LDS: Facilitator Training Outline – Intro. To Leadership Part 1

Time	Topic/Activities	Facilitator Instructions	Tasks
5	**Tent Cards/Introductions**	SAY: • On your tent cards, please write your name, your current job or position and your company name.	Group intro.
20	**Welcome/Introduction** Overview and purpose of 7 part training program	SAY: • Review assessment, topics, class schedule, homework, etc. • Solicit questions • Reiterate that the training sessions are a safe and private environment, but not a place to air grievances against specific individuals.	Discuss program overview on flip chart
2	**Handout and Review Action Plan**	SAY: • We will be using these action plan forms throughout all of the training classes. During a class, you may hear something, have an idea or we may talk about an area you want to learn more about. You may need help with your action item, may need help from a co-worker, manager, a friend or family member. These action plans are a way for you to track all of the important things that you want to learn more about after these classes. These could be personal and work-related items. Don't worry about being right or wrong, these are your worksheets with no right or wrong "answers". Use as many of these as you need to, I have plenty of copies.	
5	**Intro to 360 Assessments**	SAY: • During the next few weeks, we'll cover a lot of ground. To get us started let's talk about perception. ASK: • Can anyone explain perception and why it's important? Why is perception important? SAY: • Perception is how others see you. This is the grounds for establishing a relationship. You cannot control what someone thinks of you. Have you ever met someone who you just don't get along with and you really don't know why? But you can demonstrate positive behavior, treat people fairly, communicate well, make good decisions and other things to make a good impression.	

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15	**Assessment instructions**	SAY • It's always a benefit to have an understanding of how others see you, especially at work. You spend a great deal of time with people at work. To give you an idea of how others see you, you are all going to participate in a survey. We call this a 360 assessment. 360 degrees are in a circle. This assessment gives you an opportunity to see you all the way around. • Each of you has a brown envelope in front of you. Please open them now.	Go through survey components and envelope contents. Review instructions.
5	**Solicit questions**	ASK • Are there any questions?	Solicit and answer questions.
5	**Introduction to Learning to Lead**	SAY: • During the first two classes we will be using the books you have in front of you, "Learning to Lead". We will not cover everything in this book. We will cover some of the pages and activities, you will have some pre-work to read parts of your books before our next classes and you can read some of this on your own. By the time this class is over you will have 5 different books. • Today we will be doing a lot of individual reading in class. Going forward I will give you a list of pages to read as pre-work so we won't be doing it in class. You will be doing it before class. Future classes will involve more individual and group work and discussion.	
2	**Review Objectives of *Introduction to Leadership***	SAY: • Let's review what we will learn during the next two classes. You will find this information on the second page of your book. It's not numbered. Upon completion of this class, participants should be able to: • Explain the qualities that make good leaders • Explain the role of leadership in getting work done through others • Explain the importance of developing a vision and following through • Use tools for managing change effectively • Use strategies for leading people to work effectively together as a team	Post objectives on flipchart

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5	**Group Discussion: Leadership**	ASK: • What do you consider the traits of a good leader? • Who do you consider a good leader? • Why?	Post responses on flipchart
5	**Leadership vs. Management**	SAY: • Please turn to and read page 3 in your books.	
5	**Leadership Potential Scale**	SAY: • We will take several of these assessments during this series of classes. These will not be graded. We will discuss them and they are for you only. The purpose of these assessments is to help you understand what your strengths and weaknesses are. This will help you develop your action plan. • Please read page 4 and when you are done, see how you did on page 5.	Solicit questions
5	**Personal Management Assessment**	SAY: • Now please read page 6 and complete pages 7 and 8. Do not complete page 9 as we will use a different action plan.	Solicit questions
5	**Making a Leadership Commitment**	SAY: • Finally, please read and complete page 10.	
2	**Solicit Questions: Section 1**		Solicit questions
10	**Introduction to Section 2**	SAY: • Now let's discuss the three kinds of power that all good managers need: Role Power, Relationship Power and Knowledge Power. • Please read pages 15 and 16 and complete page 17.	Post *Role Power, Relationship Power and Knowledge Power* on flipchart
5	**Group Discussion**	ASK: • What do you think the word "power" means? Is power a good thing or a bad thing? Can it be both?	Solicit responses from group
5	**Review Page 18: Chip Values**	SAY: • Let's review the concept of "chips" that you read about in your pre-work. • Let's read the first two paragraphs of page 18 together.	Review Page 18.

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5	**Chip Demonstration**	SAY: • This stack of chips is you and this stack is the stack you give away to others. Your goal is to have a tall stack of chips with everyone you work with. Each trip represents a strong quality about you. Your stack of chips may look different to different people. For example, here I am. To you (pick someone) I am trustworthy, honest, open, I let you go early when your daughter was sick, I give you good feedback, etc. • But (pick someone else) and I have a very different relationship. We argues over lunch one day, I didn't get her something I promised, he/she needed something and I was late. The stack gets smaller. Each time I do something perceived as negative I lose a chip. If it's really bad I may lose two or three. • What people do for you and how well you work with them depends on how many chips you have with them.	Bring out 6 stacks of chips. Do chip demonstration. And answer questions about Chips
5	**Case Study**	SAY: • I need a volunteer to read the middle of the page. As you read I will be stopping you at certain points.	Use chip demo to illustrate story.
5	**Activity: Page 19**	SAY: • Please complete the questions on page 19, then let's talk about your answers	Have participants complete "Hello, Mr. Chips" on page 19.
5	**Group Discussion: Page 19**	ASK: • Without naming who your best boss was, what made him or her the best?	Solicit responses from group
10	**Activity: Pages 22 & 23**	SAY: • Please read page 22 and complete the questions on page 23, and then let's talk about your answers. • I know making a presentation can be intimidating. Some people don't like to speak in front of groups. Instead of thinking about it as a presentation, could you talk to someone, just one person, about these topics for 15 minutes?	Have participants read 22 and complete "Knowledge Power Profile" on page 23. Review with group.

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5	**Group Discussion: Page 23**	ASK: • How many of you feel comfortable that you could talk about one of these topics for 15 minutes? Two? Three? • What are the areas you feel that you know the most about? • How about the least?	Go around the room and let each group member answer.
5	**Section 2 Summary Page 30**	SAY: • I will let you review the rest of section 2 on your own time. Let's review page 30 and what we just learned.	
2	**Solicit Questions: Section 2**		
1	**Introduction to Section 3**	SAY: • On page 33 you will find the introduction to Section 3, Being a Visionary.	
5	**Group Discussion**	ASK: • What does "visionary" mean to you?	Solicit responses from group and record them on a flipchart. *(Note: If group gets stuck, toss out the broad definition "Someone who can envision the future).*
5	**Case Study: Page 35**	SAY: • Please read the case study on page 35.	
5	**Group Discussion: Page 35**	ASK: • If Donny were to take a true leadership role in this case, what would he do?	*(Note: Author's comments are in the Appendix, Page 105)*
5	**Group Discussion: Page 36**	SAY: • Now let's take a look at the questions on page 36.	Ask participants to read the questions or read them aloud. Ask participants to write answers to questions in their books.
5	**Case Study: Page 38**	SAY: • This manager has a problem that many managers will have. Read the case study on page 38 and let's talk about Barbara's problem.	

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5	**Group Discussion: Page 38**	ASK: • What do you think is happening with Barbara? • What do you think Barbara should do?	*(Note: Author's comments are in the Appendix, Page 105)*
5	**Review Pages 44 & 45: Creating Goals to Reach Your Vision**	SAY: • Our last topic today will be on goals and goal setting. This topic will be important in developing your action plans which we will start work on in a few minutes. • Please read pages 44 & 45.	
10	**Activity: Page 46**	SAY: • Now, think of a goal you want to accomplish in the next few months. This can be a personal goal or a work related goal. • After you write your goal down, check to see if it is specific, measurable, reasonable, and time specific.	Participants complete 1 goal on page 46.
5	**Demonstration**	SAY: • Let's say I'm in sales. I sell software and I want to improve my numbers. So I write this goal down. ASK: • Is this goal specific? Is it measurable? Is it reasonable? Is it time specific? Let's say I'm in sales and I want to improve my numbers. So I write this goal down. • So to make this a useful, effective goal, I should rewrite it.	Refer to flipchart: *I want to improve my sale a lot* *In the next six months I want to increase sales of our business planning software by 30%.*
5	**Group Discussion: Page 46**	ASK: • Who would like to share their goal?	Review goals, see if they meet criteria, then work with participants to modify.
5	**Activity: Page 46**	SAY: • Now, let's try it again. Write down another goal and check to see if it is specific, measurable, reasonable and time specific.	Participants complete page 46.
5	**Group Discussion: Page 46**	ASK: • Who would like to share their new goals?	Review goals, see if they meet criteria, them work with participants to modify.

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5	**Case Study: Page 47**	SAY: • Please read about Miranda in the case study on page 47.	
5	**Group Discussion: Page 47**	ASK: • What would you do if you were Miranda's boss?	*(Note: Author's comments are in the Appendix, Page 106)*
5	**Short term and long term**	SAY: • To accomplish what you set out to do, you should have long term goals and short term goals. Short term goals are your map, showing you how to get to your long term goals. Let's use my sales example. So I have a good long term goal but what do I do to get there?	*Review flipchart: In the next six months I want to increase sales of our business planning software by 30%* *Next page – Short term goals – 1. in the next week I want to review the training manual for our XYZ product* *2. by the end of December I want to meet with our top 5 sales people for an hour to get ideas for success* *3. by the end of January I want to meet with my top 3 accounts and review the product with them again.*
5	**Section 3 Summary: Page 48**	SAY: • Let's review page 48 and what we just learned.	
2	**Solicit Questions: Section 3**		
5	**Action Plans**	SAY: • Take out the action plans you received at the beginning of class. Make a list of our goals and review Sections 1 – 3 that we covered today. Begin work on your action plan. We will review in our next class.	Begin work on action plans if time allows.

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2	**Assignment for next class**	SAY: • In addition to your pre-work, don't forget to get those surveys handed out. I will be in touch with you to set up a time to review your surveys once I have received at least two.	*Handout – Pre-work Pt 2*
5	**Wrap-up/Evaluations**		