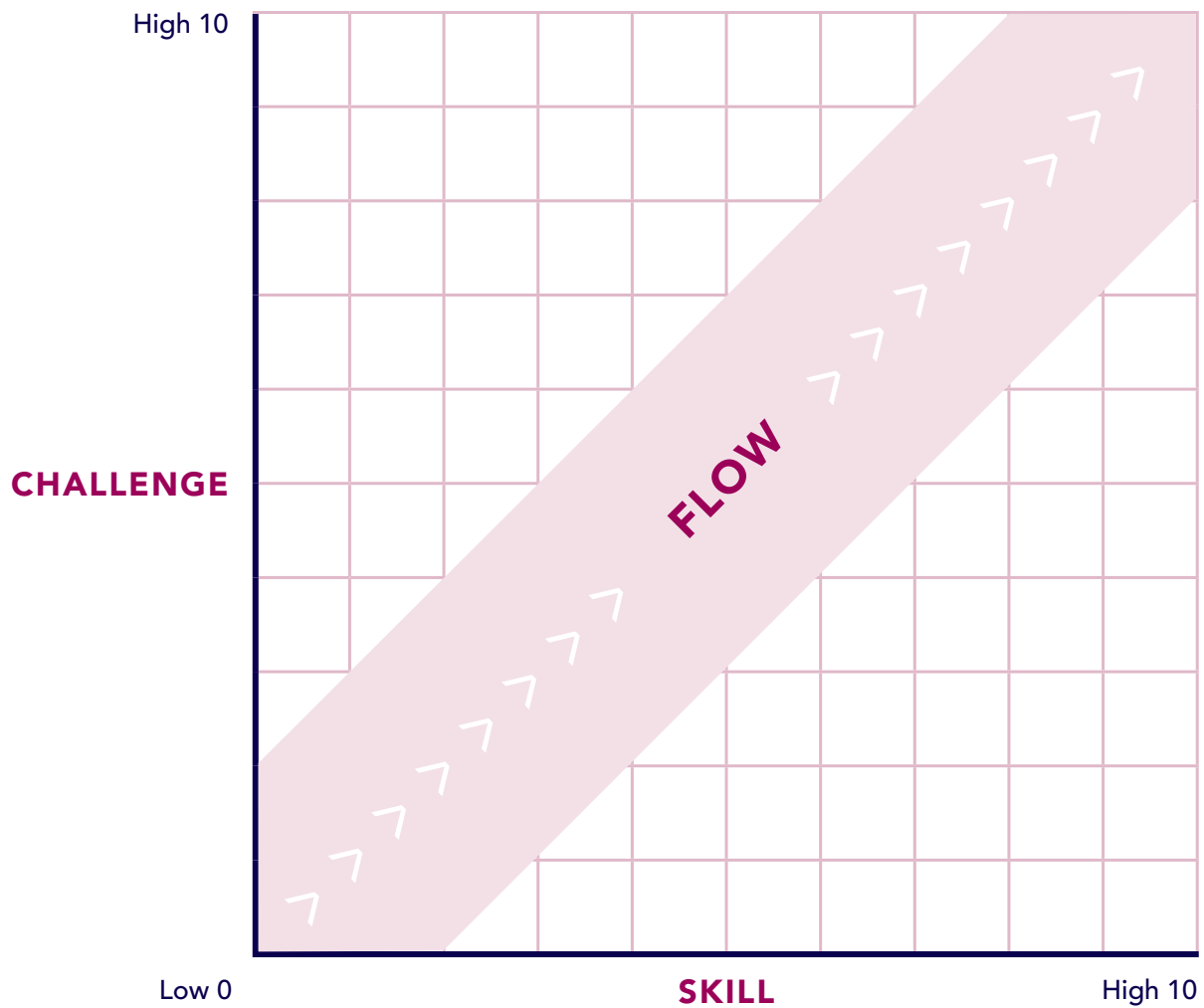
Participant Workbook: Pgs. 130-133



Developing Competence

We feel more capable and confident when we have the ability to perform well, and others have more confidence in us when they know we are competent. Leaders know that people need coaching to increase their competence and that, unless people have opportunities to put their talents to use, they'll end up bored or frustrated.

Think about the relationship that three or four of your team members have to the work they do. Write their initials or code names in the appropriate places on the flow chart.



Why did you place each person's initials in those specific places on the flow chart?

What could you do to move each team member into or closer to the "flow"?

Name/Initials:

Action:

.....

Name/Initials:

Action:

.....

Name/Initials:

Action:

.....

Name/Initials:

Action:

.....

Source: Based on the work of M. Csikszentmihalyi







“ We helped everyone become more competent by creating a learning climate where people looked beyond their own job descriptions and organizational boundaries.”

RAJ LIMAYE,
DEPUTY MANAGER OF DATAPRO