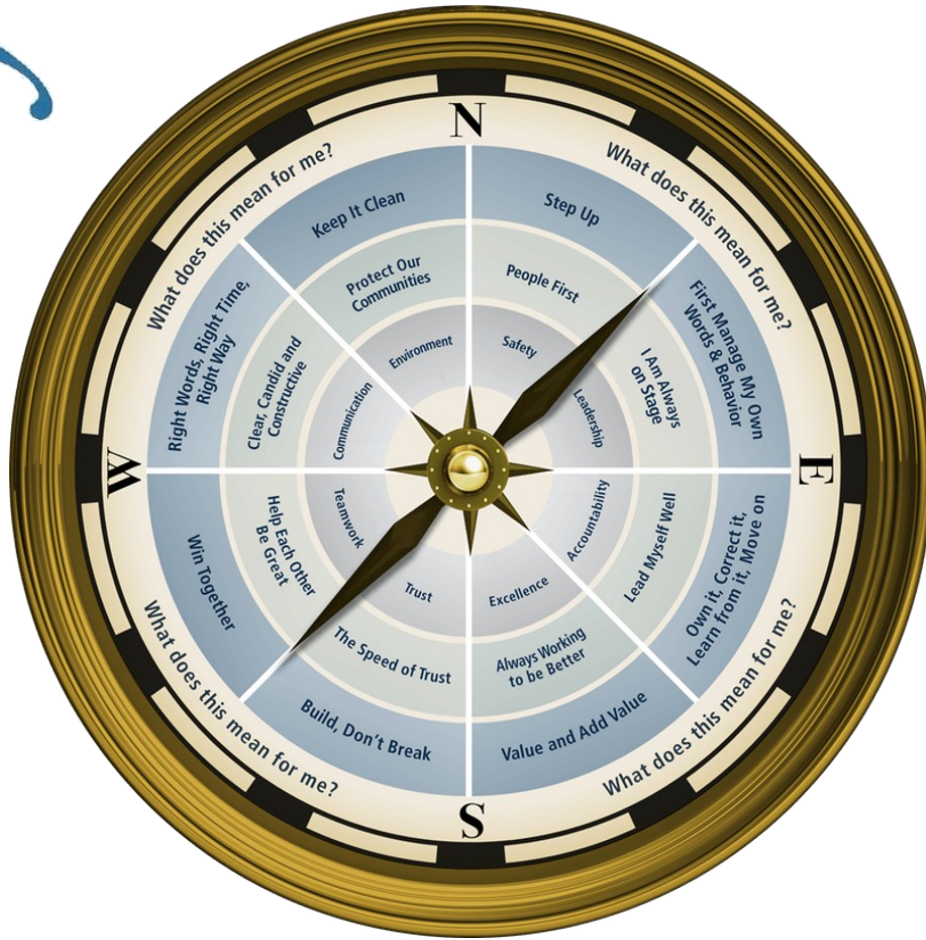




FACILITATOR HANDBOOK

Session Six: Communication



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& ASSOCIATES, INC.
www.LeadersCode.com

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

SESSION SIX MATERIALS

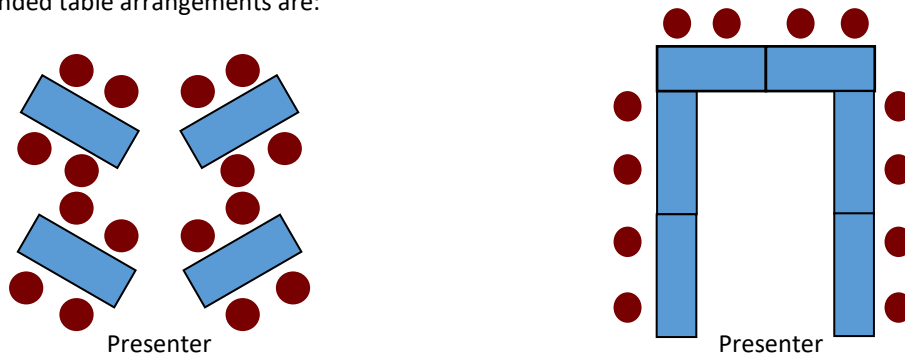
- ☐ Printed copies of Discussion Points from *The Leader's Code* Chapter 9 (6 different discussion points)
- ☐ Extra "Teamwork" notecards from Session Five
- ☐ "Good/Bad/Ugly" charts On 11x17 paper for Communication activity
- ☐ "Communication" notecards for Opportunity Assignment (provided by KC&A)

SESSION 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:



PRIOR TO THE SESSION

- ☐ Verify that a Lead Team member other than one of the facilitators will be coming to present their 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.
- ☐ 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 four 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 Water Facts. 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 the four possible answers. **(Notes: facilitator memorizes the answer; the third question is not multiple choice).** If a participant guesses the 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. **Suggested Time for Water Trivia: 8 minutes**

What percentage of the Earth's surface is water?

A. 61%
B. 71%
 C. 81%
 D. 91%

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What percentage of the Earth's water supply is salt water?

A. 42%
 B. 75%
 C. 86%
D. 97%

Fresh and salt water do mix, and this happens in estuaries, at mouths of rivers, and in other natural and humanmade ways.

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How much does a gallon of water weigh?

8.37 lbs.

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What percentage of the Earth's water is suitable for drinking?

A. 1%
 B. 8%
 C. 12%
 D. 20%

If you placed all of the Earth's water from all sources – oceans, rivers, streams, lakes and glaciers – in a one-gallon jug, the amount suitable for drinking would be only 1 teaspoon.

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What percentage of the human brain is comprised of water?

A. 33%
 B. 58%
 C. 60%
D. 70%

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How many gallons of water does the average American household use each year?

A. 50,000
B. 100,000
 C. 125,000
 D. 200,000

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Session Standards
Confirmed in Session One

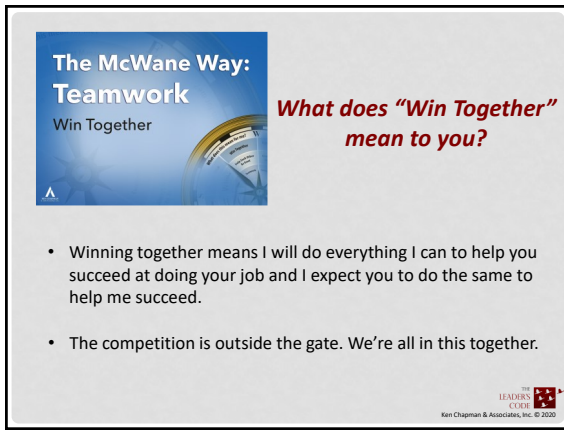
- Silence cell phones.
- No "active" email & texting.
- If it's necessary to take a call or return a message, please leave the room. Step away so that your conversation does not interrupt the team discussion.
- Refrain from side conversations.
- Personal stories or examples shared by team members remain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




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Review Session Standards with the Team. (PowerPoint)

Remind them that each Team Member agreed with the standards in Session One.



(Continue PowerPoint)

Facilitator: *The last time we were together we focused on the Teamwork Compass Point with the behavioral principle “Win Together.” How does that transfer to your team or department here?*

What does “Win Together” mean to you? Allow team members to respond, then read through the bullet points on the slide.



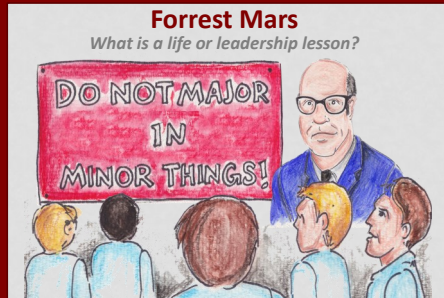
Note the Compass icon in the bottom left corner of the slide above. Whenever you see this icon in the PowerPoint, you will return to the video upon completion of the slide’s discussion.

Facilitator: *Does everyone have their gray card?* (If someone does not have a card, one should be handed to that person.) *In Session Five, you were asked to set a goal that focused on “What will I do to make it easy to get along with me?” Before we share our goals, we have [Lead Team member’s name] here to share their LDP with you from when they went through the Leader’s Code process.* A Lead Team member (who is not the facilitator) will share their Teamwork LDP. Once they are finished sharing their LDP, thank them for their time as they leave the room.

Facilitator: *Do we have a volunteer who would like to go first?* 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. When the last person has shared, thank everyone for sharing their goals, and ask team to applaud everyone who shared their goal.

Suggested Time for this Section: 10 minutes

Pause for Team Discussion



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Facilitator: *At the end of Session Five, I shared a story about Forrest Mars. You were asked to think of a life or leadership lesson from that story. I will now replay the video.*



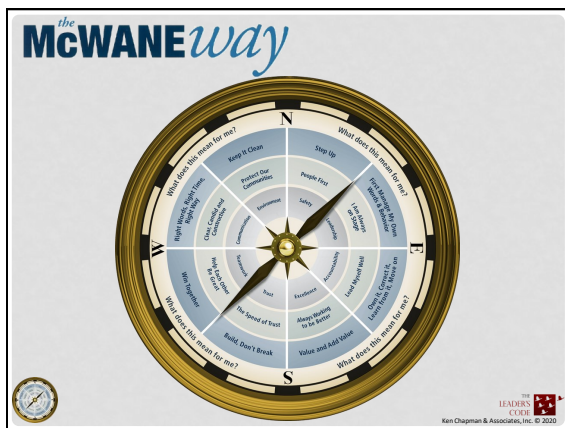
Begin the Video: Forrest Mars (at 0:00)

At the conclusion of the video (when the slide to the left appears), give each team a piece of paper.

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

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.

Set Timer Tools for 3 minutes.



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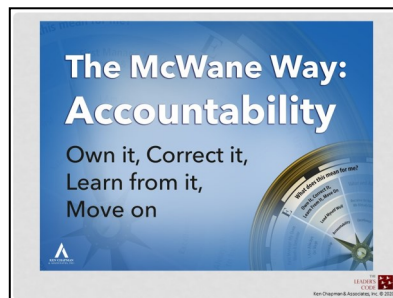
Begin the video of the McWane Way Compass Review (at approximately 3:13)

The following slides are included for your reference.

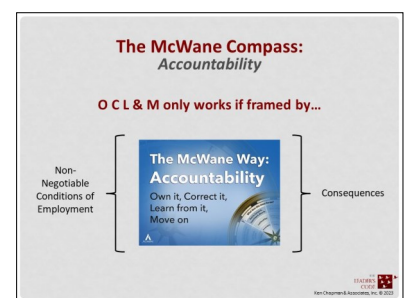
Video Run Time: approximately 7½ minutes.



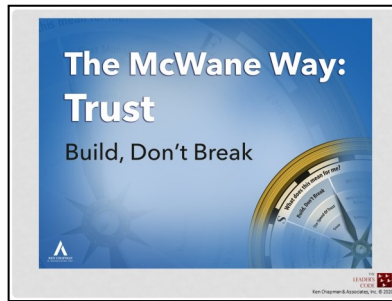
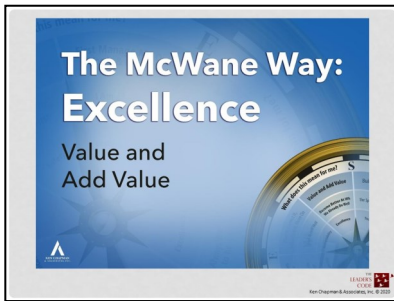
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Pause for Team Discussion

Opportunity Assignment Roundtable:
The Leader's Code

- You were asked to read Chapter 9, *The Green Porsche*.
- Working in your teams, discuss the quote your team has been assigned.
- What does this mean for you and your team?
- Record your thoughts on paper.
- Appoint a spokesperson for your team.

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Opportunity Assignment Roundtable: Facilitator reads bullet point on slide.

Provide each team with a 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.

Give each team a piece of 11X17 paper to record their thoughts.

Note: Optional 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.

Set Timer Tools for 4 minutes. While the teams are discussing their quotes, switch back to the PowerPoint presentation.

Suggested Time for Roundtable Discussion: 14 minutes.

The Leader's Code
The Green Porsche

Quote #1

When we speak, we always run the risk of failing to communicate. Remove tone of voice, facial expression, and body language, and the failure rate rises. Emailing and texting may have added *efficiency* but not necessarily *clarity* to communication.

[Chapter 9, Page 94]

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Resume Power Point.

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. Then they present their ideas to the group.

Suggested Questions: *What can we do to make sure someone understands us? What should we do if someone asks us to do something, but it doesn't seem to make sense? Have you ever had an email or text misinterpreted? What do you think is the best way to communicate when we have important information to share?*

Repeat the process for Quote #2.

Suggested Questions: *Why is empathy important? How can you show empathy without giving approval? (You can realize and acknowledge someone is going through a hard time...sick child at home, financial problems, etc... while still expecting them to fulfill their responsibilities.*

The Leader's Code
The Green Porsche

Quote #2

By placing themselves in a team member's shoes, leaders will begin to see the role emotions play in communication. This is called *empathy* and is a quality that can be developed by taking a genuine interest in other people. Empathy should not be confused with granting your approval, extending sympathy, or simply agreeing with another person's point of view.

[Chapter 9, Page 96]

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The Leader's Code
The Green Porsche

Quote #3

Many people think being able to speak well is the most important of all communication skills....
Listening, on the other hand, tends to take second place, if any place at all. Without taking away from the importance of good verbal skills, leaders who develop their listening skills benefit a great deal. As the old saying goes, "nature has given us two ears, but only one mouth." This may be nature's way of telling us we should listen more than we speak.

[Chapter 9, Page 97]

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Repeat the process for Quote #3.

Suggested Questions: *Do you think listening is a skill that must be practiced? How do you know someone is really listening to you?*

The Leader's Code
The Green Porsche

Quote #4

Open listening is listening to build trust. Here we listen openly, listen to learn, suspend auto drive, and listen without judgment. What exactly does *listen to learn* mean? ...
Listening to learn in this context means listening for only one thing: a better understanding of where the other person is coming from.

[Chapter 9, Page 99]

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Repeat the process for Quote #4.

Suggested Questions: *Do you trust someone who listens openly to you? Why? What can you do to show someone you're "listening to learn"?*

The Leader's Code
The Green Porsche

Quote #5

One of the biggest barriers to listening is that many of us have learned how *not* to listen. It is a way to survive in the noisy world around us. We select what gets our attention. We sometimes forget to tune in again, even when we should, since tuning out is a natural and comfortable habit. Listening is work, but it is worth the effort.

[Chapter 9, Page 99]

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Repeat the process for Quote #5.

Suggested Question: *Why do you think we "tune out"? What has trained us to do that? What can you do to consciously tune back in?*

The Leader's Code
The Green Porsche

Quote #6

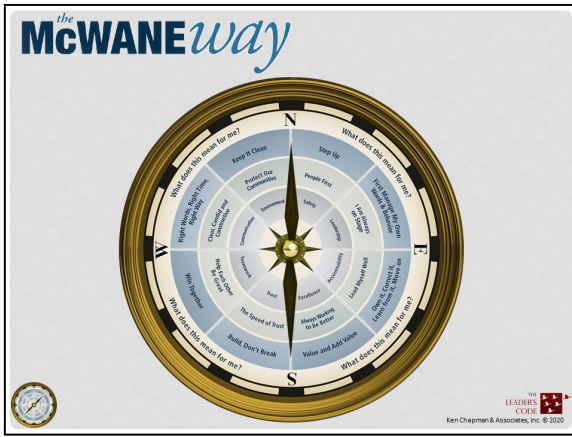
Summarizing is necessary in those situations where you have to understand exactly what is said. When the speaker comes to a natural pause after finishing a point, paraphrase what he or she said. Begin with a summary of the phrase such as, "This is what I heard you say," or, "My understanding of what you said is...."
Then ask the speaker if what you heard is correct.

[Chapter 9, Page 103]

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Repeat the process for Quote #6.

Suggested Question: *What's an example of a time when it would be helpful to summarize what you heard the other person say? Is it appropriate to ask someone else what they heard you say? How would you do that?*



When the Compass Slide appears, use Timer Tools to give team members a seven-minute break.

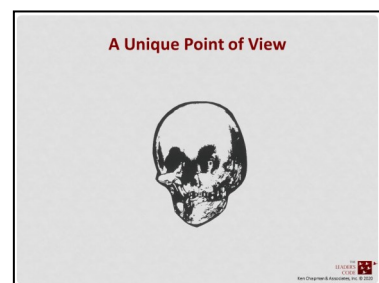
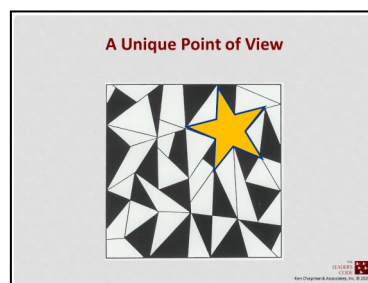
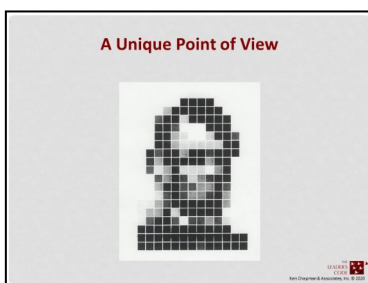
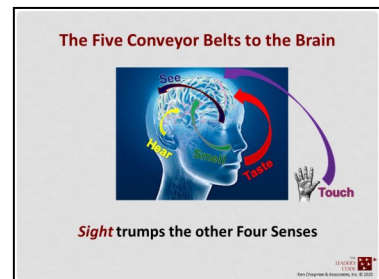
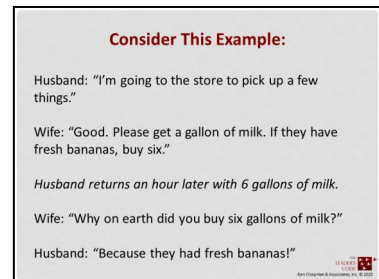
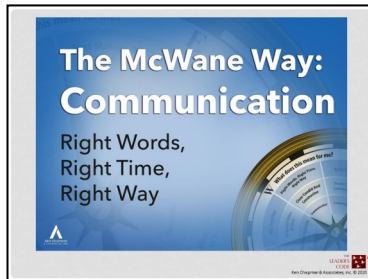
After the break, instruct the team members that we will be continuing the session.

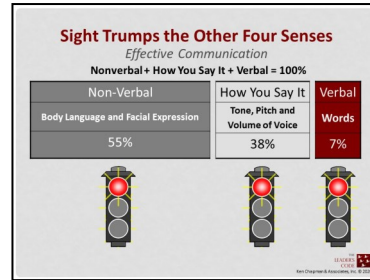
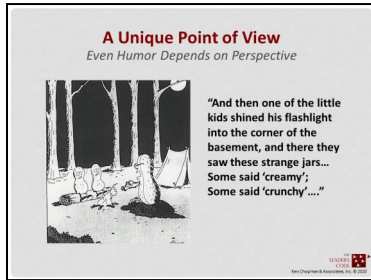
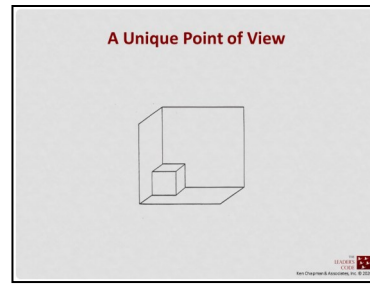
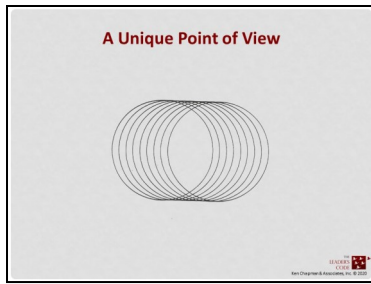


Begin the video: **Communication and the Impressions Activity** (at approximately 11:07)

The following video slides are included for your reference.

Video Run Time: approximately 17½ minutes.





Pause for Team Discussion

Effective Communication

Right Words, Right Time, Right Way

In your teams:
Please share examples of good, bad and ugly non-verbal communications. It can be body language and/or facial expressions.

Good	Bad	Ugly
------	-----	------

Appoint a spokesperson for your team.

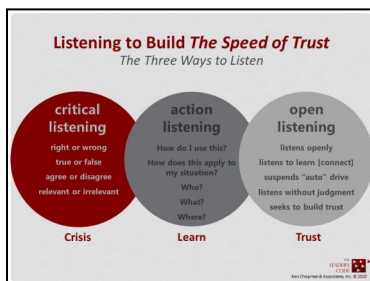
After this slide appears, the video is paused.

Note: If short on time, this breakout can be done without paper and/or as a whole group instead of in breakout teams.

Instruct the team members to list examples of Good, Bad, and Ugly Non-Verbal Communication (body language and/or facial expressions).

Note: Have the chart already drawn on the paper so the teams can begin the activity immediately.

Set Timer Tools for two minutes.



Resume the video (at approximately 28:51)



Pause for Team Discussion

Impressions

Base your assumptions on what the person *"looks like."*

In your teams, decide on the person's:

- Name
- Age
- Marital status
- Educational background
- Occupation

Appoint a spokesperson for your team.

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After this slide appears, the video is **paused**.

Facilitator: *Let's talk about some of the stereotypes or assumptions we make about people we encounter each day. For the next few minutes we are giving you permission to do something all humans do but are told not to. We see someone and make assumptions about the person based on their appearance. Based on the picture you are shown, create a bio for the person by filling in the data on the list. Write your bio on paper and appoint a spokesperson for your team to present your bio.*

P Return to the PowerPoint to complete the Impressions activity. Select a "before" slide from the ones included in the PowerPoint and put it on the screen. Have each team write their bio on paper. Remind the team members to provide all information listed in the bullet points. Set Timer Tools for three minutes.

Suggested Time for Impressions Activity and Takeaways: 12 minutes

The PowerPoint has several people with their "before and after" pictures. Choose one person to use for the session and hide or delete the unused slides.

Note: The pictures to the left are one pair from the pairs provided in the PowerPoint. All people are known by at least one KC&A associate and have given their permission to be used in this activity.

Ask which team would like to share their bio first and ask the team's spokesperson to come to the front of the room with their paper to present their team's bio to the group. As they go through each item, ask them to explain how they came to their conclusions. For example, *"What is it about him that makes you think his name is Chad Jones?" "Why did you say he is divorced?" "How did you determine he's a plumber?"*

Repeat with the next team and continue until all teams have shared their bios. As the subsequent teams share their bios, point out differences in the teams' impressions by asking questions like, *"You say he looks married but the previous team said he looked divorced. What about his appearance makes your team say he's married?"*

After the final team's spokesperson has completed their introduction say, *"Let's see how your teams did"* and click through the correct bio for the person in the picture.



Resume the video to hear the "Take Aways" from the "Impressions" Activity (at approximately 38:48)

Impressions



Base your assumptions on what the person *"looks like."*

Guess the person's

- Name
- Age
- Marital status
- Educational background
- Occupation

Appoint a spokesperson for your team.

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Impressions: How Did You Do?



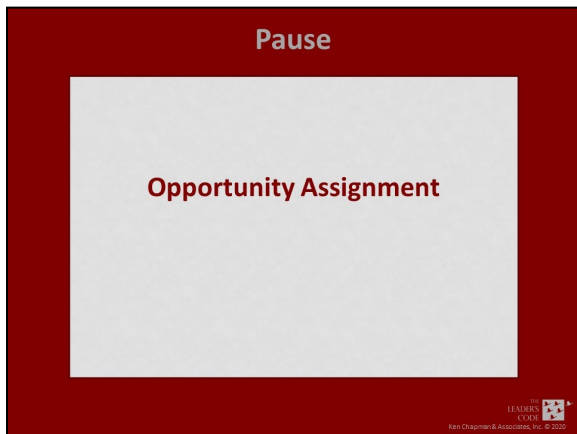
- Cole Mazza
- 25
- Single
- B.S., Kinesiology
- Professional Football Player: Longsnapper for LA Chargers

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Impressions: The "Take Aways"

- You cannot know important things about people just by looking at them.
- When we first meet someone, we are trying to "make sense" of the person based on our life lens.
- When we make the effort to get to know the person, we find common ground.
- We are more alike than we are different.

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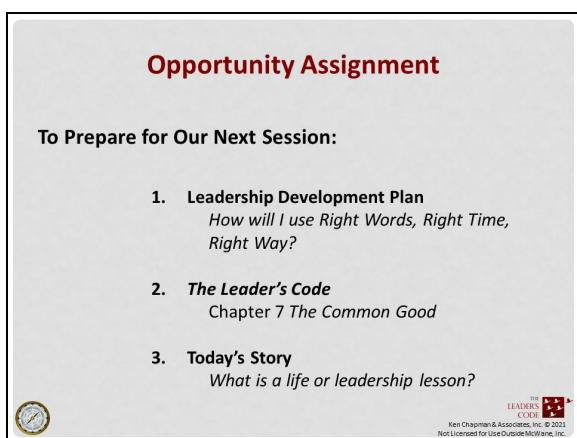
When the slide to the left appears, pause the video.

 **Return to the PowerPoint and present the Opportunity Assignment for the next session.**

Distribute gray “Communication” notecards.

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

Suggested Time for the Opportunity Assignment: 3 minutes.



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



Play the closing story video, **The Fox and the Crow** (at approximately 40:26).

Run Time: 3 minutes

