



# THE LEADERSHIP JOURNEY

## FACILITATOR'S GUIDE

### Five Key Questions That Drive Organizational and Team Performance

**Leaders are defined by the questions they ask. By asking questions you can propel your team to new performance levels.**

**You will learn:**

- **Five essential questions that can enliven and empower teams.**
- **How to define your follower's priorities.**
- **The critical impact of regular one-on-one sessions.**
- **Strategies to turn input received into a force for strategic change.**



## The Featured Expert



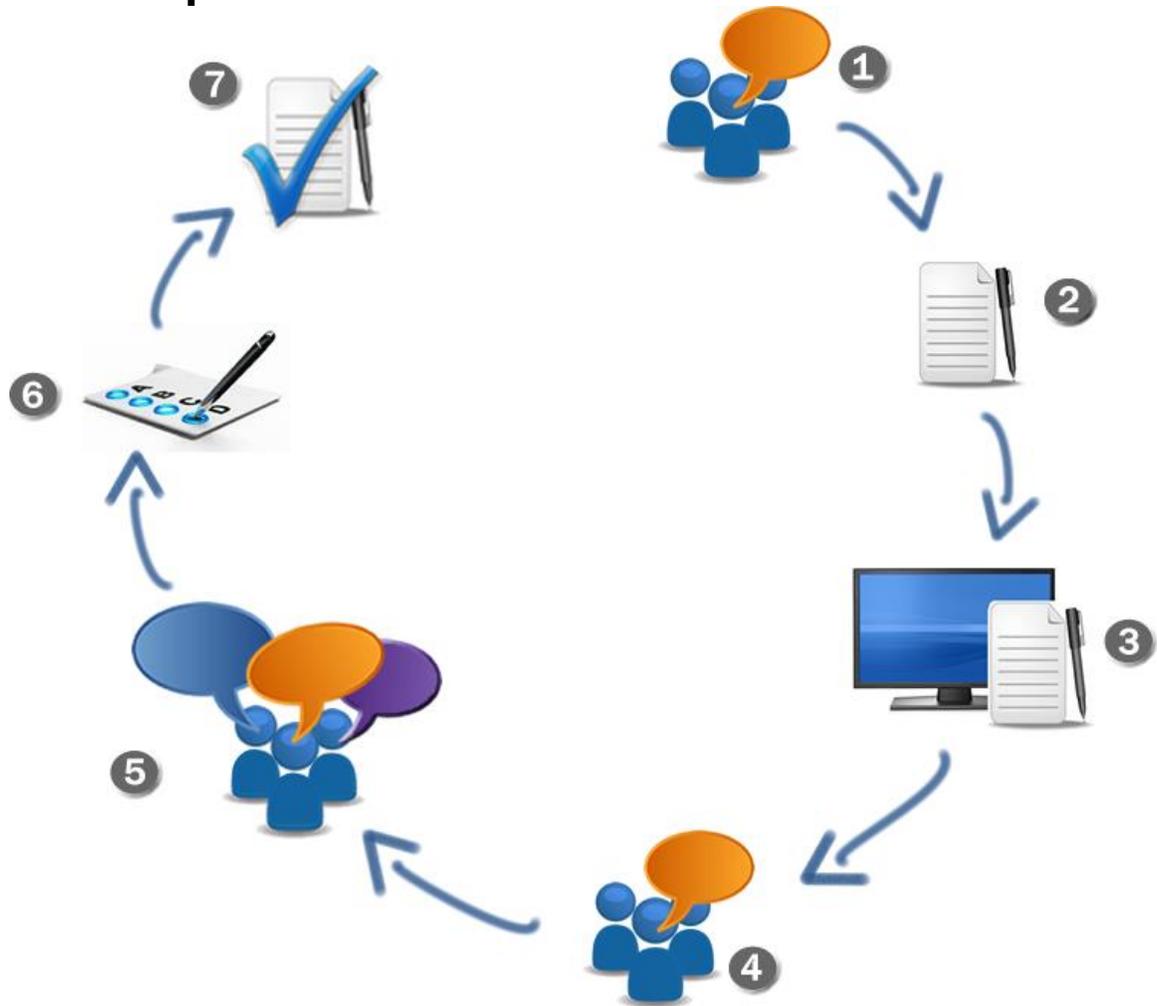
Terry Paulson is a PhD psychologist and a leading authority on change management and leadership. His dynamic and compelling programs provide both the attitude adjustment and the practical strategies for organizations, leaders, and teams to produce real-world results. He is the author of over ten books, a national columnist, and a business television host who has been featured in *USA Today*, *The Wall Street Journal*, and numerous trade magazines. He is one of thirty speakers elected into the CPAE Speakers Hall of Fame and awarded the Cavett Award. For more than 30 years he has been bringing practical insights, knowledge, and passion to organizations around the globe.

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## Course Components



**This course consists of seven interactive components:**

1. Pre-discussion questions
2. Note-taking guide (Use with video)
3. Video presentation
4. Post-discussion questions
5. Group exercise
6. Quiz
7. Personal action plan

## You Will Need

- ❑ As the facilitator, you will need to print a copy of this Facilitator's Guide to use during the course.
- ❑ A copy of the Participant Guide for each participant.
- ❑ A pen or pencil for each participant.
- ❑ A room with audio-visual equipment.
- ❑ The course video.
- ❑ Time before class to setup and test the video presentation for clear viewing and adequate volume.

## Course Length

The recommended course length is one hour. The course video is 14 minutes long. The time listed for each section is simply a suggestion; you may spend more or less time depending on the size of your group and length of discussion. We suggest you check with your organization before facilitating this course to identify the most important sections and which, should time run short, you may skip.

## Icons in this Facilitator's Guide

Icon	Meaning
	<ul style="list-style-type: none"> <li>• Total number of pages in a section of the course</li> <li>• Page numbers in the Facilitator's and Participant Guides</li> </ul>
	<ul style="list-style-type: none"> <li>• Information, instructions, and tips for the facilitator</li> </ul>
	<ul style="list-style-type: none"> <li>• Facilitator should announce the information provided</li> </ul>
	<ul style="list-style-type: none"> <li>• Class discussion or question-and-answer session. (one person speaks at a time, while others listen)</li> </ul>
	<ul style="list-style-type: none"> <li>• Small groups interactive exercise (several discussions take place at the same time)</li> </ul>
	<ul style="list-style-type: none"> <li>• Personal action plans for applying new knowledge and skills in the workplace</li> </ul>

## Your Role as Facilitator

As the facilitator your job is to encourage discussion among all of the class participants. The idea is to encourage everyone to freely express ideas and opinions. Participants will learn from their classmates as well as from the course material.

It is your responsibility to keep the discussion on track and to watch the clock so the class finishes on time.

## Facilitating Group Discussion

Throughout this course you will call on participants and ask them to share their answers. Some participants may need extra time to think. Others may require encouragement to participate. If the participant you are calling on does not have an answer, open up the question to the group. You don't want to make anyone feel uncomfortable.

After the first student has shared their answer, ask if anyone else has a different answer or something more to add. Encourage everyone to participate.

Sample responses are provided in the facilitator's guide to help get discussions started. If the class is stuck on a question, provide an answer to help get the discussion started. The participant guides do not have sample answers.

When leading group participation, start calling on the person to your left. Always go in the same direction so students can anticipate their turn. After you finish a section, note who will be next when you begin another activity.

## Getting Started



This section contains:

- 1 page in this facilitator's guide. (page 7)



Remind participants:

- The Participant Guides are theirs. No one else will see them.
- Use the guides for writing answers and taking notes.
- Don't worry about grammar or punctuation.
- If they don't know the answer, leave it blank.
- If someone makes a good point, write it down in your notes.
- The guide should be saved as a reference for later use.



Distribute Participant Guides to each participant.

**(The course begins on the next page.)**

# Pre-Discussion Questions

(5 minutes)

**Objective:** Pre-discussion questions help prepare the participants for learning and get them to focus on the course topic.



This section contains:

- 3 pages in this facilitator's guide. (pages 8-10)
- 1 page in the participant guide. (page 4)



Before beginning:

- Ask everyone to turn off and put away electronic devices.
- Announce the title of the course.
- Remind participants to write their answers in the space provided.
- Provide pens or pencils to those who need them.



Before viewing the video presentation, there is a brief discussion. Begin the course by asking participants to answer the four pre-discussion questions.

Start by having the person to your left read and answer question #1. Always go in the same direction so participants can anticipate their turn.

After an answer is given, ask if others have additional ideas to share. Continue this way through all four questions.

There are no "right" or "wrong" answers for this section of the course. Refer to the sample answers to help get the discussion started. Your group may have different answers.

**(The pre-discussion questions begin on the next page.)**



1. As a leader, what questions do you ask your team on a regular basis?
  - How did your week go?
  - What did you get accomplished this week?
  - What are the two most important things you want to accomplish this week?
  - What will you do differently next time?
  
2. How much time every month do you spend listening to the input of your team?
  - My calendar doesn't have any time for my team, but I am always open to take their ideas and feedback.
  - At least once each quarter I meet with my team members to ask them questions.
  
3. What questions could you ask that would make your team think about your organization's strategic business goals?
  - What are your top three priorities?
  - What is our organization's number one initiative for the year?
  - How is your work serving our customers?

**(The pre-discussion questions continue on the next page.)**



4. If you were asked to share a story about why you are proud of your team, what story would you share?
- The entire line decided to stay late and finish a job that a client needed the following morning. The foreman had to leave for a family emergency, so there was no one in charge at the time. They could have left when their shift was up, but they didn't.
  - At 5:40 p.m. Mary Ellen answered a call from an irate customer who had issues with the part he had received. The folks who normally ship replacement parts had already left. She took it upon herself to find the part in the warehouse and dropped it at a local shipping store for overnight delivery. When the client called us he knew it was after hours, so he expected to get the part in two days. He was thrilled to get it the next day, and has been with us now for three years.

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## Video Presentation and Note-Taking Guide (20 minutes)

**Objective:** The note taking guide improves retention of essential ideas by having participants write-down keywords. Watching the video and recording keywords engages participants and allows them to take an active role in the video presentation.



This section contains:

- 4 pages in this facilitator's guide. (pages 11-14)
- 3 pages in the participant guide. (pages 5-7)



Before starting the video, ask participants to:

- Turn to the note-taking section in their guidebooks.
- Fill in the keywords as they watch the video.
- The keywords are underlined in the video.
- Be ready to share their answers.



Play the video ensuring the volume is loud enough for everyone to hear.

After the video is finished, call on the participant whose turn is next. Have them read the full sentence, not just the answer. Reading both will help reinforce key concepts.

A completed note-taking guide is included below. The keyword answers are underlined for you - participants must fill in the blanks.

In the note-taking guide, you will see a text box like this one that contain one or more notable excerpts from the video.

**(The note-taking guide begins on the next page.)**



### QUESTIONS DEFINE YOUR LEADERSHIP

The consistent questions you ask define your leadership.

You define the priorities and attention of your people by the key questions you ask.

Holding one-on-one sessions with your people will give you time to ask the questions.

*"Every person I work with knows something better than I. My job is to listen long enough to find it and use it." – Jack Nichols*

*"Pretend that every single person you meet has a sign around his or her neck that says, make me feel important." – Mary Kay Ash*

**(The note-taking guide is continued on the next page.)**



### FIVE KEY QUESTIONS THAT WILL ENLIVEN AND EMPOWER YOUR TEAM

#### Question #1:

Get your people focused on working smart by asking: “*What are the three principal things you are focusing on this week?*”

#### Question #2:

Get your people focused on early problem solving by asking: “*Are there any red flags of potential problems that you see?*”

#### Question #3:

Surface best practices waiting to be discovered by asking: “*What's working for you?*”

#### Question #4:

Foster innovation and out-of-the-box thinking by asking: “*What are you doing differently?*”

#### Question #5:

Enable and empower your people by asking: “*What information, resources, authority, or support do you need from me to get your job done?*”

#### Three additional questions to ask as needed:

*What are the three principal keepers (ideas) that you picked up from that seminar, course, or book?*

*What training do you need to accomplish your objectives?*

*What are you spending your time on that may no longer be worth doing?*

**(The note-taking guide is continued on the next page.)**



### USE STORIES TO DRIVE STRATEGIC PROGRESS

It is story that penetrates.

*"There are two ways of spreading light: to be the candle or the mirror that reflects it." – Edith Wharton*

Capture people doing exceptional things, show your excitement, and positively gossip about it to everyone.

Look for the story within your organization of where change is working, and where strategic advantages are being set ... because when you are bragging about your people it becomes downright contagious.

If your manager doesn't ask you to tell the story, initiate it yourself.

## Post-Discussion Questions

(5 minutes)

**Objective:** Post-discussion questions help participants transfer new knowledge and skills to the workplace, applying what they learned to their specific jobs. Having a discussion will allow participants to learn from their classmates' experiences as well as from the course material.



This section contains:

- 3 pages in this facilitator's guide. (pages 15-17)
- 1 page in the participant guide. (page 8)



Remind participants to write down answers in the space provided.



Continue calling on the participants where you left off. Have them read the questions and their answers.

After the initial participant answers, ask the class if anyone has anything to add. Often a discussion will take place with multiple people offering their ideas and experiences.

Allow discussion about each question. Participants will learn from their classmates as well as from the course material

There are no "right" or "wrong" answers for this section of the course. Sample answers are provided to help you get the discussion going. Your group may have different answers.

**(The post-discussion questions begin on the next page.)**



1. What new questions do you plan on consistently asking your team members to define your priorities? It is OK to change the questions presented in this course to better meet the needs of your department and organization.
  - What are your three major goals for the week?
  - What is working for you?
  - Is there anything we should be doing differently?
2. What adjustments to your one-on-one meetings can you make to ensure that you'll have time to ask questions? If you don't hold regular one-on-one meetings, can you adjust your schedule to begin having them?
  - I won't need to make any adjustments. I'll need to re-arrange the agenda a little to make sure I have time to ask questions and listen.
  - My one-on-one meetings are usually about current priorities, so I may need to schedule new consistent meeting times.
  - I really wouldn't be able to schedule time with them as I'm a working supervisor so I still have my job to do in the plant.

**(The post-discussion questions continue on the next page.)**



3. What are you doing to make your people feel important? What are some other things you might try?
  - I listen to the ideas they bring to me, but I don't have a process for those ideas to come to me. I will do so based on what I learned in this course.
  - We formally and informally recognize achievement, performance improvements, and when people go above and beyond.
  - The division manager takes everyone with a birthday in that month, out for lunch on the third Tuesday of that month.
  
4. Which of the key questions outlined in this course do you feel will have the biggest impact with your team or organization?
  - My people need to focus on prioritizing their work, so I will ask, "What are the three principal things you are focusing on this week?"
  - I think my team generally knows if there is an issue or problem before I do. I'm going to start asking, "Are there any red flags of potential problems that you see?"
  - I think it is a great idea to learn and share best practices, so I think asking, "What is working for you?" will have the biggest impact.
  - My followers may be afraid to ask for help, and I want to open a door for them to do so. I'll start asking, "What information, resources, authority, or support do you need from me to get your job done."
  - I think we can all learn from each other, so I will focus on asking, "What are you doing differently?"

## Group Exercise (10 minutes)

**Objective:** The group exercise provides a safe environment for participants to practice new skills, and gives them an opportunity to work together on applying new concepts to the workplace.



This section contains:

- 2 pages in this facilitator's guide. (pages 18-19)
- 1 page in the participant guide. (page 9)



The class will break into small groups. Each group should work independently.

The directions for this exercise do not have to be read out loud to the entire class. Each small group can proceed at their own pace.

You may adjust the number of people per group, depending on your class size.

Keep track of the time. Remind the participants when they are half way through the time allowed.

**(The group exercise begins on the next page.)**



In this exercise you will practice the art of asking questions of your employees and listening to the answers.

1. Pair up with another member of the class, preferably with a person you do not report to, supervise, or know very well.
2. The person with the next birthday will play the role of manager and the other person will play the role of follower.
3. Taking no more than five minutes, the manager should ask the follower at least two of the key questions identified in this course. The follower should focus on their actual job when answering the questions. Reverse roles if time allows.
4. As a class, discuss your reaction to this experience, the questions asked, and share any insights you had.

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# Quiz

## (10 minutes)

**Objective:** With the quiz, participants can check their comprehension of the course material.



This section contains:

- 3 pages in this facilitator's guide. (pages 20-22)
- 2 pages in the participant guide. (page 10-11)



Before the participants start the quiz, remind them that they:

- Will be called on to share their answers.
- Will have four minutes to complete the quiz.
- May skip a question when they don't know the answer.



Give the participants four minutes to complete the quiz. Watch the class to see when everyone is finished. Or, after four minutes, start calling on the participants where you left off in the previous section. Ask each student to read the question and the correct answer.

If you are running short on time, you may simply read the question yourself and ask participants for the correct answer.

The correct answers have an asterisk (\*) after them.

**(The quiz begins on the next page.)**



1. According to the Featured Expert, the consistent questions you ask:
  - a. identify your best employees.
  - b. define your leadership. \*
  - c. will uncover the most problems.
  - d. all of the above
  
2. By taking time to ask consistent questions of your team members and listen to their responses, you will\_\_\_\_\_.
  - a. help define your priorities as a leader
  - b. communicate the value of each follower
  - c. gain trust in your team members' decision making
  - d. all of the above \*
  
3. You will get your people focused on working hard by asking, *"What are the three principal things you are focusing on this week?"*
  - a. True
  - b. False \*
  
4. It is \_\_\_\_\_ that penetrates.
  - a. feedback
  - b. story \*
  - c. constructive criticism
  - d. charts and graphs
  
5. What question did Dr. Paulson's first supervisor ask that surfaced best practices from his team every week?
  - a. What's working for you? \*
  - b. Are there any red flags that you are seeing?
  - c. What are your three goals for the week?
  - d. All of the above

**(The quiz is continued on the next page.)**



6. A leader can foster innovation and out-of-the-box thinking by asking, “*What are you doing differently?*”
- True \*
  - False
7. Empower and \_\_\_\_\_ your people by asking, “*What information, resources, authority, or support do you need from me to get your job done?*”
- motivate
  - respect
  - enable \*
  - inspire
8. Capture people doing \_\_\_\_\_ things, show your excitement, and positively gossip about it to everyone.
- honest
  - ordinary
  - unresolved
  - exceptional \*
9. Telling legendary stories from the organization’s past is one of the best ways of rallying the motivation of teams to meet the challenges of today.
- True
  - False \*
10. “Positive gossip” is used to help team members appreciate the error of their ways and to identify poor performance.
- True
  - False \*

# Personal Action Plan

(10 minutes)

**Objective:** The personal action plan allows participants to share their most important concepts from this course and is an effective way of reviewing learning objectives. With their written action plan in place, participants are better prepared to apply their new skills to the specific challenges, objectives, and opportunities they are facing.



This section contains:

- 2 pages in this facilitator's guide. (pages 23-24)
- 2 pages in the participant guide. (page 12-13)



Before the participants start, remind them that they:

- Should complete the personal action plans individually.
- Will share their answer to the first question, before completing the other questions.
- May refer to their notes and materials from this course to answer the questions.
- Will follow-up by sharing their personal action plans with someone like their manager, a colleague, a training partner, or they may be chosen in the next class to share the results of their action steps. (This optional follow-up process should be pre-determined by your organization.)



Give the participants a few minutes to answer the first question. Then, go around the room and have each participant share their answer, allowing time for them to explain or elaborate.

After everyone has had the opportunity to share, focus each participant's attention back to completing the remainder of their personal action plan.

**(The personal action plan begins on the next page.)**



Participants should individually write their answers in the space provided.

1. What is the most important idea that you learned from this course?
2. What questions should you consistently ask your followers in order to drive your business goals? Write them down. You can change the questions presented in this course to better meet the needs of your department and organization.
3. What challenges, if any, do you expect to face when scheduling one-on-one meetings with your team members? List ideas to overcome anticipated challenges.
4. How do you plan to capture your insights after the one-on-one meetings? Where will you keep them for review?

Note: Remember to take a moment to answer the following questions immediately after your one-on-one meetings:

- What have you learned that could drive your business goals?
- What stories did you hear that you can brag about?

## Additional Notes

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### About Business Training Experts

We believe learning is not a one-time event, it happens over time.

Business Training Experts publishes corporate training programs that deliver lasting behavior change and business results. Our turnkey training programs are customizable to any organization's needs.

We'll transform your people with our proprietary burst learning model that takes a systematic approach to learning. Instead of relying on a one-time training event, our short courses can be spaced out over time. Students learn practical skills, then apply them on the job to real workplace challenges - before they learn the next set of skills. Supervisors learn and internalize through discussion, practice and application. Our follow-up tools hold students accountable for applying new skills in the workplace.

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