THE EXTRAORDINARY LEADER: Going from Good to Great
Facilitator's Guide
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This program is designed to...

As the title suggests, *The Extraordinary Leader: Going from Good to Great* is a course designed to help leaders develop competencies needed to produce extraordinary results in their organizations.

The course proposes that everyone can be a leader, whether or not they have the title of “leader.” Leadership is not the sole domain of CEOs, executives, managers, or team leaders.

In a world growing increasingly complex, there is an urgent need for leaders at every level and in every organization. The need is for leaders who are prized because of contributions they make to their organizations, the role models they present, and the elevated standards of performance they set.

But how do individuals become leaders who are personally humble, yet determined to build stronger organizations? What competencies do they have that enable them to look outside themselves to position their organizations for long-term growth, and to look inside themselves to take full responsibility for corporate performance?

In response to those questions, this program keys on research detailed in the book, *The Extraordinary Leader: Turning Good Managers into Great Leaders*, by John H. Zenger and Joseph Folkman.¹

The authors deliver on their promise to:

- Provide content that is immediately applicable and actionable.
- Support conclusions and recommendations with hard data, facts and statistical analyses.

In turn, this course promises to engage participants in actionable learning activities that:

- Identify the strengths that are keys to extraordinary leadership.
- Focus participants on improving their strengths.
- Help participants develop an actionable development plan in their journeys to extraordinary leadership.

By the way, we know that your organization has its unique personality, needs, and issues. *The Extraordinary Leader: Going from Good to Great* was designed with that in mind. We have provided different agenda options that will allow you to customize the training to your organization’s own needs. It’s flexible enough to be used as the foundation for a new training initiative; or you can easily adapt it and integrate it into your existing training initiatives.
The rock-bottom benefits are...

Here are benefits of this course for participants and for organizations:

For participants

- Develop competencies that will make a substantial difference in the outcomes they are attempting to produce.
- Will be perceived by others as highly effective leaders who significantly impact the success of their organizations.
- Take responsibility for their own development rather than expecting organizations to do it for them.
- Increase career opportunities.
- Improve job and personal satisfaction.

For organizations

- Address the fact that requirements, demands, and expectations of leaders continue to escalate.
- Rethink their fundamental approach to the development of leaders.
- Reverse a trend of not producing leaders at the rate at which they are needed.
- Enhance corporate success through the contributions of high performance leaders.
- Retain high performing leaders who contribute to corporate success by increasing productivity, reducing turnover, generating high customer satisfaction, inspiring innovation, and maintaining positive relationships with both external and internal customers and suppliers.
Participants will know how to...

When they have completed this course, participants will be able to:

- Articulate the difference between good leaders and great leaders.
- Describe and explain the five key insights about leadership.
- Define the 16 competencies of high performing leaders.
- Understand the concept of Powerful Combinations of Strengths and their importance to leadership effectiveness.
- Assess their leadership strengths and weaknesses.
- Explain the difference between weaknesses and fatal flaws.
- Apply strengths and behaviors that demonstrate leadership effectiveness in workplace situations.
- Draft a development plan to achieve extraordinary leadership abilities.
Participants will experience…

*The Extraordinary Leader uses…*

- A video-visit with Jack Zenger, one of the authors of *The Extraordinary Leader: Turning Good Managers into Great Leaders*.
- A variety of discussions, exercises, and practices that build understanding of leadership competencies.
- Applications of learning through leadership scenarios and a case study.
- A Self-Assessment of leadership strengths and weaknesses.
- An assessment to identify change leadership style.
- Worksheets to plan thoroughly for all exercises and practices.
- A framework and worksheets to draft development plans to guide participants in becoming great leaders.
The complete package includes...

- *The Extraordinary Leader: Going from Good to Great* videotape or DVD*
- Facilitator’s Guide
- Reproducible Participant Materials
- Reproducible Self-Study Materials
- PowerPoint® presentation and alternative case studies for specific industries (available for download at http://www.vppi.com/ppt/extleader.asp)

*While we use the term "video" throughout this facilitator’s guide, if you're using the DVD, the process is basically the same. So, where we say "video" or "videotape," just think DVD.*
How to use this guide...

The following pages represent our best effort at coming up with an easy-to-use road map for conducting *The Extraordinary Leader: Going from Good to Great* training session.

The guide uses a step-by-step approach. For each step, we’ve included the time it takes, what it’s about, what you’ll need, and how to do it.

Finally, we’ve included some helpful icons to make this guide even easier to follow (please see the Icon Map on page 9).

Of course, since you’re probably on a close-to-first-name basis with the people you’re training (okay, maybe not—but hopefully you do know what part of the universe they call home sweet home), you may have some strong feelings about what will work and what won’t for your class. *

* That’s okay. We’re not the kind of people who will send out the “instructional design police” to confiscate your official Jr. Facilitator Secret Instructional Acronym Decoder Ring.

Please feel free to modify this, rearrange it, or just chuck it all and do your own thing; whatever you think makes the most sense for your audience.

The only thing we ask is that you promise that people will walk out of the session knowing more and caring more about leadership than they did when they walked in. Because if they do, then we will have collectively gained one small victory in the quest to make the world a little better place in which to live.
**Icon Map**

- Information you should say to participants

- An appropriate time for group discussion

- Play the video or DVD

- Use the flipchart to record ideas

- Use the appropriate PowerPoint® slide or overhead

- Refer participants to printed materials
Set your agenda...

To be honest, we’ve seen people go on for hours about just one of the scenarios in this course. O.K., so it was us. But that’s beside the point.

The point is that time is the most valuable resource we have; and like anyone else in this warp-speed world, you want to spend it wisely and productively. So to help you do that, we have provided four workable agendas for presenting this program.

We recommend the two-day course and agenda in order that participants experience a comprehensive application of research conducted by Jack Zenger and Joe Folkman in their book, *The Extraordinary Leader: Turning Good Managers into Great Leaders*. The two-day session and agenda also afford participants a number of opportunities to practice skills they are learning.

We recognize, however, that time constraints in your organization may not permit a two-day session. If that is the case, we provide a one-day alternative, and a one-hour overview. Guidelines for facilitating the one-day session and the one-hour overview are in the Facilitator’s Resource Section of this guide.

Also, executives typically prefer a compact version of a training program and have specific preferences for the content and activities. They also prefer “seminar,” implying “information,” rather than “course” or “workshop,” implying “instruction.” Guidelines for facilitating the Four-hour Seminar for Executives are in the Facilitator’s Resource Section of this guide.
### Recommended Agenda

#### Two-Day Program

**Day One**

<table>
<thead>
<tr>
<th>Step</th>
<th>Item</th>
<th>Time</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Arrival of Participants</td>
<td>NA</td>
<td>26</td>
</tr>
<tr>
<td>#2</td>
<td>Break the Ice</td>
<td>45 minutes</td>
<td>29</td>
</tr>
<tr>
<td>#3</td>
<td>Get People Focused</td>
<td>45 minutes</td>
<td>38</td>
</tr>
<tr>
<td>#4</td>
<td>Video-Visit with Jack Zenger</td>
<td>75 minutes</td>
<td>44</td>
</tr>
<tr>
<td>#5</td>
<td>Competencies of High Performers</td>
<td>60 minutes</td>
<td>50</td>
</tr>
<tr>
<td>#6</td>
<td>Behaviors That Define Competencies</td>
<td>75 minutes</td>
<td>55</td>
</tr>
<tr>
<td>#7</td>
<td>Self-Assessment of Strengths and Weaknesses</td>
<td>45 minutes</td>
<td>69</td>
</tr>
<tr>
<td>#8</td>
<td>Competency Companions</td>
<td>30 minutes</td>
<td>61</td>
</tr>
<tr>
<td>#9</td>
<td>Powerful Combinations of Strengths</td>
<td>60 minutes</td>
<td>66</td>
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<tr>
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**Day Two**

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<td>#11</td>
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<td>15 minutes</td>
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</tr>
<tr>
<td>#12</td>
<td>Five Fatal Flaws That Must Be Fixed</td>
<td>30 minutes</td>
<td>76</td>
</tr>
<tr>
<td>#13</td>
<td>Assessing Your Change Leadership Style</td>
<td>45 minutes</td>
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</tr>
<tr>
<td>#14</td>
<td>Pulling It All Together</td>
<td>75 minutes</td>
<td>81</td>
</tr>
<tr>
<td>#15</td>
<td>Aligning Your Competencies and Passions with Organizational Needs</td>
<td>30 minutes</td>
<td>85</td>
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<tr>
<td>#16</td>
<td>Development Plan</td>
<td>90 minutes</td>
<td>88</td>
</tr>
<tr>
<td>#17</td>
<td>Next Steps and Wrap-Up</td>
<td>30 minutes</td>
<td>91</td>
</tr>
</tbody>
</table>
Agenda for the One-Day session

Trainer's Note: In the agenda outlined below, steps 8 through 15 found in the Two-Day Course are skipped in the One-Day Course. Guidelines for facilitating the One-Day Course are in the Facilitator's Resource Section of this guide.

<table>
<thead>
<tr>
<th>Step</th>
<th>Item</th>
<th>Time</th>
<th>Page</th>
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<tbody>
<tr>
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<td>15 minute breaks in a.m. and p.m. and 60 minute lunch</td>
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<td>Self-Assessment of Strengths and Weaknesses</td>
<td>45 minutes</td>
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<td>#16</td>
<td>Development Plan</td>
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</tr>
<tr>
<td>#17</td>
<td>Next Steps and Wrap-Up</td>
<td>30 minutes</td>
<td>91</td>
</tr>
</tbody>
</table>

Agenda for a One-Hour Overview

The overview is designed for participants who want a summary of the research and to see the video—and discussion.

Trainer's Note: Guidelines for facilitating the One-Hour Overview are in the Facilitator's Resource Section of this guide.
Agenda for the Four-Hour Seminar for Executives

*Trainer's Note: Steps 8 through 12 and steps 14, 15 and 16 found in the Two-Day Course are skipped in the Four-Hour Seminar for Executives. Also note that timeframes are reduced in the steps. Guidelines for facilitating the Four-Hour Seminar for Executives are in the Facilitator's Resource Section of this guide.*

<table>
<thead>
<tr>
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<th>Item</th>
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</thead>
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<td>15 minute break</td>
<td>15 minutes</td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td>Arrival of Participants</td>
<td>NA</td>
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CONDUCTING THE SESSION
(A step-by-step approach)
Get People Focused

Time it takes: 45 minutes

What it's about: Provide a more detailed description of the course and prepare participants for the video.

What you’ll need:
- PowerPoint® slides #A-7 through #A-12— if using Option #1
- 8.5 x 11 paper for each participant—if using Option #1
- Flipchart #4
- Participant Materials—if using Option #2

Trainer’s Note: To prepare “What you'll need,” decide whether you will use Option #1 or Option #2 by reviewing “How to do it” steps 6–14 below.

How to do it:

1. Describe the course more fully by saying:

   We all have been or are now privileged to work with excellent leaders. We marvel at their skills. We trust them and willingly follow them. And, they lead our organizations and us to extraordinary success. So, what is it about them that’s so great—and how did they get to be great? Perhaps a more pertinent question for us is: Given the demands and expectations of leaders,
why in the world would anyone want to be a leader?

2. Ask the following questions by saying:

   I assume that all of us are here today because we want to be perceived by others as great leaders. So the question is: Why in the world do you want to be a leader?

   Trainer's Note: Limit discussion in order to keep the activity moving and to stay within the timeframe of the agenda.

   Possible responses: Take the next step in my career; enable myself to make a positive impact on my organization; make a substantial difference in the outcomes I am attempting to produce in my team or work unit; improve job and personal satisfaction; be perceived by others as highly personable and effective; significantly impact the success of my organization.

3. Continue by saying:

   It's human nature to want to be respected by others as an effective leader. But wanting it and getting it are two different things.

   Do you know that there are at least 10,000 published articles about leadership in the past century, 1,000 research studies, and 1,000 books? There also are umpteen leadership development programs offered by universities and training organizations.
Why so many publications and programs? Is leadership so difficult to explain—and even more difficult to understand and apply that authors and programs keep trying and trying and trying to explain it—and we just don’t get it!?

Are the publications and programs like user manuals for programming a VCR or DVD player, or for using a new software program—that is, in a language that defies comprehension? Whatever the reasons, it seems that the more we read about leadership, and the more we participate in leadership development programs, the less we seem to know.

If that’s the case, will this program be just one more contribution to the confusion about leadership?

The answer to that question is “no.” What’s different about this course is what’s different about the book by John Zenger and Joseph Folkman—on which this course is based.

The difference is that this course is based on solid research of high performing leaders and what it is that makes them great. It identifies just 16 competencies of great leaders—not hundreds. This course will provide you with learning activities that help you understand and apply the 16 competencies. You will have a variety of opportunities to identify your leadership
strengths and improve them. Finally, this course will lead you through a step-by-step plan in the development of your leadership abilities.

That's a lot to promise! But, I believe that by the end of the course you will feel more confident and competent to take actionable steps in going from good to great. With that said, we'll move to an activity that taps into the collective wisdom of the group.

4. Transition to and introduce the next activity by saying:

You all have a lot of work experiences, have known a lot of good leaders, and are knowledgeable about the topic of leadership. So, let's tap into what you know through an exercise that will also prepare you to see a video about leadership. The exercise is entitled FACT OR FICTION, and here's how it works.

_Trainer's Note:_ If you sense that the group is outgoing, energetic, and fun-loving, or, if you believe that a quiet/conservative group needs a spark of energy, use Option #1. Otherwise, use Option #2.

5. If you decide to use Option #2, skip to item #11 below.

6. If you decide to use Option #1:

- Distribute an 8.5 x 11 piece of paper to each participant.
- Ask them to use their markers and in large print, print **FACT** on one side of the paper and **FICTION** on the other side.
Tell them that on overheads (or PowerPoint®) you will show 6 statements—one at a time.

After they have read a statement, you will ask them to hold up their papers: FACT if they believe the statement is true, FICTION if they believe the statement is false.

Tell them that there will be no discussion unless there is a difference of opinion.

Chart the number of FACT responses and FICTION responses for each statement. See #8 below.

Ask if there are questions about the process of the exercise.

Trainer’s Note: In your guide on pages 47-48 of Step 4 (Video-Visit with Jack Zenger) are answers to the FACT or FICTION exercise. Do not give participants the answers until you are debriefing the video.

7. Show Overhead/PowerPoint® slides #A-7 through #A-12, following the directions above.

8. Use Flipchart #4 to chart the number of FACT and FICTION responses for each statement.

9. At the completion of the exercise, tell participants that the chart will be referenced when debriefing the Video-Visit with Jack Zenger.

Trainer’s Note: If you used Option #1, tell participants that in their materials there is a Matching Exercise for the FACT or FICTION statements, but that you chose to use the exercise they just completed.

10. Transition to Step 4, using the transition statement following item #13 below.
11. If you decide to use Option #2, refer to Participant Materials “Fact or Fiction,” page 8, and review the directions. Say:

Please turn to page 8 in your participant materials. Working with the person next to you, read each of the six statements and decide if the statement is “fact” or “fiction.” When you’re finished, we’ll record your responses.

12. Use Flipchart #4 to chart the number of FACT and FICTION responses for each statement. Tell them that there will be no discussion unless there is a difference of opinion, and that the chart will be referenced in the next activity.

Trainer’s Note: In your guide at the end of Step 4 (Video-Visit with Jack Zenger) are answers to the FACT or FICTION exercise. Do not give participants the answers until you are debriefing the video.

13. Transition to Step 4 in your Facilitator Guide by saying:

The fact or fiction exercise was a preparation for a video-visit with Jack Zenger, one of the author’s of the book on which this program is based. Jack and a ‘host” will discuss some of the research, conclusions, and recommendations that Jack and Joe Folkman have detailed in their book. In addition to many other things you will learn from the video, you will hear what Jack and the host say concerning the statements in the fact or fiction exercise—as well as your comments during your introductions concerning people you admire.

Step 4

Video-Visit with Jack Zenger

Time it takes: 75 minutes

What it’s about: Jack Zenger and his host discuss research findings about leadership.

What you’ll need:

- Video/DVD: “The Extraordinary Leader: Going from Good to Great.”
- Participant Materials

How to do it:

1. Refer participants to Participant Materials: “Video Observation Form,” on page 9, and review the directions. Say:

   Okay, as you’re watching the video, use page 9 in your materials to take notes about each of the five insights introduced by Jack Zenger. What questions do you have before we start the video?

2. Play the videotape/DVD through to its conclusion.
ANSWERS/EXPLANATIONS FOR THE FACT OR FICTION EXERCISE

1. Some people have distinct advantages of intellect, personality, experiences, or connections with influential people. Leaders, therefore, are more often “born,” not “made.”

   **FICTION.** Yes, some people have advantages. Some people may rise to the top as CEOs and other executive positions. But everyone can be a leader—of a team or workgroup, of a problem-solving group, among coworkers, or as a department head. There are countless instances of people from what others might consider lowly backgrounds who became great leaders through dedication, hard work, sheer grit, creativity, or other traits.

2. The difference between “good” leaders and “great” leaders is primarily a matter of semantics and grammatical comparison. The impact of great leaders on their organizations is not significantly different from that of good leaders.

   **FICTION.** Jack Zenger and Joe Folkman discovered that, when assessed by others, the impact of great leaders is significantly more forceful than that of leaders who are assessed as “good.”

3. In order to become a great leader, I should pay greater attention to improving my strengths than to fixing my weaknesses.

   **FACT.** Leaders certainly should not ignore their weaknesses—particularly if their weaknesses are significant. But improving strengths is the quickest way to success and to a perception by others that you are an effective leader.

4. Leadership competencies—character, personal capability, interpersonal skills, focusing on results, and leading organizational change—all are specific and discrete from one another. So, I should focus on improving them one-at-a-time.

   **FICTION.** Competencies are highly interrelated. By improving on one competency, we may at the same time be improving on several others. In this course, the activities concerning Competency Companions and Powerful Combinations of Strengths will highlight the benefit of improving related strengths together.

5. Interpersonal Skills are the most important competencies—the core competencies for great leaders.

   **FICTION.** Interpersonal skills are highly important—and most highly interrelated with other competencies. But without character, it really doesn’t
matter how interpersonally skilled one is. Character, therefore, is considered the core competency for leaders to develop.

6. Effective leadership practices are specific to an organization. So, I should find an organization that fits my specific competencies and passions.

Some **FACT** and some **FICTION**. Organizations are not all that different in their expectations that leaders possess the competencies recommended in this course. So, effective leadership practices are not necessarily specific to a particular organization. But to find job satisfaction, leaders may need to search for organizations that have needs that are a fit for the competencies leaders enjoy using and for jobs for which they have a passion.

**KEY POINTS OF THE FIVE INSIGHTS**

**Insight #1: It’s not about going from bad to good. It’s about going from good to great.**

- The results an extraordinary leader produces are truly significant from the results a good leader produces.
- Moving from good to just “a little bit better” doesn’t make much of a difference.
- Complacency leads people to feel that “good is good enough.”
- Good is not great—never was and never will be. The ultimate target is extraordinary leadership.

**Insight #2: Focus on building strengths, not fixing weaknesses.**

- Great leaders are not defined by the absence of weakness, but rather by the presence of clear strengths.
- Great leaders have weaknesses, but they compensate for weaknesses by having multiple strengths.
- The more strengths individuals have, the more likely they are perceived as great leaders.
- When leaders focus on building their strengths, they build confidence. That inner sense of their ability to make a difference and to have a positive impact can’t be overestimated.
- Leaders do not ignore weaknesses. But, they know that if they preoccupy themselves with fixing weaknesses, they will never move from good to great.
Behaviors that Define Competencies

Time it takes: 75 minutes

What it’s about: Sample behaviors of great leaders for each of the 16 competencies.

What you’ll need:

- Flipchart #5 (Displaying high integrity and honesty)
- Participant Materials
- Chart that participants generated during their introductions—people they admire, or leadership skills they want to improve
- Charts that participants will develop during this step.

How to do it:

1. Introduce the following activity by saying:

   There’s really nothing complex about connecting a competency with behaviors, skills, traits, and attributes. We always assess people by what they say and do. Here’s an example of a connection—displaying high integrity and honesty.

2. Refer to Flipchart #5. Ask participants to identify behaviors, skills, traits, and attributes that a leader would demonstrate if a leader were to have that competency. To get them started on the right track, the chart has the behavior “avoid saying one thing and doing another.” Chart responses.
Possible answers: Avoid saying one thing and doing another, i.e., walk the talk; follow through on promises and commitments; lead by example; trusted by others to do the right thing; honest and ethical when dealing with others; consistency between what she/he says and what she/he does; ethical resolve in adverse circumstances.

Trainer's Note: Don't chart an exhaustive list. You only need four to five responses to illustrate the point. In their materials, participants will see full lists later in this step.

3. Acknowledge responses and introduce the brainstorming exercise by saying:

Your suggested behaviors for the competency ‘displaying high integrity and honesty’ are right on track. To cement our understanding of how behaviors define competencies, let’s spend a little time in a brainstorming exercise.

4. Ask participants to form groups of three-four.
   - Assign each group one of the competencies.
   - Probably the easiest competencies for participants to brainstorm behaviors are:
     - Solving problems and analyzing issues
     - Practicing self-development
     - Building relationships
     - Collaboration and teamwork
     - Inspiring and motivating others to high performance
     - Developing others
     - Championing change
   - Ask each group to brainstorm and chart a list of 4-5 behaviors, skills, traits and attributes that define the competency assigned to them
   - Give a flipchart to each group. Ask them to title the flipchart with the competency assigned to them
   - Allow ten minutes for brainstorming
   - Ask groups to present their charts
   - Allow three minutes per group
5. If during participant introductions you asked them to identify behaviors, skills, traits and attributes of people they admire, compare the chart with the list of behaviors just brainstormed.

6. Refer to Participant Materials, “Behaviors that Define Competencies,” pages 14-20, and ask participants to read the information. Allow five minutes.

7. Invite questions or comments participants have about the information.

8. Tell participants that when they do a self-assessment of their leadership strengths and weaknesses later today, they will see all this information again—albeit in a different format. Assure them that clarity will build through subsequent learning activities throughout the program.

9. Introduce the following activity by saying:

   We’ve been talking about behaviors. Now let’s apply behaviors in a situation facing a leader.

10. Refer to Participant Materials, “Scenario #2–Matt and Jessica, page 21, and review the directions. Say:

    Please read the scenario on page 21 in your materials. When you are finished, work with the person next to you to answer the questions at the bottom of the page.
11. Allow five minutes. Then, ask two-three pairs for their responses to the question—and the reasons.

Possible responses: Behaviors under "Character" are always a given. Jessica could use behaviors under "Technical Expertise" so that Matt can benefit from her experience and knowledge in giving presentations. Under "Innovation," she could use "encourage alternative approaches" to get Matt thinking of different ways to do his presentation. By her coaching of Matt, Jessica is "taking responsibility for outcomes" under "Take responsibility for outcomes/initiatives." She could use every one of the behaviors under "Interpersonal Skills."

12. Transition to Step 7 (Self-Assessment) by saying:

Through the brainstorming and scenario exercises you have shown that you understand the meanings of the 16 competencies, and that you know the kinds of behaviors that leaders need to demonstrate.

But we’ve been talking about Carrie, Matt and Jessica—people we don’t even know because they’re fictional. At this point you may be eager to make all this stuff personal by getting a sense of your leadership competencies and behaviors.

In the next activity you will begin to make it personal by completing a self-assessment.

Step 7

Self-Assessment of Your Leadership Strengths and Weaknesses

Time it takes: 45 minutes

What it’s about: An opportunity for participants to personalize what they have learned by getting a snapshot of their perceived leadership strengths and weaknesses.

What you’ll need:
• Participant Materials

How to do it:


Please turn to page 22 in your materials. This self-assessment is an opportunity for you to get a snapshot of your leadership strengths and weaknesses. This assessment is for your eyes only. It will be most valuable if you complete it with complete honesty. Obviously you will perceive that you have several strengths. But, keep in mind it is okay to have weaknesses. Even the greatest of great leaders have weaknesses!

What questions do you have before we get started?
Step 9: Powerful Combinations of Strengths

Time it takes: 60 minutes

What it's about: Combinations of strengths enhance a leader's ability to produce great results.

What you'll need:
- Handout #1 (Cut-outs for Combinations of Strengths)–if using Option #1
- Participant Materials

Trainer’s Note: To prepare “What you’ll need,” decide whether you will use Option #1 or Option #2 by reviewing “How to do it” steps 2–9 below.

How to do it:

1. Introduce this step by saying:

Jack Zenger and Joe Folkman have identified ten powerful combinations of strengths that leaders use to produce great results in their organizations. For example, if a leader has strength in “Technical Expertise” and a combined strength in “Innovation,” she or he will be better able to improve corporate performance. The reason is that technical expertise alone is not valuable unless the expertise is put to use.
through innovative ideas and solutions to problems.

So, “Technical Expertise” and “Innovation” are one of the ten powerful combinations identified by Jack Zenger and Joe Folkman. That leaves nine more combinations to identify.

2. Use either Option #1 or Option #2 for an exercise in identifying combinations of strengths.

Trainer’s Note: If you feel that participants would enjoy getting up from their seats and moving about the room and seem to be people who enjoy more active types of learning activities, use Option #1. If you feel that participants are uncomfortable with what they perceive to be “play-time” types of activities, use Option #2.

3. If you decide to use Option #2, skip to item #7 below.

4. Explain Exercise: Option #1
   - Divide participants into two even groups and ask them to stand on opposite sides of the room. If there is an uneven number of participants, join one of the groups.
   - Designate one group as “Group A” and the other as “Group B.”

Trainer’s Notes:
- The maximum number of participants for this exercise is 18 (nine combinations of strengths). You have already told them that “Technical Expertise” and “Innovation” are one of the ten powerful combinations.
- If there are more than 18 participants, ask some participants to be observers.
- In the Facilitator’s Resources Section of your guide is a handout on which are printed the names of strengths. The combination of “Technical Expertise” and “Innovation” are
not included because you used the combination as an example. But "Innovation" is included among the nine sets because it is a combination for other strengths as well as for technical expertise.

- Divide each combination in the handout and give one half to a member in Group A and the other half to a member in Group B.
- Be sure that you distribute the combinations in a random order so that participants don't conclude that you are handing out "matches."
- You do not need 18 participants to conduct the exercise. If you have less than 18, be sure that the handouts you distribute to Group A and Group B are indeed combinations.
- If you join one of the groups to make the groups even, you already know the answers so you will have to play "dumb" and let participants do most of the work to complete the exercise.
- Make it a "fun" exercise for everyone.

- Ask participants in Groups A and B to hold up the strengths given so they are visible to everyone.
- Their task is to decide who among them are “powerful combinations.” They do this by discussions with one another until they agree to form “combinations.” They then stand together in their “combinations.”
- Encourage all members of Group A and Group B to find a combination, no matter how much negotiation they have to do.
- Allow 15 minutes.
- When all combinations are standing together, ask each “combination” to explain why they believe that they represent one of the ten powerful combinations of strengths.

Trainer’s Note: The purpose of the exercise is not that participants form the same combinations cited by Jack Zenger and Joe Folkman. What's important are the thought
processes of participants in trying to "discover" appropriate combinations.

If you used Option #1, tell participants that there is a Matching Exercise for Powerful Combinations in their materials, but that you chose to use the exercise they just completed.

- Continue with item #5 below.

5. Refer to Participant Materials, “Ten Powerful Combinations of Strengths”, pages 40-41. Review the combinations identified by Jack Zenger and Joe Folkman, and discuss how well participants did in forming “combinations” during the exercise.

6. If you conducted Option #1, skip to item #10 for an exercise in applying the combinations.

7. If you decide to do Option #2, refer to Participant Materials, “Matching Ten Powerful Combinations of Strengths,” page 39, and review the directions with participants. Say:

Let’s turn to page 39 in your materials. Working with the person next to you, match each strength in Column A with what you believe is its combination strength in Column B. Connect each combination with a line. “Technical Expertise” and “Innovation” are bolded and italicized as an example of a match already identified. What questions do you have before we get started?

Trainer's Note: Ask participants to promise not to look at the next pages in their materials, which list and describe the “Ten Powerful Combinations of Strengths.” Obviously that would defeat the whole purpose of the exercise, i.e., to challenge participants to discover the combinations.
through their own reasoning. Also, note that several strengths are listed more than once because some strengths can be combined in several ways.

8. Allow five-ten minutes and then ask for volunteers to share what they selected as combinations and their reasons.


How many people got most or all the combinations correct?
Assuming several people raise their hands, say:
Great! Let’s turn to page 42 in your materials to illustrate how the combinations might apply to a workplace scenario.
If more than half the participants have not raised their hands, you may decide to review the material again or praise progress and offer your personal assistance, by saying:
Okay. Looks like we still have some work to do before we all feel comfortable with these combinations. We’ll keep working, and if anyone has specific questions, please see me on a break or after today’s session.

10. Refer to Participant Materials, “Scenario #3—Christina,” page 42. Say:

Let’s form small groups.
Divide the group into several groups of three-four people per group. (You may want to ask everyone to count off by 3’s or 4’s to give the participants some variety in participation).
In your groups, first read the scenario on page 42. Then, using the ten powerful combinations on pages 40 and 41, identify combinations that would apply to Christina’s situation. You will have ten minutes for discussion. Select a spokesperson to present a summary of your discussion to everyone. What questions do you have?

11. Allow ten minutes for small group work, then ask the groups to give summaries of combined strengths that Christina can use for her situation. (As for previous scenarios, the purpose is to get participants to put their thought processes in gear.)

Possible summaries: interpersonal skills/listening; focus on results/communicating powerfully and prolifically; technical expertise/innovation; inspiring and motivating others/technical competence.

12. Acknowledge the work of the groups and transition to Step 10 (Close of Day One) by saying:

It’s been a long day, but I trust it has been valuable and enjoyable. I certainly have enjoyed being with you and have learned a lot from you about leadership. You came here today with a lot of work experience and wisdom and have been very willing to share what you know.

We have accomplished quite a bit today. We’ve learned about the research of Jack Zenger and Joe Folkman. In a variety of discussions and exercises, we have applied the competencies of great leaders. And you have done a self-
assessment of your current leadership strengths and weaknesses.

But it’s time to close things down for the day.

Step 13

Assessing Your Change Leadership Style

**Time it takes:** 45 minutes

**What it’s about:** A self-assessment through which participants identify their preferred style when introducing, explaining, or implementing a change in an organization.

**What you’ll need:**
- Participant Materials

**How to do it:**

1. Introduce the topic by saying:

   Most organizations today are in a constant state of change, from dramatic growth to downsizing and restructuring. A critical skill for leaders, therefore, is to introduce and lead change efforts successfully.

   The best leaders are able to inspire everyone to rally around changes. They do so with different styles. When you complete an assessment on your change leadership style, you will learn your “preferred” style.

2. Refer to Participant Materials, “Assessing Your Change Leadership Style,” pages 44-46, and review the directions for completing the assessment. Allow 20 minutes for participants to complete the assessment. Say:
4. Refer to Participant Materials, “Pulling It All Together,” page 47. Review the directions thoroughly, ensuring that participants clearly understand the procedures for the practice and their respective roles.

*Trainer’s Note: With a skills practice, it is important to give clear instructions about what each person should be doing during the practice. While giving instructions, it is best to use the participant materials so you are looking at the same thing the group is looking at. Review each phase of the skills practice and make sure everyone is clear before moving forward. When groups have decided who will be the Leader, Employees, and Practice Manager, distribute copies of Handout #2 (Case Study for the Leader) and Handout #3 (Case Study for Employees and Practice Manager) to the appropriate individuals.*

5. Begin the practice preparations. Keep track of the time allotted for preparations, so that the practice begins and ends on schedule.

* Trainer’s Note: Prior to and during the practice, stroll among the groups, ensuring that they are clear about the directions and that they are proceeding on time and on track. It's not uncommon for practices to become untracked, so you will need to monitor things very carefully. When practice groups are in the feedback phase, be especially attentive that they follow the feedback guidelines. Feedback is the part of a practice that most frequently unravels.*

6. When groups have concluded their practices, debrief by asking everyone:

- *(For the leaders) What competencies did you find easy to do? What competencies did you find difficult to use?*