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FACILITATOR TRAINING ASSIGNMENT: MODEL THE WAY

- INTRODUCE THE PRACTICE
- CHARACTERISTICS OF AN ADMIRED LEADER

Included here: Facilitator's Guide: Pgs. 82, 84-49, Slides 29-30, 32-36, Participant Workbook: Pgs. 37-38, 42-45

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?**
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> 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. 82, 84-49

1. Introduce the Practice (10 minutes)

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> *The first practice we'll explore is Model the Way. There are many ways to describe this practice: Walk the talk. Do what you say. Practice what you preach.*

↗**29**

This is the practice that relates to your credibility, your believability.

Here's what it's about:

38

- *As a leader, you ARE being watched—all the time—so you need to set the example by making sure that your statements and your actions are sending the desired message.*

↗**30**

- *"Finding your voice" means being clear about what you stand for, believe in, and value. Your voice comes from your values.*

- *Shared values are the foundation for building productive and genuine working relationships.*

- *It is difficult for others to willingly follow your lead if you are not clear on your values and beliefs.*

Review the module objectives.

↗**31**

Ask participants to turn to the Model the Way LPI items in their workbooks.

40

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> *Let's begin this module by looking at the LPI items related to Model the Way. Engaging in these behaviors more frequently is how you get better at this practice. So take a moment to look at your self-ratings and your observers' ratings on these items.*

Give participants four or five minutes to transfer their self and average observer scores from their LPI Feedback Reports to the boxes on page 40 of their workbooks. Ask them to note their initial thoughts about what changes they might like to make on page 41.

41

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:

- Which behavior stood out for you when you examined these scores? Why?

- Which of the Model the Way behaviors are the easiest for you? The most difficult? Why?

- What are some actions that you might take to improve in the behaviors on which you received the lowest scores?

We will do this review of your LPI ratings at or near the beginning of each of the practice modules—you can think of it as a warm-up exercise for the work we will be doing in the module. At the end of the workshop, you'll use your notes to help you make an action plan for improving your leadership behaviors.

Make a transition to the next segment, where you will look at what people expect from their leaders.

Next, we will take a look at what the research says that people expect from their leaders and how that stacks up against what all of you think.

2. Characteristics of an Admired Leader (20 minutes)

Before the workshop, tally or generate from the online application the results of the Characteristics of an Admired Leader (CAL) surveys that were part of the participants' pre-work. Make a slide that shows the group's norms and have it ready to show during this segment.

People might not have much choice in who manages them, but they have a great deal of choice about whom they are willing to follow.

In this section, we will look at leadership from the followers' perspective—that is, what followers expect of leaders. We will also explore the all-important subject of credibility, what it is and why it is considered the foundation of leadership.

We will begin by diving into the pre-work survey where you were asked to select the seven attributes you most admire in a leader.

Ask participants to turn to page 42 in their workbooks showing the Characteristics of an Admired Leader.

Give participants two or three minutes with their table groups to predict which four attributes were selected the most often.

Ask the entire group to predict which four attributes were selected most often and write them on a flip chart page.

Show the slide with the CAL norms from Jim and Barry's research.

42

32

In their research, Jim and Barry also asked people to complete this questionnaire. Here are their results. The numbers next to each characteristic represent the percentage of people who selected that characteristic among the seven they most look for.

Give participants one minute to copy the norms from the slide onto the lines in their workbooks. Then take one or two minutes to discuss any norms that participants found surprising—for example "loyalty" at 18 percent or honesty at 84 percent.

Ask participants to identify the characteristics that were selected by 51 percent or more of respondents. As they mention the characteristics, write them on a flip chart page and post the flip chart page.

Characteristics:

- Honest

- Forward-Looking

- Competent

- Inspiring

Are those the characteristics you predicted?

Elicit a few responses.

These four leadership characteristics, "Honest," "Forward-Looking," "Inspiring," and "Competent," have been selected by more than 50 percent of the respondents ever since Jim and Barry began their research. In fact, throughout most of the survey time frame, these four have been selected by more than 65 percent.

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We have been looking at the percentages that reflect the responses from the thousands of people who have responded to the survey. Now, let's look at our group's average responses.

Show the slide with the group's norms added to the CAL norms. Ask participants to write the group's norms on the blank lines in their workbooks.

↗ 33

What are the top four characteristics that this group identified?

Write the responses on a flip chart page.

What similarities and differences do you notice between the characteristics that this group selected most often and those that the research group selected most often?

See the FAQs for possible explanations of differences between this group's top four characteristics and those that people in Jim and Barry's data base selected most often.

Ask participants to write the top four characteristics that appear on the flip chart page on the lines in their workbooks.

- Honest

- Forward-Looking

- Competent

- Inspiring

When Jim and Barry saw that these four characteristics were consistently at the top, they noticed the similarity between these findings and the body of research about source credibility. That study found that "A source of information is considered believable when he or she is considered to possess these following three characteristics: Trustworthiness, Expertise, and Dynamism."

Ask participants to write those characteristics at the bottom of page 43 in their workbooks.

If you think it is appropriate, explain that the information about source credibility comes from D.K. Berlo, J.B. Lemert, and R.J. Mertz, "Dimensions for Evaluating the Acceptability of Message Sources," *Public Opinion Quarterly,* 33 (1969), 563–576, which Jim and Barry cited in their book, *Credibility.*

What relationships do you see between the three components of credibility and the top four characteristics of admired leaders?

Elicit responses until participants point out these relationships:

- Trustworthiness lines up with Honesty

- Expertise is virtually the same as Competence

- Dynamism, the enthusiasm, excitement, or spark is like Inspiring

? *What does this tell you about what people consistently say that they most look for in a leader?*

Elicit responses until someone says, "Credibility."

" *You can see that three of the top characteristics of admired leaders, "honest," "competent," and "inspiring," are almost identical to the components of credibility, "trustworthiness," "expertise," and "dynamism. That is why Jim and Barry say that "Credibility is the foundation of leadership." People will only be inspired to follow you if they see you as being credible, or believable.*

But credibility is only one of the two primary expectations that people have of their leaders.

? *Which of the top four characteristics of admired leaders is not part of the definition of credibility?*

Elicit responses until someone says, "Forward-looking."

" *Credibility is essential, but by itself, it is not enough. People consistently tell us they also expect a leader to be forward-looking—that is, to have a vision of the future. Being forward-looking is the characteristic that differentiates leaders from other credible people. What this means is that, without a vision of the future, people will not acknowledge you as a leader. They may be OK working with you, but they are not necessarily willing to be led by you.*

We will spend more time on that characteristic in the next module, Inspire a Shared Vision. In this module, we will focus on credibility.

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" *Jim and Barry have found that when people perceive their managers to have high credibility, they are more likely to:*

- ■ *Be proud to tell others they're part of the organization.*

- ■ *Feel a strong sense of team spirit.*

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- *See their own personal values as consistent with those of the organization.*

- *Feel attached and committed to the organization.*

- *Have a sense of ownership of the organization.*

The studies also found that when people perceive their managers to have low credibility, they're significantly more likely to:

- *Produce only if they're watched carefully.*

- *Be motivated primarily by money.*

- *Say good things about the organization publicly, but criticize it privately.*

- *Consider looking for another job in tough times.*

- *Feel unsupported and unappreciated.*

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If you think it would be helpful, ask participants this question:

What do these findings tell you about the impact of credibility?

Elicit responses until some makes this point: "Credibility matters."

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Which set of findings (high or low credibility) best describes your work environment?

Elicit several responses. Ask participants to explain why they answered they way they did.

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What does it look like when someone is behaving in a credible way?

Expected responses include:

- They "walk the talk."

- They "practice what they preach."

- They "do what they say."

Point out the seven blank lines at the bottom of page 45. Show the slide DWYSYWD and ask participants to fill in the blanks with the letters.

Here's what credibility looks like, behaviorally.

What do you think these letters stand for?

Elicit responses until some says, "Do What You Say You Will Do."

Doing what you say you will do is the formula for developing and maintaining credibility.

Look closely and you will see an important message in this formula. Notice that the word "do" appears twice, while the word "say" appears only once. The message is that you will probably have to do things at least twice as many times as you say them for people to really believe you. That is why consistent and frequent action is so important.

If you have time, ask the following question to give participants some perspective about the general state of credibility in the world today.

How are credibility and trust in the world these days? Are they strong or suffering? What impact does a wavering view of credibility in the world in general have on you as a leader?

Make a transition to the next activity, where the focus will be on the impact of values clarity on commitment.

During our next activity, we will begin to explore what leaders need to be very clear about if they are to establish and maintain high credibility.

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Slides 29-30, 32-36

MODEL THE WAY

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Clarify values by finding your voice and affirming shared values.

Set the example by aligning actions with shared values.

CHARACTERISTICS OF ADMIRED LEADERS

NORMS	CHARACTERISTIC		NORMS	CHARACTERISTIC
28	Ambitious		84	Honest
40	Broad-Minded		17	Imaginative
23	Caring		5	Independent
66	Competent		66	Inspiring
31	Cooperative		47	Intelligent
22	Courageous		18	Loyal
39	Dependable		17	Mature
22	Determined		10	Self-Controlled
35	Fair-Minded		32	Straightforward
62	Forward-Looking		37	Supportive

CHARACTERISTICS OF ADMIRED LEADERS

THIS GROUP	NORMS	CHARACTERISTIC		THIS GROUP	NORMS	CHARACTERISTIC
00	28	Ambitious		00	84	Honest
00	40	Broad-Minded		00	17	Imaginative
00	23	Caring		00	5	Independent
00	66	Competent		00	66	Inspiring
00	31	Cooperative		00	47	Intelligent
00	22	Courageous		00	18	Loyal
00	39	Dependable		00	17	Mature
00	22	Determined		00	10	Self-Controlled
00	35	Fair-Minded		00	32	Straightforward
00	62	Forward-Looking		00	37	Supportive

SOURCE CREDIBILITY

- Trustworthiness

- Expertise

- Dynamism

SOURCE CREDIBILITY AND MOST ADMIRED CHARACTERISTICS

- Trustworthiness = Honesty

- Expertise = Competence

- Dynamism = Inspiring

DWYSYWD

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Participant Workbook: Pgs. 37-38, 42-45

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Clarify values by finding your voice and affirming shared values.

Set the example by aligning actions with shared values.

Characteristics of an Admired Leader

Percentage of Respondents Who Selected the Characteristic as One of the Seven Qualities They Most Admire in a Leader

THIS GROUP	NORMS		THIS GROUP	NORMS	
___	___	**Ambitious** (aspiring, hardworking, striving)	___	___	**Honest** (truthful, has integrity, trustworthy, has character, is trusting)
___	___	**Broad-minded** (open-minded, flexible, receptive, tolerant)	___	___	**Imaginative** (creative, innovative, curious)
___	___	**Caring** (appreciative, compassionate, concerned, loving, nurturing)	___	___	**Independent** (self-reliant, self-sufficient, self-confident)
___	___	**Competent** (capable, proficient, effective, gets the job done, professional)	___	___	**Inspiring** (uplifting, enthusiastic, energetic, humorous, cheerful, optimistic, positive about the future)
___	___	**Cooperative** (collaborative, team player, responsive)	___	___	**Intelligent** (bright, smart, thoughtful, intellectual, reflective, logical)
___	___	**Courageous** (bold, daring, fearless, gutsy)	___	___	**Loyal** (faithful, dutiful, unswerving in allegiance, devoted)
___	___	**Dependable** (reliable, conscientious, responsible)	___	___	**Mature** (experienced, wise, has depth)
___	___	**Determined** (dedicated, resolute, persistent, purposeful)	___	___	**Self-controlled** (restrained, self-disciplined)
___	___	**Fair-minded** (just, unprejudiced, objective, forgiving, willing to pardon others)	___	___	**Straightforward** (direct, candid, forthright)
___	___	**Forward-looking** (visionary, foresighted, concerned about the future, sense of direction)	___	___	**Supportive** (helpful, offers assistance, comforting)

What Constituents Expect of Leaders

Four Characteristics of Admired Leaders

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The four characteristics that constituents expect of leaders add up to what communications experts refer to as **source credibility**. According to those experts, a source of information is considered believable when he or she is considered to possess the following three characteristics.

Components of Source Credibility

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Research has shown that people consistently select four characteristics to describe the leaders they would choose to follow.

Impact of Credibility on an Organization

When people perceive their managers to have high credibility, they are more likely to:

- Be proud to tell others they're part of the organization.

- Feel a strong sense of team spirit.

- See their own personal values as consistent with those of the organization.

- Feel attached and committed to the organization.

- Have a sense of ownership of the organization.

When people perceive their managers to have low credibility, they're more likely to:

- Produce only if they're watched carefully.

- Be motivated primarily by money.

- Say good things about the organization publicly, but criticize it privately.

- Consider looking for another job in tough times.

- Feel unsupported and unappreciated.

How do leaders earn credibility? What is credibility behaviorally?

____ ____ ____ ____ ____ ____ ____