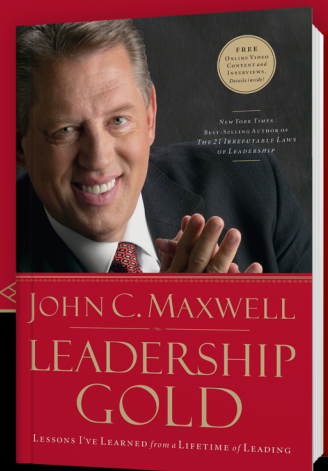


LEADERSHIP GOLD

LESSONS I'VE LEARNED *from a* LIFETIME *of* LEADING

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:

Ask the participant to:

1. Request that the participant refers only to the 'Participant Guide' (and not the 'Facilitators Guide') whilst working with you in this learning process.
2. Suggest the participant keeps a journal to record the learning from each session. Explain that reflection is purposefully encouraged by the assignment work in-between sessions.
3. Watch lessons 1 & 2 only, and complete the relevant sections in the Participant Guide.

"Leadership Gold" is structured into 12 Learning Sessions, based on the 26 lessons given by John.

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.

Answer any questions that may arise either about the process itself, your role, or the content.

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

Leadership Gold is John Maxwell's most personal work. It delivers his most valuable lessons and nuggets of wisdom from forty years of leading in an engaging and powerful way.

This process will amplify the learning experience from John's teachings of the 26 Lessons and enhance their meaning to you and your unique set of circumstances. It will deepen the impact and ensure the lessons become an effective part of your leadership capability.

In Session Facilitation & Coaching:

Lesson 1:

If it's Lonely At The Top, You're Not Doing Something Right

John discusses how, in his early leadership years, he was torn between his natural tendency to be close to people and the conventional wisdom of the day that said leaders kept a 'healthy' distance.

- How have you experienced similar challenges with your leadership?
- What was the lesson for you and how did it change you as a leader?
- What do you consider to be 'positional thinking'?
- What experience do you have of it?
- Give an example in the past of when you could be considered positional.
- What brings you to this conclusion?
- What was the impact of your behaviour?
- What would you do differently in that situation today?
- How do you measure morale in your team?
- What do you sense about morale currently?
- What is the primary influence on the morale of your team?
- How do you seek to improve morale?
- How does the relational aspect of your leadership reveal itself today?
- What recent examples do you have that demonstrates you value people?
- How do those you lead choose to engage with you?
- What does this reveal to you about your leadership?
- If you were to be more relational as a leader, what would you be doing that you're not doing right now?

Finally, ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you've been applying in a manner that doesn't serve you

T – A lesson you'd like to transfer to others

Lesson 2:

The Toughest Person To Lead Is Always Yourself

- In what ways do you demonstrate leadership to those you lead?

Give a recent example of where you have demonstrated followership.

Think of the people you lead and reflect back on your leadership of them:

- When, in the past, might they have considered you prideful?
- What do you think created this behaviour?
- What did you learn from the experience?
- When might they have considered you unrealistic?
- What do you think created this behaviour?
- What did you learn from the experience?
- When might they have considered you rigid?
- What do you think created this behaviour?
- What did you learn from the experience?
- When might they have considered you autocratic?
- What do you think created this behaviour?
- What did you learn from the experience?
- How would you describe your fallibilities?
- How have you asked those you lead to help you overcome them?
- If tomorrow you were to demonstrate greater self-leadership to the people you lead, what would you be doing that you haven't done before?

Ask the participant to summarize what has been the most meaningful learning from the session.

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you've been applying in a manner that doesn't serve you

T – A lesson you'd like to transfer to others

Assignment:

1. Reflect on your learning from session 1 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Watch lessons 3 & 4 only, and complete the relevant sections in the Participant Guide.

Thank the participant and congratulate them on their efforts. Express how much you're looking forward to the next session. Confirm date and time.

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

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?

Lesson 3:

Defining Moments Define Your Leadership

Take a couple of minutes to reflect and make notes on what you consider to be the defining moments of your life.

- What was happening?
- What made the situations a defining moment?
- What, if anything, would you do differently today?
- What did it reveal to you about the leader you are?
- What do you do as a leader when you're at your best?
- How do you know this?

The Ground-Breakers

- What 'ground-breakers' have you experienced in the past year?
- What 'ground-breakers' do you anticipate in the next 6 months?
- Which of these are of your own making, and which are being forced upon you by events outside of your control?
- In an ideal world, what would be the most powerful ground breaker for you in the next few weeks?
- What would stop you doing it?

The Heart-Breakers

- When have things been at their worst?
- What helped you overcome them?
- What do you do when you're up against it?
- What is to be learned in those situations?
- How has or could this be applied to help your success on a daily basis?
- What do you wish you had more time for?
- What, if anything, feels neglected in your life?
- What could you change for the better?
- What stops you doing it?
- What would it take to do it?
- If things stay as they are, what are the implications?

The Cloud-Breakers

- When have you experienced a cloud-breaking moment that took you to new heights?
- What lessons did it bring you?
- How has it influenced who you are?
- How has it influenced your leadership?
- What would a cloud-breaking moment look like for you in the next year?

The Chart-Breakers

Take a couple of minutes to think back on your career. In your notes, think back to a moment where you surprised yourself, where you went beyond what you believed you were capable of.

- What happened?
- What do you think was the cause, the architect of your actions?
- How inspired were you by this moment?
- What makes it so memorable?
- How have you learnt from the experience?
- If I were talking with you a year from now, what defining moments would you like to share with me about the year just passed?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Lesson 4:

When You Get Kicked in the Rear, You Know You’re Out in Front

- How does criticism impact you?
- When have you hurt as a consequence of criticism?
- When was the last time you experienced being criticised?
- How did it feel?
- How valid was it?
- How did you respond?
- How could the response have been more resourceful?

Step 1: *Know Yourself*

- What did you identify that you excel at?
- What did you identify as areas of struggle?
- How could you validate your findings with those you lead?
- When was the last time you sought feedback from your colleagues, peers, followers, leadership, family?
- What does this reveal to you about your approach to criticism?

Step 2: *Change Yourself*

- When have you modified your approach as a consequence of receiving criticism?
- How has your leadership benefited?
- In hindsight, when have you reacted defensively to justifiable criticism?
- What do you think this denied you?
- How would you play the same situation today?

Discuss how the richest learning is always found in criticism that is justified, rather than edification and applause.

- What would be the most effective way for you to resist the natural urge to be defensive?
- How could you prompt yourself to look for the grain of truth in the matter?
- What would 'taking the high road' in these situations look like for you?

Step 3: Accept Yourself

- What do you tend to beat yourself up about most?
- What are you least willing to accept about yourself?
- When have you felt constrained in terms of not being your true self?
- Who, in your life, are you most often someone else for?
- What feelings do you experience when you're not authentically yourself?

Step 4: Forget Yourself

- What can you learn from John's experience with his biggest critic?
- If you were to share your appreciation with those who have criticised you the most, who would it be?
- What would you say?
- When will you say it?
- What would it be like to be viewed as graceful and forgiving?

Closing the Session

Ask the participant to summarize what has been the most meaningful learning from the session.

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you've been applying in a manner that doesn't serve you

T – A lesson you'd like to transfer to others

Assignment:

1. Reflect on your learning from session 2 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Watch lessons 5 & 6 only, and complete the relevant sections in the Participant Guide.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?

Lesson 5:

Never Work A Day In Your Life

- If people encapsulate what you are passionate about, what would they say?
- How does your work capture your passion?
- How does your passion carry you?
- How has your passion served you in believing things you wouldn't have otherwise believed?
- What specifically have you gained from this?
- How has your passion driven you to attempt things you would not have otherwise attempted?
- How have you benefited as a consequence?
- How has your passion helped you accomplish things you wouldn't have otherwise accomplished?
- How have you grown as a consequence?
- How has it helped you meet people you wouldn't normally meet?
- How has this helped you?
- How has your passion helped you to motivate and lead people you wouldn't otherwise have?
- In what ways has this benefited you?
- What examples do you have of where you have ignited passion in others?
- In what way does it reward you?

- If you were to do more of it, how would you do it?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Lesson 6: The Best Leaders Are Listeners

‘We can hear what is being said without listening to what is being communicated.’

- How does this statement ring true for you?
- When are you at your best in terms of listening to others?
- How would those you lead describe you: someone who listens or hears?
- How do you differentiate between when you’re really listening and when you’re just hearing?

Explain that in most interactions, most people aren’t listening at all; they’re actually thinking about what they’d like to say next. They’re not present, not in the moment with the other person. Whilst they still hear what’s being said, it’s at the most shallow level of comprehension.

Explain that whilst we hear with our ears, we listen with our emotions, with our hearts. That requires being fully present.

Ask that the participant be ruthlessly honest with his or herself to facilitate growth.

Consider your recent interactions with your team, specifically on a one-to-one, be that in person or over the phone:

- How present are you?
- Whose agenda is being honoured?
- How much attention are you paying to what’s said?
- How much attention is being paid to what’s not being said?
- What does this line of enquiry reveal to you?
- What mark out of 10 do you think your colleagues would give you in relation to your listening ability?

- What could you do, from today, to improve your listening ability?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Assignment:

1. Reflect on your learning from session 3 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Watch lessons 7 & 8 only, and complete the relevant sections in the Participant Guide.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?

Lesson 7:

Get In The Zone & Stay There

Interactive Exercise:

- How did you answer the question 'what am I doing well?'
- If I had the opportunity to speak with your team, what would they tell me if I asked their opinion on what you do when you're at your best?
- Where has your talent been applied with most effect?
- When have you made a positive impact with the least amount of effort (not that it wasn't hard work, it was just something that 'came easy' to you)?

Name your 'top 3' strengths.

Place them in terms of priority.

- How could you do more of your 'primary' strength?
- How does this strength differentiate you from your peers?
- How is it meaningful and fulfilling for you?
- How can you make it even more prevalent in your life?
- What stops you from doing it more often?
- If you did it more often, what would be the impact on?
 - i) People in your personal life?

- ii) People in your professional life?
- iii) The performance of your business?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Lesson 8:

A Leader’s Responsibility Is to Define Reality

“Everybody better see the clear picture before they see the next one”

- What is the reality that you and your team are working within?
- What evidence supports that you and your team have a grasp on the true picture?
- What evidence supports that you are in control your destiny?
- Would you describe yourself: a realist, pessimist or optimist?
- How has this disposition helped you in the past?
- How has it hindered you?
- Where is it having a positive impact on your work today?
- Where do you think it could be detracting from your objective?
- Who helps you manage your blind spots?
- Who challenges you in a supportive manner?
- What has this line of enquiry revealed to you?
- What improvements could you make to ensure you’re leadership is rooted in reality?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Assignment:

1. Reflect on your learning from session 4 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Watch lessons 9 & 10 only, and complete the relevant sections in the Participant Guide.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?

Lesson 9:

To See How the Leader Is Doing, Look At The People

Question #1: Are the people following?

All leaders have two common characteristics: first they are going somewhere; second, they are able to persuade other people to go with them.

- Where are you going?
- How do the people you lead demonstrate their understanding and commitment to your vision?
- What recent examples spring to mind where your followers have gone beyond the call of duty, beyond contractual obligation, in the pursuit of the collective vision?
- What has this line of enquiry revealed to you? (Make a note of participants' comments)

Question #2: Are the people changing?

- In what ways have those you lead demonstrated a willingness to change?
- What change initiatives have they created and championed recently?
- Where have you and your team challenged the conventional wisdom of your organization?
- How are you and your team championing change today?

Question #3: Are the people growing?

- If you were to leave your position today, how would you describe your people leadership legacy?
- How would your peers assess it?
- How would your people assess it?
- In what ways have you helped those you lead grow personally?
- What examples do you have of creating leadership in others?
- What expectations do you harbour for those you lead?
- What examples do you have where your expectations of another exceeded the individual's, and they grew because of it?
- What percentage of your time is dedicated to helping those you lead grow and improve their lives?
- How much time is dedicated on an individual basis?
- What evidence supports that your influence over those you lead is a positive one?
- What has this line of enquiry revealed to you? (Make a note of participants' comments)

Question #4: Are the people succeeding?

- What success have you witnessed in those you lead recently?
- How do you live the vision to lead others to higher sights?
- How do you model a 'higher standard' to those you lead?
- Who has changed for the better under your stewardship?
- How has he impacted his or her performance?
- Who in your team hasn't changed or grown during your leadership?
- What has prevented that person from growing?
- What support have you given to help them grow?
- What does this reveal to you?
- What needs to change as a consequence?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Lesson 10:

Don’t Send Your Ducks to Eagle School

- How have you experienced this teaching in your career?
- How has it been experienced in your leadership of others?
- When have you invested heavily in a ‘duck’ in an attempt to help the person become an eagle?
- What did you learn that helped you avoid a repeat of the situation?
- How do you ensure those you lead work according to their strengths?
- What examples do you have?
- What helps you differentiate eagles from ducks?
- How do the leadership needs of a ‘duck’ differ from those of an ‘eagle’ in your work?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Assignment:

1. Reflect on your learning from session 5 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Read 'Picking Potential Leaders' Page 28 – 33 in the participant guide. Take your journal and make notes as you ponder on each question and relate it to the people you are currently responsible for leading.

Once at the end of the process, review your notes.

- What has been revealed?
 - Who are potential leaders?
 - How have the findings differed from your initial view?
 - What will change as a consequence?
3. Watch lessons 11 & 12 only, and complete the relevant sections in the Participant Guide.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?
- ♥ What were the findings from your analysis and reflections from the questions posed in 'Picking Potential Leaders'?

Lesson 11:

Keep Your Mind On The Main Thing

Interactive Exercise 1

- Spend 5 minutes listing your activities on a day-to-day basis.
- Of all the deliverables that you execute on a daily basis, tick those that serve your purpose and objectives.
- Put a cross by those that undermine your effectiveness.
- Put 'M' by the actions that, if you did more of, would accelerate the success of you and your team. (M= main thing, or actions you should do more of)
- Put 'E' by the actions that detract or slow down your success
- (E= eliminate or delegate out).
- Put 'ME' by the actions that serve your agenda.
- Put 'OTHERS' by the actions that serve other people's agenda (aside from those you lead).
 - What has this line of enquiry revealed?
 - Where are you prioritizing ineffective actions?
 - What are you most often distracted by?

- How much of your time do you commit to the agenda of others (outside of the people you lead)?
- What are the implications of this continuing?
- Which is your top 20% of activities that will bring you sixteen times more return?

Interactive Exercise 2

- Spend 3 minutes listing the weekly activities that are essential to the success of you and those you lead
- How are these activities currently prioritized against those identified previously as being on other people's agenda?
- Take 3 minutes to recall and list as many of the meetings as possible that you have attended in the past 2 weeks.
- Put a tick by those meetings where your physical presence was essential.
- Put a question mark by those that required your input but that your actual physical presence wasn't required (i.e. could be attended virtually by audio or video)
- Put a cross by those where your presence wasn't required at all.
 - What does this analysis reveal to you?
 - What are the implications of the revelations on your effectiveness?
 - What will change as a consequence of this observation?
 - Who fills your calendar?
 - (If someone else) How does this serve you, your agenda and objectives?
 - Who brings answers to your table that you do not have?
 - Who has strengths where you have weaknesses?
 - How are those strengths being utilized?
 - Who represents you or has you DOA (delegation of authority) when you are unable to be present?
 - Who are you willing to trust with more responsibility to represent you, your function in the business, and those you follow?
 - How could you empower more leadership in them whilst allowing you to 'keep the main thing the main thing'?

- What has this analysis revealed to you?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Lesson 12:

Your Biggest Mistake Is Not Asking What Mistake You Are Making

- How open are you with your followers about your mistakes and weaknesses?
- How do you currently empower those you lead to support you in overcoming your shortfalls?
- How has the biggest mistake of the past year helped you improve as a leader?
- How has it helped your team?
- How has the biggest mistake made by your followers allowed them to improve?
- How do you and your team currently stand back and take stock, to assess what you could be missing?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Assignment:

1. Reflect on your learning from session 6 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Watch lessons 13 & 14 only, and complete the relevant sections in the Participant Guide.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?

Lesson 13:

Don't Manage Your Time – Manage Your Life

Interactive Exercise:

- In what way has the teaching within Lesson 13 applied to the existing conditions and circumstances of your life?
- What, in your life, is important to you and would benefit from greater stewardship?
- What else would?

For each area explore:

- What would the payback be if you improved your management in this area?
- If you were to improve your management in this area, what would you be doing differently?
- What's stopped you doing it before now?
- How committed are you to making changes?
- When will you begin?
- What, if any, system do you currently use to manage the activities of your life?
- How could John's 3-step process to managing activities help you?
- How practical will it be to apply to your current working practices?

- What benefits will it derive?
- When will you begin?
- What has this analysis revealed to you?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Lesson 14:

Keep Learning To Keep Leading

- Aside from this learning journey, what constitutes your personal growth plan?
- How do you develop yourself personally, that is, at the level of your character?
- How do you develop yourself professionally, that is, role based knowledge, technique and skill?
- Where in your life are you currently operating in the challenge zone?
- What evidence supports this view?
- How has it and will it benefit you?
- Where in your life are you currently operating in the comfort zone?
- What evidence supports this view?
- How has it and will it limit you?
- Where in your life are you currently operating in the coasting zone?
- What evidence supports this view?
- How has it and will it limit you?
- When will you know that you’ve transitioned from a person of answers to a person of lessons?
- What has this session revealed to you?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Assignment:

1. Reflect on your learning from session 7 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Watch lessons 15 & 16 only, and complete the relevant sections in the Participant Guide.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?

Lesson 15:

Leaders Distinguish Themselves During Tough Times

- What is it to be distinguished during difficult times?
- What are the 2 most difficult decisions you've had to make in your professional life?
- What made them so tough?
- What did each cost you?
- What made them the right decision at the time?
- What lessons did they bring?
- What are the 2 most difficult decisions you've had to make in your personal life?
- What did they cost?
- What made them the right decision at the time?
- What lessons did they bring?
- What has this line of enquiry revealed to you about you?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you've been applying in a manner that doesn't serve you

T – A lesson you'd like to transfer to others

Lesson 16:

People Quit People, Not Companies

- How does this lesson relate to your experience when leaving past employers?

Take 2 minutes to list the people who have departed your team through their own choice in the past couple of years.

Put a tick by the ones you were expecting.

Put a question mark by those that genuinely surprised you.

- What made you expect the departure of the ticked individuals?
- What were their reasons for quitting?
- What did it reveal to you?
- What made the departures of those with question marks so surprising?
- What were their reasons for quitting?
- What did it reveal to you?
- How are you grooming your successor?
- What evidence supports this view?
- How do you nurture leadership in others?
- What evidence supports this view?
- Where is the truth in this lesson for you?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you've been applying in a manner that doesn't serve you

T – A lesson you'd like to transfer to others

Assignment:

1. Reflect on your learning from session 8 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Watch lessons 17 & 18 only, and complete the relevant sections in the Participant Guide.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?

Lesson 17:

Experience Is Not The Best Teacher

Take 2 minutes to take notes and remind yourself of 2 or 3 unplanned and unpleasant experiences that have occurred in recent times.

Place them in sequential order, i.e. when they happened.

- How did you react to the first situation?
- Given the benefit of hindsight, what would you have done differently to be even more resourceful?
- What would have been the impact of that change?
- What was the learning for you in that situation?
- How did you react to the second situation?
- Given the benefit of hindsight, what would you have done differently to be even more resourceful?
- What would have been the impact of that change?
- What was the learning for you in that situation?
- How will evaluating these experiences help you moving forward?
- What would help you differentiate between what you want and what you need?

Discuss the difference between a reaction and a response. A reaction is a recycled action

(hence re-action); it is reproduced without any thought being required. Consequently, it lacks situational intelligence.

A response is a considered activity; the person has given thought to the most appropriate and resourceful means to deal with the situation at hand for everyone concerned.

- How will you reflect and evaluate on experiences in the future?
- Where is the truth in this lesson for you?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

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Lesson 18:

The Secret to a Good Meeting Is The Meeting Before The Meeting

- What’s been your experience in meetings that reflects Olan Hendrix’s wisdom?
- How do you go about understanding the perspective of others?
- What benefits does this derive?

Explain that, in seeking to influence others to see our perspectives, we should first seek to understand theirs. When a person feels understood they are more inclined to understand the perspective of the person who has taken time to understand them.

Think about the recent meetings you’ve attended and chaired with your team.

- How did you prepare?
- To whose agenda did you prepare?
- How effective was the meeting in terms of achieving its objective in the timescale concerned?
- How interactive was it?
- Given what you know now, what will you do differently now?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Assignment:

1. Reflect on your learning from session 9 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Watch lessons 19 & 20 only, and complete the relevant sections in the Participant Guide.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?

Lesson 19:

Be a Connector, Not Just a Climber

In the lesson John discusses his early misconceptions about leadership that his title made him a leader, and that climbing the leadership ladder was more important than connecting with people.

- How has John's experience related to your own?
- When have you worked for a positional leader?
- How did it impact you?
- When have you worked as a positional leader?
- How did it impact those around you?
- What demonstrates your tendency to think more horizontally than vertically?
- How does your professional life reflect that you are more relational than positional?
- Where do you compete when it would be more profitable to collaborate?
- What mutually beneficial partnerships have you created in the past 6 months?
- What recent experiences, situations or accomplishments can you refer to that demonstrate your ability to balance authority with the discretionary good will of others?
- How is your ability as a connector visible in your professional life?

- How is it visible in your private life?
- When were you more of a climber than a connector?
- What was the price you paid?

Name a current situation in your professional life that reflect the 'I want you to win, and I'll win too' scenario.

- What has this line of enquiry revealed to you?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

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T – A lesson you'd like to transfer to others

Lesson 20:

The Choices You Make Make You

After listening to John's 3 choices that govern how he conducts himself as a leader, spend 5 minutes now reflecting and writing down your personal choices.

Once the participant has completed the exercise, review each choice.

- How are these choices reflective of you?
- How do they articulate the leader you are and the one that you aspire to be?
- In what way do they change you from how you are today?
- In what areas of your professional life do you show a constructive dissatisfaction with current levels of performance?
- Where's the stretch in your life currently?
- Which of John's choices resonate with your leadership approach?
- What makes them so pertinent to you?

Given 3 examples of choices you have made that proved unpopular with others, be helped you, others, and the business all the same.

When, in the past, have you sought to make other happy ahead of helping them?

- How did it impact you and your ability to succeed?
- What has this lesson revealed to you?
- What will be its impact on your leadership moving forwards?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Assignment:

1. Reflect on your learning from session 10 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Watch lessons 21 & 22 only, and complete the relevant sections in the Participant Guide.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?

Lesson 21:

Influence Should Be Loaned But Never Given

Consider the group of people you lead, those in your immediate influence.

- Who have you spoken up for who had no voice?
- What examples do you have of your influence influencing those who already have influence in your business?
- When, in the past, have you extended your influence to others without appropriate return?
- What were the implications?
- How do you empower leadership in others today with the appropriate accountability?
- For a person given a leadership position by you, how would that person earn permission to lead?
- When you offer your influence to another, what would constitute a suitable return on investment for you?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

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T – A lesson you'd like to transfer to others

Lesson 22:

For Everything You Gain, You Give Something Up

Name a significant risk you've taken in the past year.

- If no risk identified: what does this reveal to you about your attitude to risk?
- What has stopped you taking risks?
- What are the implications of not taking any risk?
- How does this play out in line with your intended objectives?
- What are you willing to risk today in the name of progress?
- If risk identified: what was on the line?
- What drove the decision?
- What made it so scary?
- What made it worthwhile?
- What was the outcome/reward?
- What is it that you want to gain in your personal and professional life that is worth sacrificing something of great value for?
- Where are you, right now, in the climbing/plateau/assimilating mix?
- In what way does this position serve you?
- Which of John's 10 trade-offs have the greatest resonance with you?
- For what reason?
- What have you learned in this session?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you've been applying in a manner that doesn't serve you

T – A lesson you'd like to transfer to others

Assignment:

1. Reflect on your learning from session 10 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Write out ten trades-offs of your own that are worth making.
3. Watch lessons 23 & 24 only, and complete the relevant sections in the Participant Guide.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

- ♥ What had the session revealed to you about yourself?
- ♥ What had it illuminated about your leadership?
- ♥ What change did you identify as a consequence?
- ♥ What did you identify as your 10 Trade-Offs'?

Lesson 23:

Those Who Start The Journey With You Seldom Finish With You

- When, in the past, have you been guilty of carrying someone under your leadership for too long?
- What happened?
- What brought the clarity that it was time to move the individual on?
- What caused you to ignore the signals previously?
- What was the learning for you in that situation, and how has it served you in similar situations since?
- How is the experience relevant to the community of people you lead today?
- Who in the team are demanding on your time for unproductive reasons?
- What does this reveal to you?
- Think back to a couple of examples where you lost highly valued colleagues.
- How did you react when discovering their intention to leave?
- How have you learned from these experiences as a leader?
- How do you deal with people who choose to move on today?

- How do you support those you choose to help to move on?
- Who has stayed with you over the longest duration?
- What is it that makes your relationship so mutually beneficial?
- Who is rising to the challenge of your objective and vision in your current team?
- Who isn't?
- What does this line of enquiry reveal to you?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

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Lesson 24:

Few Leaders Are Successful Unless a Lot of People Want Them to Be

Name 3 people who have made unique contributions to your life.

- What made them so special to you?
- Who are the mentors in your life right now?
- How are they contributing to your success?
- Who coaches you and stretches your thinking?
- In what way is it contributing to your success?
- What does this line of enquiry reveal to you?
- Who are the supporters that lift you up by holding you in the highest regard?
- How do you encourage mentors to help you?
- How do you encourage coaches to help you?
- How do you encourage your supporters to help you?
- What makes people want you to be successful?

- Who are the time-relievers in your fold?
- How do you show your appreciation to them?
- Who are the gift-contributors?
- How do you demonstrate how valued they are?
- Who are the team players?
- How do you communicate your gratitude to them?
- Who are the creative thinkers?
- How do they experience how much you appreciate them?
- Who are the door closers?
- How do you recognise their value?
- Who are the people developers?
- How do you praise their contributions to your success?
- Who are the servant leaders?
- How do you demonstrate your appreciation with these people?
- Who are the mind-stretchers?
- How do they know you appreciate them?
- Who are the relational networkers in your life, who bring people to you that add value?
- How is your gratitude and appreciation shown to them?
- Who are your spiritual mentors?
- How do you express your gratitude to them?
- Who brings you unconditional love?
- How do you they get to experience how much you value and love them back?
- What have you learned in this session?

Ask the participant how he or she would code this lesson on the ACT scale. Request this is noted in the appropriate place in the workbook.

A – Apply to Your Life

C – Change lesson you’ve been applying in a manner that doesn’t serve you

T – A lesson you’d like to transfer to others

Assignment:

1. Reflect on your learning from session 10 and answer the following questions:
 - i) What has this session revealed to you about yourself?
 - ii) What has it illuminated about your leadership?
 - iii) What needs change as a consequence?
2. Review your learning journal assignments for this entire process. Make note of the key learning and the changes you have or are in the process of making as a consequence of this learning journey and bring them to the next session.
3. Watch lessons 25 & 26 only, and complete the relevant sections in the Participant Guide. Ensure you answer the questions posed in both lessons.

In Session Facilitation & Coaching:

Update:

Explore the participants' findings to the questions posed in the assignments from the last session:

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Lesson 25:

You Only Get Answers To The Questions You Ask

- What was revealed to you by answering the question in this lesson?
- How has this helped you in how you approach others?
- Where have you identified areas that need addressing?
- How genuinely curious are you when speaking with others?
- What kind or type of question gets the best result for you?
- In what situations should you be asking more questions of your people than you currently are?
- What impact do you think this has on?
 - i) Your results
 - ii) Those you lead
- What are the answers that you are currently seeking in order to achieve your immediate objectives?
- What are the questions that will draw out those answers?
- To whom should they be addressed and by when?

Lesson 26:

You Will Summarize Your Life In One Sentence – Pick It Now

Take 5 minutes to ponder on the scenario that I'm about to share with you.

Project yourself into the future, to the time you reach 80, and you're sitting on the porch in your favourite chair reflecting on a life well spent.

- What is it, looking back from that moment that will make this life well spent?
- What is the legacy of your choosing?

Describe the words that you would have your family speak about you after learning that you've have passed on.

Describe the words that you would have your community speak about you after learning you had passed on.

Describe the words you would have your colleagues say about you if you were to pass on tomorrow.

- How did you answer the 3 questions to 'Determine Your Legacy'?
- What will have to change in order for you to act in the manner of the person who will achieve this legacy?
- When will you begin?
- What has this session revealed to you so far?

Summary & Close

- What did your review of this entire learning experience reveal to you?
- What's changed as a consequence of your participation in this process?
- What is in the process of changing?
- How have your grown in your professional life?
- How have your grown in your personal life?
- How have the people you lead benefited from your participation in this process?

- How has your leadership expanded?
- What is your 'Top 3' learns from this experience?

Thank the participant/s for entrusting you to collaborate in their development as a leader.

Congratulate the participant on their success and the commitment in time and energy that has been dedicated to the learning process.

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