

**Activity 2—Welcome****Materials:****Activity Time:** 20 minutes**Slide Time:** 5 minutes**PW Page:** 4**Start/Stop Time:****Slide:** 8**Personal Learning Purpose****1. Introduce personal learning purpose.**

It's clear from studies on effective learning that the most important outcomes are yours. We're going to give you a chance to determine your reason for being here and to think about why this session might be important to you and for you.

2. Explore participants' personal learning purposes.

What is a personal learning purpose? At the top of workbook page 4 are several examples.

- Share one or two from the examples below.

My personal learning purpose is to ...

- *Improve communications—and my relationship—with my manager*
- *Understand my own needs better so I can ask for what I need*
- *Gain the mindset and skillset of a self leader so I can achieve my goals*
- *Learn a new language of leadership to help get what I need when I need it*
- *Break through barriers that hold me back from taking advantage of growth opportunities*
- *Replace victim mentality with a sense of autonomy*
- *Take the time to reflect and learn from the inside out*
- *Take my career to the next level*

3. Identify personal learning purpose.

Think about your own potential learning purposes. Record your thoughts on page 4.

Then take a minute at your table for each person to express one personal learning purpose that really resonates with them.

4. Conduct sharing.**5. Transition to the next slide—What's Holding Me Back?**

What could hold people back from achieving their personal learning purpose?

Facilitation Tip

Provide coaching to encourage a transcendent purpose that goes beyond self-interest to contributing to a greater good; for example, from “achieving my goals” to “providing excellent customer care.”

Personal Learning Purpose

Examples

- Improve communication and my relationship with my manager
- Be prepared for my next battle on the job to succeed
- Gain the trust and respect of my staff
- Gain a new perspective on how to help my staff succeed
- Break through barriers that hold me back from being successful at work
- Develop my skills in a new area
- Break down my barriers with a sense of urgency
- Break down my beliefs and move from the present to the next level
- Moving closer to the next level

My personal learning purpose is to...



Activity 3—Challenge Assumed Constraints

Materials:

Activity Time: 20 minutes

Slide Time: 30 seconds

Assumed Constraints

Beliefs that hold you back

Challenge your assumed constraints or they will limit your success



4-5

PW Page: 4

Start/Stop Time:

Slide: 13

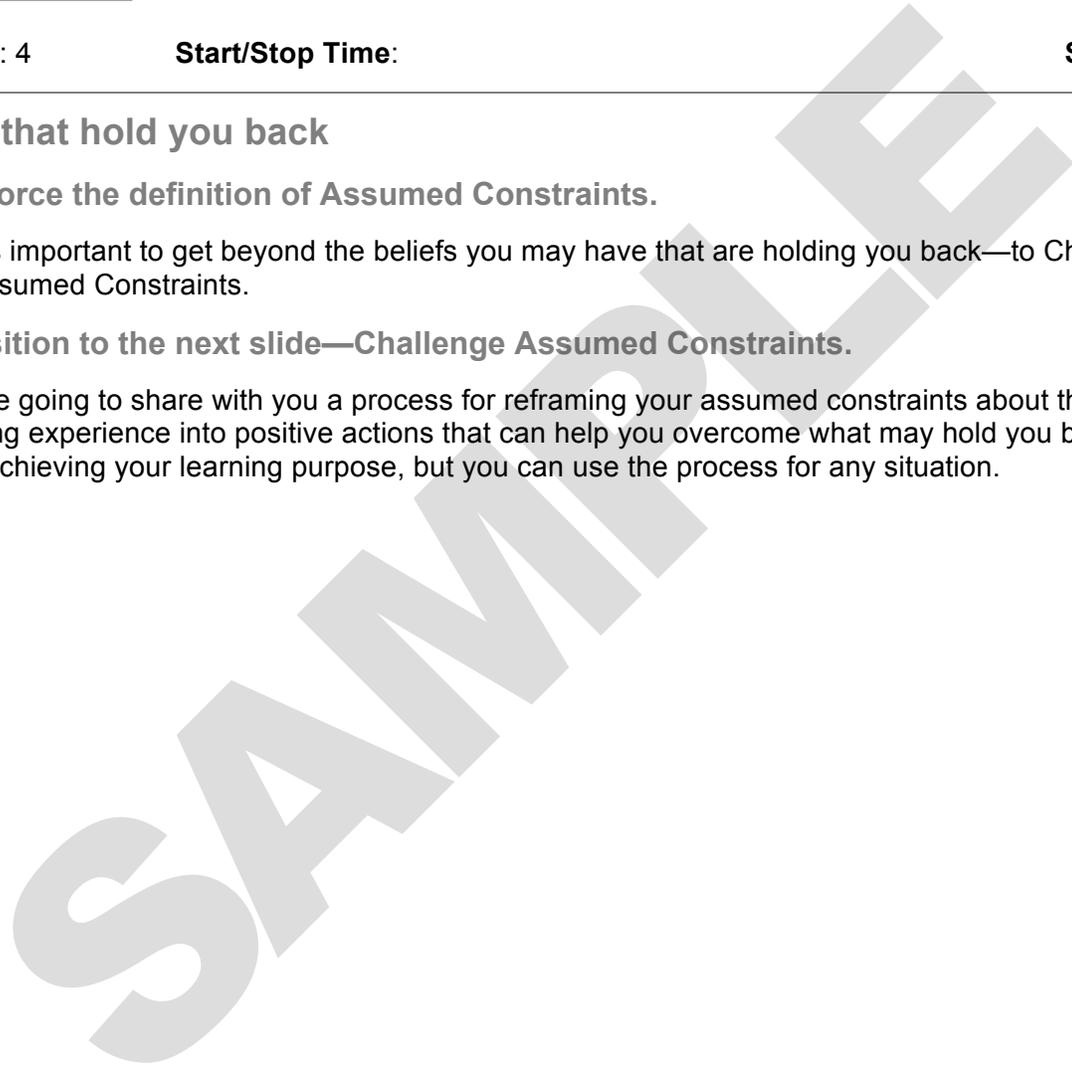
Beliefs that hold you back

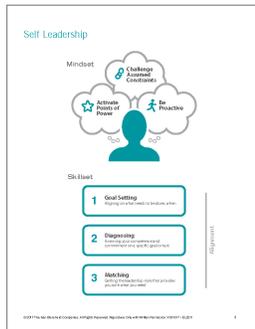
1. Reinforce the definition of Assumed Constraints.

It's important to get beyond the beliefs you may have that are holding you back—to Challenge Assumed Constraints.

2. Transition to the next slide—Challenge Assumed Constraints.

We are going to share with you a process for reframing your assumed constraints about this learning experience into positive actions that can help you overcome what may hold you back from achieving your learning purpose, but you can use the process for any situation.



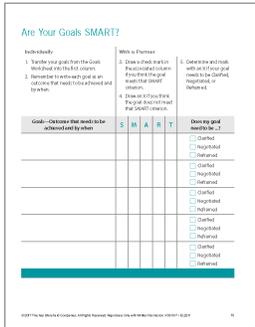
**Activity 4—Self Leadership****Materials:****Activity Time:** 2 minutes**Slide Time:** 1 minute**PW Page:** 8**Start/Stop Time:****Slide:** 20**Three Skills of a Self Leader****1. Introduce alignment on the three skills.**

As you think about Maria's goal, do you think that she and George are on the same page about what her goal is? Are they in alignment on her goal?

Alignment occurs when self leaders and their manager agree on goals, development levels, and appropriate leadership styles. It's important to partner with your manager so that you are in alignment on all three.

Being clear on the goal, your ability to do the goal, and getting the right leadership style at the right time—even if it's not from your manager—will help you achieve your goals and develop your competence, motivation, and confidence.

2. Transition to the next slide—Break.



Activity 5—Goal Setting

Materials:

Activity Time: 45 minutes

Slide Time: 6 minutes



PW Page: 16

Start/Stop Time:

Slide: 34

Are Your Goals SMART?

1. Refer to LAUNCH Assignments.

In the LAUNCH, you were asked to complete a few assignments prior to coming to this session.

One assignment was to complete the Perceptions of Self Leadership Self Leader Questionnaire. We are going to refer to your questionnaire later in the day.

You were also asked to complete the Self Leadership Goals Worksheet. Please retrieve your worksheet now.

- If participants completed the Goals Worksheet at the start of the session, ask them to refer to page 70 in the workbook.

2. Introduce Are Your Goals SMART? activity.

Let’s dig a little deeper into your goal statements. Let’s begin by having you transfer your goals from the Goals Worksheet to the spaces provided in the first column of the Are Your Goals SMART? worksheet on workbook page 16.

Remember that goals are written as “achieves outcome, by when” statements. Rewrite the goal if you need to.

Don’t worry about it being perfect—you will have an opportunity to refine the goal as you work through the SMART criteria.

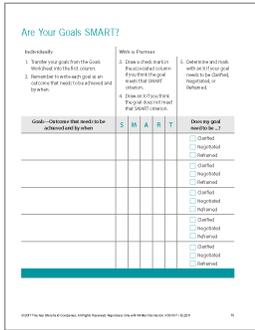
- Allow five minutes.

3. Transition to the next slide—SMART.

Next, we are going to work with a partner to determine whether your goal meets each of the elements in SMART.

Facilitation Tip

When LAUNCH is delivered as a face-to-face session just prior to the LEARN/PRACTICE session, participants should have completed the Goals Worksheet and the Participant Questionnaire at that time. However, they will not receive the Manager Questionnaire until the end of the LEARN/PRACTICE session. If necessary, preview that instruction for sending and retrieving the Manager Questionnaire will be provided later in the session.



Activity 5—Goal Setting

Materials:

Activity Time: 45 minutes

Slide Time: 10 minutes



PW Page: 16

Start/Stop Time:

Slide: 35

SMART

1. Set up partner activity.

In just a minute, I'm going to have you join a learning partner to review your goals.

Once you have a learning partner, choose who will be Partner 1 and who will be Partner 2.

Partner 1 is going to interview Partner 2 about their goal. They will ask their partner the questions for each of the SMART criteria found on page 5 in the At a Glance booklet.

Partner 2 will focus on their most important goal. They will answer the questions to determine whether their goal meets each SMART criterion. If it does, they will draw a check mark in the associated column located in the center section of workbook page 16 labeled S, M, A, R, and T. If the goal does not meet that SMART criterion, they will draw an X in the column.

Then you will switch roles. You will have about 3 minutes each to interview your partner.

Leave the final section on workbook page 16 blank for now.

2. Conduct the interview activity.

- Have participants find a learning partner.
- Allow about 7 minutes.

3. Conclude the interview activity.

4. Click to reveal Does My Goal Need To Be ...

Facilitation Tip

This slide contains slide builds. Click to advance as you review the content.

Diagnosing Competence

Competence is not potential

1. Develop related goal or task-specific knowledge and skills
2. Demonstrate transferable knowledge and skills

Developmental goal or task-specific knowledge and skills

Goal or task-specific knowledge and skills represent expertise that comes from learning and experience. When you have developmental goal or task-specific knowledge and skills, you:

- Understand what the goal requires and how
- Can describe what you need to do to succeed
- Have successfully done the goal or task before
- Can describe how to do the goal
- Have knowledge of how to do the goal
- Can teach someone how to do the goal or task

Developmental transferable knowledge and skills

Transferable knowledge and skills are general skills that can be used in many situations in different goals. Examples of transferable knowledge and skills are:

<input type="checkbox"/> Concept knowledge	<input type="checkbox"/> Critical knowledge
<input type="checkbox"/> Networking skills	<input type="checkbox"/> Interpersonal skills
<input type="checkbox"/> Technology skills	<input type="checkbox"/> Planning skills
<input type="checkbox"/> Writing skills	<input type="checkbox"/> Project management skills
<input type="checkbox"/> Time management skills	<input type="checkbox"/> Problem-solving skills

Activity 6—Diagnosing (Part 1)

Materials:

Activity Time: 37 minutes

Slide Time: 1 minute



PW Page: 24–25

Start/Stop Time:

Slide: 42

Development Levels

1. Quickly introduce the four development levels.

Everyone goes through four development levels as they learn a new goal or task. The goal is to get to D4.

It is important to remember that *you* are not a development level. You are *at* a development level. Development level is goal or task specific.

2. Introduce the combination of competence and commitment.

Each development level is a combination of two factors: competence and commitment.

- Quickly describe the four development levels as combinations of competence and commitment.

D1—Low competence and high commitment

D2—Low to some competence and low commitment

D3—Moderate to high competence and variable commitment

D4—High competence and high commitment

3. Transition to the next slide—Competence and Commitment.

Facilitation Tip

It is important to understand that a person is not a development level (a D1); rather the person can be at a development level on a specific goal or task (at D1).

Facilitation Tip

This slide contains slide builds. Click to advance as you review the content.



Activity 6—Diagnosing (Part 1)

Materials:

Activity Time: 37 minutes

Slide Time: 10 minutes



PW Page: 24–25

Start/Stop Time:

Slide: 43

Competence and Commitment

1. Explain Competence.

Competence is your demonstrated goal-specific knowledge and skills, and your transferable skills that are relevant to the goal or task. Competence is developed over time through experience.

Competence is not about how smart you are, but whether you can “do” something. That’s why we use the phrase “demonstrated competence.”

- Refer to page 24 for examples of demonstrated goal- or task-specific knowledge and skills and demonstrated transferable knowledge and skills.

Think about something that you are experienced in doing. What is your level of competence? Place a check next to the examples of goal- or task-specific knowledge and skills and transferable knowledge and skills you have.

2. Explain Commitment.

Commitment is your motivation and confidence to perform the goal or task. Don’t confuse confidence or commitment with competence.

Motivation is the quality of your interest in and enthusiasm for the goal.

Confidence is your feeling of being able to achieve a goal or perform a task without a lot of direction or support.

- Refer to page 25 for examples of motivation and confidence.

Think of a goal you have high commitment in doing. Place a check next to the examples that describe your motivation and confidence.



Activity 9—Matching (Part 1)

Materials:

Activity Time: 20 minutes

Slide Time: 5 minutes



PW Page: 38

Start/Stop Time:

Slide: 74

Which Leadership Style Are You Receiving?

1. Discuss mismatch.

Have you ever had a time when your manager gave you either too much direction or support or not enough direction or support? What was the result of that mismatch?

- Solicit and acknowledge responses.

2. Click and explore who decides.

How can you know which leadership style you are receiving? A trick for self leaders and one of the quickest ways to determine the leadership style you are receiving is to ask who is making the final decision regarding how the goal is accomplished.

- S1—Directing, the leader decides.
- S2—Coaching, person at D2 and leader talk; leader decides.
- S3—Supporting, person at D3 and leader talk; person at D3 decides.
- S4—Delegating, person at D4 decides.

3. Click and remind that a leader is anyone.

It's important to remember that a leader is anyone who can give you the direction and support you need.

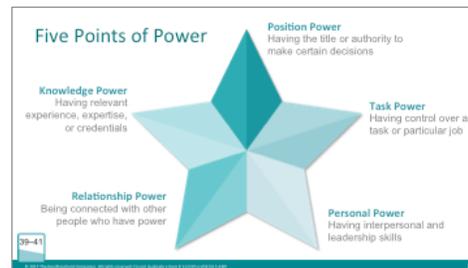
4. Discuss applying Matching as a self leader.

How can you apply the SLII Model to get the matching leadership style needed for your development level?

- Solicit and discuss responses, such as
 - I can use the SLII Model to diagnose my development level on a goal or task and determine the matching leadership style response I need from my manager.
 - I can take the initiative to ask for the direction and support I need.

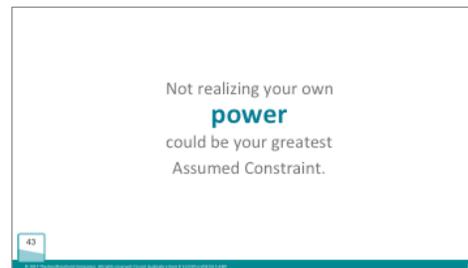
5. Transition to the next activity and slide—Activate Points of Power.

Facilitation Tip
 This slide contains slide builds. Click to advance as you review the content.

**Activity 10—Activate Points of Power****Materials:****Activity Time:** 33 minutes**Slide Time:** 1 minute**PW Page:** 41**Start/Stop Time:****Slide:** 80**Five Points of Power****1. Review the five Points of Power definitions.**

- *Position Power—Having the title or authority to make certain decisions (to hire or fire, establish budgets, or make go or no-go calls)*
- *Task Power—Having control over a task or particular job*
- *Personal Power—Having interpersonal and leadership skills, passion, inspiration, or a personal vision of the future*
- *Relationship Power—Being connected or friendly with other people who have power*
- *Knowledge Power—Having relevant experience, expertise, or credentials*

2. Transition to the next slide—Your Points of Power Chart.

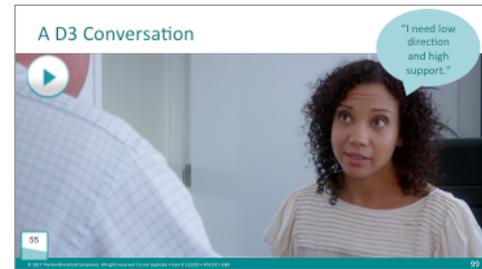
**Activity 10—Activate Points of Power****Materials:****Activity Time:** 33 minutes**Slide Time:** 1 minute**PW Page:** 43**Start/Stop Time:****Slide:** 83**Not Realizing Your Own Power****1. Show the quote on power.**

- *Not realizing your own power could be your greatest assumed constraint.*

2. Make this point to summarize Points of Power.

Each of us has the power to influence, and some of the sources of our power might surprise you. It's important to identify and then activate your points of power so you can do more good—for yourself and for others.

3. Transition to the next slide—Reflections of a Self Leader—Matching.

**Activity 15—D3 Conversations****Materials:****Activity Time:** 25 minutes**Slide Time:** 4 minutes**PW Page:** 55**Start/Stop Time:****Slide:** 99**Maria's D3 Conversation****1. Introduce the D3 Conversation video.**

Let's check in with Maria and see whether she is getting her D3 needs met in a D3 Conversation video.

2. Show Maria's D3 Conversation video. (2:30 min.)**3. Debrief the video.**

- Refer to workbook page 55.

What did you notice about Maria in this video? What did she do?

- Acknowledge responses, such as
 - *Maria was proactive in seeking George's input by telling him she needed five minutes of his time and asking whether she could run a few things by him.*
 - *She described the issue she was having in getting the wheels on time, and then shared three possible solutions to the problem with pros and cons for each.*
 - *Maria was proactive in problem solving the parts issue but asked George for his input.*

How did George respond? What did he do?

- Acknowledge responses, such as
 - *George listened carefully as Maria explained the parts issue.*
 - *He let Maria share her solutions and asked for her recommendation.*
 - *He let Maria make the final decision on solving the problem and praised her for doing her homework.*

4. Transition to the next slide—D3 Conversations—What If

**Activity 15—D3 Conversations****Materials:****Activity Time:** 25 minutes**Slide Time:** 4 minutes**PW Page:** 56**Start/Stop Time:****Slide:** 100**D3 Conversations—What If ...****1. Introduce the “what if” discussion.**

We witnessed Maria’s successful D3 conversation with George.

But what happens if you don’t get what you need? We have already brainstormed reasons your manager or others may not give you what you need. Any other ideas of why it might be challenging for others to give you the support you need?

- Solicit and acknowledge responses, such as
 - *People are too absorbed in their own needs to be able to help you with yours.*
 - *They misinterpret your emotion and how to help. For example, if I think you are frustrated, I might try to encourage you. But what if you are actually angry? If I don’t acknowledge that and help you get to the root of that emotion, my attempts to encourage you might make you even angrier.*
 - *Some people have low Emotional Intelligence that makes them less able to provide socio-emotional support to others.*

2. Set up “what if” discussion.

As we did with the D1 and D2 conversations, let’s explore a D3 “what if” scenario.

Who will volunteer to read the parts of the Self Leader and the manager?

As the rest of you listen to this exchange, notice what the self leader is asking for and how the manager responds. Then we will consider the self leader’s options.

3. Ask volunteers to read the script.**Facilitation Tip**

This slide contains slide builds. Click to advance as you review the content.

**Activity 15—D3 Conversations****Materials:****Activity Time:** 25 minutes**Slide Time:** 4 minutes**PW Page:** 56**Start/Stop Time:****Slide:** 100**D3 Conversations—What If ..., continued****4. Reinforce this point.**

Proactive problem solving is your responsibility when you are at D3—whether practicing with a coworker or presenting your solution to the ultimate decision maker.

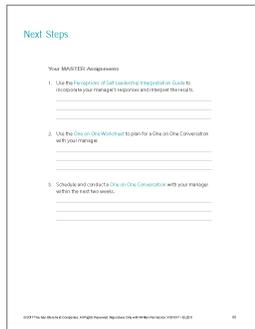
5. Refer to At a Glance page 21—D3 Conversation Starters.**6. Discuss how engaging in proactive problem solving might help them get the support they seek.**

- Solicit and acknowledge responses, such as
 - *Proactive problem solving takes advantage of my competence—reminds me that I should have more confidence in my thinking.*
 - *If I have done my due diligence, I will trust myself more. By sharing my thinking, the decision maker will also trust my thinking more.*
 - *Even if the decision maker doesn't agree with my solution, I am likely to learn something through the experience.*
 - *People learn and gather information in threes. If I present three alternatives with the pros and cons of each, I am more likely to get a positive response to the solution I recommend.*

7. Reinforce this point.

Self leaders go beyond problem spotting to problem solving.

8. Transition to the next slide—D2 and D3 Conversation Practice.

**Activity 20—Wrap-up****Materials:****Activity Time:** 15 minutes**Slide Time:** 3 minutes**PW Page:** 66**Start/Stop Time:****Slide:** 122**Next Steps****1. Introduce Next Steps.**

As soon as today's session ends, you will have a choice to make. You can either take another step in your self leadership journey or declare it the end of the road.

If you choose to continue pursuing your personal learning purpose, it will be helpful to make a commitment to specific actions and conversations that put what you've learned into practical application. To that end, you have resources available, including videos, tools, and an action plan. And you have the following assignments.

2. Explain MASTER Assignments.

Here are your MASTER Assignments that we want you to complete within the next two weeks.

1. Use the Perceptions of Self Leadership Interpretation Guide and follow the step-by-step instructions for retrieving your manager's Perceptions of Self Leadership questionnaire results and combining them with your own. Use the guide to study the data, choose relevant actions steps for your situation, and help you prepare to discuss the results with your manager.
2. Use the One on One Worksheet. This is an interactive iPDF version of the worksheet in your workbook. This tool can be filled out and shared with your manager prior to One on One Conversations.
3. Schedule, plan, and conduct a One on One Conversation with your manager to discuss the results of the Perceptions of Self Leadership, the SMART Goal that you focused on during today's session, and other options for working together more effectively.

3. Transition to the next slide—Challenge Assumed Constraints.**Facilitation Tip**

Note—If LAUNCH is provided through Blanchard Exchange, participants should go back to their learning portal to the MASTER section and download the Perceptions of Self Leadership Interpretation Guide and the One on One Worksheet iPDF.

When LAUNCH and MASTER is delivered using paper materials, the MASTER tools are provided in the Participant kit.

Facilitation Tip

This slide contains slide builds. Click to advance as you review the content.