



FACILITATOR ASSIGNMENT: COMMITTING

- PERSONAL LEADERSHIP DEVELOPMENT GOALS
- PLANNING A CONVERSATION
- MAKING COMMITMENTS
- CLOSING AND CELEBRATING OUR ACCOMPLISHMENTS

*Included here: Facilitator's Guide: Pgs. 187-191, Slides 71-77,
Participant Workbook: Pgs. 166-176*

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. 187-191



3. Personal Development Goals and Plans for Conversations with Teams/Managers (35 minutes)

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Ask participants to turn to page 168 in their workbooks. Explain what you want them to do.



Now I'd like you to choose one practice on which to focus when you leave the workshop. You might select the practice on which you received the lowest LPI scores, the one that is most closely related to your current leadership challenge, or one that is important to you for another reason.

Think about the insights you've had from the discussions and activities in this workshop.

Identify some short-term and long-term goals for improving the leadership practice you have chosen.

Point out the workbook pages in the Appendix to their workbooks under "Suggestions for Becoming a Better Leader."



Take a look at the "Suggestions for Becoming a Better Leader" for that practice.

You can think of short-term goals as those that you can get started on right away and accomplish in under thirty days. Long-term goals are those that involve a number of steps and, perhaps, other people; they might take up to ninety days to accomplish. A helpful way to think about your goals is by using a template.



"In [time period], I will [improve, increase, decrease, or eliminate _____] so that [describe payoff for self and organization]. My success will be measured by [describe tangible or observable outcomes]."²



²Reprinted from *The Six Disciplines of Breakthrough Learning* (p. 91) by C. Wick, R. Pollock, A. Jefferson, and R. Flanagan. Published by Pfeiffer, An Imprint of Wiley, 2006.



Think about why you selected the particular goals and decide what specific actions you will take to achieve them. Write the goals and the actions in your workbook.

Think about the ways in which achieving your goals will help you meet your current leadership challenge and note specifics in your workbook on page 171.



- *Which specific aspects of your challenge will be addressed by your meeting your goals?*
- *Which aspects of your challenge will require additional work?*
- *If you selected a challenge that was linked to specific team or organizational goals, how are the individual goals you've selected here connected? Will achieving your individual goal help the team or organization to achieve its goals?*



Now it's time to plan a conversation with your team and/or manager.

You've asked people to give you feedback by completing the Observer version of the LPI. You've spent two days in a workshop on leadership. When you get back to work, people will be curious about what you have learned.



Remember the questions we discussed at the beginning of the workshop that people most frequently asked of their leaders? What were those questions?

Elicit responses until someone says:

- Who are you? What do you stand for, believe in, and care about?
- Where are we headed? What's your vision of the future?
- What are you going to do? What actions are you going to take and what changes are you going to make?

Point out the worksheet for planning a conversation with your team and/or manager that begins on page 172 of the workbook.



Now you'll be ready to plan a conversation with your team and/or your manager to answer those questions. Think about what you will tell them about the following.



What you learned about yourself as a leader from the LPI feedback and other lessons:

- What you value most—the values that guide your actions.
- Where you see the team and organization headed—your vision of the future.
- What you intend to do as a leader, based on what you learned.

Make a commitment.

Ask participants to turn to “Making Your Commitment” on page 175 of their workbooks.



The last part of this activity is to “go public” with your commitment to action. You will meet with your commitment partner to summarize the following:

- Your assessment of your strengths and areas for improvement.
- Your reasons for choosing the practice you would like to improve.
- Your goals and the actions you will take to achieve them.
- How achieving the goals will help you address your current leadership challenge.

Schedule an in-person or telephone meeting during which you will discuss what you did, what happened, what you learned, and what you will do next.

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If you think that participants need more explanation of how to identify goals, walk through a quick example:



Write “Enable Others to Act” at the top of a flip chart page.



For example, suppose you received the lowest LPI scores in Enable Others to Act. You want to improve in that practice because you think it’s important for your team members.

A short-term goal for improving in Enable to Act might be “improve my ability to listen to my team members.” That goal involves actions you can do right away.

Write the short-term goal on the flip chart page. Leave space after the goal in which to write actions.



A longer-term goal, one that requires preparation, might be "become better at delegating."

Write the long-term goal on the flip chart page. Leave space after the goal in which to write actions.



What are some actions you could take to become better at listening?

Elicit a few responses and write them on the flip chart page.



What are some actions you could take to become better at delegating?

Elicit a few responses and write them on the flip chart page.

Ask whether participants have questions about the activity. Remind them that they have about ten minutes to identify their goals and plan for a conversation with their team and/or manager and another five or ten minutes for the conversations with their commitment partners.



Monitor this activity to answer questions as people work and remind them of the time. If participants leave the training room to work, be sure that you know where they are.



When the time is up, reconvene the group and make a transition to the next segment.

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4. Celebrating Our Accomplishments (10 minutes)

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Purpose: To provide one final opportunity for participants to express appreciations and to share a learning experience.



You can customize the following recognition activity or substitute a group celebration activity of your own.



*We will end this workshop by celebrating our accomplishments. First, you've all been gracious in giving and receiving feedback in **The Leadership Challenge® Workshop**. Now it's my turn to ask you for feedback before I venture out on my next journey. It'll help me improve how I lead.*

Hand out workshop evaluation forms and give participants five minutes to complete them.

When evaluations are complete:



Now let's take a few moments to share something you've learned and get some positive feedback from your colleagues.

Give participants one minute to think of something important they have learned—one important lesson about leadership or insight about themselves as leaders or leading others.

Ask participants to stand in a rough circle. (If necessary, move tables out of the way). Give each person about thirty seconds to share what he or she has learned and say to "Thanks" to others who have been especially helpful to his or her learning.



You can ask participants to do this activity in their table teams.



It's been a pleasure to be your guide on your leadership development journey. Before I share a few final thoughts, I'd like to ask you for just a few more minutes of your time.

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Slides 71-77



COMMITTING





MODULE OBJECTIVES

- Identify short-term and long-term actions for improving in one of The Five Practices.
- Hold a conversation with your team and/or manager to share your LPI feedback, your values, and your vision of the future.



IN THIS MODULE

- Share your vision and values with a partner.
- Assess your leadership strengths and areas for improvement.
- Identify goals and actions to improve in one of The Five Practices.
- Identify actions for addressing your current leadership challenge.



IN THIS MODULE CONTINUED

- Plan a conversation with your team and/or manager.
- Make a commitment.
- Celebrate our accomplishments.



GOAL-SETTING TEMPLATE

In [TIME PERIOD], I will [IMPROVE, INCREASE, DECREASE, OR ELIMINATE _____]

so that [DESCRIBE PAYOFF FOR SELF AND ORGANIZATION].

My success will be

measured by [DESCRIBE TANGIBLE OR

OBSERVABLE OUTCOMES].



FUNDAMENTAL MESSAGES

- Leadership is everyone's business.
- Leadership is a relationship.
- Leadership development is self-development.
- The best leaders are the best learners.
- Leadership development is an ongoing process.



FUNDAMENTAL MESSAGES

CONTINUED

- Leadership development takes deliberate practice.
- Leadership is an aspiration and a choice.
- Leaders make a difference.



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Participant Workbook: Pgs. 166-176



Committing

Every exceptional leader is an exceptional learner. Leadership development is an ongoing process that requires practice.

Many leadership skills can be learned successfully in the classroom, but we also learn from other people and from experiences. We must take advantage of every opportunity to practice our skills. We may fail, but we will learn from our mistakes.

MODULE OBJECTIVES

When you complete this module, you will be able to:

- Identify short-term and long-term actions for improving in one of The Five Practices
- Hold a conversation with your team and/or manager to share your LPI feedback, your values, and your vision of the future.

A Conversation About My Vision and My Values

MY VISION

MY VALUES



Worksheet: Identifying My Goals

1. Review the notes you have made in this workbook and think about the insights you've had from the discussions and activities. Then select ONE of The Five Practices on which you want to focus your leadership development during the next thirty days (short-term, immediate actions you can take right after the workshop) and over the next ninety days (longer-term actions that require some preparation).

Practice to focus on:

A useful template for thinking about your goals follows:

“In [time period], I will [improve, increase, decrease, or eliminate _____] so that [describe payoff for self and organization]. My success will be measured by [describe tangible or observable outcomes].”*

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*Reprinted from *The Six Disciplines of Breakthrough Learning* (p. 91) by C. Wick, R. Pollock, A. Jefferson, and R. Flanagan. Published by Pfeiffer, An Imprint of Wiley, 2006.



2. Identify your short-term and long-term goals for improving the leadership practice you have chosen. Think about why you selected the particular goals and decide what specific actions you will take to achieve them.

SHORT-TERM GOALS (WITHIN THIRTY DAYS):

GOAL

REASONS FOR SELECTING

ACTIONS FOR ACHIEVING



LONG-TERM GOALS (WITHIN NINETY DAYS):

GOAL



REASONS FOR SELECTING



ACTIONS FOR ACHIEVING



Which specific aspects of your challenge will be addressed by your meeting your goals?

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Which aspects of your challenge will require additional work?

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How will achieving your goals help you meet your current leadership challenge?

If you selected a challenge that was linked to specific team or organizational goals, how are the individual goals you've selected connected? Will achieving your individual goals help the team or organization to achieve its goals?

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Worksheet: Planning a Conversation with Your Team and/or Manager

With whom will you have this conversation?

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When and where will you have it?

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What will you say to begin the conversation?

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Use this worksheet to plan a conversation during which you will share with your team and/or your manager what you have learned about yourself as a leader and what actions you plan to take.



What key points will you cover?

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How will you close the conversation?

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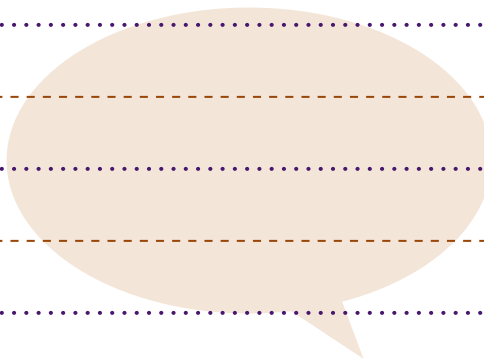
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What will you do to follow up on the conversation?

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Sample Agenda

1. Welcome.

2. Why I asked you to be here.

3. What I learned about leadership and myself.

(Values and lessons learned about my leadership abilities from the LPI feedback and the workshop.)

4. My thoughts about a shared vision and values for this team. (Project, program, community, organization.)

5. What I plan to accomplish. (My thirty- and ninety-day goals and the actions I'm going to take to achieve my goals.)

6. Your feedback on what I've been saying: What do you think about all of this?

7. Next steps. Some activities we can do around values, vision, and other suggestions you may have. (Setting up the next team meeting.)

8. "I appreciate your feedback and.... thank you."

Making Your Commitment

1. Do a “reality check” of your development plans: Are they clear? Do they make sense? Are there any additional ideas or suggestions that you might not have considered?

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2. Make a promise to your colleague that you will take these actions.

3. Schedule at least two in-person or telephone meetings during which you will discuss what each of you did, what happened, what you learned, and what you will do next.

First meeting date and time (in about thirty days):

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Second meeting date and time (in about ninety days):

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Commitment partner's name

Telephone number:

E-mail address:

Commitment partner's signature:

