

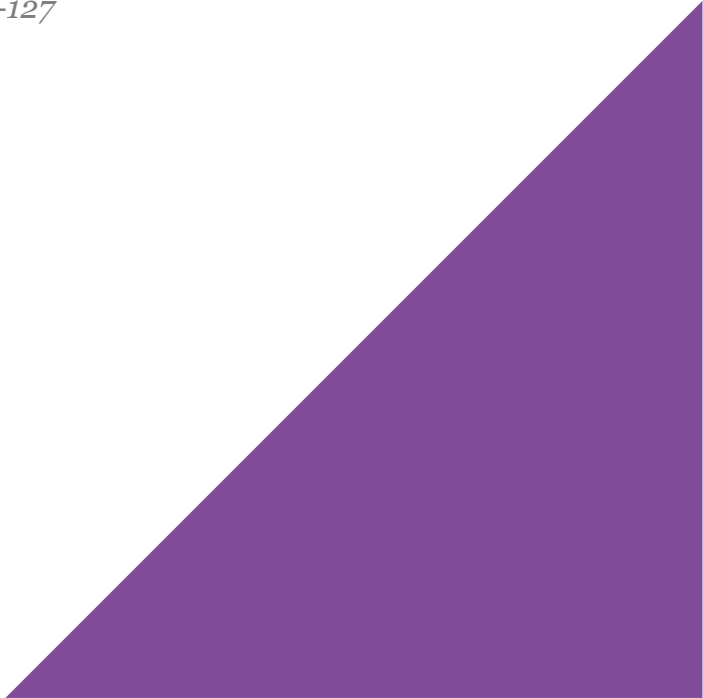


FlashPoint.

FACILITATOR ASSIGNMENT: ENABLE OTHERS TO ACT (1)

- INTRODUCTION
- POWERFUL TIMES, POWERLESS TIMES

*Included here: Facilitator's Guide: Pgs. 150-153, Slides 61-62, 64-65,
Participant Workbook: Pgs. 119-120, 124-127*



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



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Facilitator's Guide: Pgs. 150-153



1. Introduce the Practice (5 minutes)



The fourth practice, Enable Others to Act, is the way that leaders foster the collaboration that is so essential to achieving extraordinary results. This practice is about facilitating the relationships and trust required for true collaboration. It is also about strengthening constituents by increasing self-determination and competence.

Review the module objectives.

Ask participants to turn to the Enable Others to Act LPI items in their workbooks.

Give participants about five minutes to transfer their self and average observer scores from their LPI Feedback Reports to the boxes on page 122 of their workbooks and think about what they see. Then ask them to write down ideas about what changes they might like to make and any other ideas that occur to them.

Give participants a few minutes to discuss their observations and initial thoughts with partners or their table teams, or as a group. You can suggest questions such as these:



What, if anything, keeps you from engaging in the behaviors related to this practice more frequently?

How could improving in this practice help you address your current leadership challenge?



Make a transition to the next segment, where participants will do an activity to help them understand the impacts of their behavior.



Next we will take a close look at how your actions affect those around you.



2. Powerful Times, Powerless Times (35 minutes)

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Let's begin with a look at your own experience with the practice of Enable Others to Act by asking two basic questions: What enables you? What disables you?"

Give participants seven to ten minutes to do the following in their table groups:



Think about a time when someone else's statement or action made you feel powerful. What did that person say or do that made you feel powerful—capable, competent, strong, important?



Ask one or two volunteers at your table to describe the incidents that made them feel powerful, using details to describe what the person did and said and the effect on his or her emotional state.



Remind participants that they should write down what the other people SAID or DID, instead of using generalities like "trust" or "attitude."



Think about a time when someone else's statement or action made you feel powerless—took the wind out of your sails, made you feel small, insignificant, or weak. What did that person say or do?



Ask one or two volunteers at your table to describe the incident that made them feel powerless, using details to describe what the person did and said and the effect on his or her emotional state.

When the time is up, give participants another seven to ten minutes to discuss these questions:



- *What is the impact on your productivity and your morale when someone does or says something that makes you feel powerful?*



- *What is the impact on your productivity and your morale when someone does or says something that makes you feel powerless?*
- *What are the implications for you as a leader? Share your reasoning.*



Ask each team for a brief summary of the key points from its discussion. Record them on a flip chart page. Make the following points if participants do not:

- Behaviors that make people feel powerful are enabling, and those that make people feel powerless are disabling.
- Feeling powerful is likely to bring out the best, most positive, most committed energy and performance.
- Making people feel capable and valued is at the heart of trust. Trust is the essential ingredient in people's willingness to take risks that can drive extraordinary results.



Now let's look at examples of how our own behavior enables or disables the people on our teams.

Give participants five minutes to answer the questions on page 127 in their workbooks. Ask them to be as specific as they can in their responses. For example, "Instead of saying generally that you give people latitude, say **WHEN** you actually did or said **WHAT** to enable **WHOM**. Cite specific examples such as, "Last week, I gave Sally access to financial data so she could make a better proposal to the committee."



When the time is up, ask for a few examples of the following and write them on a flip chart page:

- What people said or did to enable their team members
- What people said or did that might have been disabling
- Barriers that get in the way of enabling others and ways to remove or reduce them



Do we do the disabling actions on purpose—to make others feel small? Probably not. Then why do we do them?

Elicit a few responses, which might include "lack of time," "too much pressure," etc.



According to researcher Gloria Mark,¹ we are interrupted every three minutes and five seconds. Each of those interruptions gives us an opportunity to enable or disable someone. It is the mindful leader, the leader who is paying attention on purpose, who is able to take advantage of those moments.



Tell a brief story about how leaders share power and give people choices so that they will have more confidence, grow, and develop. There are many places to find stories. One excellent resource is the book, *It's Your Ship*, by Michael Abrashoff, about a Navy captain who turned around the worst ship in the navy by sharing his discretionary power with the crew.



Make a transition to the next activity by explaining that the group is going to watch a video case of how one leader makes other people feel powerful and strong.

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¹"Too Many Interruptions at Work?" Interview with Gloria Mark, *Gallup Management Journal*, p. 1. Available: <http://gmj.gallup.com/content/23146/Too-Many-Interruptions-at-Work.aspx>



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Slides 61-62, 64-65



ENABLE OTHERS TO ACT





ENABLE OTHERS TO ACT

Foster collaboration by building trust and facilitating relationships.

Strengthen others by increasing self-determination and developing competence.



POWERFUL TIMES

- Behaviors that make people feel powerful are enabling, and those that make people feel powerless are disabling.
- Feeling powerful is likely to bring out the best, most positive, most committed energy and performance.



POWERFUL TIMES CONTINUED

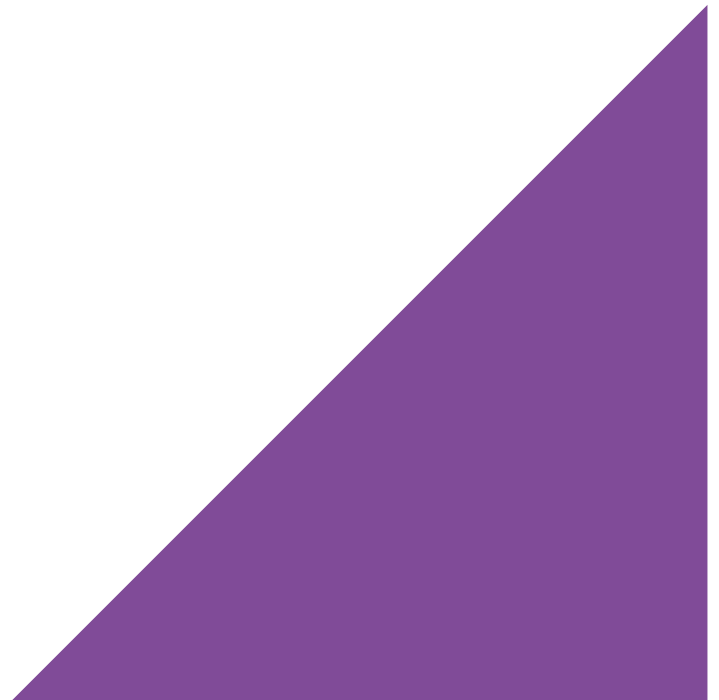
- Making people feel capable and valued is at the heart of trust—the essential ingredient in people’s willingness to take risks that can drive extraordinary results.



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Participant Workbook: Pgs. 119-120, 124-127



PRACTICE 4

ENABLE OTHERS TO ACT





**Foster collaboration
by building trust
and facilitating
relationships.**

**Strengthen others
by increasing
self-determination
and developing
competence.**

Powerful Times, Powerless Times

Think of a time or times when you felt **powerful** as a result of what someone said or did.

Describe what the person said and/or did. Be as specific as you can.

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Think of a time or times when you felt **powerless** as a result of what someone said or did.

Describe what the person said and/or did. Be as specific as you can.

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What is the impact on your productivity and your morale when someone does or says something that makes you feel powerful?

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What is the impact on your productivity and your morale when someone does or says something that makes you feel powerless?

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What are the implications for you as a leader?

Share your reasoning.

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Powerful Times

- Behaviors that make people feel powerful are enabling, and those that make people feel powerless are disabling.
- Feeling powerful is likely to bring out the best, most positive, most committed energy and performance.
- Making people feel capable and valued is at the heart of trust—the essential ingredient in people’s willingness to take risks that can drive extraordinary results.



What have you said or done recently to enable your constituents by making them feel powerful?

Cite examples and be as specific as you can. Describe WHEN you actually did or said WHAT to enable WHOM.

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What have you said or done recently that might have been disabling to your constituents and made them feel powerless? Be specific.

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What barriers get in the way of enabling others?

What could you do to remove or reduce these barriers?

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