

Beginning the Conversation

Beginning a conversation in your workplace around Multiplier ideas can be done in several ways. Three options you might want to consider follow.

Option 1: Book Group. At the simplest level you could invite a few people at work to read *Multipliers, Revised and Updated: How the Best Leaders Make Everyone Smarter* and meet to discuss your observations. Appendix D in the book (page 315) contains a Multipliers Discussion Guide which outlines some interesting questions you could use to launch a series of conversations.

Option 2: Internal Facilitator Led Discussion. Another option would be to reach out to your learning and development group and have an internal facilitator lead a more structured discussion. This *Multipliers Facilitators Guide* is designed with this in mind.

Option 3: External Multipliers Instructor. A third option is to contact us for a Multipliers Workshop or Instructional Session. In these content-based learning events you will be able to dive deep into the five disciplines that distinguish Multipliers from other leaders and learn how to develop a culture of Multiplying intelligence. Please request a call at thewisemangroup.com to explore our workshop options.

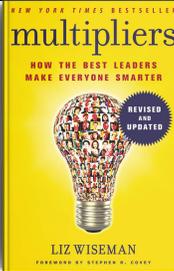
Multipliers Facilitator Guide

Phase 1: Pre-Assessment Options. Consider beginning your efforts with a Multipliers assessment. This will provide a benchmark for individuals within the group and turn conversations from general discussions to personal application. Three options currently exist:

Assessment Name	Description	Good For
Accidental Diminisher Quiz	This 10 Question Self-Assessment is carefully designed to describe typical ways the well intended manager accidentally diminish the people around them. Take a complementary test at www.MultipliersQuiz.com	Drawing out the subtle ways most of us diminish others. In this report there are lots of “aha” moments without a lot of pain. People can see themselves in these scenarios and know what to do about it.
Utilization Index	This “3-Minute” 360 gives managers a direct answer to how much intelligence they are accessing from the people around them and what they	Cutting through the noise that sometimes exist in 360 feedback. In this report managers receive the headline and bottom line

	can do to increase that percentage.	only. This report is hard to ignore.
Self Assessment / 360	This 75 Question Assessment covers a broad set of Diminisher and Multiplier behaviors.	A deeper analysis of what Diminisher and Multiplier behaviors make up your management. Appropriate for a thorough coaching program.

Phase 2: Pre-Reading Suggestions. Before getting the group together we would suggest that you send out pre-reading to the group a few days in advance. Two suggestions of what might make realistic and helpful pre-reading follows.

Publication	Title	Explanation
	Harvard Business Review Article “Bringing Out the Best in Your People.”	Provides a summary of the research findings as it applied to an individual manager.
	The relevant chapter from <i>Multipliers, Revised and Updated: How the Best Leaders Make Everyone Smarter</i>	Each chapter contrasts the Diminisher and Multiplier roles for the requisite discipline. It also breaks down each discipline into 3-4 learnable practices.

Phase 3: The Facilitated Session. It is important to note that you really can’t teach Multiplier ideas in Diminisher ways. A few guiding principles follow for avoiding this pitfall follow:

1. **Ask Challenging Questions.** Don’t just teach from your knowledge. Instead, ask challenging questions that go beyond what you know—and learn together with your participants as you search for answers.
2. **Play Your Chips Carefully.** Sometimes we think the teacher, by definition, has to say more than the students. But this isn’t necessarily true (think: Karate Kid’s teacher Mr. Miyagi). Instead of speaking/teaching the majority of the time, play your chips thoughtfully and deliberately. By deliberately limiting your own comments people will listen to you when you do speak and other people will have the space to contribute.
3. **Shift the Burden of Thinking.** Instead of teaching all of the material yourself consider putting participants in charge. One master teacher shifted the burden of thinking to his students on the first day of class by walking over to a student and handing them a piece

of chalk with the simple direction to, “Teach.” The teacher sat down and gave space for the student to share what they knew.

With these general principles established, the following is a guide for how you might share the insights from each of the five Multiplier disciplines in short 45-60 minute facilitated sessions in your organization. Each session is divided into facilitator and participant activities.

Session 1: The Multiplier Effect	Time	Facilitator Activity	Participant Activity
What?	0-15	<ul style="list-style-type: none"> • Introduce the session and why you are meeting. • Ask participants to summarize what they read and what was “sticky” to them. • Discuss the main ideas. 	<ul style="list-style-type: none"> • Write down a few of the key observations from the pre-reading. • Share them with the group.
So What?	16-30	<ul style="list-style-type: none"> • Ask, “Who has been a diminisher to you? What did they do to diminish you?” • Ask, “Who has been a Multiplier to you? What did they do to Multiply you?” • Collect the post-its and discuss themes. You may want a few participants to discuss their stories with the group. 	<ul style="list-style-type: none"> • Write down what the Diminisher did on a post-it note. • Write down what the Multiplier did on a post-it note. • Share a personal story of working for a Diminisher or a Multiplier.
	31-45	<ul style="list-style-type: none"> • Ask, “Are you a Multiplier or Diminisher?” • Hand back the results from the assessment. 	<ul style="list-style-type: none"> • Read the results from the pre-assessment.
Now What?	46-60	<ul style="list-style-type: none"> • Ask, “What is one thing you can do to be a Multiplier next week?” • Review Homework for the next session: Chapter 2 	<ul style="list-style-type: none"> • Identify one key change that you will discuss at the next session.

Session 2: The Talent Magnet	Time	Facilitator Activity	Participant Activity
What?	0-15	<ul style="list-style-type: none"> • Introduce the session and why you are meeting. • Ask participants to summarize what they read and what was “sticky” to them. • Discuss the main ideas. 	<ul style="list-style-type: none"> • Write down a few of the key observations from Chapter 2. • Share them with the group.
So What?	16-30	<ul style="list-style-type: none"> • Assign individuals or groups a section from Chapter 2 to re-read. • Provide 2-3 minutes for each individual or group to teach the group the ideas I their assigned reading. 	<ul style="list-style-type: none"> • Read the assigned section individually or in groups. • Prepare a 2-3 minute presentation on the main ideas in the assigned section of reading.
	31-45	<ul style="list-style-type: none"> • Ask, “How long does it take to develop a reputation as ‘the boss to work for’?” • Ask, “When should you hire new people vs. develop the talent of the people you already have?” 	<ul style="list-style-type: none"> • Write down answers to these questions and discuss them as a group.
Now What?	46-60	<ul style="list-style-type: none"> • Ask, “What is one thing you can do to be a Multiplier next week?” • Review Homework for the next session: Chapter 3 	<ul style="list-style-type: none"> • Identify one key change that you will discuss at the next session.

Session 3: The Liberator	Time	Facilitator Activity	Participant Activity
What?	0-15	<ul style="list-style-type: none"> • Introduce the session and why you are meeting. • Ask participants to summarize what they read and what was “sticky” to them. • Discuss the main ideas. 	<ul style="list-style-type: none"> • Write down a few of the key observations from Chapter 3. • Share them with the group.
So What?	16-30	<ul style="list-style-type: none"> • Assign individuals or groups a section from Chapter 3 to re-read. • Provide 2-3 minutes for each individual or group to teach the group the ideas I their assigned reading. 	<ul style="list-style-type: none"> • Read the assigned section individually or in groups. • Prepare a 2-3 minute presentation on the main ideas in the assigned section of reading.

	31-45	<ul style="list-style-type: none"> • Explain, “A liberating climate gives a lot of space and expects a lot at the same time.” • Ask, “How do you know when you have gone too far with either element?” • Ask, “Does being a Liberator mean you have to be both ‘loathed and loved’ the way Mr. Kelly is at his school?” 	<ul style="list-style-type: none"> • Write down answers to these questions and discuss them as a group.
Now What?	46-60	<ul style="list-style-type: none"> • Ask, “What is one thing you can do to be a Multiplier next week?” • Review Homework for the next session: Chapter 4 	<ul style="list-style-type: none"> • Identify one key change that you will discuss at the next session.

Session 4: The Challenger	Time	Facilitator Activity	Participant Activity
What?	0-15	<ul style="list-style-type: none"> • Introduce the session and why you are meeting. • Ask participants to summarize what they read and what was “sticky” to them. • Discuss the main ideas. 	<ul style="list-style-type: none"> • Write down a few of the key observations from Chapter 4. • Share them with the group.
So What?	16-30	<ul style="list-style-type: none"> • Assign individuals or groups a section from Chapter 4 to re-read. • Provide 2-3 minutes for each individual or group to teach the group the ideas I their assigned reading. 	<ul style="list-style-type: none"> • Read the assigned section individually or in groups. • Prepare a 2-3 minute presentation on the main ideas in the assigned section of reading.
	31-45	<ul style="list-style-type: none"> • Ask, “How can you share your own knowledge and opinions without Diminishing the people you lead?” • Ask, “What one thing could Richard Palmer do to shift from leading like a Diminisher to leading like a Multiplier?” 	<ul style="list-style-type: none"> • Write down answers to these questions and discuss them as a group.
Now What?	46-60	<ul style="list-style-type: none"> • Ask, “What is one thing you can do to be a Multiplier next week?” • Review Homework for the next session: Chapter 5 	<ul style="list-style-type: none"> • Identify one key change that you will discuss at the next session.

Session 5: The Debate Maker	Time	Facilitator Activity	Participant Activity
What?	0-15	<ul style="list-style-type: none"> • Introduce the session and why you are meeting. • Ask participants to summarize what they read and what was “sticky” to them. • Discuss the main ideas. 	<ul style="list-style-type: none"> • Write down a few of the key observations from Chapter 5. • Share them with the group.
So What?	16-30	<ul style="list-style-type: none"> • Assign individuals or groups a section from Chapter 5 to re-read. • Provide 2-3 minutes for each individual or group to teach the group the ideas I their assigned reading. 	<ul style="list-style-type: none"> • Read the assigned section individually or in groups. • Prepare a 2-3 minute presentation on the main ideas in the assigned section of reading.
	31-45	<ul style="list-style-type: none"> • Ask, “Imagine you have only 30 minutes to make a high stakes decision. Should you still approach the decision as a Debate-Maker? If no, why? If yes, how?” • Ask, “Being a Debate Maker 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?” 	<ul style="list-style-type: none"> • Write down answers to these questions and discuss them as a group.
Now What?	46-60	<ul style="list-style-type: none"> • Ask, “What is one thing you can do to be a Multiplier next week?” • Review Homework for the next session: Chapter 6 	<ul style="list-style-type: none"> • Identify one key change that you will discuss at the next session.

Session 6: The Investor	Time	Facilitator Activity	Participant Activity
What?	0-15	<ul style="list-style-type: none"> • Introduce the session and why you are meeting. • Ask participants to summarize what they read and what was “sticky” to them. • Discuss the main ideas. 	<ul style="list-style-type: none"> • Write down a few of the key observations from Chapter 6. • Share them with the group.
So What?	16-30	<ul style="list-style-type: none"> • Assign individuals or groups a section from Chapter 6 to re-read. • Provide 2-3 minutes for each 	<ul style="list-style-type: none"> • Read the assigned section individually or in groups. • Prepare a 2-3 minute presentation on the main

		individual or group to teach the group the ideas I their assigned reading.	ideas in the assigned section of reading.
	31-45	<ul style="list-style-type: none"> • Ask, “What is the difference between being detail oriented and micromanaging?” • Ask, “How can you give people full ownership without becoming disengaged yourself?” 	<ul style="list-style-type: none"> • Write down answers to these questions and discuss them as a group.
Now What?	46-60	<ul style="list-style-type: none"> • Ask, “What is one thing you can do to be a Multiplier next week?” • Review Homework for the next session: Chapter 7 	<ul style="list-style-type: none"> • Identify one key change that you will discuss at the next session.

Session 7: The Investor	Time	Facilitator Activity	Participant Activity
What?	0-15	<ul style="list-style-type: none"> • Introduce the session and why you are meeting. • Ask participants to summarize what they read and what was “sticky” to them. • Discuss the main ideas. 	<ul style="list-style-type: none"> • Write down a few of the key observations from Chapter 7. • Share them with the group.
So What?	16-30	<ul style="list-style-type: none"> • Assign individuals or groups a section from Chapter 2 to re-read. • Provide 2-3 minutes for each individual or group to teach the group the ideas I their assigned reading. 	<ul style="list-style-type: none"> • Read the assigned section individually or in groups. • Prepare a 2-3 minute presentation on the main ideas in the assigned section of reading.
	31-45	<ul style="list-style-type: none"> • Ask, “If you had to define one idea that is common across all five disciplines, what would it be?” • Ask, “What discipline could you make the most progress on in the least amount of time?” • Ask, “Is it feasible to focus on a single area of development for a year?” • Ask, “Where is your weight on the metaphorical wire?” • Ask, “Of the various 	<ul style="list-style-type: none"> • Write down answers to these questions and discuss them as a group.

		organizations you are part of (business, community, family) where could you implement the Multiplier approach with the greatest impact? Why?"	
Now What?	46-60	<ul style="list-style-type: none"> Ask, "What is one thing you have learned over the previous sessions?" 	<ul style="list-style-type: none"> Write down the answer and share them with the group.

Phase 4: The Follow-Up. After you have completed facilitating these discussion groups you might consider one of the following suggestions.

- Conduct a post-assessment to complement the pre-assessment you conducted with the group.
- Continue the momentum by asking participants to organize and facilitate their own group sessions within the organization.
- Bring in an outside workshop leader to teach the full two-day Multipliers Workshop.
- Have people write up their success stories in applying Multiplier ideas and share them on an internal blog.