



# The Leadership Secret of Gregory Goose

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*Judith E. Glaser*

**Facilitator Guide**





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## Author's Personal Story

September 11<sup>th</sup>, 2001, at the same time the World Trade Center was being attacked, I was being diagnosed with breast cancer. It was a transforming day for everyone. One of the first times in history everyone world wide was watching the same TV story. We were all having a conversation simultaneously about the tragedy and the implications of what this might mean for our world as a whole.

We all turned to each other—people turned to strangers—to have a conversation about the meaning of this event—and compassion and empathy seemed, at this moment, accessible and shared.

Within a week I had my first 4 operations, and because of the type of cancer I had, my doctors recommended the strongest chemo therapy followed by radiation.

During this timeframe, I was working on writing a book which was published in 2005 by Platinum Press, an imprint of Adams Media. ***Creating We: Change I-Thinking to We-Thinking & Build a Healthy Thriving Organization*** became a business book best seller and was translated into Spanish, Russian, Korean and Chinese. Eleven months later, ***The DNA of Leadership*** was also published, and it too became a business book best seller and has been translated into Spanish.

However in 2001, when I was going through chemo, I got what was called chemo-brain and could not think or write linearly. It was hard for me to hold my thoughts in place and my writing skills diminished to naught.

One morning, after my second chemo treatment, while taking a shower, I got a picture in my head about this goose who was becoming a leader. By the time my shower was finished, the whole story seemed to flood out of my mind, and I could actually see the pages of a short book about Gregory.

I quickly dried off and dashed out my thoughts so I would not forget them, and within an hour and a half, the story of Gregory was born. I was so grateful he was born that day. Chemo had taken its toll on my



spirits and my mind and I was fearful that it had also destroyed my passion to write.

Over the next five months, I worked with Tony Esposito, publisher of Adams House a book developer, and also with Peter Cutler, an amazing illustrator, and the story of Gregory Goose, Transformational Leader became a book which I would give to clients who I worked with on developing organizational initiatives to raise leadership capacities during times of change.

In 2007, after my two books were out in the marketplace and getting the interest of many leaders and HR Executives, I was approached by another very talented Executive Producer who asked me if I had any books or stories I'd like to turn into materials for leaders in companies I had not yet worked with – and from our incredible conversations The Leadership Secret of Gregory Goose was born.

Joel Marks, my Executive Producer, introduced me to Learning Communications and our plan was almost in place. All we needed was our animator. We did a talent search at Temple University and Drexel University, where I got my undergraduate and graduate degrees, and out of our search we discovered an amazing award winning animator named Seth Kendall from Drexel's School of Media and Communications.

Seth loved the Gregory story and also saw in it deeper wisdom and lessons for leaders than even we saw. As you watch the film, our hope is that you will also dive deep, and see inside of Gregory's story. You will discover there are so many insights about how to lead, and how not to lead, you will find leadership challenges that everyone faces.

All of us who strive to lead others will see the importance of using the DVD and discussing the distinctions between power-over and power-with leadership. You will find that you will be introduced to some new words, concepts, ideas and practices that will help you grow your leadership talents and trigger your leadership instincts. ***Enjoy the journey!***



## Introduction

Over the past 30-40 years our definition of great leadership has changed. In the 70s and 80s we talked mostly about the strong and tough leader, the courageous leader, the results-driven leader, and the leader who measured their success by how many people followed them.

Over the past 15 years, our view of leadership has changed. We have redefined great leadership by adding more human capabilities and capacities into our view including behaviors such as empathy, supporting and developing others, and caring about the impact we have on those who look up to us.

Over my three decades of working with leaders and coaching them to become the best they could be, I found my coaching focus shifted radically to encompass the more human side of leadership. I also found that our language seemed to be missing some terms that leaders could use to focus and anchor their new emerging leadership behavior. And so I embarked on my own journey to generate new words to help grow new facets of our leadership.

I was helped along this path when I became the Editor and primary contributor to the Random House Book of New Business Terms. My job was to come up with 3,500 new business terms that were not in the main Random House dictionary. The process took six months and along with the help of some colleagues we accomplished our goal.

**Note:** In the process, I personally discovered words that changed my business direction. I discovered the word 'benchmarking' and fell in love with the idea of studying leaders and businesses in light of their success and best practices. Benchmark means 'best in class,' and I put *benchmark* with *communications*, and changed the name of my company to Benchmark Communications, Inc. And I have spent the last three decades studying organizations, how they become the best in their respective industries.

As a result of this project, I decided to examine words used in business, and determined that our language, our words, and our conversations were full of 'old words and old definitions.' Whenever I introduced new words and concepts to clients that were 'new and energetic' these words gave new eyes and new possibilities.



In this program, we will talk about some of these words: co-creating, inclusion, power-with, power-over, leaderships, vital conversations.

When I was testing out the strategy of how words create realities, I started introducing these words to my clients and working with them to define the concepts, to discover the implications of having these words in our leadership lexicon, and to explore the new connections that would take place in how people worked together when these words were in play.

Co-creating was a new word in business. More frequently, people use the words cooperating or collaborating to mean people working well together, getting along, making agreements, finding common ground. Many of these words are used to guide people towards creating peaceful environments where people feel good about coming to work.

Co-creating is a new and different word. Its meaning is not about negotiating, or giving in or accommodating one time so I can get what I want another time. Co-creating is a state of mind and a way of working with others that is much more inclusive than what most leaders have been used to, and therefore requires that leaders learn how to facilitate conversations with others in a new way.

Co-creating has as its first condition that all parties are included and have an equal say in the work they are doing together. Co-creating is based on a deep trust and respect that each person gives to others in their group so that all the interactions that follow are based on open sharing and discovering of what would work best for the whole.

We have found that 'new words create new worlds.' Our hope is that you will use this program to help open up people's eyes to the important need to find new words that inspire and uplift the workplace, and then to make those new words real to people every day.

The program, ***The Leadership Secret of Gregory Goose***, consists of a 6.5-minute animated video about Gregory Goose's first day at work. Our research has found that 'first days' often shake up reality and bring into awareness the depth of challenges and fears of stepping up to a new level of leadership.



This video, and accompanying workbook and facilitator's guide will help you set the stage for conversations about leadership perspectives, and will help you introduce the importance of leaders understanding the distinctions between power-over and power-with relationships with their direct reports, peers and colleagues for mutual success.

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## Program Overview

*The Leadership Secret of Gregory Goose*, introduces a new concept into the language of the leader—the concept is Co-creating. Along with Co-creating comes additional terms that will bring co-creating to life. This program contains:

### The Real Story about Geese:

- **The Story** – this is something to read to your groups to give them the background about geese, their habits and patterns of interaction, their instincts and why they fly in a V formation when going on journeys.

### Introducing New Words and Concepts

- **The new leadership words** – co-creating, power-over and power-with, inclusion, vital conversations, leadership

### Gregory's Story

- **Gregory's story** takes participants into the mind of Gregory—metaphorically—as he steps into his new job as leader. Gregory will share his fears and his wisdom as he reflects on what he has learned about leadership from watching other geese lead, deriving insights he can take forward as he master's leadership... *or so he thought!*
  - *Part I – the first day at work – sharing his concerns*
  - *Part II – Gregory reflecting on 7 power rules to help him step into his leadership role*
  - *Part III – a crisis situation when the hunters come – and how Gregory made a leadership shift – towards co-creating and having a vital conversation*
  - *Part IV – Gregory taking wisdom from this experience – looking back to look forward – and sharing it with others*
- **The Action Planning** provides time for participants to apply what they learned to their leadership challenges, and to choose to experiment with their own shift in leadership.



## Materials

A PowerPoint™ presentation is also provided to help you facilitate your program. Simply add or delete slides as appropriate.

## Learning Objectives

By the end of this program, participants will be able to:

- Define key terms: co-creating, power-over, power-with, inclusion, vital conversations, leadershift
- Identify the difference between old leadership and new leadership (positional power vs. relational power)
- Examine feelings and beliefs about leadership and how to make the shift from power-over to power-with leadership
- Create inclusive vital conversations and practices in the workplace to strengthen relationships with direct reports, peers and colleagues and to achieve business results
- Develop an action plan for expanding inclusive and co-creative leadership practices and conversations in the workplace.



## How to Use This Program

This program is designed to allow for facilitator flexibility and customization. Here are a few suggested uses for this program:

- **Starting a Leadership Initiative** – If you are just starting a leadership initiative this is a great tool for helping participants see the connection between how they think about leadership, what they do in conversations with others, and the impact their leadership has on their workplace environments – and future business success.
- **Expanding Horizons** – If you have already started a leadership initiative in your organization this is a great next step. It allows you to take your discussions of leadership to the next level—by introducing new dimensions of leadership, and helping participants focus on sharpening their awareness of how they impact others every day.
- **Leadership Development Training** – Leadership is often a standalone program in most organizations. However, the reality is that our leadership touches everything we do – it's not a compartment or an area of study like 'accounting' or 'product knowledge.' It's a mindset that oversees how we interact with people at all times. The concepts in their program can be integrated into other existing programs so that everyone in the organization begins to see the power of co-creating in everything they do every day. Co-creating is about inclusion and conversations – how we have them and their impact, and so adding ***The Leadership Secret of Gregory Goose*** to other programs can expand your organizations ability to become a co-creating organization at all levels. Some examples of where Gregory may fit are:
  - Coaching
  - Managing Conflict
  - Performance Management
  - Empowerment/Delegation
  - Managing/Supervising/Leading Teams



## Session Agendas

Two agendas are provided below. Review the material and determine which agenda is appropriate to meet the needs and time constraints of your organization.

### 3-Hour Agenda

Introduction	20 min
Defining Key Terms	10 min
Before Watching the DVD	15 min
Watching the DVD	20 min
Discussing Power Rules and Alternatives	20 min
Break	15 min
A Crisis: The Hunters Come	20 min
Looking Back to Look Forward: Lessons Learned	20 min
Distinctions: Language Shapes Reality	20 min
Action Planning: Taking It Back Home	10 min
Session Debrief	10 min

### 1.5-Hour Agenda

Introduction	10 min
Defining Key Terms	10 min
Watching the DVD	20 min
Break	10 min
Discussing the Power Rules and Alternatives	20 min
Action Plan	10 min
Session Debrief	10 min



## Preparing for Your Session

Here are a few things for you to consider as you prepare for your session.

### Prior to Your Session

- Read the facilitator's guide and determine how you will use the scenarios.
- Based on your organization's mission, vision, values and culture, consider an appropriate approach for managers and employees to reference for these situations in your organization.
- Review any organizational policies or procedures that may apply to the scenarios. Use the program as an opportunity to discuss how your organization's policies and procedures would affect these situations.
- Review and edit the PowerPoint™ as appropriate. Remember to add any organizational specific information.
- Arrange for the appropriate equipment/supplies:
- DVD player, projection screen, laptop, flipchart, markers

### During Your Session:

- Establish ground rules on a flip chart
- Limit discussion to the allotted time so you stay on schedule
- Draw out managers with open-ended questions (e.g., What do you think? How would you have handled that situation?, etc.) and direct managers' questions to other members of the group.
- Encourage managers to apply the workshop experiences and learning to their specific workplace or situation.
- Keep discussion focused on the intended topic.
- When appropriate, offer your opinion and share your experiences. But remember, your role is to facilitate, not to lecture.



## The True Story of Canadian Geese

### *Triggering Leadership Instincts*

As Canadian Geese migrate, they fly in "V" formation. This is because the beating of their wings creates up-draughts of air that support the geese. Scientists estimate that geese flying in these formations can cover 71% greater distances than a goose flying alone.

However, the lead goose is not supported by up-draughts, and quickly becomes tired. To address this, the geese are constantly changing roles, with leaders dropping back into the ranks, while another moves into the leadership position. In fact, if you watch a flock of geese flying, it is constantly combining and re-combining into fluidly formed groups and sub-groups.

Moreover, the geese flying in the rear positions know the challenges of leadership because they have all had the chance to exercise its responsibilities. They are constantly "honking" to express their support and encouragement to the lead goose.

From a capacity-building perspective, the challenge is to create a learning environment that is as complex as the workplace, facilitates work in cross-functional work teams, and in which participants are involved in the management of the workplace, and take responsibility for their own learning just as they must take responsibility for their own contributions to leadership.

Vital Leaders seek to develop the skills of leadership "from below" as well as "from above", and to develop the capacity to take mutual responsibility for team-based tasks, and for the outcomes and results of teamwork. This is also described well in the following text.

*"Social organizations are always evolving. As we move further into the 21<sup>st</sup> century, we are transforming from a hierarchically structured organization to a form that is more networked. The roles of manager and leader will more likely be situational, contextual or transactional than formal top down structure. The new organizations of the future will have to be flexible and adaptable. Technologies, such as intra-nets, the web, and others will enable communication, facilitate information sharing and*



*processing, will enhance individual and organizational learning, will enable the acquisition of feedback from clients, and will promote systems thinking.*

*There will be a new focus on holistic approaches to business, making it easier for employees to take responsibility for an entire process from start to finish, from a client with a need to a client served. The new organization will break the gender assignments associated with many forms of traditional work and with organizational roles. The modern organization is likely to emphasize **co-creating** as much or more than competition and build strategic alliances with suppliers, customers, and even competitors."*

Clearly, such an organization demands that every member is empowered, encouraged to learn and create, and is given the capacity to build the organization both as a member and as a leader/manager.

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## Facilitator's Materials

### *Introduction and Overview*

#### Time and Materials Needed:

- 20 minutes
- PowerPoint Screens 1-2
- Flipchart Paper

1. **DISPLAY PowerPoint (PP) 1** and have it showing as participants arrive.
2. **WELCOME** participants to the program and make any necessary introductions
3. **DISPLAY PP 2. REVIEW** the learning objectives.
4. **DISCUSS** the agenda and take care of any housekeeping issues such as: breaks, bathroom locations, etc.
5. **ACTIVITY** – Divide participants into small groups. Ask each group to think about leaders that they have known or worked with in the past. Have participants identify what good leadership looks like and what characteristics are associated with effective leaders, then have them think about what bad leadership looks like and what characteristics are associated with ineffective leaders.
6. **DISTRIBUTE** Flipchart paper to each group and ask them to create a list that will be shared with the large group.
7. This activity gets participants reflecting on what makes an effective leader. It also gets participants interacting right away. When they have their list, spend a few minutes asking each group to share their list with the large group.
8. **TRANSITION – SAY** something like:

**We have identified some of the characteristics of effective and ineffective leaders and this will lead us to our next discussion, which is to identify some of the key terms we will be using today.**



## Defining New Terms

### Time and Materials Needed:

- 10 minutes
- PowerPoint Screens 3-7

1. **EXPLAIN** to participants that language shapes how we think, and what we see. When we introduce new terms it gives us new lenses for seeing reality in new ways. New terms and definitions also give us new ways of interacting with each other.
2. **PLEASE NOTE:** Some organization's may already be using the terms we will be introducing such as: ***co-creating, power-over, power-with, leadershifts, and vital conversations***, and if so, you should review your existing organizational definitions and see how you can reinforce them during the program. Alternatively, you should consider using our new definitions to inspire discussion and consider transforming and expanding your definitions.
3. **DISPLAY PP 3-7** and **DISCUSS**. If you have provided previous training on leadership in the past, then tie in a few key concepts from your prior program to help participants make the important connection. If you are implementing these concepts for the first time, take a few moments and provide a personal story or anecdote to help participants connect to the definitions.
4. **Definitions:**
  - **Co-creating** – Partnering with employees, peers and colleagues to understand and play a role in the direction of the organization's success. Discouraging "we-they" thinking. Setting a positive and inclusive tone and helping people feel we are all working together toward common goals, and strategies; creating a sense that "we are all in this together."
  - **Leadershift** – Adopting a new perspective on a difficult situation. With this new perspective, you see strategies and actions clearly as you had never seen before. Along with the shift in perspective, you also see change in your behavior and communication with others. This shift creates a shift in others.



- **Power-With Others:** An inclusive style of leadership where individuals work in concert with each other—They are co-creating, which involves three leadership actions:
    - Sharing power and perspectives
    - Establishing an equal playing field
    - Encouraging participation and engagement
  
  - **Power-Over Others** – An exclusive style of leadership characterized by dominance over others; often there are lower levels of productivity. The leader's power is derived from their position in the hierarchy, and they do not frequently:
    - Share power and perspectives
    - Establish an equal playing field
    - Encourage participation and engagement
  
  - **Vital Conversations** – Ways of using language to build, rather than weaken relationships; conversations that expand rather than limit possibilities; conversations that feel appreciative rather than judgmental. In Vital Conversations, we seek to partner with others and build mutually supportive relationships.
5. **EXPLAIN** to participants that these new terms will be further explained in the DVD and then discussed in groups.
6. **SAY** something like:

**Leadership has been changing. Every 10-30 years we see big changes in how we define what good leadership is all about.**

**The purpose of these definitions and the last activity when we asked you to think about effective v. ineffective leaders is to help you see the big picture, and the direction that leadership is moving towards. We are evolving our skills of leadership every decade. Sometimes we hang on to the old perceptions and forget to revise our thinking/behavior. Perceptions of leadership are shaped by media, schooling, family, religion, and most of all - what gets rewarded.**



Each of us has a personal vision in our minds that is influenced by our past experiences and what gets rewarded by the culture we live and work in. These visions affect how we lead.

When we are put into new situations, and are asked to step up to new challenges, new responsibilities, and things we've never done before, we often think back to how we've seen others be successful, and then mimic what they've done in hopes of creating success. Sometimes we can draw upon our own memories of what success looks like from other experiences we've had.

In this session we will focus on Gregory's Leadership Journey, to uncover wisdom about leadership. In particular, Gregory has a secret that he wants to share with all of us... a secret with lessons more powerful than he had ever learned before....

7. **TRANSITION**

Let's start by focusing on a new leader - YOU - starting out in a new job/role/or project.

Let's get inside of the mindset of a new leader.... as we start our learning journey together....



## ***Before watching the DVD***

### **Time and Materials Needed:**

- 15 minutes
  - Flipchart
- 

1. **ASK** participants the following questions:

- **How does taking on a new job or leadership challenge affect your effectiveness as a leader/manager and how does it affect others?**

2. **SAY** something like:

**When taking on a new role/job/or project, we often are filled with excitement and fear. The opportunity is usually something we want and desire, yet sometimes inside we feel fear that we may not be able to do our best, or we feel we don't have the skills and talents we need to be successful. We all want to make good impressions, and appear strong, and knowledgeable. We want to be in control and look good. We all want to really be successful.**

3. **STATE** the following:

**We learn how to lead in a number of ways. First, by watching others who we believe are successful, and learning from them; next, by reading and studying the stories of others in books. Next, by doing – by trying and experimenting with things we've never done before, and learning from those experiences.**

4. **ACTIVITY – EXPLAIN** to participants that they are going to be discussing how they learned to lead.

5. **DIVIDE** participants into small groups.

6. **ASK** each group to discuss this question:

**Think of a time when you learned how to lead. Share your story with your teammates.**



7. **CAPTURE** insights on a flipchart. After their discussion, participants will be asked to share their findings with the large group.

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## Watching the DVD

### Time and Materials Needed:

- 20 minutes
- *DVD, The Leadership Secret of Gregory Goose*

1. **EXPLAIN** to participants that they will be watching *The Leadership Secret of Gregory Goose*.

2. **VIEW**, *The Leadership Secret of Gregory Goose*

3. **SAY** something like:

**While you are watching the film, put yourself in Gregory's shoes. Imagine it's your first day in a new job/new role/new project.**

**Watch and then we'll review the insights and reflections that this DVD inspired.**

4. **FLIPCHART:** After you show the film, ask participants to identify some of the ways that Gregory learned how to lead. Give participants a few minutes to discuss in their groups. Then ask them to share their insights.

5. **ASK** participants:

- How do we learn from others?
- How do we learn ourselves?
- What did Gregory learn about co-creating?
- What did Gregory learn about the difference between power-over and power-with?
- What was different about the hunters scene that influenced Gregory's leadership behavior?
- What did he learn from his leadership?



- What were some of the components of the “honkersation” (vital conversation) that were different from what Gregory had done before?
- What was the overall affect?

6. **TRANSITION** by saying:

**When we think of leadership, it’s easy to think of our old definitions of leadership which come from the command and control style of leadership. In that old way of thinking, we feel we need to lead with power-over others. Research has taught us that the least effective leadership behavior is “telling” others what to do, rather than “including them in discovering new strategies for success.”**

**In the next segment, we will discuss alternative approaches to power-over behaviors, and see how these increase our ability to draw out and develop the leadership instincts of others.**

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## ***Discussing the Power Rules and Alternatives***

### **Time and Materials Needed:**

- 20 minutes
  - ***The Leadership Secret of Gregory Goose*** Handout (Page 33)
  - PP Screen 8
- 

1. **EXPLAIN** to participants that in the DVD, Gregory reflected on what he learned from watching other leaders. He came up with power rules, and thought that these were examples of good leadership.
2. **DISTRIBUTE** *The Leadership Secret of Gregory Goose* Handout and **DISPLAY PP 8: The 7 Power Rules**.
3. **DIVIDE** participants into 7 small groups. Assign each group one of the Power rules to discuss.
4. **EXPLAIN** their job will be to make distinctions between “power-over” and “power-with” leadership. There are three parts to the exercise:
  - **Distinctions:** What is the difference between Power-over and Power-with leadership?
  - **Discuss:** How is Power-with more Inclusive?
  - **Review** the assigned power rules, and find examples of Power-with and Power-over for your power rule. Draw your examples from real-life at work. You can also include ideas of practices that are innovative that you would like to see take place at work.
5. **DISCUSS:** Starting in their small groups, discuss the positive affect of including more power-with practices at work.
6. **SHARE** examples and insights. Each group will have a chance to share their examples of power-over and power with. And, each group will have a chance to share their insights on the impact of power with practices.



## ***Crisis: The Hunters Come***

### **Time and Materials Needed:**

- 20 minutes
- **Crisis: Case Study** (page 34)
- Flipchart

1. **DISCUSS - the Hunter Scene** with participants.  
**ASK the following questions:**
  - **How was this situation different than the others?**
  - **What are some examples found in business?**
  - **What did Gregory do differently in this situation?**
  - **What was the impact?**
2. **DISCUSS – Leadershift:** In this scene, Gregory made a shift – a leadershift. **ASK: What did Gregory think about that changed his mind?**
3. **DISCUSS – Co-Creating.** Then, **ASK:**
  - **What's the difference between collaborating and co-creating? Now that we have seen the DVD and had our discussions, turn to your partners in small groups and discuss YOUR co-created definition of "co-creating."**
4. **FLIPCHART:** Ask each group to call out their definitions.
5. **VITAL CONVERSATIONS:** Turn back to your table and discuss YOUR co-created definition for "Vital Conversations."
6. **FLIP CHART:** Ask each group to call out their definitions.
7. **DISTRIBUTE** the case study located on page **34** of this guide.



8. **ASK** the groups to read through the case study and answer the following questions:
- What mistakes did Jane make in this case study?
  - Which of the seven power rules apply to Jane?
  - What was missing from Jane's leadership approach?
  - What leadership shifts does Jane need to make?
  - If Jane came to you for advice, what advice would you give her?
  - How would you explain co-creating and vital conversations to her?
  - What were Jane's fears? What were the fears of her direct reports?
  - How can vital conversations be an antidote for fear?
9. **TRANSITION.** During the case study, Jane never really took the time to reflect on what was going on around her. She merely put her nose to the grindstone and kept on moving forward. They always say that hindsight is 20/20. As leaders, it's important that we take the time to reflect as we go. It's vital that we take the time to review our actions and gather insight into what is going on around us. This allows us to make better choices in the moment. Now, let's take a moment and reflect on what you have learned so far.



## ***Looking Back to Look Forward: Lessons Learned***

### **Time and Materials Needed:**

- 20 minutes
  - ***Lessons Learned*** Handout (pages 35-36)
- 

1. **NOTE TO FACILITATOR:** Now is the time to have a synthesis conversation and pull out the wisdom from this workshop.
2. **DISTRIBUTE** the ***Lessons Learned*** Handout to participants.
3. **EXPLAIN** to participants that we need to spend some time reflecting on your personal takeaways. The more we are aware and understand about ourselves the better we will be able to understand the affect our leadership has on others.
4. After participants have had an opportunity to reflect on their own leadership, ask them to **SHARE** some of their insights with the large group.
5. **SAY** something like:  
**Every leader faces new challenges bigger than what they faced before. We are not expected to know all the answers, to have all the solutions or to be fully responsible for making all the decisions.**

**Each of us has unique perspectives that can be valuable when addressing our largest challenges, and the best leaders draw out insights and perspectives from others – this is the most vital part of leadership.**

**Specifically, Gregory learned that it's important to turn to others in the face of big challenges, and to co-create new ways to address these challenges. Take a moment and reflect on your leadership challenges and think about new situations coming up where you could turn to your teams to have a vital co-creating conversation. How would you have it differently, based on what you learned in this program?**



6. **TRANSITION, SAY** something like:  
**Now that we've had a chance to reflect on our own leadership we can see the effect that our power-with mindset can have on our relationships, our teams, our conversations and our organizations success.**

**Let's take one more look at the distinctions and definitions of the new terms in this program to see how you can leverage these new terms back in the workplace.**

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## ***Distinctions: Language Shapes Reality***

### **Time and Materials Needed:**

- 20 minutes
  - Handouts: ***Language Shapes Reality*** (pages 37-38) and ***The Language of Inclusion***(pages 39-41)
- 

1. **SAY** to participants:

**Language shapes our reality. Words are the lenses through which we see the world. If we use language filled with fear, we see the world as a fearful place. If we use language of trust, we see the world as a trusting place. Language gives us our orientation to the world and to each other, and we then interact with others according to the way we frame our sense of reality.**

**For example, we talk about people “seeing the world half full” or “seeing the world half empty.” Which ever we choose will set into place actions between people that reflect the lens. A “Half empty” mindset leads us to be exclusive, not share, and be fearful. A “Half full” mindset leads us to be inclusive, to share and be trusting.**

**Our language, as well as our practices, affects our ability to create inclusive and co-creating workplaces. Let’s take a look at where you think we are as an organization right now and then let’s look at where you believe we should strive to be in the future.**

2. **DISTRIBUTE** the handout ***Language Shapes Reality*** to participants.

3. **EXPLAIN** to participants that they are to read each of the statements about the organization. Place an **X** on the number that represents your workplace: the more of this practice you see, the higher the number will be. Next place a **✓** where you would like to see your workplace evolve to.



4. **ALLOW** participants 3-5 minutes to complete the handout.
5. **DISCUSS** the following with the group:
  - What can we do, as an organization to move from where we are to where we would like to be?
6. **DISTRIBUTE** the handout *The Language of Inclusion* to participants.

7. **SAY** something like:

**Now that we have had an opportunity to look at the organization, now let's look at our own language. How does the language we use affect our environment? Take a few minutes to respond to the statements. Listed on your handout are examples of inclusive and exclusive phrases. Place an X on the number that represents your conversations: the more of this practice you use, the higher the number will be. Next place a ✓ where you would like to see your conversations evolve to.**

8. **ALLOW** participants 3-5 minutes to complete the handout.
9. **DISCUSS** the following with the group:
  - What can you do to make your language more inclusive?
10. **Direct** participants to the reflection questions on page 41 of this guide.
11. **ALLOW** several minutes for participants to respond to the questions.



## ***Action Planning: Taking it back home***

### **Time and Materials Needed:**

- 10 minutes
  - ***Action Plan Handout*** (page 42)
- 

1. **DISTRIBUTE** the ***Action Plan Handout*** to participants.
2. **EXPLAIN** to participants that they will be filling out an action plan to determine how they can use some of the insights and information they learned in the program and apply it to their work environments.
3. **ALLOW** participants several minutes to fill out their action plans. Then ask participants to share some of their action steps.

Preview Only



## **Session Debrief**

### **Time and Materials Needed:**

- 10 minutes
  - PP Screen 9
  - **Post Test** Handout (page 43-44)
  - **Session Evaluation** Handout (page 45)
- 

1. **DISPLAY PP Screen 9.**
2. **DISTRIBUTE** the **Post Test** handout and give participants a few minutes to fill it out.
3. **DISTRIBUTE** the **Session Evaluation** Handout to participants.
4. **EXPLAIN** to participants that they will be filling out a session evaluation to provide you feedback on the program.
5. **ALLOW** participants several minutes to fill out their session evaluations.
6. Before participants walk out the door, recap for them any ah-ha moments that you observed during the course of the training.

### **Post Test Answers**

1. c
2. d
3. b
4. a
5. b
6. c
7. d
8. b
9. a
10. b



## The Leadership Secret of Gregory Goose

Power Rules	Power-over	Power-with
<b><i>Rule #1: Power Comes from How Strongly You Flap Your Wings!</i></b>		
<b><i>Rule #2: Power Comes from How Loud You Honk!</i></b>		
<b><i>Rule #3: Power Comes from How Much You Honk!</i></b>		
<b><i>Rule #4: Power Comes from How Well You Strut Your Stuff!</i></b>		
<b><i>Rule #5: Power Comes from How Fast and Strong You Are!</i></b>		
<b><i>Rule #6: Power Comes from Your Ability to Peck!</i></b>		
<b><i>Rule #7: Power Comes from How Well You Keep Other Geese in Line!</i></b>		



## Crisis: Case Study

Jane became a manager and team leader when her organization was acquired by a larger company, thus creating a new company of over 100,000 people.

Prior to the acquisition, Jane was in sales and now she leads a team of 250 sales people. She was well-respected for her leadership. In fact, it was her consistently stellar performance reviews that positioned her to become sales manager. In her new position, she had an entirely new team, with 7 direct reports.

Her new direct reports asked lots of questions about where the company was headed and she told them that once things settled down, she would have vision meetings to keep people in the loop.

Time passed quickly, and six months after the integration took place the team became anxious. Jane really thought she was communicating effectively. She was tough, direct, and strong. Jane told people what to do, yet provided no clues as to why. When people hinted that they felt out of the loop, she was not receptive.

Everything team members did was linked to Jane's agenda and not to roles they thought they should fulfill. Hushed one-on-one side conversations were common as Jane became known as the absentee leader who couldn't be trusted.

An environment of fear and distrust emerged, and counterproductive behavior resulted. Employees banded in smaller circles to get into "a loop," even if it was not Jane's loop. Territoriality arose whereby employees competed for Jane's attention and recognition. There was brown-nosing by some, which caused people on the team to resent colleagues, feeling they were trying to steal the show.

Out of frustration, team members talked to people outside the department, but were still unable to get reliable information about what was going on. Worst-case scenarios were imagined throughout the team.

The situation degenerated to the point where the entire team's performance declined, Jane felt let down by her staff, and her anger went up as she felt people were not committed to their jobs. Ultimately, project due dates were missed, expenses rose, people left, and, no surprise, there was a negative impact on the bottom line.



## Lessons Learned: Co-creating Practices

**Instructions:** This is your opportunity to reflect and learn from your past experiences. Jot down a few responses to each question.

Think back to a time when you were faced with a difficult leadership challenge.

- **Did you turn to power-with or power-over practices?**

Think about a power-with experience.

- **What did you learn from this experience?**
- **What can you do more of to expand your co-creating abilities?**
- **What are the practices you can envision experimenting with in your organization to close the gap between what you aspire to create and what you experience now?**
- **How can you have conversations about these ideas with others?**



- **Who would you involve?**
  
- **What would you do in the next 30-60-90 days?**
  
- **How will you measure success?**

Preview Only



## Language Shapes Reality

***Our language, as well as our practices, affects our ability to create inclusive and co-creating workplaces.***

Listed below are examples of inclusive and exclusive practices. Place an **X** on the number that represents your workplace: the more of this practice you see, the higher the number will be. Next place a **✓** where you would like to see your workplace evolve to.

Exclusive Practices							
Managers/Leaders only talk to those one level up – in the corner office	1	2	3	4	5	6	7
Managers/Leaders own the strategy – keep it close to the vest	1	2	3	4	5	6	7
Managers/Leaders use power-over behaviors to impress others and keep their distance	1	2	3	4	5	6	7
Managers/Leaders use exclusive strategies – closed door policy	1	2	3	4	5	6	7
Managers/Leaders use Power-over language	1	2	3	4	5	6	7



Inclusive Practices							
Managers/Leaders discuss strategy with employees	1	2	3	4	5	6	7
Managers/Leaders engage employees in discussing the business strategy	1	2	3	4	5	6	7
Managers/Leaders use power-with practices to engage employees in the business	1	2	3	4	5	6	7
Managers/Leaders use inclusive open door policy	1	2	3	4	5	6	7
Managers/Leaders use Power-with language	1	2	3	4	5	6	7

Preview Only



## Language of Inclusion

***Our language, as well as our practices, impacts our ability to create inclusive and co-creating workplaces – those that lead to high levels of productivity.***

Listed below are examples of inclusive and exclusive phrases. Place an **X** on the number that represents your conversations: the more of this practice you use, the higher the number will be. Next place a **✓** where you would like to see your conversations evolve to.

Exclusive Language							
I'll handle it myself	1	2	3	4	5	6	7
You don't need to know	1	2	3	4	5	6	7
Just do as you are told	1	2	3	4	5	6	7
You don't get it do you?	1	2	3	4	5	6	7
Any idiot could figure this out!	1	2	3	4	5	6	7
It's none of your business	1	2	3	4	5	6	7
What were you thinking?	1	2	3	4	5	6	7
Stop questioning my authority	1	2	3	4	5	6	7



<b>Inclusive Language</b>							
---------------------------	--	--	--	--	--	--	--

How would you handle this?	1	2	3	4	5	6	7
What can I share with you?	1	2	3	4	5	6	7
Why don't you decide!	1	2	3	4	5	6	7
What would your approach be?	1	2	3	4	5	6	7
What insights do you have?	1	2	3	4	5	6	7
I want your thoughts on this.	1	2	3	4	5	6	7
I need you to challenge my thinking?	1	2	3	4	5	6	7
Help me – what am I missing?	1	2	3	4	5	6	7



**Reflect on the following:**

- ***Think back to a time when you were faced with a difficult leadership challenge.*** Did you turn to power-with or power-over language?
- ***Think about a power-with experience.*** What can you do more of to expand your co-creating conversational abilities?
- What is the effect of co-creating, inclusive language on your ability to be a great leader?
- What aspects of co-creating language are you most comfortable with?
- In what situations can you experiment with doing more of this to expand your leadership influence?
- What aspects of co-creating inclusive language are you least comfortable with?





## Post Test

Circle the correct answer:

1. Co-creating focuses on:
  - a. Being a creative person
  - b. Working well with others
  - c. Developing strategies with others
  - d. Being a good listener
  
2. Which of the following is NOT one of Gregory's Power Rules. Power comes from:
  - a. How loud you flap your wings
  - b. How loud you honk
  - c. How well you strut your stuff
  - d. How much you eat
  
3. What leadership shift did Gregory make in the program?
  - a. When the going gets tough, retreat
  - b. When the going gets tough, release the leadership instincts in others
  - c. When the going gets tough, get going
  - d. When the going gets tough, relax
  
4. Only talking to those individuals that are above you in the organization would be an example of:
  - a. Power-Over
  - b. Power-With
  - c. Both Power-Over and Power-With
  - d. Neither Power-Over nor Power-With
  
5. Having an "open-door" policy is an example of:
  - a. Power-Over
  - b. Power-With
  - c. Both Power-Over and Power-With
  - d. Neither Power-Over nor Power-With



6. When Gregory was having a “honkersation,” he was really having:
  - a. A panic attack
  - b. A good yell at the other geese
  - c. A vital conversation
  - d. A moment of gossip
  
7. Inclusion is a valuable strategic leadership philosophy because it impacts:
  - a. Productivity
  - b. Relationships
  - c. Revenue
  - d. All of the above
  
8. The phrase, “I’ll handle it myself” is an example of which type of language?
  - a. Inclusive
  - b. Exclusive
  - c. Both inclusive and exclusive
  - d. Neither inclusive or exclusive
  
9. When managers discuss strategy with employees, they are practicing what kind of behavior?
  - a. Inclusive
  - b. Exclusive
  - c. Both inclusive and exclusive
  - d. Neither inclusive or exclusive
  
10. One of the biggest lessons Gregory learned is:
  - a. When in a crisis only include those who can handle the stress
  - b. When in a crisis share power and release the leadership instinct in others
  - c. When in a crisis honk real loud and flap your wings
  - d. When in a crisis start pecking at the weakest member of the team



## Session Evaluation

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
The program objectives were explained.					
I can define co-creating, inclusion, power-with, leadership and vital conversations					
I understand how inclusion affects workplace productivity					
I understand how my personal leadership style affects my ability to create results					
I recognize inclusion and exclusion affect relationships and ultimately productivity in the workplace					
The opportunity to participate was sufficient					
The facilitator connected the information to my job					
I found the questions and discussions helpful					
The facilitator was well prepared					
I would recommend this program to others					