EVERYONE COMMUNICATES FEW CONNECT

WHAT THE MOST EFFECTIVE PEOPLE DO DIFFERENTLY

GUIDE for TEACHING, COACHING & FACILITATION

Based on the book by John C. Maxwell
General Guidelines for Use:

This manual provides a structure to facilitate individual learning and is adaptable for both one-to-one, group and team engagement.

It is a guide, not a directive; therefore it doesn’t have to be followed to the letter. You do not have to use each interactive exercise or each aspect within an interactive exercise. You are working with unique individuals with unique consciousness; allow whatever feels intuitive to you to flow.

One question may open up a coaching dialogue that has far more value to the participant’s evolution than sticking to the rigidity of the structure outlined in this manual. So please use it with dexterity, flexibility and creativity within the framework of each unique client interaction.

Remember, the whole purpose of this learning experience is to raise awareness. Sustainable performance improvement can only come from increased awareness.

Suggestion

Create a personal journal just for these sessions. After each session, take some time to record your thoughts and observations from the session itself. What did you witness in the participant or, if applicable, the group? What did you witness in yourself?

This process of reflection is beneficial in helping you and the participant/s maximize the learning within the process, for example, returning to your thoughts ahead of the next session is a very useful method of returning you, as near as possible, to where you and the participant left off.

Pre-Process Preparation & Assignment:

Ahead of the first session, ensure participant/s:

1. Print off the Training Curriculum Worksheet.
2. Print off ‘How I Learned to Connect With People’ Worksheet
3. Watch ‘How I Learned to Connect with People’ Video and complete the workbook.
4. Watch and complete the workbook elements for “Connecting Increases Your Influence in Every Situation” (Part 1 of ‘Connecting Principles’) —including answering the question at the end of the teaching.
5. Bring their workbooks to the session with notepads and pens.

“Everyone Communicates Few Connect” is structured into 10 Learning Sessions.
Session 1
Connecting Principles: Connecting Increases Your Influence in Every Situation

Opening the Session

Individual One-to-One

Step 1: Setting the Scene

Always begin and end the sessions on time: no exceptions. If all of the exercises cannot be completed, so be it (you could, at your discretion, set them as assignments).

Your core objective is to ensure the person is comfortable, informed of the process and enthused to return to each session.

Warmly welcome your participant to the process and express your enthusiasm for working with them, as they become a person of influence.

Explain the format and process of the learning experience, the number of sessions, the process within the sessions, and assignment work in-between sessions.

Explain your role as a facilitator and coach, describing your role in a collaborative experience that expands the material in terms of its relevance and application to the individual concerned.

Be explicit about individual responsibilities around timeliness and commitments to assignments.

Explain the use and reference to the workbook as a learning guide in and out of sessions, and the importance of having a notepad with pens to record notes and observations.

Explain that this is a safe, supportive learning environment without judgment or ridicule. Ask the participant to be mindful of this, and willing to be courageous, self-disclosing and honest as a consequence.
Group Coaching

Step 1: Setting the Scene

Always begin and end the sessions on time: no exceptions. If all of the exercises cannot be completed, so be it (you could, at your discretion, set them as assignments).
Your core objective is to ensure that everyone is comfortable, informed of the process and enthused to return to each session.
Welcome everyone personally and warmly as they arrive.
Welcome everyone as a group.
Express your excitement at working with the group. Explain the power of John Maxwell's content is amplified when studied within a mutually supportive group-learning environment.
Explain the format and process of this learning experience, the number of sessions, the process within the sessions, and assignment work in-between sessions.
Be explicit about individual responsibilities within the group:

- **Timeliness**: explain sessions will start and end on time without exception.
- **Contribution**: describe that everyone is invited and encouraged to make a contribution to the group
- **Respect**: outline that this is a mutually supportive environment to accelerate learning, and that all contributions are valued.
- **Behaviour**: Explain that interruptions or talking over other participants is unacceptable practice within the group.

Ensure you model the behaviour that you expect, for example, showing interest in others and their views.

Step 2: Introducing the Content

Only one thing stands between you and greater success in your personal and professional life.

It isn't knowledge, skills, experience or talent. It is the ability to connect with people.

In a world where success is increasing dependant upon collaboration, you must learn to connect with people.
Connecting with others is a major determining factor in reaching your potential.

It’s a common misconception that certain people are born with the ability to connect with people, and yet the truth is that anyone can learn how to make every communication an opportunity for a powerful connection.

To powerfully develop this essential skill of connecting with others, this learning system is split into two parts: 5 Connecting Principles and 5 Connecting Practices.

When integrated and applied, these lessons will help redefine and reinvent your personal, professional and family relationships.

**In Session Coaching:**

**Interactive Exercise 1:**

*Discuss the 5 skills and qualities that Robert Dallek identified in successful US Presidents that enabled them to achieve things that others didn’t (vision, pragmatism, consensus building, charisma, trustworthiness).*

Explain that you'd like to spend some time exploring those that John Maxwell highlighted as 'connecting' skills and qualities.

1. **Vision**
   
   Ask the participant what ‘vision’ means to them.

   Discuss the importance of visioning for personal and professional success. Share the passage “Where there is no vision, the people perish”: (Proverbs 28)

   Ask the participant what that statement means to them and how they’ve seen it's wisdom manifest in their personal and professional lives.

   Ask the participant if they have a working vision in their personal and professional lives: ask they share it.

2. **Consensus-Building**

   Ask the participant to share an example of where they've successful built consensus in the past.

   - What lessons did they learn?
   - If no example is forthcoming, ask the participant to reflect on any area of their life
where consensus-building is either happening or needs to for their success (for example: what changes are they planning and who has a vested interest in that change?)

3. **Charisma**
   
   Ask the participant to think of someone they consider charismatic – give them a minute to think of someone.
   
   Ask them to list 3 qualities of that person that qualifies them as charismatic. Give them 2 minutes to complete.
   
   Discuss the 3 qualities and explore with the participant how each quality is present, or has been demonstrated by them, in their lives.
   
   • Ask: what would it take to be more charismatic?

4. **Trustworthiness.**
   
   Ask the participant to articulate why they think trustworthiness is important to connecting with others (for example, is it about discretion and confidentiality, or is it about discipline in doing what you say you will or is it both?)
   
   Ask them to share how they demonstrate trustworthiness to:
   
   a) Themselves.
   b) To their family & loved ones.
   c) To their colleagues and associates.

**Interactive Exercise 2:**

*Have the participant read out the ‘Connecting Signals’*

Giving them 5 minutes maximum, ask the participant to go through each one and write down where they’ve experienced people demonstrating connecting signals. For each one ask for an example in their personal and professional lives.

Listen intently, without interrupting.

• Ask: what was it in you (the participant) that brought that out in them?

Again listen intently.
Interactive Exercise 3:

Ask the participant to review the table, on page 3, articulating the characteristics of high, average and low achievers. Within each segment, ask them to ‘tick’ or circle inside a box where they’ve recognised that style in their own behaviour.

Ask the participant to discuss each finding one by one.

Explore each one by asking:

- What influenced you to behave that way?
- What were the implications?
- With hindsight, what would you have done differently and why?’

Ask the participant to share their answer to the question in the workbook:

- ‘Do I connect best one on one, in a small group, or with an audience?’
- Which area would they like to improve upon? For what purpose?
- What needs to change in order to make the improvements?
- Ask the participant to share what they’ve learnt from this session.

Close by setting the assignment.
Assignment:

1. Hand write out a personal and professional vision for success.

2. List 3 ways, identified from this lesson, that you can improve your ability to connect with others.

3. Against each improvement, detail the first action necessary to achieve it.

4. Watch the second Connecting Principle ‘Connecting is All About Others’ and complete the workbook for this teaching only.

5. Reflect on John’s teaching and make notes on your findings to share at the next session.

   Thank your client, congratulate them on their efforts and express how much you’re looking forward to at the next session. Confirm date and time.

   Take time to record your thoughts and observations in your journal.
In Session Coaching:

Update:

Ask the participant to update you on the assignment work from session 1.

- Discuss the visioning exercise: what was learnt/experienced?
- Discuss the 3 ways the participant identified how they can improve their ability to connect with others.
- Discuss the action steps identified for each.

Interactive Exercise 1:

Ask the participant to share their findings on “Connecting is All About Others”

Get curious and explore the ways in which the teaching resonated with the participant.

Referring to Zig Ziglar’s quote “If you first help people get what they want, they’ll help you get what you want,” ask the participant to give examples of where they’ve recently helped someone get what they want. Ask for a personal and professional example.

- In what ways did it help the participant?

Interactive Exercise 2:

Discuss the reading from Calvin Miller’s “The Empowered Communicator”

- Explore when the participant may have witnessed similar behaviour to the speaker in the story – can they recall someone who was behaving in a similar way? Maybe a speaker, a leader, a teacher?
• Ask the participant to articulate specifically what irritated them at the time.

• Ask them to think of a time where they too have demonstrated similar behaviour (give them time to respond, do not interrupt).

• Explain that often what irritates us in others we are blind to in ourselves, what was or could be the learning from that?

Interactive Exercise 3:

Ask ‘if I were to ask the people you work closely with to describe you to me, what would they say?’

Discuss briefly John’s vignette regarding his trip to China. ‘The most important language in the world is the language of the customer.’

• Ask how this story relates to the participant’s circumstances. How and where does the lesson apply?

• In what way does the participant make others feel valued? What evidence supports it?

• What else could the participant do to make others feel valued? (Brainstorm ideas)

Assignment:

1. Build an action plan that creates daily habits of increasing value to others.

2. Watch the third Connecting Principle ‘Connecting Goes Beyond Words’ and complete the workbook for this teaching only.

3. Reflect on John’s teaching and make notes on your findings to share at the next session.

    Thank your client, congratulate them on their efforts and express how much you’re looking forward to at the next session. Confirm date and time.

    Take time to record your thoughts and observations in your journal.
Note: in advance of this session, it may be worthwhile revisiting Module 2, Lesson 2 of the online Coaching Curriculum which specifically relates to building rapport and communication. It will also be valuable to watch the teachings on professional speaking regarding posture, stance and non-verbal communication.

In Session Coaching:

Update:

*Ask the participant to update you on the assignment work from session.*

Discuss the actions identified to form daily habits of increasing values to others.

Interactive Exercise 1:

*Discuss the findings of Albert Mehrabian’s study on face-to-face communication (where only 7% is accounted for by the words used, 38% on how we say it, and 55% on physiology).*

Ask the participant to describe the specific areas of his or her life where this is most relevant.

Discuss how becoming more conscious of how things are said rather than what is said, and the manner in which our body is communicating the message, helps a person become far more effective in connecting with others.

Explain that when speaking on the telephone the percentages change again, the 55% of physiology is missing, so 84% of the meaning of the communication is associated with voice tonality and 16% the words themselves.

Ask the participant: what would prompt you to become more aware of how you’re communicating with others? Brainstorm ideas.
Interactive Exercise 2:

Ask the participant to describe a time in their lives when they were unsuccessful in connecting with people or achieving something.

In hindsight, what do they believe caused the failure? What went on? Spend a few minutes coaching and exploring the findings.

Now ask the participant to consider the opposite scenario, where they inspired people or were able to achieve something momentous.

What was different? Ask what was different about the participant in the successful situation from the unsuccessful one. Spend a few minutes coaching and exploring the findings.

Ask the participant to name what they believe to be the primary cause of their results in both their personal and professional lives.

Discuss the 3 Components of Communication, thought, emotion, action.

Explain that these three components span the entire personality of the human being, encompassing conscious mind (thought), subconscious mind (emotion – the ‘heart’) and the body.

Explain that thoughts, emotions and actions are the components of attitude, the all-encompassing aspect of the human personality that is recognised as the primary cause of results.

Ask the participant to listen deeply as you read out the examples of where disconnection in communication can occur at the bottom of page 6 in the workbooks.

As you read them out, read slowly, and ask the participant to think on each example of a time where they’ve experienced that scenario as either the communicator or recipient of the communication.

Explain that if one doesn't spring to mind straight away to move onto the next one as you read it out.

Discuss their findings. Explore, using coaching questions, what the participant believed was missing. What do the findings teach them, and what will change as a consequence?
Interactive Exercise 3:

*Discuss John’s teaching on how to connect with people visually.*

Ask the participant to describe how this teaching applied to them, for example:

- In what ways might they improve their visual expression?
- How much do they physically express their communication currently?
- Given John’s teaching, how do they think they could improve their ability to connect with people?

“Nothing can happen through you until it happens in you.” Ask the participant what this statement means to them and how it applies to their personal and professional lives. Be curious, listen and explore.

*Ask the participant to read out John Kotter’s statement on page 7. What does the participant think Kotter means by ‘heart’?*

- Explain that the heart referenced to is not the physical pump, it the “heart of hearts,” the name the Ancient Greeks gave to the subconscious mind.

- Explain that the subconscious is the emotional part of the human personality, where we ‘feel’ life, hence why John explains that ‘people will not always remember what you said, or what you did, but will always remember how you made them feel’.

Suggest to the participant that they may want to explore how they are currently making others feel at work and at home via the following feedback exercise.

Suggest the participant explains to colleagues, friends and family that they are working with a John Maxwell Coach, and they’d like to understand how they could improve their ability to connect with others.

Suggest they take notes and ask questions such as “what am I doing when I connect with people?” and “what do I do that turns people off?” Ask the participant to come up with suggested questions they could ask.

- Explain to the participant that if they do this, they must be courageous and willing to listen, to not react or be defensive, and to thank each person willing to give feedback.

- Explain that this is feedback not criticism. It is also an opinion, not necessarily a reflection of the truth. That said, there will be lessons in the feedback and the benefits of the exercise are considerable.
• Explain that you cannot improve upon something you’re not aware of, and by asking these questions, a wealth of learning can be revealed to help the participant become a great connector with others.

**Assignment:**

1. Conduct the feedback exercise suggested above with colleagues, friends and family

2. Watch the third Connecting Principle ‘Connecting Always Requires Energy’ and complete the workbook for this teaching only.

3. Reflect on John’s teaching and make notes on your findings to share at the next session.

   *Thank your client, congratulate them on their efforts and express how much you’re looking forward to at the next session. Confirm date and time.*

   *Take time to record your thoughts and observations in your journal.*
Session 4
Connecting Principles: Connecting Always Requires Energy

In Session Coaching:

Update:

*Ask the participant to update you on the assignment work from session*

*Discuss the 360-degree feedback exercise: what did the participant learn?*

Interactive Exercise 1:

*Discuss John’s vignette regarding his reunion with people at the church on the hill after 25 years.*

- Ask the participant which of the leadership lessons resonated the most? Ask why.
- Which offered ideas for immediate improvements in the participants’ leadership style? Why?
- Ask what the participant intends to do to implement the learning.

Interactive Exercise 2:

*Discuss the 4 Unpardonable Sins of a Communicator*

- Ask the participant to think of a time when they've been under prepared for something they were accountable for. What happened?
- What changed in and for the participant from that experience?
- Ask the participant to think of a situation, whether personal or professional, when they were uncommitted to the outcome. What was the implication?
• How has that experience helped them?

• Ask the participant to think of the last time they felt uncomfortable. What was going on?

• What did the participant consider to be the cause of the discomfort?

• What was the result?

• What did the participant learn?

Interactive Exercise 3:

**INITIATIVE**

*Discuss initiative and the Wal Mart vignette that John shared.*

• Ask how initiative is showing up the participant's life today. Ask for what purpose?

• If nothing's forthcoming ask what area in the participant's life would benefit from initiative today.

• What would initiative look like?

Interactive Exercise 4:

**CLARITY**

*Ask the participant to consider their professional life. Perhaps they are leading others, working in a team, or working on a specific project.*

Whatever the situation, ask the participant to place themselves in a hypothetical situation where they were in a position of 'hindsight,' i.e. looking back after the project has finished, or in a year to what they are doing in business today.

In line with John's 'Connection Checklist,' ask the participant:

• What would need to happen to know you've done your best?

• How will you know that you added value to people?
• What was the winning game plan?

• What must happen in order for you to know you’ve made a significant difference?

If appropriate, repeat this exercise for the participant’s personal life. Ask, the participant to imagine their own wake, with friends and family sitting around the kitchen table: ask:

• What would you like them to say about you and your life?

• What needs to change in order for the participant to be the person they described?

Interactive Exercise 5:

PATIENCE

*How does the participant demonstrate patience with people? Ask for recent examples.*

Ask the participant to share experiences that they’d wished they’d expressed more patience.

• What would they have done differently?

• How specifically will that insight help them now?

Interactive Exercise 6:

SELFLESSNESS

*Ask the participant to share their thoughts on this lesson. Then ask:*

• In what ways did the message resonate to the participant’s life?

Ask the participant to consider the letter John received regarding his ability to connect:

• If the participant leads others professionally: what would they say about the participant’s ability to connect/leadership?

• What evidence supports the participant’s view?

• What will they change or do more of given the findings?
Interactive Exercise 7:

Work with the participant in bringing the learning from this session together to brainstorm options in answering the question:

- “Who do I need to increase my energy with to connect more effectively?”
- “How do I do that?”

Ask the participant what improvements they are committed to acting against between now and your next session. Ask for a commitment from 0 to 10 on each. If below 8, ask what would make the commitment a 10.

Finally, explore how the participant recharges for stamina:

- How does the participant invest in their physical, intellectual and spiritual wellbeing?

Assignment:

1. Ask the participant to review their notes, workbooks and actions from all of the previous 4 sessions on Connecting Principles. Request that they identify 3 specific learns from each principle to share in the next session.

2. Watch the fifth and final Connecting Principle ‘Connecting Is More Skill Than Natural Talent’ and complete the workbook for this teaching only.

3. Reflect on John’s teaching and make notes on your findings to share at the next session.

   Thank your client, congratulate them on their efforts and express how much you’re looking forward to at the next session. Confirm date and time.

   Take time to record your thoughts and observations in your journal.
Session 5
Connecting Principles: Connecting Is More Skill Than Natural Talent

In Session Coaching:

Update:

*Ask the participant to update you on the commitments made in the last session.*

Interactive Exercise 1:

*Connecting with others:*

**RELATIONSHIPS**

- How does the participant develop and leverage relationships to connect with people?

**SACRIFICE**

- Ask the participant: what do they believe makes people look up to them?
- What experiences from the participant’s life could help others improve? Explore the participant’s successes and failures – where are the ‘nuggets’ that could be used to connect with others?
- When has the participant made sacrifices to become who they are today? Once again explore for the nuggets.
- What would be the most effective means of leveraging these lessons to connect with others?
INSIGHT

• Outside of working with a coach, how else does the participant develop their insightfulness?

• In what scenarios has the participant found they’re being listened to intently through choice?

• When, if any time at all, has the participant truly felt ‘in the zone’ where what they are communicating is really hitting home with people.

• What supports that view?

SUCCESS

Ask the participant to name their top 5 successes in their personal and professional lives. Allow 3 minutes for the participant to consider them.

Ask the participant to write out what made each success qualify for the top 5. Allow 10 minutes for this activity. Contribute, only if the participant asks for you to do so, by asking curiosity based questions that allows the participant to reflect and evaluate:

• What made this success so meaningful?

ABILITY

• How can these insights assist the participant in improving connecting with others today?

Interactive Exercise 2:

WRAPPING UP THE LEARNING

John explains very clearly that connecting with others is learnable.

Now it's time to bring all of the learning from the 5 sessions on Connecting Principles together. Review the participants' assignment work in identifying 3 key lessons from each Connecting Principle.

• Go through each one and ask ‘how specifically have you applied the learning?’
Interactive Exercise 3:

*Ask the participants to reflect on where they were when they came into the process.*

- What were they doing well but have realised they could improve upon?
- What were they doing not so well and must improve upon?
- If they hadn’t have chosen to enter into this learning process what would have been the implication?

Assignment:

1. **Watch the first Connecting Practice: ‘Connectors Connect on Common Ground’** and complete the workbook for **this teaching only**.

2. **Reflect on John’s teaching and make notes on your findings to share at the next session.**

   *Thank your client, congratulate them on their efforts and express how much you’re looking forward to at the next session. Confirm date and time.*

   *Take time to record your thoughts and observations in your journal.*
Session 6
Connecting Practices: Connectors Connect on Common Ground

In Session Coaching:

Interactive Exercise 1:

*Discuss the findings of Terry Felber’s book ‘Am I Making Myself Clear?’.*

- Ask the participant to describe a recent day out they had with their family. Explore what was going and pay very close attention to the language the participant is using.

- Do they frequently use phrases that show a high visual perspective such as ‘it looked like it might rain’ or ‘the way I see it’ or ‘do you see what I mean’, or is it more based on feelings ‘I felt it was a special day’ ‘there was a sense of,’ or perhaps they have a more listening based approach ‘it sounded to me’ ‘I hear what you’re saying’.

- Ask the participant what they believe is their primary representational system? Share the findings of your observations.

- Ask the participant: how could this knowledge help you connect with others?

**ASSUMPTIONS**

*Ask the participant to think back to a situation when they’ve jumped to a conclusion, either about a person or someone’s behavior, that wasn’t actually a reflection of the truth.*

Allow several minutes to explore the findings.

- What happened?
• How has this experience changed how the participant operates today?

• What assumptions could the participant be making about people in his or her life today?

Discuss how our unique map of the world colors perception, how no one has the same view of reality because we’ve all had profoundly different experiences, upbringings, messages and environments that have created our worldview and taint our map of the world.

• If this understanding was to help the participant connect with others more effectively, what will change?

ARROGANCE

*Ask the participant to think of someone who they’ve experienced as arrogant. Ask them to describe what was going on.*

• What brings them to that conclusion?

• What was the person blind to?

• What could the participant learn from the experience?

INDIFFERENCE

*How does the participant demonstrate interest in what people know? Ask for specific examples.*

• How does the participant demonstrate interest in what people feel?

*Ask for specific examples.*

• How does the participant demonstrate interest in what people want?

*Ask for specific examples.*
Interactive Exercise 2:

**Choices That Will Help You Find Common Ground**

*Explain that you’d like to explore a few of these lessons with participant.*

**AVAILABILITY**

- What does the participant do to ensure others have time with him or her?
- How often do they conduct a one-to-one with those they lead? What does a one-to-one consist of?
- What quality time is spent with loved ones. How often?
- For people to say the participant was more available, what would need to change?

**LISTENING**

*Describe to the participant the difference between hearing and listening – that we hear with our ears and listen with our emotions.*

Ask the participant to think of a time when they’ve really felt like they’ve been listened to.

- What was different about the experience?

Ask the participant to think of their recent interactions with those in their business life.

- Who did most of the talking?
- If the participant were the other person, how would they describe the participant’s listening ability?
- What makes a great listener?

**QUESTIONS**

*Ask the participant why they think asking questions helps people connect with others.*

- What kind of question adds value to others? Why?
- How does the participant demonstrate curiosity in the lives of others?
Explain that asking effective, explorative questions are less about information gathering and more about empowering others: it helps recipients to think, raises awareness, empowering individuals to find their own answers helping them to become more self-reliant, resourceful and accountable.

Asking questions effectively develops leadership in others.

**THOUGHTFULNESS**

*Ask the participant to think of the most thoughtful person they know. What does that person demonstrate that qualifies them to be described as ‘thoughtful’?*

Explore how the participant demonstrates thoughtfulness in:

1. Community
2. Family
3. Business

What would a more thoughtful (participant's name) be doing in each area?

**HUMILITY**

*Discuss what a higher purpose means to the participant.*

- How has this manifested itself in their lives?
- If it hasn't, how would it?
- If it has, how does it give of the participant to others?
- How often does the participant consider ways in which they can improve?
- How, in the past 3 months, have they allowed others to shine?
- What would a humble leader be doing that the participant isn't?
Assignment:

1. From the learning of this session, request that the participant answers John’s question: ‘what is the bridge you need to build to connect on common ground?’ Explain the findings will be discussed at the next session.

2. Watch the Connecting Practice: ‘Connectors Do the Difficult Work of Keeping it Simple’ and complete the workbook for this teaching only.

3. Reflect on John’s teaching and make notes on your findings to share at the next session.

   Thank your client and express how much you’re looking forward to at the next session. Confirm date and time.

   Take time to record your thoughts and observations in your journal.
Session 7

Connecting Practices: Connectors Do the Difficult Work of Keeping it Simple

In Session Coaching:

Update:

*Discuss what the participant discovered from answering the question ‘what is the bridge you need to build to connect on common ground?’*

Interactive Exercise 1:

*Ask the participant to share his or her thoughts on this lesson.*

- What specifically in John's teachings had meaning to the participants' personal and professional life?

HUMOR

*Ask for an example of where the participant has used humor to connect with others. Explore the participant’s opinion of the experience.*

Conversely, ask the participant to think of a person who used humor to connect effectively with them.

HEART

*Ask the participant to think of a speaker, leader or similar who reached out to them and touched their heart, stirring emotions within. Ask them to describe what it was that moved them.*

Now ask the participant to think of a situation where they've sensed they emotionally resonated with an audience or a team of people.
• How was this accomplished?
• What specifically made it more meaningful for all involved?
• How could the participant use these observations to improve their connection with others?

HOPE

Discuss the difference between motivation and inspiration.

Motivation is outside-in. It relies on an exterior incentive to induce higher levels of performance, such as a bonus. It’s effective in creating short bursts of performance improvements.

Inspiration is inside-out, it comes from within, delivers much higher performance levels and resourcefulness which are far more sustainable.

• Who does the participant find inspiring?
• What specific qualities help the person concerned to be inspiring?
• How does the participant inspire people?
• What would help the participant to become more inspirational to others?

Get curious. Ask the participant to describe some of the challenges they’ve faced in their personal lives.

• Listen deeply, and probe with questions when appropriate.
• What helped the participant get through these times? Brainstorm and take notes on what you hear – pay particular attention to the attributes the participant had to demonstrate in order to overcome the challenge.
• When the explorative process is complete, repeat back to the participant the key points you heard.
• How could the experiences be shared to help others overcome their own challenges?

Brainstorm the ideas.

• Ask: what will change as a consequence of the findings in this lesson?
Assignment:

1. Watch the Connecting Practice: ‘Connectors Create an Experience Everyone Enjoys’ and complete the workbook for this teaching only.

2. Reflect on John’s teaching and make notes on your findings to share at the next session.

   Thank your client, congratulate them on their efforts and express how much you’re looking forward to at the next session. Confirm date and time.

   Take time to record your thoughts and observations in your journal.
Connecting Practices: Connectors Create An Experience Everyone Enjoys

In Session Coaching:

Interactive Exercise 1:

Ask the participant to share his or her thoughts on this lesson.

- What specifically in John's teachings had meaning to the participants' personal and professional life?
- Ask the participant to think of an experience at work that was memorable. What made it so?
- In what ways could the participant make experiences more memorable for people:
  (a) At work?
  (b) At home?

Interactive Exercise 2:

How does the participant currently discover what’s important to people in their lives?

- Ask the participant to write out the names of 6 people, 3 from their personal life, 3 from their professional life.
- Giving 5 minutes for the exercise, ask the participant to name 3 points that he or she feels are important to those people.
• Review and discuss the findings. What did the exercise reveal to the participant?

• Given the discovery from the exercise, how could the participant improve their ability to connect by understanding and communicating in the world of others?

Assignment:

1. Watch the Connecting Practice: ‘Connectors Inspire People’ and complete the workbook for this teaching only.

2. Reflect on John’s teaching and make notes on your findings to share at the next session.

   Thank your client, congratulate them on their efforts and express how much you’re looking forward to at the next session. Confirm date and time.

   Take time to record your thoughts and observations in your journal.
Session 9
Connecting Practices: Connectors Inspire People

In Session Coaching:

Update:

*Ask the participant to share his or her thoughts on this lesson.*

- What specifically in John’s teachings had meaning to the participants’ personal and professional life?

*Spend some time exploring how the participant saw value and learning in the lesson to their specific circumstance.*

- What, if anything, will change?

Interactive Exercise 1:

*Return to the list of 6 people that the participant identified in the last session.*

- Ask the participant to read each name out, one at a time. As the name is read out, ask the participant ‘what do you expect (name) to achieve in the next 6 months?’

*Avoid showing any reaction to the participant’s response.*

- Once the process is completed, ask the participant: what does this tell you about how you connect with others?

*Explore the findings.*
Interactive Exercise 2:

Discuss the Steve Jobs quote “management is about persuading people to do things they do not want to do, while leadership is about inspiring people to do things they never thought they could.”

- What is the participant’s perspective of how leadership differs from management?
- How does this view manifest itself in their daily working activity?
- In what way has the participant inspired those around him?

“The mediocre teacher tells, the good teacher explains, the great teacher demonstrates”. Ask the participant to name 2 examples of how they’ve modelled the behaviour they expect to see in others.

- In what ways has the participant demonstrated passion and conviction?
- Return to list of 6 people. How has the participant expressed and demonstrated gratitude for these people in the last month?
- What do the findings teach?
- Ask the participant to name 3 simple steps that, if taken on a regular basis, would improve his or her ability to express gratitude for the people in their lives?
Assignment:

1. Given the findings from this session, answer John’s question “What part of the ‘Inspiration Equation’ do I need to work on….knowing, seeing, or feeling?

2. Watch the Connecting Practice: ‘Connectors Live What They Communicate’ and complete the workbook for this teaching only.

3. Reflect on John’s teaching and make notes on your findings to share at the next session.

4. Reflect on the notes and findings from studying the 4 Connecting Practices: make notes on the learning that will positively impact your personal and professional life.

5. Review the notes and finding from studying the 5 Connecting Principles. Together with the notes from step 4, write out the most pertinent lesson from each teaching.

   Thank your client, congratulate them on their efforts and express how much you’re looking forward to at the next session. Confirm date and time.

   Take time to record your thoughts and observations in your journal.
Session 10
Connecting Practices: Connectors Live
What They Communicate

In Session Coaching:

Update:

*Explore what the participant discovered from answering “What part of the ‘Inspiration Equation’ do I need to work on….knowing, seeing, or feeling?*

- What will change as a consequence? How will it change and when?

Interactive Exercise 1:

*As this exercise begins, request that the participant shows the same level of commitment, courage and honesty that has been demonstrated throughout the process.*

Remind them how honesty fuels growth and improvement.

*The Credibility Wish List*

1. Ask the participant to think of:
   
   (a) Two people they do not trust
   
   (b) Two people they trust implicitly

Ask how the participant naturally feels about strangers.

Explore what it is that makes the participant mistrust the two people in (a).

Do not express an opinion or judgment on any aspect of the reasons given.
• Explore what attributes make the two people in (b) so trustworthy?

Discuss the findings.

• If the relationships we have with others are largely determined by the relationships we have with ourselves, what do these teaching reveal?

2. Ask the participant to consider ‘wrongs’ that haven't been made right.
   • What would need to happen to make them right?

3. Ask the participant “if I were to sit with your team or colleagues and ask them to name your top 3 weaknesses, what would they tell me?”

   Ask for examples where the participant has acknowledged their weaknesses to the people they lead and/or others.
   • Ask: what do you ask your people to do that you have never done yourself?

Interactive Exercise 2:

Wrapping it Up & Bringing It Together

• Explore the findings from the assignment work to evaluate the participants learning from studying the 5 Connecting Practices.

• Ask the participant to share with you the most pertinent lesson from each lesson.

• Explore what made that particular lesson so meaningful to the participant's personal and professional circumstances.

• What has changed in practice as a consequence of each lesson?

• Encourage the participant to reflect on this learning journey:
  • What worked well?
  • How could it have been improved?
  • What else does the participant need to learn/improve upon?
  • What did the participant hope for? Did he or she get it?
• If yes, how can the participant ensure they go on getting it/keeping it?
• If no, was it realistic? Where else could it be sought?

*Explore how the participant intends to continue their learning.* You may want to introduce them to the next JMT learning system, or the opportunity of working with you in a one to one coaching engagement.

**Close:**

Thank the participant/s for entrusting you to collaborate in their development as a leader. Acknowledge the commitment in time and energy the participant has dedicated to improvement so that they may go on to do the same for others.

Remind the participant that a true leader is not the one with the most followers, but the one who creates the most leaders.

*Close off by stating that you look forward to working with them again in the near future.*