

Everything DiSC Work of Leaders[®]: Virtual Facilitation Activities

In this document, we provide some guidance for running a virtual *Everything DiSC Work of Leaders[®]* session focused on the most impactful activities. The overview provides a high-level look at the activities and options, followed by a more detailed description of each activity. The instructions presume that you have access to an *Everything DiSC Work of Leaders Facilitation Kit*. We encourage you to be creative with these ideas, given your situation and the capabilities of your virtual delivery platform.

Overview

Topic	Activity	Requires	Time (mins)
Your Leadership Style	1.1 Icebreaker	Optional annotation tools	5
	1.2 Define leadership	-	2
	1.3 Cornerstone principles	-	2
	1.4 Introduction to DiSC [®]	Ability to show video	7
	1.5 Read and personalize narrative	-	4
	1.6 Discuss your DiSC leadership style	Optional breakout rooms	10
	1.7 DiSC leadership strengths and challenges	Optional annotation tools	15
	1.8 Choosing a strategy for improvement	-	7
Crafting a Vision	2.1 Introduction to the WOL model	Ability to show video	5
	2.2 Introduction to vision	-	5
	2.3 The importance of vision	-	5

Topic	Activity	Requires	Time (mins)
Crafting a Vision	2.4 Your approach to visioning	Optional annotation tools	17
	2.5 Read about a driver you want to improve	-	8
	2.6 Explore options for improvement	Optional breakout rooms	12
	2.7 Large-group discussion about strategies	-	15
Building Alignment	3.1 Introduction to the WOL model (optional)	Ability to show video	5
	3.2 Alignment icebreaker	Optional breakout rooms; optional whiteboard	7
	3.3 Introduction to alignment	-	7
	3.4 Your approach to alignment	Optional annotation tools	8
	3.5 Read about a driver you want to improve	-	10
	3.6 Discuss why alignment is necessary and hard	Ability to show video; optional breakout rooms	20
	3.7 Discuss strategies for improvement	Ability to show video; optional breakout rooms	20
Championing Execution	4.1 Introduction to the WOL model (optional)	Ability to show video	5
	4.2 Introduction to execution	-	5
	4.3 Your approach to execution	Optional annotation tools	10
	4.4 Read about a driver you want to improve	-	7
	4.5 Explore options for improvement	Optional breakout rooms	12
	4.6 Large-group discussion about strategies	-	15

General Tips

- We suggest keeping your session length to 2 hours or less. That may require breaking the workshop into multiple sessions and/or selecting only some of the topics or activities described below.
- If you do not have the capability to create breakout rooms, consider splitting the class into multiple smaller sessions. This will allow for discussions, which are a powerful part of an Everything DiSC® workshop.
- Although some webinar platforms allow you to stream a video from a PowerPoint® presentation, this can sometimes provide choppy viewing for participants. Consider using Wiley's Video Streaming Service, which provides a consistent video viewing experience by sharing the links to each video with participants. If you're already using the service, you'll need the individual links provided for each of the videos. If you're not using the service, but are interested in doing so, please contact your Authorized Partner.

- The *Work of Leaders* book may help some facilitators who are less familiar with the model by providing some colorful metaphors and examples that illustrate the concepts and make descriptions more relatable or engaging. Feel free to borrow these liberally!
- Given the disruption of the COVID-19 pandemic, we have added discussions that address leadership during periods of great change (in activities 1.7, 2.3, 3.3, and 4.2) and leadership when working remotely (in activities 2.7, 3.6, and 4.6). Feel free to dial back or dial up these discussions as appropriate for your group.

Note: Facilitator's Guide page numbers referenced in this document are for the most recent version of the Guide, which was released in July 2020. Slide numbers referenced in this document refer to the PowerPoint® that accompanies this document.

Topic 1: Your Leadership Style (52 min)

1.1 Icebreaker (5 min; optional annotation tools). Ask learners to look through the leadership responsibilities on [slide 2](#) and, using the annotation tools in your webinar platform, put a mark (e.g., star, checkmark) by two that they think are most important. If you don't have access to an annotation tool, this can also be done through a poll or by having learners chat their responses. Remark that leadership is a complex discipline and that all of these tasks, along with others, are needed for effective leadership. Note as well that learners may have noticed that some of these come more naturally to them than others. We are going to come back to these responsibilities later on in the session.

Explain that the goal of this session is to get a big picture overview of what effective leadership looks like, but most importantly to talk about where learners excel and where they want to spend their energy to grow. Review goals for the session ([slide 3](#)).

1.2. Define leadership (2 min). Take a couple of minutes to explain that while there are many definitions of leadership, today we are going to be talking about three primary roles that a leader plays, as shown on page 2 of their profile ([slide 4](#)). Give a high-level definition of vision, alignment, and execution. Say that for the next hour, we're going to take some time to get a better idea of which aspects of leadership might come more naturally for participants and which might take more effort. And we will be using a personality model called DiSC® to help us do that.

1.3. Cornerstone principles (2 min). Take a couple of minutes to cover the cornerstone principles on page 2 of the profile, particularly principles #2 and #4 ([slide 5](#)). Explain that DiSC is a model of personality that doesn't explain all of someone's approach to leadership, but it is a very good framework from which to start.

1.4. Introduction to DiSC (7 min; requires ability to show video). Show [slide 6](#), stating that this is the DiSC model, which describes four personality styles. Share the video link in the chat for the DiSC and Leadership video. As described on page 7 of the Facilitator's Guide, direct everyone's attention to page 3 of the profile and recap the DiSC model ([slide 7](#)).

1.5. Read and personalize narrative (4 min). Have learners read page 4 of their profiles and jot down (on a separate piece of paper if they haven't printed their profiles) three things that describe them well and at least one thing that does not ([slide 8](#)).

1.6. Discuss your DiSC leadership style (10 min; optional breakout rooms). Place people in breakout rooms to discuss their DiSC styles ([slide 9](#)). It's preferable to group by DiSC style but you can also create random groups of three, especially if you are working with a smaller group. Consider breaking up style groups that have six or more members. In their groups, ask participants to share the statements they chose and why. If you are not using breakout rooms, have learners each share one of the statements they chose and why. If you broke learners into style groups, bring the larger group back together and have a spokesperson for each group describe the themes that came up.

1.7. DiSC leadership strengths and challenges (15 min; optional annotation tools). In the larger group, show the leadership activities map on [slide 10](#). Note that learners may recognize many of these from the first activity. Using the annotation tools, ask learners to put a mark (e.g., star, checkmark) by two tasks they do particularly well. They should start by looking at the tasks near their DiSC style, but they are not limited to that region. If learners do not have access to annotation tools, have them jot down two tasks instead. After learners have made their choices, ask for a few volunteers to share what they chose and how they think it helps them as a leader. Try to get learners with different DiSC styles to speak. Remark on how all of these tasks are important to successfully lead and that there are many different ways to be an effective leader.

Ask learners which tasks they think are particularly important in times of upheaval or great change and why they are important ([slide 11](#)). They can either chat their answers or speak them. If some regions of the circle are not commented on by learners, choose a task or two from that region to highlight. After taking some responses, comment that a great number of these tasks are important at different times during turbulent periods. We never fully master leadership because it is so complex, but we always have the ability to improve.

Remark that while our natural instincts can take us a certain distance toward being a good leader, each of us can be more effective if we learn to stretch in some areas. Ask learners to put a mark by two tasks that they would like to get better at ([slide 12](#)). If they don't have annotation tools, users can chat their choices. Be clear that these are not necessarily the things they are the worst at, but things they think would help them be better in their role as a leader.

1.8. Choosing a strategy for improvement (7 min). Remark that now that they have some starting ideas about where they would like to improve, you would like to leave them with some actionable tips for how they can improve ([slide 13](#)). Post the Ideas for Leadership Development handout in the chat and refer learners to the handout. Say that while we are not going to take time to discuss their strategies for improvement in the session today (because everyone has different things they want to work on), you do want to show them how they can find the tips that will be most relevant for them. Instruct learners to open the handout and scroll to the very last page (the appendix). On the left-hand side, they will see the tasks the group has been discussing. Each person should find the one they would like to work on and note the pages in the document that can help them think about how to improve. Tell them that you'd like them to commit to a time to review this material and put it to use. Ask participants to go into their calendars right now and block off 20 minutes for action planning around their leadership development. Give learners a couple of minutes and thank them for their participation ([slide 14](#)).

Note: If you're continuing immediately to another topic, you can save the "thank you" until the end of your session.

Topic 2: Crafting a Vision (67 min)

Note: If you've just done Topic 1 with a group, you may opt to shorten activity 2.1, as the general model information should still be fresh.

2.1 Introduction to the WOL model (5 min; requires ability to show video). Refer learners to page 2 of their profile. Note that while there are many ways to think of leadership, this model is a distillation of the most well-regarded leadership research over the past three decades. It's designed to be a simple language that people in an organization can use to talk about leadership. In the chat, paste the link for The Work of Leaders video and ask learners to watch.

Direct learners to look at page 2 of their profile, which summarizes the three main aspects of leadership ([slide 16](#)). Explain that for the next hour, the group will be focusing on just one of these: vision.

Note: If you are not covering alignment and execution at a later point, you may want to explain why the organization has chosen to focus on vision. For example, perhaps there is a particularly strong need for vision within the organization at this point in time.

2.2. Introduction to vision (5 min). Introduce vision as described starting on page 13 of the Facilitator's Guide. This includes conducting a vision trivia game ([slides 17 through 22](#)). Ask learners to put their guesses in the chat. Note that for time purposes, only three visions are included in the Work of Leaders virtual deck: Google, Amazon, and Girl Scouts of America.

Explain the definition of vision ([slide 23](#)), adding that a vision is broader in scope than a typical goal and that a vision seeks to create unquestionable value, serve in an unparalleled way, and reinvent how an organization does business. Explain that vision is the responsibility of leaders at all levels of the organization, not just the top ([slide 24](#)). As shown on [slide 25](#), give three examples of what a vision might look like in different roles. Explain that middle managers and frontline managers need to create a vision for their group that supports the larger organization's vision. Finally, explain the goals of the session ([slide 26](#)).

2.3 The importance of vision (5 min). Direct learners to page 8 of their profiles and ask them to read the second grey box, entitled "Vision Is Important Because" ([slide 27](#)). Then ask learners why they think having a vision is particularly important during periods of change or turbulence ([slide 28](#)). For example, learners may respond that a vision is necessary to understand if the organization's direction needs to be recalibrated given current events. A clear vision is also grounding and will help leaders analyze whether changes have a superficial or deep impact on the group's ultimate future. A clear vision is also a prerequisite

for alignment and easing the tension and anxiety that come with change. Revisioning during periods of change can also help groups take advantage of new opportunities before they pass.

2.4. Your approach to visioning (17 min; optional annotation tools). Explain that crafting a vision is often something that supervisors and managers do not get explicit instruction about. Ask learners to quickly review the continua shown on [slide 29](#). Then, using the annotation tools, have them plot themselves above the continua in the spot that they think best fits for them. If they don't have access to annotation tools, ask them to put their choice in the chat. If many people fall on the left side of the continua, encourage them. Note that while creating a vision can sound intimidating, we have actually been doing it our whole lives. Many of us have decided what we want our eventual family lives to look like, even if that's not what may come to pass. We decided what we wanted our careers to look like, even if that has changed four or five times. Even the process of envisioning how you want your living room to be arranged is, in fact, visioning. Visions change and sometimes fail, but they provide direction and purpose for our current efforts.

Note that visioning is not a monolithic skill. It requires a variety of subskills, and the good news is that there is almost always some part of visioning that comes naturally to each person. In fact, the reason there is a personality assessment with this session is because we all approach leadership differently and that includes approaching visioning differently.

Showing [slide 30](#), explain that all of these skills help in visioning. Ask learners to look through the skills and, using the annotation tools, put a star by the one or two that come most naturally to them. If they don't have annotation tools, they can put their choices in the chat. Give learners a few minutes and then ask for a couple of volunteers to say what they chose and how it has been useful for them when planning out their future.

Explain that, as they have probably already realized, there are also aspects of visioning that don't come as naturally to them. Showing [slide 31](#), have learners put a star next to one or two items that don't come naturally to them. If annotation tools are not available, participants can put their choices in the chat. You can again ask for volunteers to share why they chose what they did, or you, as the facilitator, can share your own example.

Note that one of the purposes of this session is to make leadership more digestible, and as such, you are going to show them how these skills fit into three buckets. Say that there are three tasks that drive effective visioning. The first is exploration ([slide 32](#)). That is, thinking deeply about goals and opportunities so you are open to all possibilities. The second is boldness ([slide 33](#)). Leaders need to be willing to go out on a limb and challenge the status quo. And finally, there is testing assumptions ([slide 34](#)). Leaders need to do their due diligence to ensure the idea that looks good on paper will actually work. These are the three drivers behind creating a vision, and today you're going to ask them to choose one of them that they want to get better at.

2.5. Read about a driver you want to improve (8 min). Ask learners to choose one of the three drivers that they would like to work on, based on the descriptions of the drivers and the annotation exercise in activity 2.4. Give them a minute to decide and then ask everyone who chose exploration to chat "exploration." Repeat this for the next two drivers.

Then explain that you will have them read up on their chosen driver, but first want to explain to them something called the "behavioral continua" that are included in the profile ([slide 35](#)). Explain that for each driver, there are two behavioral continua ([slide 36](#)).

Provide the following explanation, from page 18 of the Facilitator's Guide. "Let's look at the continua for exploration. On the first continuum, people who remain open enjoy entertaining new ideas and possibilities and don't hurry to finalize plans. People who seek closure strive to make decisions and finalize plans quickly and prefer not to revisit options once they are decided. On the second continuum, people who prioritize the big picture tend to focus on the broad, overall view of an idea or project. People who prioritize details tend to pay close attention to the individual elements of a project to make sure they are workable. Seeking closure and prioritizing details will serve you well in other leadership or management situations. However, in the context of crafting a vision, they can be a hindrance to exploring new ideas. So, people at the right end of these continua may find the openness and big picture thinking that's needed for exploration to be very natural for them. People on the left end—those who seek closure and prioritize details—may find that exploration takes more effort. Now let's spend some time understanding how you approach exploration."

Explain that these continua are based on extensive research ([slide 37](#)). Being on the left-hand side of a continuum does not mean you cannot do the more desirable behavior on the right-hand side; it just means that it will take more effort ([slide 38](#)). Stress that almost everyone will have some behaviors on the left. Direct them to turn to the appropriate page of their profiles, as

shown on [slide 39](#); give learners 3 minutes to read the profile page. Consider asking them to virtually “raise their hands” when they are done reading. As a facilitator, you can use this time to assign people to the breakout rooms, as described in activity 2.6. Then, ask for a couple of volunteers to share insights they had while reading about their driver.

2.6. Explore options for improvement (12 min; optional breakout rooms). Post the Ideas for Leadership Development handout in the chat and refer learners to the handout ([slide 40](#)). Let learners know that this is a collection of ideas that they can use in all different aspects of their leadership development, but for right now they are only going to be looking at the page corresponding to their driver. As shown on the slide, have learners read the corresponding page of the handout and note one strategy that they think they can adopt.

Give learners 2–3 minutes to read. Then tell them they will be split into breakout rooms with people who chose the same driver as them. Their job is to discuss the questions on [slide 41](#), using what they have read and their own insights. Break learners into groups of 3 or 4, based on the driver they identified in activity 2.4. If you do not want to use breakout rooms, you can have learners jot down their answers to these questions in preparation for the discussion in activity 2.7.

2.7. Large-group discussion about strategies (15 min). Gather learners back from breakout rooms. Start by asking a spokesperson from the exploration group(s) to summarize their conversation, addressing the questions on [slide 42](#) if appropriate. When they are done, ask the entire group what about a virtual environment makes exploration more or less difficult. For example, because meetings are more formal, casual brainstorming may be less likely to happen. Also, because we don’t run into each other to share random information, we might not hear about a development or opportunity that we would hear about in the office. Next, ask the boldness group(s) to present. When they are done, ask the entire group what about a virtual environment makes boldness more or less difficult. For example, it may be more difficult to have casual one-on-one conversations where you can test out an idea. It also may be difficult to read the expressions and other nonverbals of people in a meeting when suggesting an unorthodox idea. Finally, ask the testing assumptions group(s) to present. When they are done, ask the entire group what about a virtual environment makes testing assumptions more or less difficult. For example, you have to be more deliberate about getting someone’s opinion now, compared to walking over to someone’s desk. Also, getting feedback on an idea may feel more formal and distant, making it seem like your idea got shot down without due consideration.

Remind learners that the session today was about understanding what it takes to get better at crafting a vision. This is not a skill that anyone ever perfects, but we can always get better. Tell learners that what you’d like them to do right now is commit to a time to review the develop strategies they chose and action plan how they will incorporate these into their weekly life. Ask them to go into their calendars right now and block off 20 minutes for action planning around their visioning development. Give learners a couple of minutes and thank them for their participation ([slide 43](#)).

Note: If you’re continuing immediately to another topic, you can save the “thank you” until the end of your session.

Topic 3: Building Alignment (72 min, not including optional material)

3.1 Introduction to the WOL model (optional) (5 min; requires ability to show video)

Note: This activity is only necessary if learners have not gone through activity 2.1 in the Vision module or if it has been a long time since that module was conducted. Otherwise, a quick reference to page 2 of the profile may be sufficient.

Refer learners to page 2 of their profile. Note that while there are many ways to think of leadership, this model is a distillation of the most well-regarded leadership research over the past three decades. It’s designed to be a simple language that people in an organization can use to talk about leadership. In the chat, paste the link for The Work of Leaders video and ask learners to watch.

Direct learners to look at page 2 of their profile, which summarizes the three main aspects of leadership ([slide 45](#)). Explain that for the next hour, the group will be focusing on just one of these: alignment.

Note: If you have not or will not cover vision and execution at a later point, you may want to explain why the organization has chosen to focus on alignment. For example, perhaps there is a particularly strong need for alignment within the organization at this point in time.

3.2. Alignment icebreaker (7 min; optional breakout rooms, optional whiteboard). This is a slightly modified version of the activity described on page 27 of the Facilitator's Guide. Tell learners that they will be split into two random groups. Group 1 will take the task on the left of [slide 46](#) and Group 2 will take the task on the right. Randomly put learners into two breakout rooms and give them 2 minutes to discuss. Bring everyone back and ask Group 1 to report out, followed by Group 2. If breakout rooms are not available, you can conduct this activity as a large-group discussion. If you are comfortable with a whiteboarding tool, you may choose to list responses as people give them. Listen for answers like the following:

Aligned: everyone knows their roles, people are collaborative and solution-oriented, people share ideas and engage in dialogue

Not aligned: no buy-in, job dissatisfaction, work doesn't get done in timely manner, end product doesn't match expectations

End by summarizing the responses and concluding that ensuring alignment is a critical role for leaders.

3.3. Introduction to alignment (7 min). Take a minute to review the goals on [slide 47](#). Give learners the definition of alignment, as shown on [slide 48](#). Ask them to turn to page 12 of their profiles and read the sections highlighted on the slide. Give participants 2 minutes to read. Ask if there is anything that should be added to the list of alignment benefits that were discussed in activity 3.2. Then ask learners why alignment may be particularly important during periods of change or turbulence ([slide 49](#)). For instance, learners may respond that people may feel especially directionless and that alignment can help them feel like their future is in good hands. In addition, in times of change, people may not know what aspects of their roles and goals have also changed. Alignment can also help learners get feedback about how changes are affecting the people they lead. This may be information that they would otherwise not get if they did not put effort into getting everyone aligned.

3.4. Your approach to alignment (8 min; optional annotation tools)

Note: The structure of this activity is very similar to activity 2.4. If learners have recently been through that activity, you may want to reference this fact and trim the language below to avoid repetition.

Remark that alignment is not a monolithic skill. It requires a variety of subskills, and the good news is that there is almost always some part of aligning that comes naturally to each person. In fact, the reason there is a personality assessment with this session is because we all approach leadership differently and that includes approaching aligning differently.

Showing [slide 50](#), explain that all of these skills help with alignment. Ask learners to look through the skills and, using the annotation tools, put a star by the one or two that come most naturally to them. If they don't have annotation tools, participants can put their choices in the chat. Give learners a few minutes and then ask for a couple of volunteers to say what they chose and how it has been useful for them when getting buy-in from people in the past.

Explain that, as they have probably already realized, there are also aspects of aligning that don't come as naturally to them. Showing [slide 51](#), have learners put a star next to one or two items that don't come naturally to them. If annotation tools are not available, participants can put their choices in the chat. You can again ask for volunteers to share why they chose what they did, or you, as the facilitator, can share your own example.

Note that one of the purposes of this session is to make leadership more digestible, and as such, you are going to show them how these skills fit into three buckets. Say that there are three tasks that drive effective alignment. The first is clarity ([slide 52](#)). That is, making sure people understand what is expected of them, where they are headed, and why they are going there. This is largely about one-way communication. The second is dialogue ([slide 53](#)). People need to feel that their voice matters, and leaders can learn from hearing what they have to say. And finally, there is inspiration ([slide 54](#)). True buy-in is as emotional as it is cerebral. People need to feel good about the direction they are headed. These are the three drivers behind building alignment, and today you're going to ask them to choose one of them that they want to get better at.

3.5. Read about a driver you want to improve (10 min). Ask learners to choose one of the three drivers that they would like to work on, based on the descriptions of the drivers and the annotation exercise in activity 3.4. Give them a minute to decide and then ask everyone who chose clarity to chat "clarity." Repeat this for the next two drivers.

Note: The explanation below (the next three paragraphs) may be unnecessary if participants have recently been through activity 2.5.

Explain that you will have them read up on their chosen driver, but first want to explain to them something called the “behavioral continua” that are included in the profile ([slide 55](#)). Explain that for each driver, there are two behavioral continua ([slide 56](#)).

Provide the following explanation, from pages 30–31 of the Facilitator’s Guide. “Let’s look at the continua for clarity. On the first continuum, people who explain their rationale tend to communicate the reasoning and facts behind an idea or decision. People who offer intuition tend to communicate more with their personal feelings and opinions than with facts and logic. On the second continuum, people who deliver structured messages prioritize organizing what they want to say, making it easier for others to understand. People who deliver impromptu messages don’t tend to invest energy in organizing what they have to say before they speak. While intuition and impromptu messaging have value in other situations, in the context of using clarity to build alignment, they can prevent leaders from gaining the trust and commitment needed to move the vision forward. People on the right end of these continua may find the rationale and structured messaging that’s needed for clarity to be very natural for them. People on the left end—those who offer intuition and impromptu messaging—may find that providing clarity takes more effort.”

Explain that these continua are based on extensive research ([slide 57](#)). Being on the left-hand side of a continuum does not mean you cannot do the more desirable behavior on the right-hand side; it just means that it will take more effort ([slide 58](#)). Stress that almost everyone will have some behaviors on the left.

Direct learners to turn to the appropriate page of their profiles, as shown on [slide 59](#), and read the page. Give learners 3 minutes to read their profile. Consider asking them to virtually “raise their hands” when they are done reading. As a facilitator, you can use this time to assign people to the breakout rooms, as described in activity 3.6. Then, ask for a couple of volunteers to share insights they had while reading about their driver.

3.6. Discuss why alignment is necessary and hard (20 min; requires ability to show video, optional breakout rooms). Explain that in a minute you are going to put participants into breakout rooms to discuss their drivers, but that first you’ll provide an illustration of what the drivers look like when they are done poorly ([slide 60](#)). In the chat, paste the links for the three driver videos (Ineffective with Clarity, Ineffective with Dialogue, and Ineffective with Inspiration) and instruct learners to click on the one that they have chosen. Consider asking learners to give a check mark when they are finished with the video.

When learners are done, tell them that they will be placed in breakout rooms with people who have chosen the same driver. Ask learners to discuss the questions on [slide 61](#). Consider putting these questions in the chat so they can be referenced while participants are in the breakout room. Give learners 5 minutes. If you are not using breakout rooms, ask the large group to discuss the questions for each driver in turn.

If you used breakout rooms, ask a representative from each group to share a summary of what they discussed. After each group presents (or, if you conducted a single large-group discussion, after the questions are answered for each driver), ask how that driver is made more or less difficult by working virtually. For [clarity](#), learners may point out that virtual environments may make it easier to document and organize alignment information. Also, the more formal nature of some virtual calls may encourage leaders to be more deliberate in their communication. On the other hand, people are unable to pop by the leader’s desk to ask clarifying questions. For [dialogue](#), it may be more difficult to read nonverbals to know if people want to ask a question. In larger groups, it may be intimidating for some people to speak up with concerns. As well, fewer informal conversations may make it less likely that people will raise issues after they’ve had time to process. For [inspiration](#), it may be more difficult to communicate your passion over the internet. More subtle nonverbals may get lost, especially for more reserved leaders. It may also be more difficult to gauge how well your message is going over on an emotional level.

3.7. Discuss strategies for improvement (20 min; requires ability to show video, optional breakout rooms). Explain that now we are going to shift to what alignment looks like when it is done right ([slide 62](#)). In the chat, paste the links for the three driver videos (Adapting for Clarity, Adapting for Dialogue, and Adapting for Inspiration) and instruct learners to click on the one that they have chosen. Consider asking learners to give a check mark when they are finished with the video.

When learners are done, tell them that you are going to place them in breakout rooms again in a minute to discuss what they just watched, but first you want you to review some ideas for improving their approach to alignment ([slide 63](#)). Post the Ideas for Leadership Development handout in the chat and refer learners to the handout. Let learners know that this is a collection of ideas that they can use in all different aspects of their leadership development, but for right now they are only going to be looking at the page corresponding to their driver. As shown on the slide, have learners read the corresponding page of the handout and note one strategy that they think they can adopt.

Give learners 2–3 minutes to read. Then tell them they will be put into their breakout rooms. Their job is to discuss the questions on [slide 64](#), using what they have read, watched, and their own insights. Give them 5 minutes. If you do not want to use breakout rooms, you can have learners jot down their answers to these questions in preparation for the discussion below.

When learners return, have a representative from each group summarize their conversation ([slide 65](#)). Then remind learners that the session today was about understanding what it takes to get better at building alignment. This is not a skill that anyone ever perfects, but we can always get better. Tell learners that you'd like them to commit to a time to review the development strategies they chose and action plan how they will incorporate these into their weekly life. Ask them to go into their calendars right now and block off 20 minutes for action planning around their alignment development. Give learners a couple of minutes and thank them for their participation ([slide 66](#)).

Note: If you're continuing immediately to another topic, you can save the "thank you" until the end of your session.

Topic 4: Championing Execution (49 min, not including optional material)

4.1 Introduction to the WOL model (optional) (5 min; requires ability to show video)

Note: This activity is only necessary if learners have not recently been through activities 2.1 or 3.1 in the Vision or Alignment modules. Otherwise, a quick reference to page 2 of the profile may be sufficient.

Refer learners to page 2 of their profile. Note that while there are many ways to think of leadership, this model is a distillation of the most well-regarded leadership research over the past three decades. It's designed to be a simple language that people in an organization can use to talk about leadership. In the chat, paste the link for The Work of Leaders video and ask learners to watch.

Direct learners to look at page 2 of their profile, which summarizes the three main aspects of leadership ([slide 68](#)). Explain that for the next hour, the group will be focusing on just one of these: execution.

Note: If you have not or will not cover vision and alignment at some point, you may want to explain why the organization has chosen to focus on execution. For example, perhaps there is a particularly strong need for execution within the organization at this point in time.

4.2. Introduction to execution (5 min). Give learners the definition of execution, as shown on [slide 69](#). Ask them to turn to page 16 of their profiles and read the sections highlighted on the slide. Give participants 2 minutes to read. Note the differences between leaders and managers when it comes to execution ([slide 70](#)). Note that while leaders may not be guiding the day-to-day execution efforts, they are responsible for ensuring that the conditions for effective execution are in place, even if these conditions are not directly created by them.

Then ask learners why, during periods of change, skilled leadership is so needed for effective execution ([slide 71](#)). For instance, learners may respond that during periods of change, the old ways of doing things may no longer be relevant or appropriate. Additionally, when there is a need to handle a host of new problems all at once, the way people do things may become more idiosyncratic and out of step with the rest of the group. Leaders can introduce procedures that bring a sense of stability to what currently feels chaotic or overwhelming. Also, people may be under increased stress or be experiencing low morale, needing encouragement that their extra effort is being appreciated.

Finally, take a minute to review the goals on [slide 72](#).

4.3. Your approach to execution (10 min; optional annotation tools)

Note: The structure of this activity is very similar to activities 2.4 and 3.4. If learners have recently been through those activities, you may want to reference this fact and trim the language below to avoid repetition.

Remark that execution is not a monolithic skill. It requires a variety of subskills, and the good news is that there is almost always some part of executing that comes naturally to each person. In fact, the reason there is a personality assessment with this session is because we all approach leadership differently and that includes approaching executing differently.

Showing [slide 73](#), explain that all of these skills help with execution. Ask learners to look through the skills and, using the annotation tools, put a star by the one or two that come most naturally to them. If learners don't have access to annotation tools, they can post their choices in the chat. Give learners a few minutes and then ask for a couple of volunteers to say what they chose and how it has been useful for them when championing execution in the past.

Explain that, as they have probably already realized, there are also aspects of executing that don't come as naturally to them. Showing [slide 74](#), have learners put a star next to one or two boxes that don't come naturally to them. If learners don't have access to annotation tools, they can post their choices in the chat. You can again ask for volunteers to share why they chose what they did, or you, as the facilitator, can share your own example.

Note that one of the purposes of this session is to make leadership more digestible, and as such, you are going to show them how these skills fit into three buckets. Say that there are three tasks that drive effective execution. The first is momentum ([slide 75](#)). That is, making sure the group is pushing itself to get results and realize its true potential. The second is structure ([slide 76](#)). The leader needs to make sure processes and policies are in place and that these have been well thought through. And finally, there is feedback ([slide 77](#)). Leaders make sure problems get addressed and the victories get acknowledged. These are the three drivers behind building execution, and today you're going to ask them to choose one of them that they want to get better at.

4.4. Read about a driver you want to improve (7 min). Ask learners to choose one of the three drivers that they would like to work on, based on the descriptions of the drivers and the annotation exercise in activity 4.3. Give them a minute to decide and then ask everyone who chose momentum to chat "momentum." Repeat this for the next two drivers.

Note: The explanation below (the next three paragraphs) may be unnecessary if participants have recently been through activity 2.5 or 3.5.

Explain that you will have them read up on their chosen driver, but first want to explain to them something called the "behavioral continua" that are included in the profile ([slide 78](#)). Explain that for each driver, there are two behavioral continua ([slide 79](#)).

Say, "Let's look at the continua for momentum. On the first continuum, people who are driven tend to urge others to move quickly and can be annoyed when people lack a sense of urgency. People who are low-key tend to be laid back and are uncomfortable encouraging others to increase the pace. On the second continuum, people who are initiating often anticipate opportunities and problems and call attention to them. People who are reactive tend to take action as the result of some event or problem and are unlikely to seek new opportunities without prompting. There are times when being low-key and reactive can work for a leader. However, in the context of executing a vision, these characteristics can slow progress toward achieving the vision."

Explain that these continua are based on extensive research ([slide 80](#)). Being on the left-hand side of a continuum does not mean you cannot do the more desirable behaviors on the right-hand side; it just means that it will take more effort ([slide 81](#)). Stress that almost everyone will have some behaviors on the left.

Direct learners to turn to the appropriate page of their profiles, as shown on [slide 82](#), and read the page. Give learners 3 minutes to read their profile. Consider asking them to virtually "raise their hands" when they are done reading. As a facilitator, you can use this time to assign people to the breakout rooms, as described in activity 4.5. Then, ask for a couple of volunteers to share insights they had while reading about their driver.

4.5. Explore options for improvement (12 min; optional breakout rooms). Post the Ideas for Leadership Development handout in the chat and refer learners to the handout ([slide 83](#)). Let learners know that this is a collection of ideas that they can use in all different aspects of their leadership development, but for right now they are only going to be looking at the page corresponding to their driver. As shown on the slide, have learners read the corresponding page of the handout and note one strategy that they think they can adopt.

Give learners 3 minutes to read. Then tell them they will be split into breakout rooms with people who chose the same driver as them. Their job is to discuss the questions on [slide 84](#), using what they have read and their own insights. Break learners into groups of 3 or 4, based on the driver they identified in activity 4.4. Give them 8 minutes to discuss. If you do not want to use breakout rooms, you can have learners individually jot down their answers to these questions in preparation for the discussion in activity 4.6.

4.6. Large-group discussion about strategies (15 min). Gather learners back from breakout rooms. Start by asking a spokesperson from the momentum group(s) to summarize their conversation, addressing the questions on [slide 85](#) if appropriate. When they are done, ask the entire group what about a virtual environment makes momentum more or less difficult. For example, it may be tougher to get an intuitive sense of how full people's plates are on a virtual team. Additionally, the nonverbals that communicate expectations or urgency may be more difficult to get across. For instance, in-person, a colleague can often tell by your tone or gestures how important something is to you and how quickly it needs to get done. Next, ask the structure group(s) to present. When they are done, ask the entire group what about a virtual environment makes structure more or less difficult. For example, the more formal nature of virtual communication may make it more obvious that leaders need to be very clear about communicating their expectations for how a project will proceed. On the other hand, fewer informal conversations may mean that leaders don't get bits and pieces of information that can spark an insight into how processes need to be improved. Finally, ask the feedback group(s) to present. When they are done, ask the entire group what about a virtual environment makes providing feedback more or less difficult. For example, you may have less visibility into what people are doing on a day-to-day basis, which makes it harder to spot when things are going wrong. Fewer informal conversations about peoples' progress can also mean there are fewer organic reminders to tell someone that they are doing a good job.

Remind learners that the session today was about understanding what it takes to get better at championing execution. This is not a skill that anyone ever perfects, but we can always get better. Tell learners that you'd like them to commit to a time to review the development strategies they chose and action plan how they will incorporate these into their weekly life. Ask them to go into their calendars right now and block off 20 minutes for action planning around their execution development. Give learners a couple of minutes and thank them for their participation ([slide 86](#)).