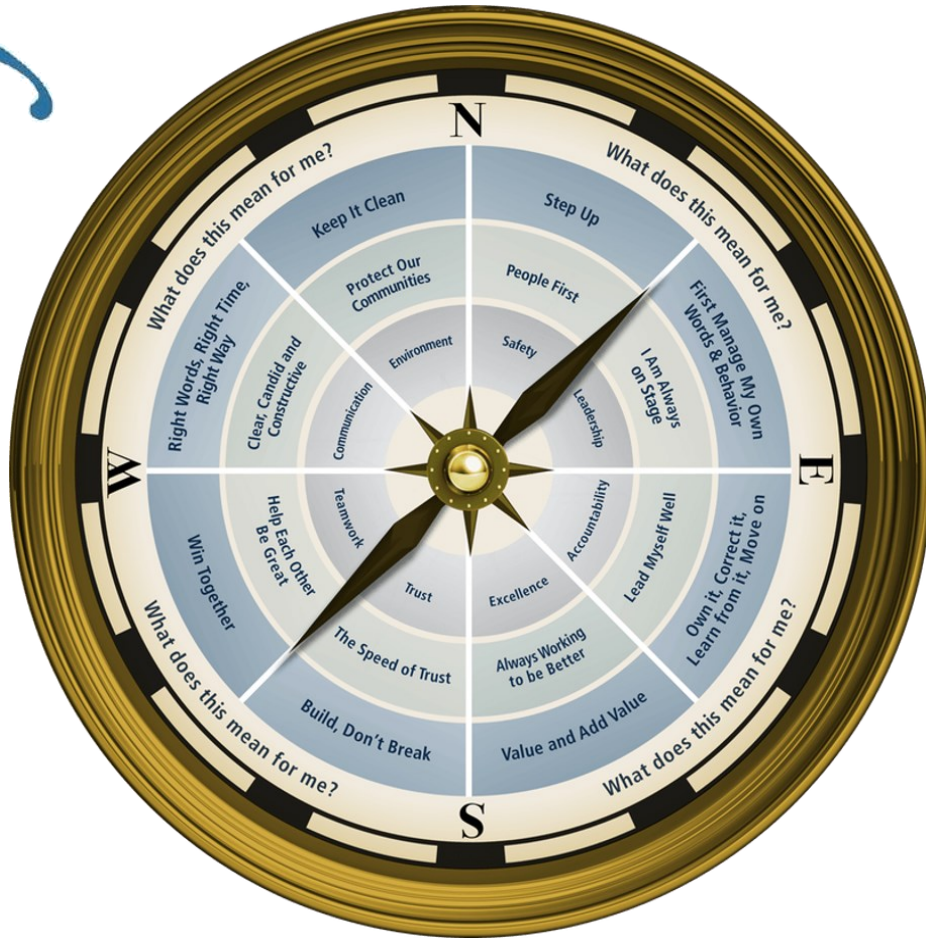




Session Three: Excellence



Ken Chapman & Associates, Inc. All rights reserved.
Not Licensed for Use Outside McWane, Inc.

Assemble the following materials and supplies (provided by the site) in preparation of the session.

SESSION THREE MATERIALS

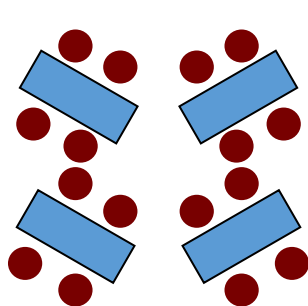
- ☐ Printed copies of Discussion Points from *The Leader's Code* Chapter 5 (6 different discussion points)
- ☐ Extra "Accountability" notecards from Session Two
- ☐ "Excellence" notecards for Opportunity Assignment (provided by KC&A)

SUPPLIES

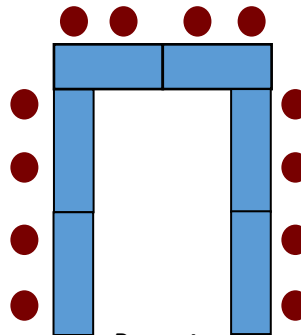
- ☐ Copy of Facilitator Handbook
- ☐ Clicker (include extra batteries)
- ☐ Timer Tools
- ☐ Flipchart/easel
- ☐ Link to presentation
- ☐ Blue Painter's tape
- ☐ Sticky nametags
- ☐ Chisel Tip Sharpies
- ☐ 11x17 paper
- ☐ Extra pens for participants
- ☐ Prizes (including candy) for trivia

ROOM SETUP

- ☐ Tables should be appropriately spaced with an unobstructed view of the facilitator and screen/TV monitor.
- ☐ Chairs and tables should be grouped in teams of **three to four members**. Example: 12 team members = four teams of three. Two recommended table arrangements are:



Presenter



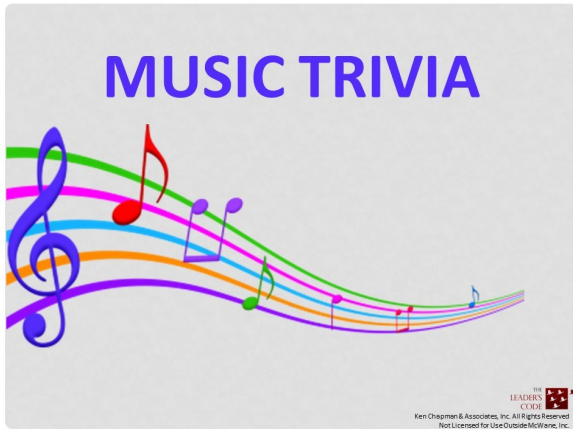
Presenter

PRIOR TO THE SESSION

- ☐ Verify that a Lead Team member will be coming to present an LDP.
- ☐ Set up computer and check to make sure presentation is working (including sound on Timer Tools).
- ☐ Put on nametag.
- ☐ Place nametag at each seat.
- ☐ Place Sharpies on tables within reach of participants (for use on nametags as well as for breakout discussions).
- ☐ Place several sheets of 11x17 paper on each table.
- ☐ Position flipchart and marker at front of room.
- ☐ Have painter's tape ready for use.
- ☐ Have materials staged in back or side of room for distribution during session.
- ☐ Stock prize tray for trivia.
- ☐ Test Timer Tools.

AS PARTICIPANTS ENTER THE ROOM

- ☐ Plan how teams will be assigned based on seating arrangement and room space. (Three to 4 participants per team, no more than a total of 6 teams. See sample seating arrangements above).
- ☐ Greet each participant individually.
- ☐ Direct each participant to the session tables. Note: Make sure participants are seated evenly throughout the room.



Facilitator: *We are going to begin the session with music trivia. A question will appear on the screen with possible answers. If you know the answer, think you know the answer, or simply want to guess, raise your hand. I will call on whoever raises their hand first. If you choose the right answer, you can choose a prize from the prize tray.*

P Begin the PowerPoint.

Facilitator asks the question and clicks through four possible answers (**Note: facilitator memorizes the answer**). If a participant guesses an incorrect answer, let them know it was a good guess, but not the one you're looking for. Continue until the correct answer is chosen. Repeat for each trivia question. At the conclusion, ask team members to give everyone some applause for their efforts with the trivia.

Approximate Time for Music Trivia: 8 minutes

What was the first rock & roll song to hit number 1 on the charts?

- A. Heartbreak Hotel (Elvis Presley)
- B. Tutti Frutti (Little Richard)
- C. I Want to Hold Your Hand (The Beatles)
- D. Rock Around the Clock (Bill Haley & the Comets)**



It hit #1 July 9, 1955. It was later used as the theme song for *Happy Days*.

Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

What is the oldest surviving musical instrument?

- A. drum
- B. lyre
- C. flute**
- D. trumpet



A flute made from a hollow bone was found in Slovenia in 1989 and is estimated to be at least 43,000 years old.

Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

What female artist has won the most Grammy Awards?

- A. Madonna
- B. Alison Krauss
- C. Dolly Parton
- D. Beyoncé**



Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

How many keys does a piano have?

- A. 88**
- B. 70
- C. 65
- D. 96



It has 7 octaves made up of 52 white keys and 36 black keys.

Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Who holds the record for being the youngest solo artist to score a #1 hit on the Billboard charts?

- A. Stevie Wonder**
- B. Britney Spears
- C. Michael Jackson
- D. LeAnn Rimes



He was only 13. Michael Jackson recorded successfully with the Jackson 5, but didn't release any solo albums until he was in his 20s.

Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Which classical composer was deaf?

- A. Bach
- B. Mozart
- C. Chopin
- D. Beethoven**



He reportedly began having hearing problems at the age of 26 and was completely deaf by the age of 46.

Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

The category "Best Rap Performance" was added to the Grammys in 1989. Who won?

- A. Salt-N-Pepa
- B. DJ Jazzy Jeff and the Fresh Prince**
- C. LL Cool J
- D. Young MC



The song was "Parents Just Don't Understand."

Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Who is the best-selling country music artist of all time?

- A. George Strait
- B. Shania Twain
- C. Garth Brooks**
- D. Kenny Rogers



Among all performers across genres, he's second only to The Beatles.

Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Session Standards

Confirmed in Session One

- Silence cell phones
- No "active" email & texting
- If it's necessary to take a call or return a message, please leave the room. Step away so that your conversation does not interrupt the team discussion.
- Refrain from side conversations.
- Personal stories or examples shared by team members remain in this room.



THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Review Session standards with the team.

Remind them that each Team Member agreed with the standards.

Facilitator: *In Session 2, we talked about accountability. We discussed the importance of accountability when we make mistakes. When we make a mistake, we own the mistake. We try to correct the mistake. We learn from the mistake. We qualify to move on.*

Facilitator: *Do all members have their gray cards?*

If someone does not have a card, one should be handed to that person. Remind them that they were asked to create a goal around **"What will I do when I make a mistake?"**

At least one Lead Team member (who is not the facilitator) will share their LDP from Session Two. Once they are finished sharing their LDP, thank them for their time as they leave the room.

Facilitator: *Can we have a volunteer to share your goal?* Remain at the table with the first volunteer until all have shared from that table. Then, continue to go around the room, one table at a time, and ask everyone to share their goal. Thank each participant after they share their goal. When the last person has shared, ask the team to applaud everyone who shared their goal.

Leadership Development Plan:

Own It, Correct It, Learn From It, and Qualify to Move On

The McWane Way: Accountability

Own it, Correct it,
Learn from it,
Move on

- You were asked to set a goal from Session Two focused on "What will I do when I make a mistake?"
- Please briefly share your goal and how it is going.



THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Note the Compass icon in the bottom left corner of the slide above. Whenever you see this icon in the PowerPoint, you will return to the video upon completion of the slide's discussion.

Approximate Time for this Section: 10 minutes

Facilitator: *At the end of Session Two, a story was shared with you. I will replay the video of the story now. As you watch the video, please think of a life or leadership lesson to share with the team.*



Begin the video. (Video Begins at 0:00)

Video Run Time: 2:30

At the conclusion of *The Respectable Fish* (when the slide to the left appears), make sure each team has a piece of 11x17 paper.

Facilitator: *I want you to take three minutes and discuss a life or leadership lesson from the story.*

Set Timer Tools for 3 minutes.

Each team chooses a representative to report for their team in the front of the room. Paper is hung with painter's tape in the front of the room while the team member reports on the lesson. Ask for examples or clarification if necessary. Teams applaud after each team reports. Papers are moved and hung on the walls around the room, visible to everyone.

Pause for Team Discussion



The Respectable Fish

What is a life or leadership lesson?

THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved

Approximate Time for Video and Team Discussion: 12 minutes

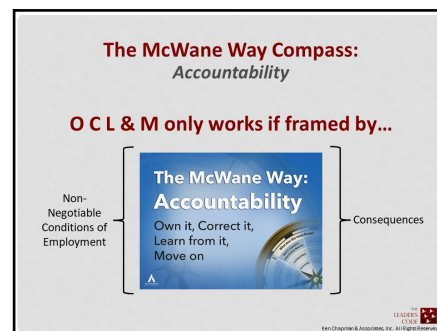
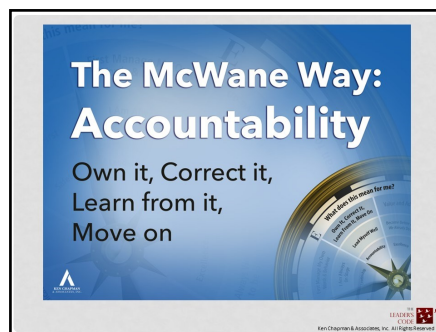
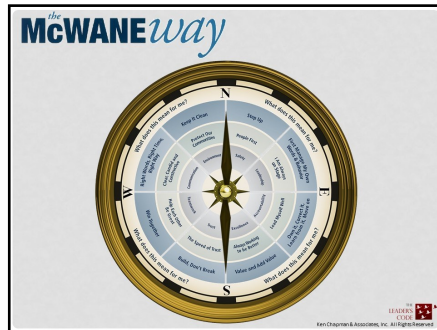


Begin the video of McWane Compass Review. (Video begins at approximately 2:42)

Video Run Time: 4:45

After the review, the video will introduce the Roundtable Discussion for Chapter 5 from *The Leader's Code*.

The following slides are included for your reference.



Team Discussion

Opportunity Assignment Roundtable

The Leader's Code

- You were asked to read Chapter 5, *The Connection*.
- Working in your teams, discuss the quote assigned to your team.
- What does this mean for you and your team?
- Record your thoughts on paper.
- Appoint a spokesperson for your team.

Ken Chapman & Associates, Inc. All Rights Reserved.
Not Licensed for Use Outside McWane, Inc.

Opportunity Assignment Roundtable: Facilitator reads each bullet point on slide.

Resume PowerPoint

Provide each team with one quote from the chapter; ask them to discuss what the quote means to their team. The Quotes should have been printed prior to the session.

Make sure each team has a piece of 11x17 paper to record their thoughts.

Set Timer Tools for 4 minutes.

Note: Suggested questions are provided for each quote to further the discussion process, but feel free to ask related follow up questions as the conversation progresses.

Approximate Time for Roundtable Discussion: 14 minutes

Ken Chapman & Associates, Inc. All rights reserved.
Not Licensed for Use Outside McWane, Inc.

The Leader's Code
The Connection

Quote #1

Dodge's smokejumpers were a loosely associated crew – team cohesion did not exist. Cohesion requires people to know each other and to connect with each other. The connection gives team members a reason to *have each other's back*.

[Chapter 5, Page 49]

THE LEADER'S CODE
Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

After four minutes, ask a representative from the team who has Quote #1 to come to the front of the room (with their paper). Ask another member of their team to read the quote aloud.

Ask the participant to share their team's ideas with the group.

Suggested Question: What's it like to work with team members you can't count on to have your back?

Remind the team member that the question is for the entire team, not just for them.

The Leader's Code
The Connection

Quote #2

The Speed of Trust never had the chance to develop between Wagner Dodge and the team. The result is best expressed in the response of a team member when Dodge offered an impromptu strategy for saving their lives: "The hell with that. I'm getting out of here."

[Chapter 5, Page 49]

THE LEADER'S CODE
Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Repeat the process for Quote #2.

Suggested Question: When you're frightened, how likely are you to follow someone else's suggestions? Does it make a difference if you trust that person and their ability?

The Leader's Code
The Connection

Quote #3

Human connection is the first mile marker on the road to trust. It begins when leaders get to know others and allow others to get to know them. The bottom line: the more connected people feel, the better they behave.

[Chapter 5, Page 49]

THE LEADER'S CODE
Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Repeat the process for Quote #3.

Suggested Questions: How willing are you to share your knowledge and experience with someone who doesn't value you? How willing are you to share your knowledge and experience with someone who hasn't made an effort to connect with you?

The Leader's Code
The Connection

Quote #4

In the case of Wagner Dodge, he contributed knowledge, experience, courage, and determination. He was more than willing to assert the value of what he brought to the table that day. So much so, that he completely discounted his team members' knowledge and experience. Even more, he did not place a value on the *human connection*.

[Chapter 5, Page 50]

THE LEADER'S CODE
Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Repeat the process for Roundtable Discussion #4.

Suggested Question: What might Dodge have done to make a connection with the other smokejumpers?

The Leader's Code
The Connection

Quote #5

People don't care what you know until they know you care. Team members will often do for a leader they respect that they would never do for the merely competent leader. The bottom line: People want to be valued far more than they want to be impressed.

[Chapter 5, Page 52]

THE LEADER'S CODE
Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Repeat the process for Quote #5.

Suggested Questions: What's it like to work for someone who is competent, but doesn't respect others? How likely are you to work hard for someone who is competent, but doesn't seem to value or respect you?

The Leader's Code
The Connection

Quote #6

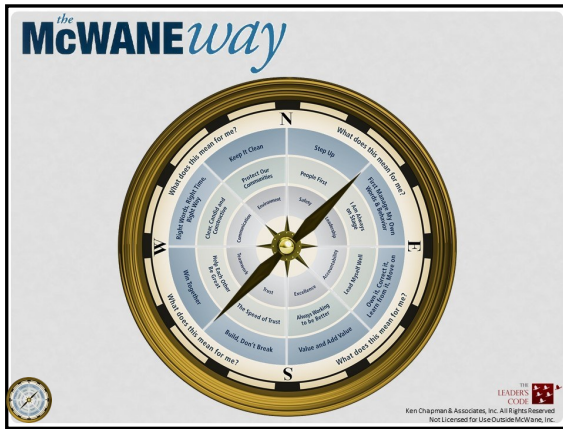
Wagner Dodge was a good, well-intentioned man. He was fearless, experienced, and competent. Unfortunately, he believed that competence was the most important quality a leader could possess. His competence became his greatest liability.

[Chapter 5, Page 55]

THE LEADER'S CODE
Ken Chapman & Associates, Inc. All Rights Reserved
Not Licensed for Use Outside McWane, Inc.

Repeat the process for Quote #6

Suggested Question: Is being competent enough? If someone believes competence is all that matters, will he or she make an effort to connect with you?

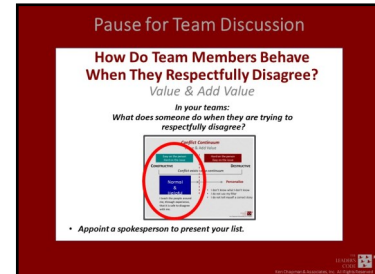
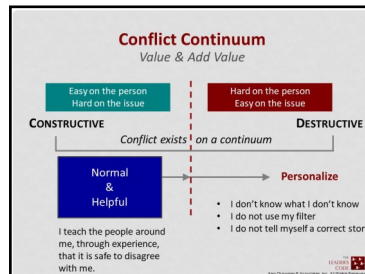
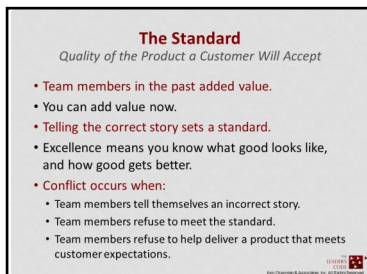
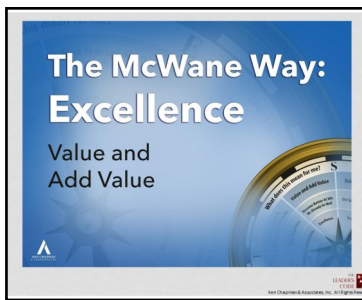


When the Compass slide appears, use Timer Tools to give team members a four or five minute break. (optional—if you don't give the team a break here, give them a break later in the session.)



Begin the video--Excellence: Value and Add Value. (Video begins at approximately 7:41)
Video Run Time: 18:15
Approximate Time for Content and Case Study: 35 minutes

The following slides are included for your reference.



After the “Pause for Team Discussion” slide appears, the video is **paused**.

Facilitator: “What does someone do when they are trying to respectfully disagree?”

I want you to take two minutes and discuss the question. When you hear the chimes, have someone ready to report from your team. Set Timer Tools to 2 minutes.

You may choose to either do this on paper or not, depending on how you’re doing on time.

Facilitator will ask each team the question and listen as each team replies. Applaud each team after they respond.

The High Ground

Value & Add Value

The High Ground can only be achieved when you respectfully disagree.

- I am a professional.
- I am an adult.
- I manage my words and behavior.
- I control my emotions.
- I tell myself a correct story.
- I focus on the issue not the person.

THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved



Resume the video. (Video begins at approximately 26:07)
Video Run Time: 2:40

The following slide is provided for your reference.



Pause the video (at approximately 28:49), and use Timer Tools to give team members a four-minute break. (recommended)

If you chose not to give a break earlier in the session, give a seven-minute break here.

Instruct the Team Members that we will now be listening to **The Case Study of Ed, Lewis, and the Fountain Service Truck.**



Begin the video. (Video begins at approximately 29:01)
Video Run Time: 10 minutes

Introduction to the Case Study Process

- Practice thinking things through.
- Practice asking good questions.
- Practice making good decisions.

THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved

The Case of Ed, Lewis & The Fountain Service Truck

- Ed has been with the company for 11 years "inside" the fence.
- He applies, and is the successful candidate, for a Fountain Serviceman's position "outside" the fence.
- Ed must complete Vehicular Maintenance Training [VMT] where he learns:
 - How and where to park
 - What to do in the event of an accident
 - Public Relations



THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved

The Case of Ed, Lewis & The Fountain Service Truck

On this particular day, Ed has one more stop — the local mall . . .

THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved

Pause for Team Discussion

The Case of Ed, Lewis & The Fountain Service Truck

Team Resolution

- You are Ed's supervisor.
- How would you talk this through with Ed?

THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved

After this slide appears, the video is paused. Give participants the opportunity to ask questions before they go into their teams for discussion.

Facilitator: Please work in your teams to discuss the following question.

You are Ed's supervisor. How would you talk through this with Ed? I will put two minutes on the clock. Please appoint a spokesperson from your team.

Set Timer Tools for 2 minutes.

Teams can report out at their tables (no paper needed).

Debrief each team's response and applaud after each team responds.

Ken Chapman & Associates, Inc. All rights reserved.
Not Licensed for Use Outside McWane, Inc.

The Case of Ed, Lewis & The Fountain Service Truck

Company Resolution

- Supervisor told Ed everything he knew and asked for his response.
- After hearing Ed out he decided to give Ed the benefit of the doubt.
- Ed was asked to drive the utility truck for a few days.
- Risk management investigated the lady's claim.
- Ed was presented the results of the investigation.
- Ed continued to deny he had done anything wrong:
"I didn't talk to no lady and I didn't bang no doors!"

THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved



Resume the video. (Video begins at approximately 39:13)
Video Run Time: 5:20

Pause for Team Discussion

The Case of Ed, Lewis & The Fountain Service Truck

Team Resolution

- You are Ed's supervisor.
- How would you respond to Ed's continued insistence that he had done nothing wrong?

THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved

After this slide appears, the video is paused.

Facilitator: Please work in your teams to discuss the following question.

You are Ed's supervisor. How would you talk through this with Ed? I will put two minutes on the clock. Please appoint a spokesperson from your team.

Set Timer Tools for 2 minutes.

Teams can report out at their tables (no paper needed).
Debrief each team's response and applaud after each team responds.



Resume the video to its conclusion. (Video begins at approximately 44:50)
Video Run Time: 5 minutes

The Case of Ed, Lewis & The Fountain Service Truck

Company Resolution

- Ed continued to deny he had done anything wrong:
"I didn't talk to no lady and I didn't bang no doors!"
- Ed was removed from the fountain serviceman's job and allowed to take a job in the warehouse.
- Two weeks later he was discharged for stealing.

THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved

The Case of Ed, Lewis & The Fountain Service Truck

The Rest of the Story

Approximately two weeks after Ed was discharged, Lewis was involved in a similar incident.

THE LEADERS CODE
Ken Chapman & Associates, Inc. All Rights Reserved

Pause for Team Discussion

The Case of Ed, Lewis & The Fountain Service Truck "The Take Aways"

Who told himself a correct story?
How?

Who used his filter properly?
How?

Facilitator: *Who told himself a correct story? (the answer is Lewis) How?*
Who used his filter properly? (the answer is Lewis) How?

Pause

Opportunity Assignment

After the video comes to an end, return to the  PowerPoint slide and present the Opportunity Assignments for the next session.



Resume PowerPoint

Opportunity Assignment

To Prepare for the Next Session:

Assignment:

1. *The Leader's Code*
Chapter 4 The Speed of Trust
2. *Leadership Development Plan*
What can I do to respectfully disagree?
3. *Today's Story*
What is a life or leadership lesson?

Distribute gray cards. Ask the team to set a goal around what they will do to respectfully disagree. Remind them that they will be asked to share their goal with the team during the next session.

Thank everyone for their time and ask them if they have any remaining questions regarding today's session. Remind them of the date for the next session.

Facilitator: *You may remember, we end every session with a story. After you've heard the story, think about a life or leadership lesson from the story. and we will discuss them in teams the next time we get together.*



Resume the video. (Video begins at approximately 50:25)
Video Run Time: 1:45

