



The Chapter by Chapter Discussion Guide

for

The Multiplier Effect

TAPPING THE GENIUS IN OUR SCHOOLS

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Some readers have found it useful to do an in-depth study of each chapter of *The Multiplier Effect*, where they meet for 45 -60 minute sessions over the course of several weeks or months, and discuss one chapter at a time. Here is a **chapter specific guide** that provides you with thought-provoking questions to get your group thinking about leading like a Multiplier. If you are short on time, consider our **concise guide**.

When discussing as a group, you may find it useful to present the questions to the whole group or divide the questions by smaller sub-groups. Regardless of how you chose to distribute the questions, we encourage you to lead your discussion as you believe a Multiplier would. One of the simplest ways to do this is to use the Junior Great Books approach (ref. Ch. 5). Channel your inner third grader and try leading the discussion using these three easy asks:

- (1) ask a question
- (2) ask for evidence
- (3) ask everyone

Before you get started, ask yourself: How would a Multiplier lead this discussion?

Discussion Questions

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Pre-Discussion

- Why did you choose *The Multiplier Effect: Tapping the Genius Inside our Schools*?
- What is one question *The Multiplier Effect* answers for you about leadership?
- What is one question that has been left unanswered by *The Multiplier Effect*?
- What is one personal objective for completing an in-depth self-study or participating in a group discussion?

Chapter 1: The Multiplier Effect

1. What main ideas resonated with you as you read *The Multiplier Effect*?
2. Who has been a Multiplier to you? What did they do to Multiply you?
3. Who has been a Diminisher to you? What did they do to Diminish you?
4. Where are you getting the most out of the staff, students and/or parents in your district or school site? Where could you be accessing more?
5. Are there certain people or circumstances that bring out the Multiplier in you? Why?
6. Are there certain people or circumstances that bring out the Diminisher in you? Why?

Chapter 2: The Talent Finder

1. How long does it take and what factors help to develop a reputation as “the school leader to work for?” If teachers often “outlast” principals, what is the value in becoming known as “the school leader to work for?”
2. In what ways can you better tap into the talent inside your building? How about ways your building can better tap into your talents?
3. Think of two project or leadership assignments recently made in your school, what assumptions influenced these choices?
4. How can both school administrators and teachers help each other attract, support, and sustain talent development at the school site?
5. Where can you put the *SuperSize It* or *Name the Genius* experiment to the test?

Chapter 3: The Liberator

1. What’s the difference between a *tense* versus *intense* environment? What can trigger you to shift in one direction or the other?
2. A liberating climate gives a lot of space and expects a lot at the same time. How do you know when you have gone too far with either element?
3. If you work under a Tyrant, can you create a liberating environment for your team? If no, why? If yes, how?
4. How long might it take to reverse the natural ‘risk-averse’ response of staff members who have previously worked for a Tyrant? Why? What might influence the time involved in this transition?
5. Where might you be able to put the Liberator practices to the test with the *Play Fewer Chips, Make Space for Mistakes* or *Talk up Your Mistakes* experiments?

Chapter 4: The Challenger

1. How can you share your own knowledge and opinions without Diminishing the people you lead?
2. What's the difference between asking your staff to do *more* work versus doing *harder* work?
3. What are some signals that you've stretched your team too far outside of their comfort zone? Or haven't stretched them far enough?
4. Where might you be able to safely experiment with the *Lay a Concrete Challenge* or *Extreme Questions* experiment?

Chapter 5: The Community Builder –

1. Imagine you only have thirty minutes to make a high-stakes decision. Should you still approach the decision as a Community Builder? If no, why? If yes, how?
2. Being a Community Builder means driving sound decisions through a rigorous process. How do you know when there has been enough debate and it is time to make a decision?
3. What is more important – how the decision is made or who makes the decision?
4. How can you ensure equal access to the decision making process while still moving swiftly (and soundly) to resolution?
5. Where can you experiment with the *Make a Debate* experiment?

Chapter 6: The Investor

1. What is the difference between being detail oriented and micromanaging?
2. How can you give people full ownership without becoming disengaged yourself?
3. How can you stay abreast of what's going on without over-inserting yourself?
4. What are the ways in which you might hold a staff member accountable without regaining ownership?
5. Where might you be able to challenge yourself with the *Give It Back* or *Give 51% of the Vote* experiment?

Chapter 7: The Accidental Diminisher

1. In what ways might you have a diminishing impact on your staff, despite your very best of intentions? What intentions are driving this behavior? Gain additional insights by taking the Accidental Diminisher quiz: <http://MultiplierEffectBook.com>
2. Are there some environments, or people around whom you find yourself more likely to unknowingly shut down intelligence?
3. When you become aware of a diminishing tendency, at what point does it no longer fall into the category of "Accidental?"
4. What remedies, or workarounds, can you employ today, to help you avoid unintentionally shutting down those around you?

Chapter 8: Becoming a Multiplier

1. What could you accomplish in your school or district, if you began leading more like a Multiplier today?
2. Should a successful Diminisher try to become a Multiplier? Why?
3. Can you be a Multiplier if you work for a Diminisher or in a Diminisher culture?
4. In which discipline can you make the most progress in the least amount of time? Why?
5. What is **the one** Multiplier experiment that will help you personally? What will enable you to commit to try this **single** experiment for the next 3-4 weeks?

6. Of the various organizations you are a part of (school, community, family) where could you implement the Multiplier approach with the greatest impact? Why?

Post-Study

After you have completed a self-study or group discussion, you might consider one of the following suggestions to keep up the momentum and create a virtuous cycle of success.

1. Identify one thing you will do today to begin leading more like a Multiplier.
2. Invite participants to organize and facilitate their own group sessions within their school or community group.
3. Identify a date to reconvene and discuss each other's experience taking a Multiplier experiment.
4. Bring in an outside workshop leader to teach an in-depth Multiplier Workshop.
5. Have people write up their success stories in applying Multiplier ideas or tackling a Multiplier experiment. Share these on an internal blog or within our Learning Network on multipliereffectbook.com

About The Book

We've all had experience with two dramatically different types of leaders. The first type drains intelligence, energy, and capability from the people around them and needs to be the smartest person in the room. These are the idea killers, the energy sappers, the **Diminishers** of talent and capability.

On the other side of the spectrum are leaders who use their intelligence to amplify the smarts and capabilities of the people around them. When these leaders walk into a room, light bulbs go on; ideas flow and problems get solved. These are the leaders who inspire teachers and administrators to stretch themselves and surpass expectations. These leaders use their smarts to make everyone around them smarter and more capable. These leaders are **Multipliers**. The educational system needs intelligence Multipliers right now especially when leaders must do more with less.

The Multiplier Effect: Tapping the Genius in our Schools is an invitation to leaders across education to operate as Multipliers accessing and channeling the intelligence, talent, and creativity of the people around them. The book is a sequel to *Multipliers: How the Best Leaders Make Everyone Smarter* (HarperCollins 2010), which was a *Wall Street Journal* bestseller, was featured on U.S. National Public Radio and in *Harvard Business Review* and continues to rank in the top 50 management books on Amazon.com.

In this engaging and highly practical book, leadership expert Liz Wiseman, leadership coach Elise Foster, and veteran principal Lois Allen team up to offer compelling research showing the overwhelmingly positive and exponential effect on schools – getting more done without increasing the number of teachers and resources.

Taking a deep dive with more than 100 of education's best leaders, the authors explore the five disciplines that distinguish Multipliers from Diminishers and how these leaders attract and develop talent, as well as harness new ideas and energy to drive educational innovation. These five disciplines are not based on innate talent; indeed they are skills that every educator can learn to use – even when steeped in lifelong Diminisher settings.