

## **The Foundation of Leadership Facilitator Guide**

### **What will the course participants learn?**

- The difference between "leadership" and "management".
- A practical definition for successful leadership.
- The "essential" element of leadership.

### **Support Materials**

1. Each participant in the course will need a copy of the student materials.
2. As the facilitator, you will need to print this facilitator's guide to use during the course.
3. Support materials can be found online at:  
[www.businesstrainingexperts.com/tljmaterials/](http://www.businesstrainingexperts.com/tljmaterials/)


### **The Course Length**

The course video is 22 minutes long. The course should last approximately one hour. The times listed below are for reference purposes, your time for each section may be shorter or longer depending on your group.

### **Do I have to be an expert in the material?**

You do not need to be an expert. You are the facilitator for this course, you don't need to know the material. Philip Van Hooser MBA, CSP, CPAE is the expert and the materials provided will have the answers. If someone asks a question that is not included in this guide, open the question up to the group. Most of the time, someone will have an answer. You are leading the group, not teaching the course. It is your responsibility to keep the discussion on track and to manage the clock so the class finishes on time.

### **Group Participation**

When the  icon appears in this facilitator's guide, this will be a section of the course that will involve group participation. This facilitator's guide has the answers to all of the questions that will be posed to the group. The participant's student materials do not have the answers.

## Pre Discussion Questions (5 minutes)

Hand each participant their copy of the student materials.

This course starts out with a series of pre discussion questions to get participants thinking about what they are going to be learning. It helps turn the focus to learning.

Before viewing the video presentation start the training course by asking the participants the four questions below. Call upon the person to your left first, going in a consistent circular pattern so students can recognize when they will be called upon.

Feel free to have a quick discussion around each question. After the initial participant answers, you may ask if any others in the group have additional ideas. If the participant you are calling upon does not immediately have an answer, quickly open the question to the group. You don't want to make anyone feel uncomfortable.

Suggested answers are included to help get the discussion started. The participant's student materials do not have suggested answers. Your group may have different answers. There are no right or wrong answers for this section of the course.



1. Why is it beneficial to commit time and energy to the study of leadership enhancements?
  - You always want to be in a learning mode...learn, grow, and explore.
  - Changes/enhancements to leadership styles/plans are never ending.
  - Strive to get better today, tomorrow and further into the future.
  - Your followers will change and you may need to adapt new leadership styles.
  - Knowledge and information mean nothing unless the followers see you do something with information. Your followers need to recognize that the leader is doing something with the new knowledge and information they are constantly receiving.

2. Why are there so few leaders and so many followers?
  - Many do not want to be a manager or have the responsibility of management.
  - Some managers say the hardest parts of their job are the people!
  - Followers want to be part of a group and take good direction from what they see as a powerful leader.
  - Some followers are content to follow they are not interested in leading.
  - Leaders are willing to take a risk...many followers are not.
  
3. How would you define effective leadership?
  - Leaders recognize their followers. They are decisive, good communicators, and are effective. All of this, without a position.
  - Willingness to take action.
  - Ability to not only take action, but also offer services.
  
4. Is there a difference between “Leadership” and “Management?” If so, describe the difference(s).
  - A Manager is not necessarily a leader. Managers supervise people; however, supervising is not necessarily leading.
  - Management functions require that they; plan, control, direct, organize, and use human resources to get the job done.
  - A Leader is not necessarily a position.
  - An effective Leader can influence people, how they lead impacts other people.
  - Leaders recognize the required elements of leadership.

## Video Presentation and Note Taking Guide (22 Minutes)

The next section of this course includes a video presentation and note taking guide.

Remind the students to take notes while they are watching the video presentation and that they will be asked to share their answers.

Start the video presentation ensuring the volume is loud enough for everyone in the room to hear.

After the video is finished playing, continue calling upon the participants where you left off. Have them read the full sentence or idea to help reinforce the key learning objectives.

A completed student note taking guide is copied below for your convenience. The underlined words are the answers.



### THREE LEADERSHIP ASSUMPTIONS

**Assumption #1:** Our focus is on leadership, not management.

Four Management Functions:

- 1) Planning
- 2) Controlling
- 3) Directing
- 4) Organizing

Four Resources to be Managed:

- 1) Physical Resources
- 2) Financial Resources
- 3) Technological Resources
- 4) Human Resources

**Assumption #2:** Leadership is not position. Leadership is the ability to offer service and the willingness to take action.

**Assumption #3:** The ESSENTIAL element of leadership is FOLLOWERS!

## Post Discussion Questions (5 minutes)

The next section of this training course is post discussion questions. These open-ended questions will help students transfer new knowledge and skills to their workplace, tying in what they learned to their specific job. Have a discussion around each question. This will allow participants to learn from others in the group.

Call upon the next student from where you left off previously. After the initial participant answers, you may ask if any others in the group have additional ideas. If the participant you are calling upon does not immediately have an answer, open the question to the group.

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



1. Which of the “Four Management Functions” do you feel most comfortable with? Why?
  - Planning
    - Easy to organize a project and put plans on paper.
    - Planning tools/technology is easy to understand and use.
    - Easy access to any/all required resources.
  - Controlling
    - Putting controls in place as a project progresses can be done using technology.
    - Making staff members accountable for certain portions of a project.
    - Easy to handle the financial/budget for a project.
  - Directing
    - Direct staff to get the job done.
    - Use leaders to direct and encourage followers to complete a project.
  - Organizing
    - Know how to select the best people for the project.
    - Understand and use technology.
    - Find it easy to get support from resources within the company.

2. Which of the “Four Management Functions” do you feel least comfortable with? Why?
- Planning
    - Difficulty using tools. Don’t know within the organization who has the tools or staff needed for a project.
    - Need leaders to help with planning. Don’t know my leaders.
    - Do not understand budget limitations.
    - Have difficulty making assumptions.
  - Controlling
    - Need leaders to help control project.
    - Don’t know the leaders who can help with controlling a project.
    - Try to do everything on my own and not depend on anyone.
  - Directing
    - Difficulty communicating with people.
    - Need leaders to help control/direct a project.
    - Don’t understand the politics of selecting staff.
  - Organizing
    - Need leaders to help organize a project. Do not know my leaders.
    - Need help communicating.
    - Difficulty focusing on a project.

3. Can a position or job title serve to hinder personal leadership development? How?
- Yes.
    - People without the “right” title may think they can’t lead others and they won’t be followed.
    - If the person with the “right” title doesn’t offer service or take action, he really isn’t a leader and won’t be seen as one.

4. Why do you think “followers” were identified as the ESSENTIAL element of leadership?
- Cannot lead without followers.
    - What a leader does regarding decisions, communication is for the followers.
    - They help us get the job done.
    - What leaders do when taking action or providing service is done for their followers.
    - Can have a leadership title, but if you have no followers it doesn’t matter.

## Role Play Exercise (10 minutes)

Next, the students participating in this course will complete a short role play (practice) exercise which will help them to remember the skills when they return to the workplace.

You may need to adjust the number of people in each group to fit your class size.



1. Take thirty seconds to break into groups of 3 to 5. Number each student from 1 to 4, and have them get into their groups.
2. Individually create a list of all your **“management”** activities you regularly do (i.e. planning, controlling, directing, and organizing).
3. Compare and discuss your individual lists within the group.
4. Now individually create a list of all the leadership **“service”** activities and leadership **“actions”** that you should focus on regularly.
5. Compare your list with your group members and honestly discuss the significant differences between the management and leadership activities that you’ve listed.

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## Quiz (10 minutes)

The next section of this course is a short quiz that will help each student check their comprehension of the course material.

Give each student four minutes to complete the quiz. Watch the group, when everyone is finished, or after four minutes, start calling upon the participants. Ask each student to read the question and the correct answer.

If you are running short on time, you may be better off reading the question yourself, asking the participant for the correct answer.

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



1. It was stated that in this study, equal amount of time and attention will be paid to leadership and management.
  - a) True
  - b) False \*
2. Leadership is primarily determined by the professional positions we occupy.
  - a) True
  - b) False \*
3. Leadership is a definable destination that can be clearly identified.
  - a) True
  - b) False \*
4. This training series is based on practical, useable skills, not philosophical, theoretical concepts.
  - a) True \*
  - b) False
5. Phillip Van Hooser stressed that practical leadership is based on the ability to offer service and the willingness to take action.
  - a) True \*
  - b) False

6. The "essential" element of leadership is:
  - a) Authority
  - b) Position
  - c) Followers \*
  - d) Decisiveness
  
7. Which of the following is not one of the stated management functions?
  - a) Planning
  - b) Facilitating \*
  - c) Controlling
  - d) Directing
  - e) Organizing
  
8. The primary difference between managing things and leading people is that people have the capacity to decide for themselves what they will or won't do and who they will or won't follow.
  - a) True \*
  - b) False
  
9. Knowledge and information mean little by themselves if followers are unable to see their leaders doing something positive and substantive with that knowledge and information.
  - a) True \*
  - b) False
  
10. It is not possible for an individual to be a leader unless he or she occupies some sort of management position.
  - a) True
  - b) False \*

## Personal Action Plan (10 minutes)

The final step in this course is to have each student complete their personal action plan. This will help them focus on key ideas that they can immediately apply to their position at your organization.

Each student should complete their personal action plan individually. It is OK for them to review their notes and materials from this course to help them answer the questions.

Read each question out loud, giving students thirty seconds to a minute to answer each question. Watch the group and adjust your pace accordingly.

Depending on your organization, you may or may not want to discuss each student's answers



Student Name: \_\_\_\_\_ Student Manager Name: \_\_\_\_\_

1. What is the single most valuable idea you learned from this session?
2. How are you going to specifically apply this idea in your organization?
3. When will you implement what you learned?
4. What benefits do you anticipate resulting from your actions? (Include financial benefits like time savings and direct money savings.)
5. What challenges may you run into while trying to use this idea? How will you avoid or overcome these challenges?
6. What resources (people, equipment, tools, etc.) will you need to complete the implementation of this idea?

7. What follow-up dates, if any, must be added to your calendar?
  
8. When will you and your manager meet to discuss the implementation of this idea and review the progress?

Signature of student: \_\_\_\_\_

Date: \_\_\_\_\_

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