



## Facilitator Guide

# Conversations to Optimize Your Performance and Potential

All Employee Program

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## INTRODUCTION FOR FACILITATORS

### ABOUT EMPLOYEE PERFORMANCE SOLUTIONS

We are a Boston-based consulting firm with a singular focus—optimizing employee performance through ongoing performance coaching conversations. We help organizations change the outdated, one-way feedback process of manager-to-employee into a more collaborative exchange by building the capacity of both managers and employees to engage in frequent and informal dialogue about performance. We have been doing this work for over a decade.

Our action learning workshops and training materials create a system of managers and employees working together to engage in meaningful dialogue. Training and tools are based on The Employee Performance Continuum® and the Performance Continuum Feedback Method®, developed by founder, Jamie Resker.

We help you create a dynamic culture of performance coaching conversations and adapt our existing work to suit your organization's unique needs.

For more information, visit <http://www.employeeperformancesolutions.com>

### ABOUT JAMIE RESKER



Jamie Resker, Practice Leader and Founder of Employee Performance Solutions, is a recognized innovator in performance management. Jamie has a uniquely singular focus - optimizing employee performance through reshaping communications between managers and employees based on two-way informal conversations designed to drive and align performance expectations. She helps organizations make the shift away from reviewing and rating past performance to building the capacity of everyone in the organization to speak regularly and candidly about strengths, accomplishments, and more methodically re-direct off-target performance.

Her work as the originator of the Performance Continuum Feedback Method® and Conversations to Optimize Employee Performance training program provide managers and employees with the skills to engage in conversations to drive and align performance. The work is based on the principles of Neuroleadership and Appreciative Inquiry. The framework has broad application; transcending organization industry, size, geographical location, and culture.

Jamie has dedicated half of her three-decades-long HR career to re-framing performance management. As a thought leader in modernizing performance management, she is a frequent contributor on the subject. She holds a BA in Business from Emmanuel College, and is on the faculty for the Northeast Human Resources Association, is a contributor to Halogen Software's Talent Space Blog, and is an editorial advisory board member for HR Examiner.

**For articles visit:** <https://www.halogensoftware.com/blog/author/jresker>  
<https://www.hrexaminer.com/about/editorial-advisory-board/jamie-resker/>

For questions about any aspect of this program, including questions about the facilitation, or feedback on this facilitation guide, please contact Jamie Resker at [jamie@employeeperformancesolutions.com](mailto:jamie@employeeperformancesolutions.com) or by phone or text at 781-752-5716

## ABOUT THIS WORKSHOP

The goal of this course is to enable participants to become more self-sufficient in managing their careers and performance, with less reliance on the manager as the sole source for feedback and direction.

## TARGET AUDIENCE

This course is designed for all-staff (individual contributors and leaders at all levels).

## LEARNING OBJECTIVES

### **1. Map Your Career Pattern**

Use a visual tool to retrace your experience and professional growth over time. Reflect on the past and think about future career direction.

### **2. Self Reflect On Your Performance With the Employee Performance Continuum**

Use the Employee Performance Continuum to think your performance now and plan for the future. Use this to help guide future career growth.

### **3. Ask the right questions to leverage new points of view and the perspective of others**

Discover how everyday work interactions can offer the best opportunities for on-the-spot insights and on-the-job growth. Learn the key to asking thoughtful questions of managers, colleagues, and customers that result in new points of view

### **4. Give Positive Feedback**

Give complete information to others when volunteering your feedback or being asked for input

### **5. Engage in Peer and Manager Conversations**

Use conversation frameworks designed to think about the present and future. Learn how these brief, one-to-one conversations, with your manager and others, can result in recognizing accomplishments, strengths, ideas for working better together and strengthening your performance.

**MATERIALS AND EQUIPMENT**

<b>MATERIALS</b>	<b>EQUIPMENT</b>
PowerPoint® Slides Participant Materials Extra Pens and Pencils	Flip charts Laptop LCD Projector Sticky Notes (5 per person)

Copies of the PowerPoint slides should not be handed out to course participants.

## PARTICIPANT MATERIALS

Program Materials and all aspects of the Conversations to Optimize Employee Performance Training The program is the confidential information of Employee Performance Solutions LLC (The Licensor).

The Licensor’s materials are designed to be used as produced by Licensor within the Client Organization. The materials may not be photocopied, reproduced or modified without Licensor’s prior written consent. Each workshop participant must have his or her own individual set of original participant materials, which must be purchased from Licensor and may not be reused by subsequent participants. The licensing fee is incorporated into the cost of each set of participant materials.

Workshops should only be facilitated by Certified Facilitators who have participated in the Train-the-Trainer facilitation program as provided by Licensor.

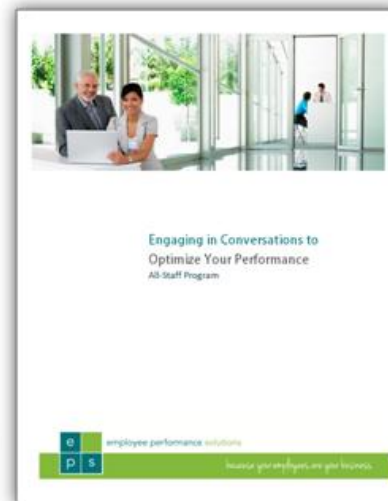
The material may be taught within the Client Organization only. Should the Certified Facilitator leave the Client Organization and wish to facilitate the program elsewhere, a new agreement must be initiated with the new Client Organization.

### Participant Materials Include:

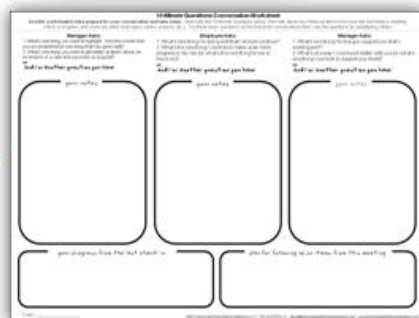
#### Key Concepts Card



#### Workbook



#### Worksheet Pad 10-Minute Questions Conversation



**WORKSHOP SCHEDULE**

<b>Topic</b>	<b>Expected Time</b>
Introductory Section	30
Map Your Career Pattern	35
Self-Reflect on Your Performance With the Employee Performance Continuum	15
Self-Driven Insight	40
Giving Positive Feedback	15
5 and 10-Minute Question Peer and Manager Conversations	25
Program Conclusion	10

The listed times are approximated and should be verified during classroom preparation. Participant comments, questions, and discussion can affect the timing. Allow time for breaks (as a general rule, participants should have a break about every 90 minutes, so if you workshop begins at 8 am, then provide a 15-minute break at 9:30 am).



**CLASS PREPARATION CHECKLIST**

<b>Task</b>	<b>✓</b>
Obtain and test LCD projector and personal computer	
Obtain flip charts and markers: 1 flipchart for every 5-6 participants	
Use your internet browser to show videos: How Performance Management is Changing: <a href="https://youtu.be/p9FKkVVUq8Y">https://youtu.be/p9FKkVVUq8Y</a> The Employee Performance Continuum Explainer Video: <a href="https://youtu.be/7V1LEpHJKSo">https://youtu.be/7V1LEpHJKSo</a>	
Workshop materials for each participant:	
<ul style="list-style-type: none"> <li>• Participant Workbook</li> </ul>	
<ul style="list-style-type: none"> <li>• Key Concepts Card</li> </ul>	
<ul style="list-style-type: none"> <li>• 10-Minute Questions Conversation Worksheet Pad</li> </ul>	
<ul style="list-style-type: none"> <li>• Six sticky notes per participant</li> </ul>	
Obtain and test PowerPoint file, online videos, and sound	
Insure video files are saved to your computer	
Prepare flip charts (you may do this beforehand or during the workshop while participants are engaged in an activity): <ul style="list-style-type: none"> <li>• Your Career Pattern (see page 30)</li> <li>• 70/20/10 Model for Learning and Development (see page 36)</li> </ul>	
Other:	

## CLASSROOM SETUP

Arrive early to set up the classroom.

Guidelines for seating arrangements: Arrange tables for groups of 6

Provide one flip chart and easel for every 5-6 participants.

## ABOUT THE COURSE INSTRUCTION NOTES

This Facilitator Guide will help you prepare for and teach the workshop. You will need this guide, the participant materials, the PPT slide deck, instruction from a trained facilitator, observation, and practice to facilitate this program. This workshop is highly interactive and includes participant discussion, and activities involving independent, pairs, and group work. While participants are occupied during these activities you will find the time to check your Facilitator Guide and notes, so there is no need to memorize the materials or your script.

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**The order of the program includes these sections (you can alter program length by skipping some sections):**

- I. Workshop Introduction
- II. Map Your Career Pattern
- III. Self-Reflect On Your Performance With the Employee Performance Continuum
- IV. Self-Driven Insight
- V. Giving Positive Feedback
- VI. Peer and Manager Conversations
- VII. Program Conclusion

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**The following will be included in your Instruction Notes:**

**1. Background Information**

Most sections, except for the Workshop Introduction, will provide background information on the topic to provide context. The background information should supplement the direct instruction from your teacher/facilitator and is not a substitute for direct train-the-trainer instruction.

**2. Slide Images**

- a. Slide numbers are not referenced in this guide, which gives you the ability to modify the slide deck. Instead, slide images will be included in the guide.
- b. Not every slide will have a corresponding workbook page.
- c. Copies of the slides are not in participant workbooks.

- d. The slide images in this workbook are minimized and may be too small to read; please refer to your actual slide deck to read the slide.
  - e. Some slides contain animation, which when clicked, will reveal the content; please become familiar with the slide animations before facilitating your first workshop.
3. **Facilitator Instruction Notes/Script/Key Points**  
Here, you will find suggested actions, the script, and exercise instructions. Instructions for referring participants to the appropriate page number in their Participant Workbook are also included (workbook page numbers will also be on the PowerPoint slide).

<b>Normal Font</b>	•The script for the facilitator to SAY or ASK a question is written like this.
<b>Bold Font</b>	•Instructions for the facilitator to DO or additional information on the topic are written like this.
<i>Italic Font</i>	•Possible participant answers are written like this.
<b>Red Font</b>	•Facilitator notes

## ICON GLOSSARY



**SPECIFIC SLIDE FOR USE DURING THE EXPLANATION**



**FLIPCHART USE**



**PARTICIPANT DISCUSSION**



**QUESTIONS FOR FACILITATOR TO ASK PARTICIPANTS**



**VIDEO PRESENTATION**



**STICKY NOTE ACTIVITY**



**WORKBOOK OR WORKSHEET**

**COURSE INSTRUCTION NOTES**

## WORKSHOP INTRODUCTION

### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

**Welcome the participants and introduce yourself.**

5  
minutes

**Explain housekeeping items, such as break times, restroom locations, etc.**

**Explain the workbook and how they will use it to complete exercises and take notes.**

**Explain why your organization is offering this program**

**Say,** Think about how the nature of how we work and communicate has changed. You may know that organization's of all sizes and industries, are reshaping communications between managers and employees; moving away from a sole reliance on performance reviews to ongoing coaching type conversations.

3  
minutes

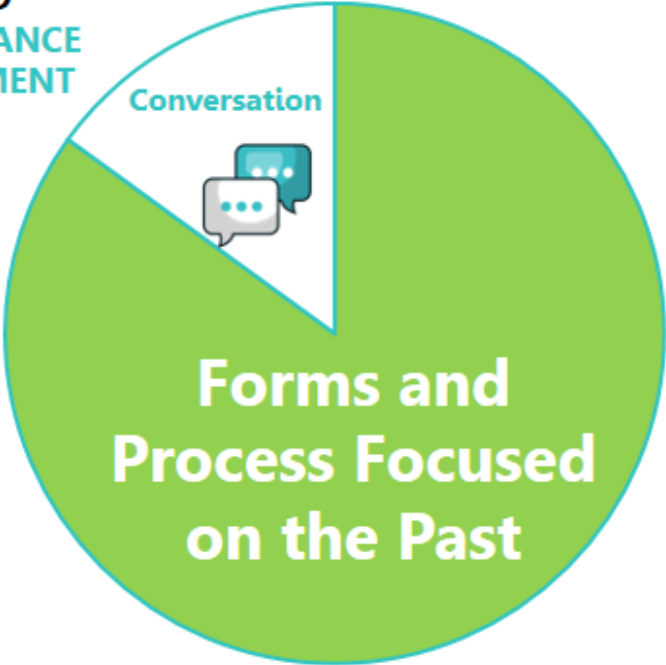
**Take this opportunity to explain how performance management has changed in your organization. Use this as a segue to review the Learning Objectives.**

2  
minutes

CONTRAST TRADITIONAL PERFORMANCE MANAGEMENT WITH A MORE MODERN APPROACH

Present Slide

**OUTDATED PERFORMANCE MANAGEMENT PRACTICES**



FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

1. **Say**, In many organizations traditional performance management practices usually focus on annual reviews, the forms, and the process. A minimal emphasis is on the conversation.



2. **Ask**, “Who does most of the talking during the performance review meeting?”

*Possible/Likely Participant Answer: The manager*

3. **Ask**, “After the annual performance review has been written and the meeting between yourself and your manager has occurred, “What happens to the performance form?”

*Possible/Likely Participant Answer: It is filed (now, reveal the next slide, the filing cabinets)*

1  
minute

Present  
Slide



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

10  
seconds

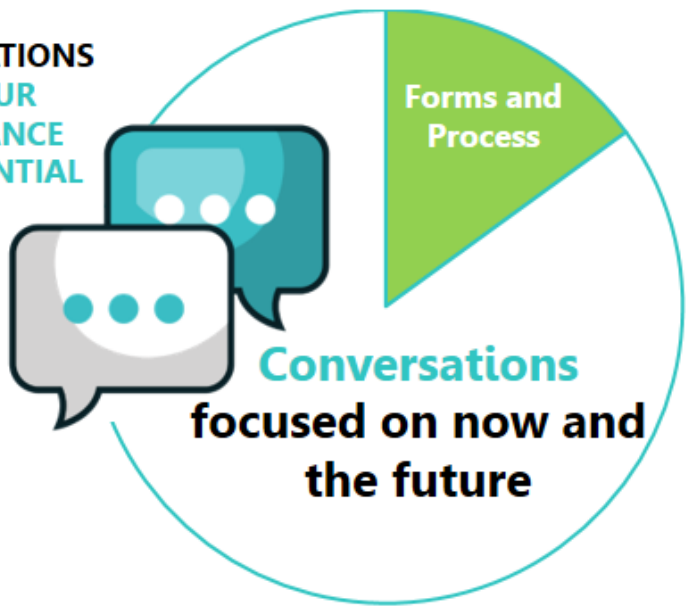
**For this slide, you are just showing the image of the file cabinets. There are no talking points.**

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Present  
Slide

**ONGOING CONVERSATIONS ABOUT YOUR PERFORMANCE AND POTENTIAL**



**Forms and Process**

**Conversations focused on now and the future**

30  
seconds

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

Talk about your organization's process and how greater emphasis will be placed on ongoing conversations with less focus on the forms and process. Use the slide below to introduce the 10-Minute Conversation:



**The 10-Minute Questions Conversation**  
**Manager and Employee Conversation Model**

30  
seconds

THE 10-MINUTE QUESTIONS CONVERSATION

Present Slide

**Facilitator Notes**

1. Read more about the 10-Minute Questions Conversation in Appendix A
2. The 10-Minute Questions Conversation is briefly mentioned towards the end of the workshop. The reason you will talk about this during the introduction is to show how performance management is changing: the emphasis on ongoing performance conversations versus annual reviews.



Direct participants to their 10-Minute Questions Conversation Worksheet pad and ask them to follow along while you walk through the slide.

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

Use the animated slide to walk participants through the three sets of questions asked during the 10-Minute Conversation.

Explain that the 10-Minute Questions Conversation is a structured yet informal dialogue exchange designed to quickly uncover important performance insight for both the manager and the employee. 2 minutes

Discuss how this will be used in your organization to help facilitate conversations. Explain that the worksheet is used to:

1. Prepare your notes for the conversation.
2. Guide and keep the discussion on track
3. Take notes during the conversation.
4. Refer to at a later date.

**Continued on next page**

Present Slide

Questions for Managers to Ask About Professional Development	Questions for Employees to Ask About Ways to Contribute More	Questions for Managers to Ask About Manager Support
<ul style="list-style-type: none"> <li>What's something you're proud of accomplishing?</li> <li>What project or task do you wish you could spend more time on?</li> <li>What's one thing you'd like to be involved in?</li> <li>What new skill would you like to learn?</li> <li>What one skill would you like to master (or apply more often)?</li> <li>What's one thing you need to do or learn to help you grow?</li> <li>As you think about your growth and development, what on-the-job experience would be most helpful?</li> <li>What do you wish you knew more about that would be helpful in your role?</li> <li>What's one thing you think the team hasn't accomplished that you can help with?</li> <li>What's one thing I can do to better link you into the work/projects at critical times?</li> <li>Your ideas for questions:</li> </ul>	<ul style="list-style-type: none"> <li>What's one thing I'm doing that adds value?</li> <li>What's one thing I could do to contribute even more?</li> <li>What's one way I could support you more?</li> <li>What's one way I could support the team more?</li> <li>What's one way I could work more effectively with others (clients, colleagues, direct reports, etc.)?</li> <li>What strength could I leverage more?</li> <li>What's one thing I could become more knowledgeable about?</li> <li>What is one area in which I can increase or re-focus my attention?</li> <li>What's the one thing I should prioritize?</li> <li>What's one thing I can do to make ___(task) easier for you?</li> <li>What's one way I could improve my communication with you?</li> <li>What's one thing I can do to grow in my position?</li> <li>What's one thing I'm doing that you see as beneficial to facilitating collaboration?</li> <li>Your ideas for questions:</li> </ul>	<ul style="list-style-type: none"> <li>What's one thing you need from me to help you grow and develop?</li> <li>What's one thing I could do to support you more?</li> <li>What's one thing you'd like me to do less of?</li> <li>What's one thing I could do to help you with something you're struggling with?</li> <li>What's one thing I can do to communicate better with you?</li> <li>What's one thing I could do to be a better leader?</li> <li>What's one thing I can do to keep you better informed on ___ (project, process, etc.)?</li> <li>What's one thing I can do to provide you with better information?</li> <li>Which task/aspect of your job could I provide more support with?</li> <li>What's one thing you rely on me for?</li> <li>What's one way I've supported you that's been the most helpful?</li> <li>Your ideas for questions:</li> </ul>

**Review the card for more question ideas**

See Your Key Concepts Card OR 10-Minute Questions Conversation Worksheet

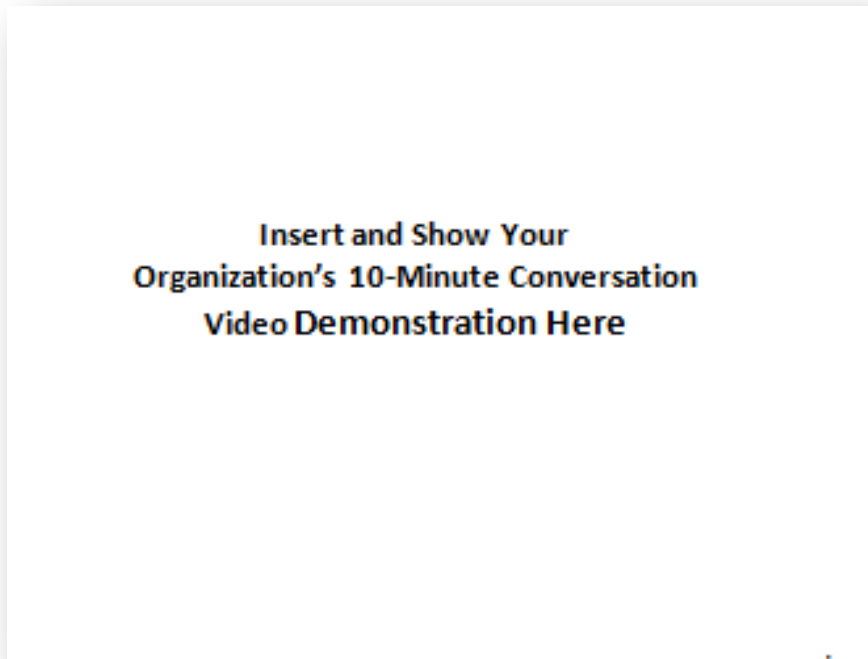
**Explain that** the three primary sets of 10-Minute Questions are good to start with, but you can vary the questions.

**Refer participants to the Beyond the Basic 10-Minute Conversation Questions laminated card, the back of the 10-Minute Questions Conversation Worksheet or page \_\_\_ in the workbook.**

**Ask participants to review the questions.**

**Facilitator Note**

One objection to regularly engaging in the 10-Minute Questions Conversation is that the same conversation will feel repetitive. Once participants see they can vary the questions, this concern evaporates.



Show a video demonstration of two people from your organization having an actual 10-Minute Questions Conversation. Save the video file to the computer you are using for the presentation. Insert the video into your PowerPoint slides. Click on the video to play.

7-10  
minutes

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

3  
minutes

**Ask participants to follow along with the 10-Minute Questions Worksheet while watching the video.**






**Debrief Question Ideas:**

1. What was different about the 10-Minute Questions and a typical performance review?

***Possible/Likely Participant Answers:** the conversation was two-way, it was a dialogue, it was not about evaluation or judging past performance, the focus was on what is working now and how to be more effective , it was casual, yet there was a structure, both people were making eye contact, no one was reading from a document, the manager and the employee both talked for equal time, the questions propelled the conversation, etc.*

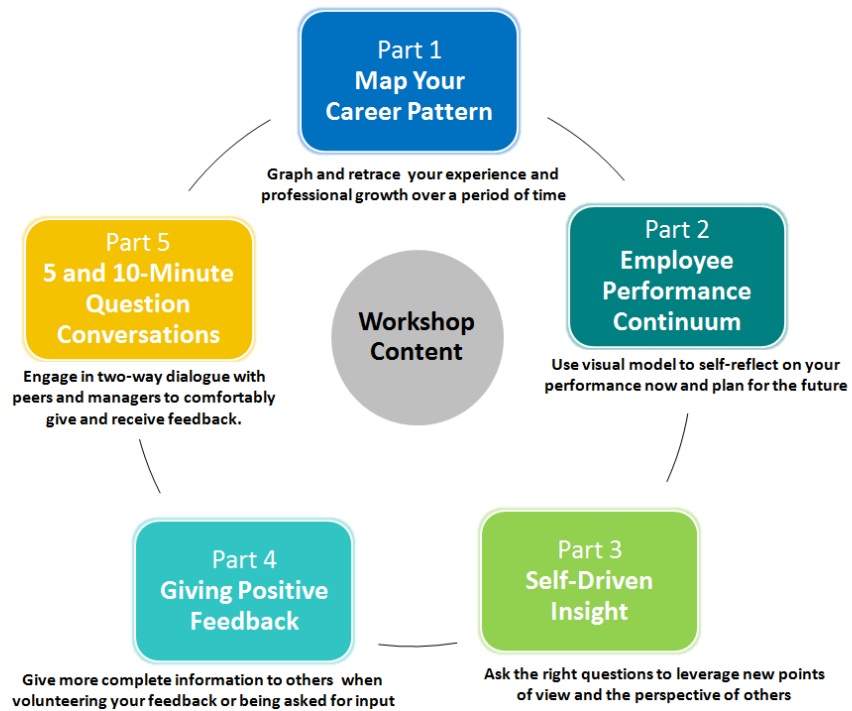
**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

**Explain that** more emphasis will be placed on “now” and moving ahead, the “future,” versus a focus on reviewing and revisiting “past” performance. Present and read the following three slides:

<p><b>Present Slide</b></p>	<p><b>Managers and employees will be set-up for success with a system for ongoing, two-way, actionable coaching conversations that enable employees to:</b></p>  <ol style="list-style-type: none"><li><b>1. Let your manager know what is going well.</b></li><li><b>2. Voice an interest in gaining new skills, experiences, and sharing ideas for your growth and career development.</b></li></ol>  <ol style="list-style-type: none"><li><b>3. Find out what is working now</b> (your good work and positive impact).</li><li><b>4. Have clear direction from your manager about how to be even more effective in your role.</b></li><li><b>5. Reconfirm priorities, expectations, and check-in on your progress.</b></li></ol>	<p>2 minutes</p>
	 <ol style="list-style-type: none"><li><b>6. Provide feedback to your manager about:</b><ul style="list-style-type: none"><li>•<b>Now</b>—What is your manager doing to support you that is working and is appreciated?</li><li>•<b>Future</b>—Share your ideas for how you and your manager can work better together or how your manager can support you even more.</li></ul></li></ol>	

EXPLAIN THE LEARNING OBJECTIVES

Present Slide


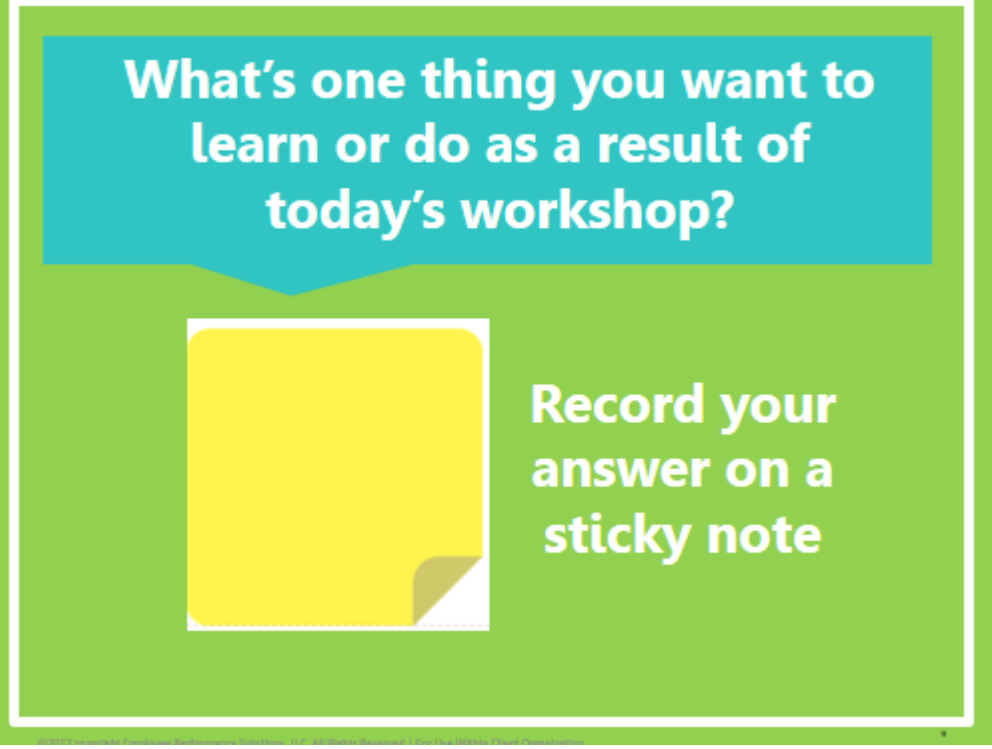


FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

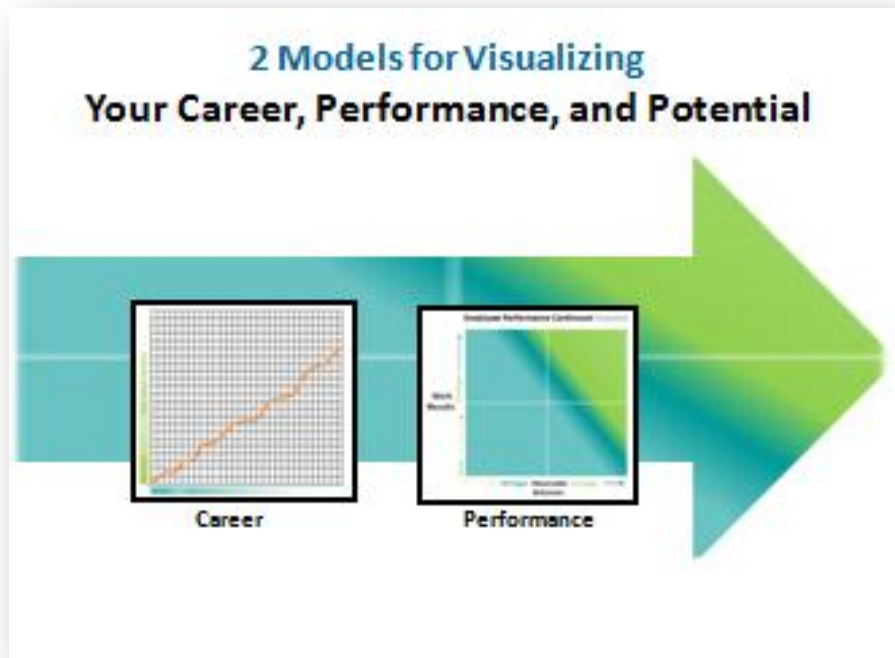
**Review these learning objectives:**

**Say,** by the end of this workshop you will be able to:

1. Map your Career Pattern by using a visual tool to retrace your experience and professional growth. This will help you reflect on the past and think about your future career direction.
2. Use the Employee Performance Continuum reflect on your performance now and plan for the future.
3. Ask the right questions to leverage new points of view and the perspective of others. Discover how everyday work interactions can offer the best opportunities for on-the-spot insights and on-the-job growth. Learn the key to asking thoughtful questions of managers, colleagues, and customers that result in new points of view.
4. Give better quality positive feedback for when volunteering your feedback or being asked for input.
5. Use two conversation frameworks designed to engage in peer and manager conversations. You will learn how these brief, one-to-one conversations, with your manager and others, can result in recognizing accomplishments, strengths, ideas for working better together and strengthening your performance.

<p><b>Present Slide</b></p> <p>Sticky Note Activity</p> 	 <p>5 minute c</p>
	<p><u><b>FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS</b></u></p> <p><b>Workshop Expectations—One Thing</b></p> <p><b>Say,</b> Now that you have provided some background information about the program ask participants to think about the one thing they'd like to learn from the session.</p> <ol style="list-style-type: none"><li><b>1. Provide participants with sticky notes to record their answers.</b></li><li><b>2. Two ideas for sharing the participant expectations with the group:</b><ol style="list-style-type: none"><li><b>A.) For larger groups:</b><p>Ask participants to post their notes around the room. Invite participants to walk around the room to read the post-it notes.</p></li><li><b>B.) For smaller groups:</b><p>Ask participants to share with the group the “One thing they want to get from the session”.</p></li></ol></li></ol>

Present  
Slide



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

**Use this slide to transition to the next section of the program:**

**Say** I will introduce two visual models that will help you think about your career, performance, and potential.



## MAP YOUR CAREER PATTERN



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### Map Your Career Pattern

Use a visual tool to retrace your experience and professional growth over a period of time. Use this to help guide future career growth.

## BACKGROUND INFORMATION: CAREER PATTERN AND 70/20/10 MODEL FOR LEARNING AND DEVELOPMENT

**Facilitator Note:** This section is a supplement to the Instruction section and provides background and context on the training topic.

Having participants begin by reflecting on their career starts the program with helping answer, "What is in this program for me?". While it is common knowledge we are personally responsible for managing our career, this program will help build participant capabilities to do just that.

The program begins with helping participants reflect on their career and the circumstances that helped them grow and progress professionally. To achieve this, we will use the Career Pattern exercise and the 70/20/10 Model for How Learning and Development Occurs:

### I. Career Pattern Background Information

The typical way to reflect our career history is on a resume or LinkedIn Profile (list of positions, responsibilities, titles, and employment dates). Instead of this "list view," I ask participants to reflect on and graph their career history using what I call a Career Pattern.

The exercise allows participants to graph and visualize their professional progress throughout their career. Participants who chart their Career Patterns remark this is a compelling way to think about their career from three perspectives: the past, the current state, and to consider what could help propel them forward (how can I continue to grow and what can I do to make that happen?).

- As the facilitator, be prepared to "graph" and explain your Career Pattern to demonstrate how the exercise works (you can prepare this before the workshop or draw it "live" during the workshop). This is a personal reflection, and there is no right or wrong way to draw a Career Pattern (although I find that people like to redraw the pattern because they usually aren't satisfied with their first version).
- As the facilitator, take the opportunity to walk around and view the Career Patterns that participants have created; listen-in on the explanations for how careers unfolded. Just as often as I have listened to descriptions of paths describing growth and development, it is not unusual to hear about periods of stagnation, a lack of challenge, or boredom.

After participants graph and share their Career Patterns they are asked to identify a time of significant professional growth. This leads us to the next exercise which will help participants determine how and under what circumstances their growth occurred using an activity involving the 70/20/10 Model for How Learning and Development Occurs:

### II. 70/20/10 Model for How Learning and Development Occurs Background Information

You will now provide participants with the opportunity to see first-hand that most of their growth comes from direct-on-the job experience (versus formal education and work relationships). To demonstrate this, you will conduct an activity using the 70/20/10 Model for Learning and Development, created at the Center for Creative Leadership in the 1980's.

The 70/20/10 Model for Learning and Development model is commonly used by training and development professionals to describe how we learn:

1. When learning a new skill, the direct on-the-job experience is seventy percent more beneficial than learning through work relationships (for example, a manager, peer, mentor, or coach) or formal learning (for example, training, workshops, attending a conference, reading a book, or research) alone. Whether learning to speak a foreign language, learning to ride a bike, play an instrument, becoming a hair stylist, a doctor or nurse, or even facilitating this workshop, learning while doing is the key to mastery.
2. Twenty percent of learning comes from work relationships, for example, a manager, peer, mentor, or coach.
3. Just ten percent of learning occurs through formal learning opportunities such as attending a conference, workshops, conducting research or training.

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Because you are facilitating rather than lecturing, you will conduct an exercise that allows participants to identify how direct experience has played a role in their career and professional growth (versus telling participants that the most powerful way to grow is by seeking-out on the job experiences):

- Participants will use their Career Patterns to identify a point-in-time where they experienced significant professional growth. Most will recognize this period of increase in growth was due to a "direct on-the-job experience" versus formal training or a relationship alone (the one exception I have found is for interns or new graduates just starting their work experience).

This real-time exercise consistently proves that professional growth (development) comes from direct experience. Participants will see it was the choices they made in the past with the opportunities that presented themselves or that they created that lead to what they view as professional progress.

Finally, you will conclude this exercise with the debrief question asking, "So, what does this mean for your career and professional growth?" Participants will verbally agree that they should seek on-the-job experiences as a way to advance their careers.

## How does this connect to the rest of the training content?

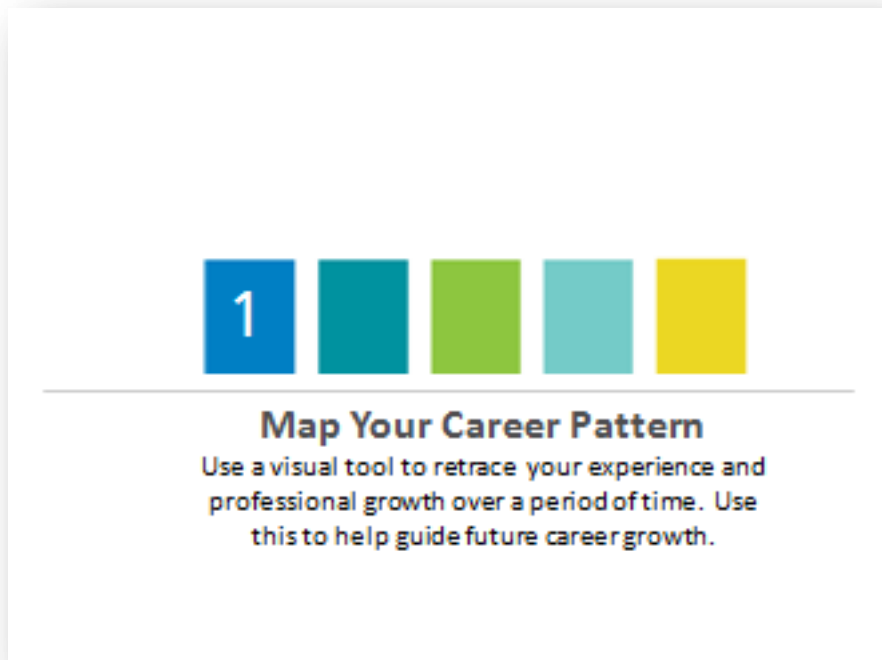
The ideas, skills, and tools introduced during the workshop are in service of self-managing performance and potential (performance in current role plus career growth). The rest of the workshop will focus on:

1. Self-reflecting on job performance: Where do I see myself now and what can I do to be even more effective?
2. Asking questions of others to gain new insight: How can I ask the right questions to leverage new points of view and the perspective of others?
3. Giving positive feedback: How to help others grow when I volunteer positive feedback or am asked for my input.
4. Peer and manager conversations: 5 and 10-Minute Question Conversations.

**Explain that** you are introducing two visual models that will help you think about your career, performance, and potential. You will start with the "career" model.



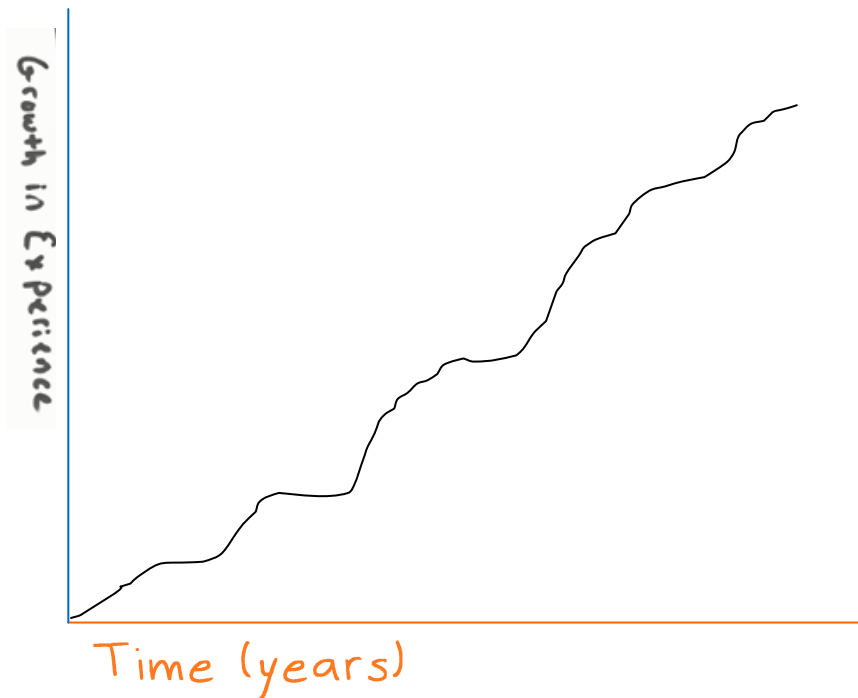
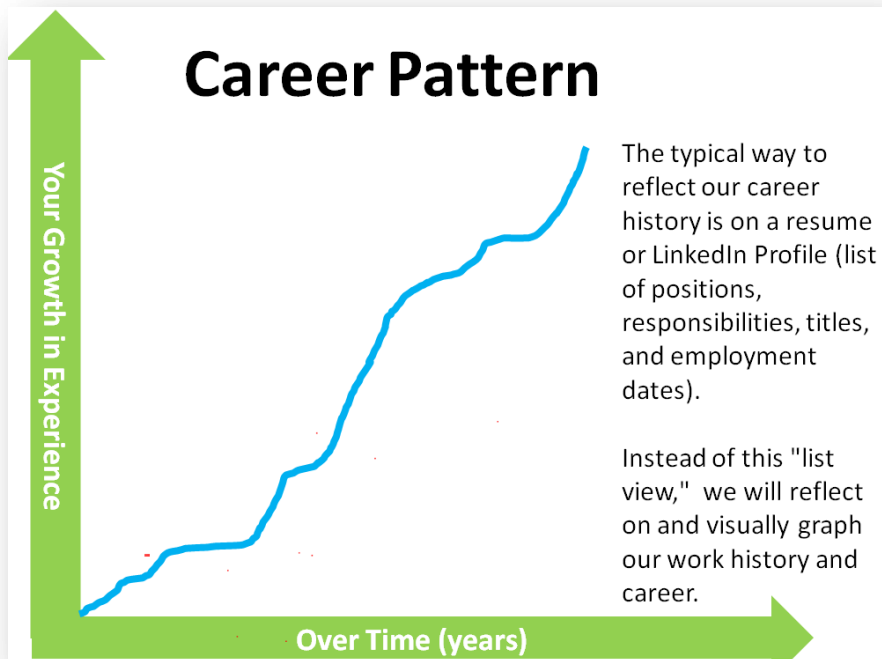
30  
seconds



#### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

**Explain** you will introduce a visual tool to retrace your experience and professional growth over time. This exercise can help with guiding future career growth.

Present Slide



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

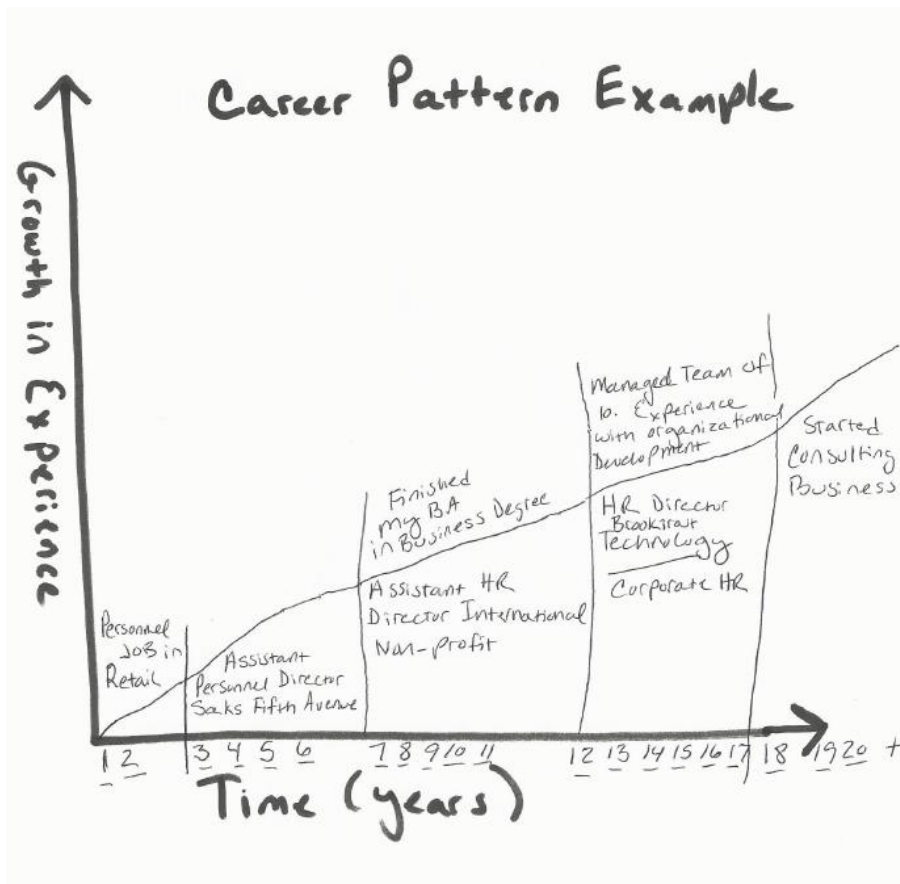
5  
minutes

**Step 1:**

Use a flip chart or whiteboard to explain and show your career (you are demonstrating how the participants will do this activity). You can do this before the workshop begins or live, in front of the participants. The facilitator who teaches you how to deliver this workshop will demonstrate this for you.

1. Create an “L” shaped graph like the one you see to the left.
2. Explain that the vertical line describes how you perceive your “growth in experience.”
3. Explain that the horizontal line represents “time” - the number of years you have been working.
4. Now, fill in the details of your Career Pattern to demonstrate how to use the model (you can prepare this before the workshop or draw this live, in front of participants).

Here is an example of my Career Pattern:





## Map Your Career Pattern

**Instructions:**

1. Start with your first professional job.
2. Note the events, people, and experiences that influenced your career.
3. At this point in time, what's one thing that will propel you forward in terms of growing your experience?

5-Minutes  
Page 5

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

5  
minutes

**Step 2:**

Now that you have demonstrated how you have drawn your Career Pattern direct participants to **workbook page \_\_\_\_** and instruct participants to map their career pattern. Review the instructions on the slide and in the Participant Workbook.



## Find a Partner and Explain Your Career Pattern

**Instructions**  
Describe:  
1. Where you started.  
2. Who influenced your work and helped you move ahead?  
3. What events propelled you forward at various points in your career?

10-Minutes  
Page 5

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

10  
minutes

**Step 3:**

**Now that participants have completed their Career Patterns ask them to find a partner and explain their Career Pattern. Review the instructions on the slide.**

**Facilitator Note**  
Now that participants have graphed and shared their Career Patterns, you are ready to move to the next section which will cover the 70/20/10 Model for How Learning and Development Occurs (this was included in the background information at the beginning of this section).





Sticky Note Activity



**Instructions:**  
Identify a time during your career where you experienced significant professional growth write this on a sticky note:

WHEN I WORKED ON THE SALES TRAINING FRAMEWORK WITH THE SALES TEAM AND WAS THEN ABLE TO CREATE A CURRICULUM THAT HELPED INCREASE SALES.

🕒 2-Minutes

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

3 minutes

**Step 4:**

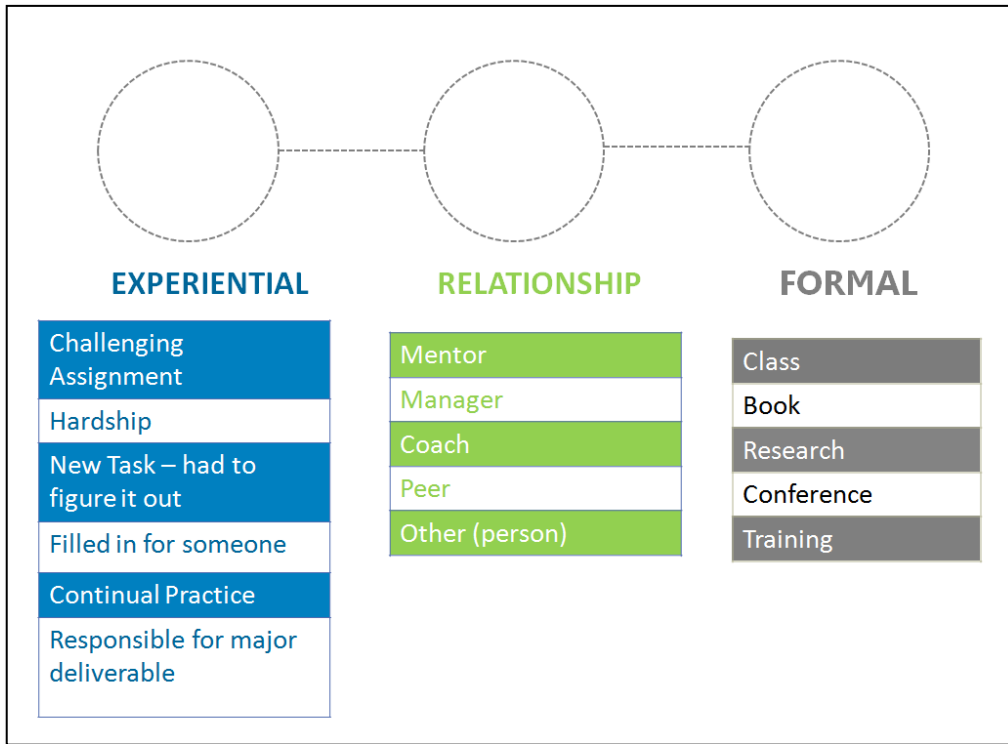
**Review these guidelines on the slide:** Ask participants to identify a time they experienced significant professional growth. **As per the slide instructions, ask participants to write this experience on a sticky note** (see example below).

Example:

WHEN I WORKED ON THE SALES TRAINING FRAMEWORK WITH THE SALES TEAM AND WAS THEN ABLE TO CREATE A CURRICULUM THAT HELPED INCREASE SALES.

**Facilitator Note**  
This will lead to the next exercise which will help participants determine how and under what circumstances their growth occurred using an activity involving the 70/20/10 Model for How Learning and Development Occurs as shown on the next slide:

Present Slide



**SCRIPT/KEY POINTS**

2 minutes

**Explain that** a “jump” or increase in professional growth comes from these learning categories:

- 1. Experiential ( hands-on/direct on-the-job experience)
- 2. Relationship (someone you worked with)
- 3. Formal Learning (class, workshop, etc.)

**Facilitator Note**  
You are not yet sharing the 70/20/10 information (this comes next). You are only sharing the three categories of learning.

Present Slide

Sticky Note Activity



## Instructions

Identify the learning category that *\*best* describes where your growth in experience originated

**Place the sticky note on the flip chart**

**\*It is possible for growth in experience to originate from multiple learning sources, in which case your sticky note can be torn in half or even thirds and placed under numerous learning categories.**

Experiential	Relationship	Formal Learning

*WHEN I WORKED ON THE SALES TRAINING FRAMEWORK WITH THE SALES TEAM AND WAS THEN ABLE TO CREATE A CURRICULUM THAT HELPED INCREASE SALES.*

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

3 minutes

Refer to the flip chart you have created with the three learning categories (see the next page for more information). Review the instructions on the slide by asking participants to identify the learning category that best describes where their growth experience originated. Then ask participants to place the sticky note under the appropriate category on the flipchart (participants will physically move out of their seats to post their sticky notes).

**Facilitator Note**

Demonstrate this exercise by sharing a growth experience from your career (please recall you have already shared your Career Pattern to demonstrate the Career Pattern activity). Place your sticky note under the appropriate category or categories.

Your growth example may span multiple categories. For example, you had a manager or mentor who shared their knowledge and then you applied this information to the job. Here the sticky note would be torn in two, with one half placed under the Experiential category and the other under "Relationship."



**You will have created the image above on a flipchart or whiteboard before the workshop or during the workshop while participants were engaged in an activity:**

Experiential	Relationship	Formal Learning

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

3  
minutes

**On the flipchart or whiteboard, ask participants to** place their sticky note under the appropriate learning category:

**Experience**

If the increase in growth resulted from a direct on-the-job experience, then place the sticky note under the “Experiential” category.

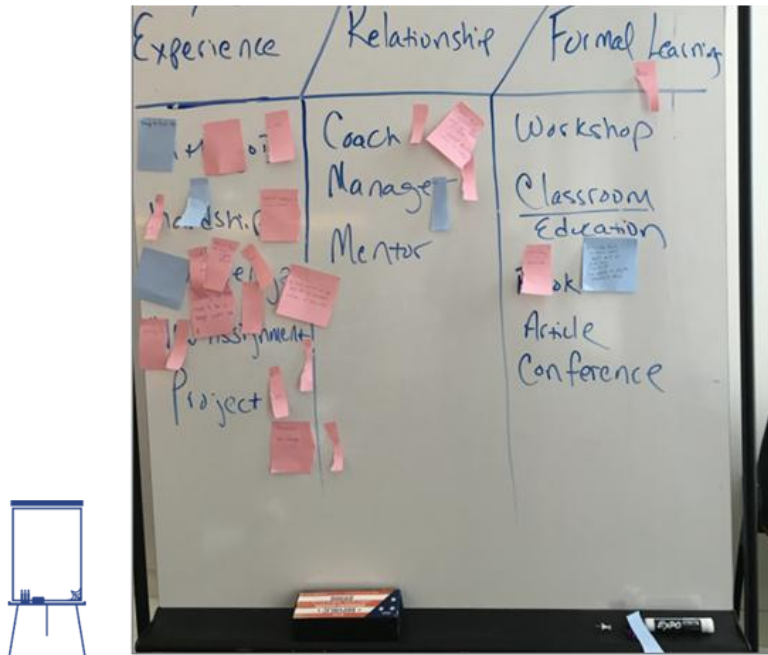
**Relationship**

If the increase in growth can be traced back to a work relationship, then place the sticky note under the “Relationship” category.

**Formal Learning**

If the increase in growth resulted from a direct on-the-job experience, then place the sticky note under the “Formal Learning” category.

**Explain that** it is possible for growth in experience to originate from multiple learning sources, in which case the sticky note can be torn in half or even thirds and placed under numerous learning categories.



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

**As in the image above, this real-time exercise consistently demonstrates that professional growth is closely linked to direct experience (the one exception I have found involves new graduates or interns just starting their work experience).**

5  
minutes

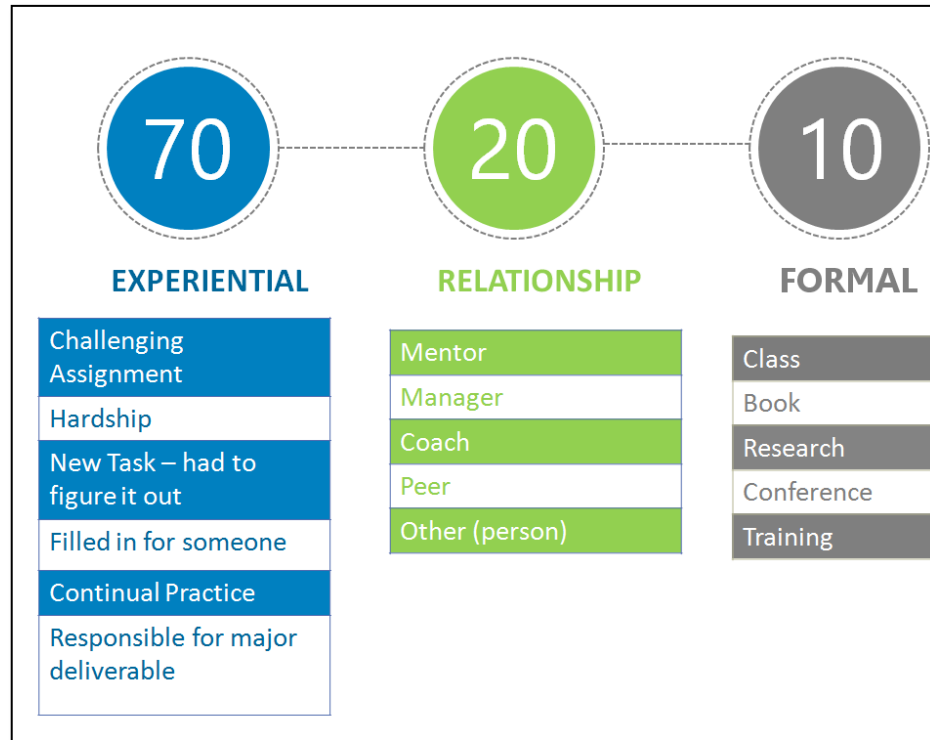
**What makes this a compelling and insightful participant experience is this information is participant generated, rather than cited from research or based on a theory.**

**Participants see the correlation between significant professional growth and the importance of seeking direct experience opportunities.**

**Debrief this activity by referencing the flip chart or whiteboard and ask, What do our examples tell us?**

*Possible/Likely Participant Answer: Professional growth comes from direct experience.*

Present Slide



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

**Tell participants that** the exercise they have just completed is called the 70/20/10 Model for How Learning and Development Occurs.

**Now compare this slide to the flip chart with participant sticky notes (as pictured on the previous page) exercise and say:**

- 70% of growth is attributed to experiential learning, with 20% from work relationships and 10% from formal learning.

**The sticky notes placed by participants on the flipchart should reflect an approximate 70, 20, 10 spread.**

**Finally, you will conclude this exercise with the debrief question asking:** So, what does this mean for your career and professional growth?

*Possible/Likely Participant Answer: Participants will state they should actively seek on-the-job experiences as a way to advance their professional growth.*

**Ask some self-reflective questions, such as:**

Are you refining and improving your skills?

What can you continue to get better at? What will you do to make this happen?

2 minutes

Present  
Slide



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

**Conclude this section of the training by reading the slide. You are now ready to move to the next part.**

1  
minute

## SELF-REFLECT ON YOUR PERFORMANCE WITH THE EMPLOYEE PERFORMANCE CONTINUUM



---

### **Self-Reflect On Your Performance With the Employee Performance Continuum**

Use the Employee Performance Continuum to think your performance now and plan for the future. Use this to help guide future career growth.



## BACKGROUND INFORMATION: THE EMPLOYEE PERFORMANCE CONTINUUM

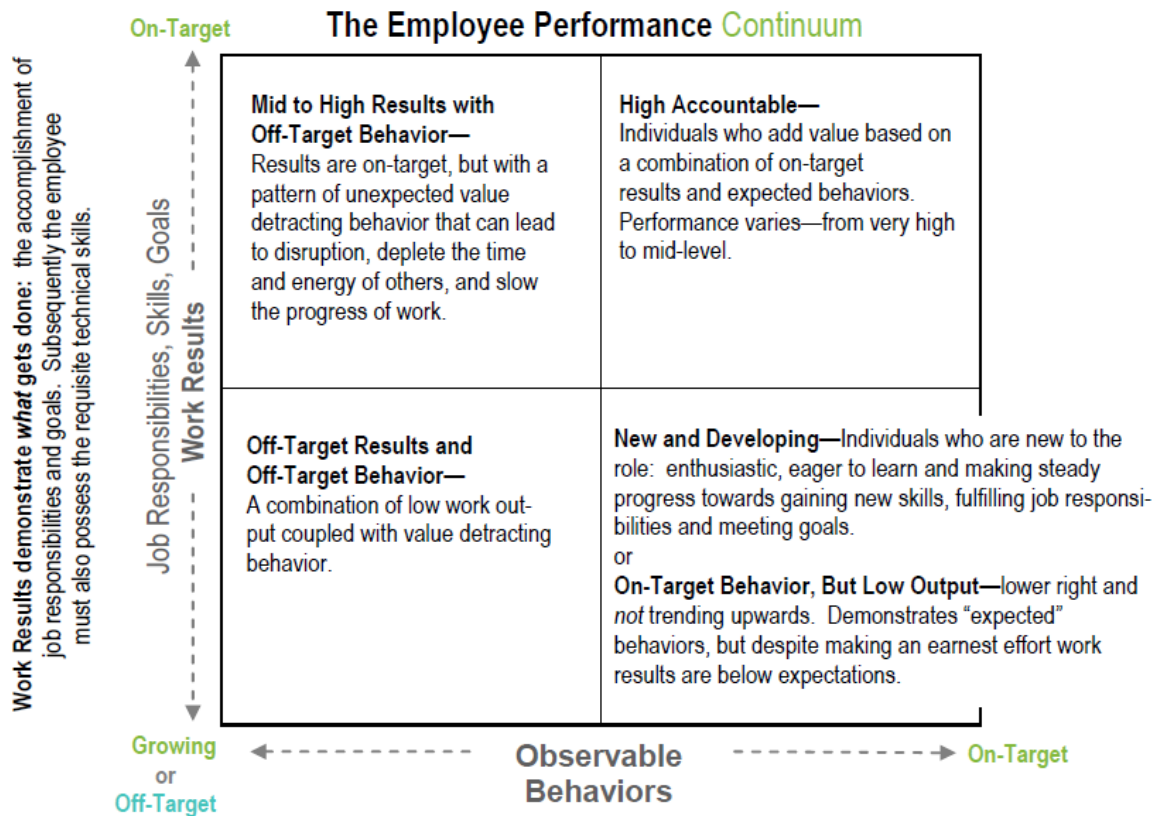
**Facilitator Note:** This section is a supplement to the Instruction section and provides background and context on the training topic.

Participants will learn how to use the Employee Performance Continuum to reflect upon their performance and potential. The Employee Performance Continuum is a visual 2x2 or 4-box model that describes employee performance on two dimensions:

**Work Results** represent the accomplishment of job responsibilities and goals. Then the employee must also possess the requisite technical skills.

**Observable Behaviors** are actions that represent how an individual conducts him or herself. Behaviors can include the quality and consistency of interpersonal interactions, tone, and approach. Behaviors can be guided by stated or implied competencies, organizational values, and norms.

The Employee Performance Continuum helps map these performance levels visually:



**Behaviors are observable actions** that represent *how* an individual conducts him or herself. Behaviors can include the quality and consistency of interpersonal interactions, tone, and approach. Behaviors can be guided by stated or implied competencies, organizational values, and norms.

## GUIDELINES FOR UNDERSTANDING ON-TARGET AND OFF-TARGET WORK RESULTS

### **An employee whose "Work Results" are On-Target is someone who:**

- Achieves and sustains results over time.
- Has accelerated and enhanced team performance and results.
- Continuously adds value.
- Is viewed as a contributor who "gets things done."
- On-target and consistent delivery of job responsibilities and goals.
- New to the role and making expected progress.

### **An employee whose "Work Results" are Off-Target is someone who:**

- Despite making an earnest effort, has met some goals and job responsibilities (cannot do the work).

or

- Can accomplish the work, but is not making a full effort (could, but chooses not to do the work).

## GUIDELINES FOR UNDERSTANDING ON-TARGET AND OFF-TARGET OBSERVABLE BEHAVIORS

### **An employee whose "Observable Behaviors" are On-Target is experienced as someone who:**

- Is a role model for desired leadership attributes and values.
- Has a tangible impact and positive influence on others.
- Collaborates effectively with all levels.
- Consistently exhibits the expected behaviors that aligned with organizational values.
- Is known for being approachable and supportive of others.
- Is self-motivated, and works with little direction.

### **An employee whose "Observable Behaviors" are Off-Target is someone who:**

- Demonstrates visible and unexpected behavior that detracts from overall value.
- The behavior detracts from the employee's total value, can lead to disruption, deplete the time and energy of others, undermine team effectiveness, and slow the progress of work.

## Two reasons for sharing the Employee Performance Continuum with workshop participants:

### 1. Share a model to self-reflect on current and future performance. Participants *might* think about:

- Where do I see myself now?
- Where do I have the capability and desire to move to?
- Would I place myself in different areas of the Continuum based on my various job responsibilities and skills?
- Reflect on my impact on others; how do my manager and my peers perceive my performance? (Are there blind spots where I may not know of my positive contributions or an area that needs more attention?)

### 2. Explain how managers are using the Employee Performance Continuum:

Share with participants that managers will be trained to use the Employee Performance Continuum in the Conversations to Optimize Employee Performance and Potential Workshop.

The Employee Performance Continuum is a point-in-time performance snapshot. Movement along the Continuum is expected and ongoing (versus a static picture). The Continuum helps managers to understand performance and inform targeted conversations to propel progress towards the “upper right” of the Continuum.

As a Facilitator, you should be aware that The Employee Performance Continuum is just one step in the process to help managers understand employee performance. While the plotting of employees on the Continuum can seem arbitrary, it is followed by a careful analysis whereby the manager must back up his/her plotting with:

- Real examples of observed behavior
- Work Results (accomplishment of job responsibilities, goals, and skills)
- Positive impact and sometimes negative impact on the work, colleagues, deliverables, etc.
- Managers are also encouraged to ask for input and perspectives of their direct manager and peer managers to ensure a more balanced and complete view.
- This information provides direction for the manager in determining how to engage in the right conversations to help the employee grow and move in the right direction.



## Self-Reflect On Your Performance With the Employee Performance Continuum

Use the Employee Performance Continuum to think your performance now and plan for the future. Use this to help guide future career growth.

30  
seconds

### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

**Let participants know that** they will use the Employee Performance Continuum, a 4-box model to help visualize their performance and potential.

Present Slide

FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

Slide: Performance Continuum Explanation

Employee Performance Continuum

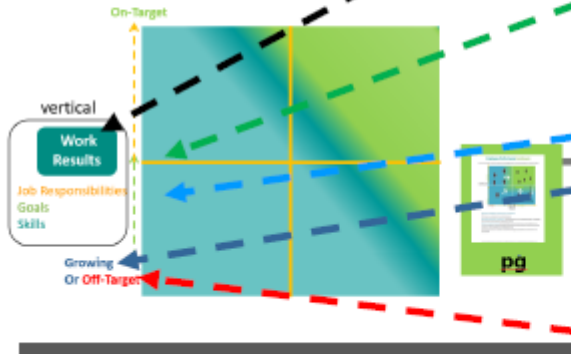


Teach/Explain

**Performance Continuum**

If we were to draw a picture of performance, it would look like this four square model, the Performance Continuum.

Employee Performance Continuum



**Work Results (on the "vertical")**

Results are "what" gets accomplished. This includes job responsibilities, goals and the requisite skill set to meet goals and responsibilities.

Above the Mid-Level Line Represents the Achievement of "On-Target" Work Results

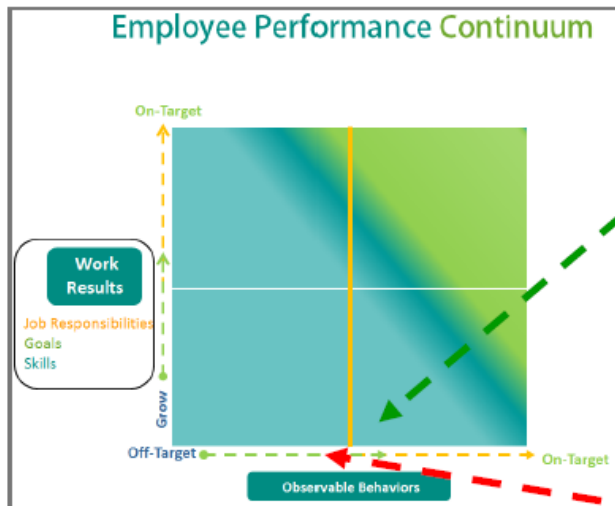
- Seen as a contributor who "gets things done".
- Consistent delivery of job responsibilities and goals.

Below the Mid-Level Line Represents:

A.) New to Role and Growing: the individual is making expected progress; will continue tracking towards "On-Target" Work Results with more time and support in the role.

or  
B.) Off-Target: despite having sufficient time and support in the role, this individual is not making progress (*facilitator note: the reasons for this will be explored later in the program*).

Slide Animation: Observable Behaviors



**Observable Behaviors**

Behavior refers to how an individual conducts him or herself; Observable Behaviors are actions that can be observed.

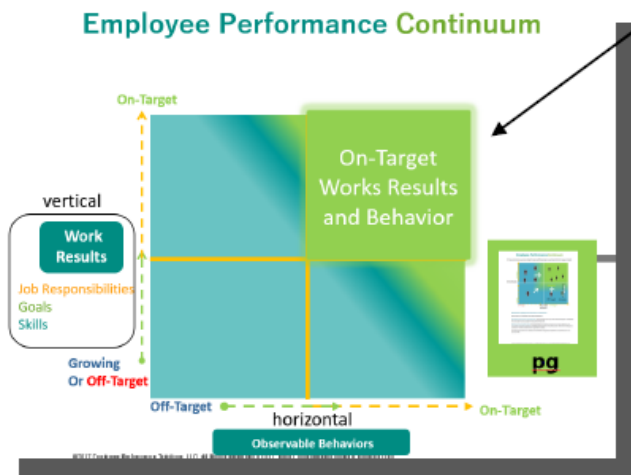
**"Right of Center" Represent On-Target Behaviors:** **Consistently** exhibits expected, desirable behaviors aligned with organizational values:

- Is known for being approachable and supportive of others
- Is self-motivated and works with little direction
- Collaborates effectively at all levels
- Has a tangible impact and positive influence on others

**"Left of Center" Represents Off-Target Behaviors:** Demonstrates observable and unexpected behavior that detracts from overall value:

- The behavior can lead to disruption, deplete the time and energy of others, undermine team effectiveness, and slow the progress of work

Slide Animation: Upper Right Quadrant



**The Objective**

The goal is to manage performance towards the "upper-right": On-Target Behaviors and Work Results.

## Guidelines for On and Off-Target Observed Behaviors

ON-TARGET	<ol style="list-style-type: none"><li>1. Communicates in ways that positively influence others</li><li>2. Collaborates effectively at all levels</li><li>3. Makes choices to behave in ways that align with organizational values</li><li>4. Known for being approachable and supportive of others</li><li>5. Self-motivated, and works with little direction</li></ol>
OFF-TARGET	<ol style="list-style-type: none"><li>1. Demonstrates observable and unexpected behavior that detracts from performance contributions and reflects poorly on the individual</li><li>2. Behavior can lead to disruption, deplete the time and energy of others, create extra work for the manager, divert time and attention away from work, weaken team effectiveness, impair cooperation, slow progress and information flow</li></ol>

### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

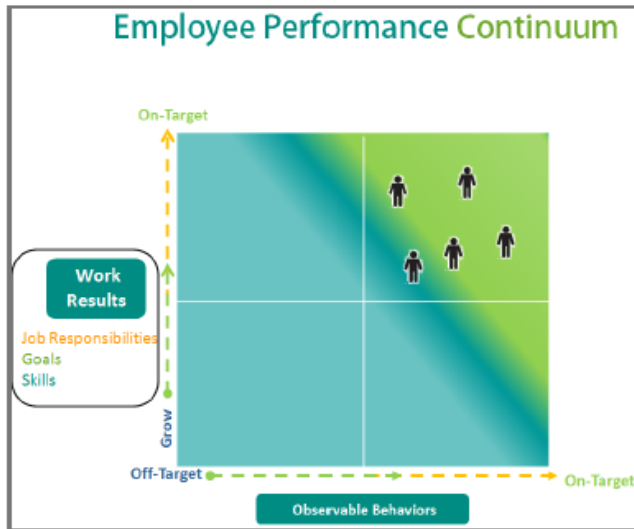
Direct participants to [workbook page \\_\\_\\_](#) to review the Guidelines for On and Off-Target Work Results and Behaviors

## Guidelines for On and Off-Target Work Results

ON-TARGET	<ol style="list-style-type: none"><li>1. Accelerates and enhances team results</li><li>2. Seen as a contributor who “gets things done”</li><li>3. Consistent delivery of job responsibilities and goals</li><li>4. New to the role and making expected progress</li></ol>
OFF-TARGET	<ol style="list-style-type: none"><li>1. Despite making an earnest effort, meets some, but not all goals and job responsibilities</li><li>2. Has the ability to accomplish the work, but is not making a full or consistent effort</li></ol>

**Debrief Question:** What is easier for the manager to address: Works Results or Behavior? **Likely Answer:** Behaviors

### Slide Animation: Upper Right Quadrant



#### Upper Right High-Accountable Performance

Employees functioning at this level are meeting the high expectations: On-Target Work Results and On-Target Behaviors.

### Slide Animation: Lower Right Quadrant

#### Employee Performance Continuum



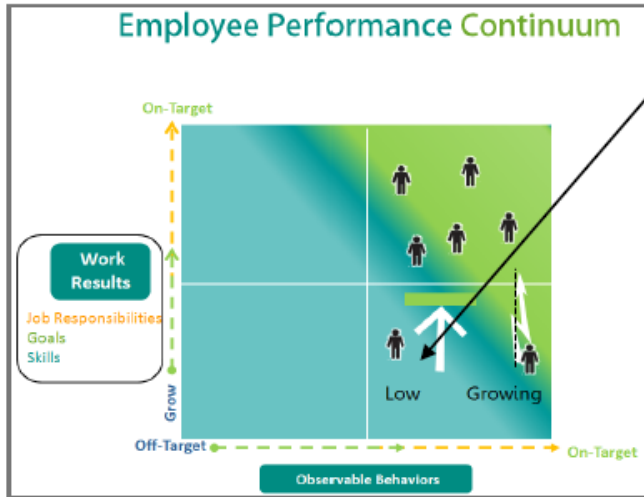
#### Lower Right New-to-Role and Growing

Employees functioning at this level are new to the role, enthusiastic, eager to learn and making steady progress towards gaining new skills, fulfilling job responsibilities and meeting goals.

**Ask:**  
What are the characteristics of someone in the growth mode? What do they need to be successful?



### Slide Animation: Lower Right Quadrant

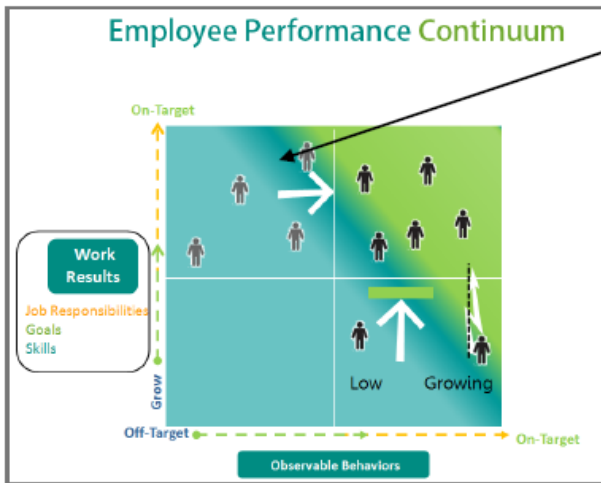


#### Lower Right Combination of: On-Target Behavior / Off-Target Work Results

Employees functioning at this level mean well and have expected behaviors, but despite making an earnest effort, Work Results are **Off-Target**:

- Has met some, but not all goals and job responsibilities
- Has received the appropriate support and time in the role, but less than expected progress has been made
- Needs a greater amount of support and supervision from the manager than should be expected
- Some of this individual's job responsibilities may get redistributed to more able-colleagues

### Slide Animation: Upper Left Quadrant



#### Upper Left Combination of: On-Target Work Results / Off-Target Behavior

##### On-Target Work Results

Employees functioning at this performance level are known for getting the work done. This individual may even be seen as a top contributor.

*Any of the comments previously stated about On-Target Work Results apply:*

- Seen as a contributor who “gets things done”
- On-Target and consistent delivery of job responsibilities and goals

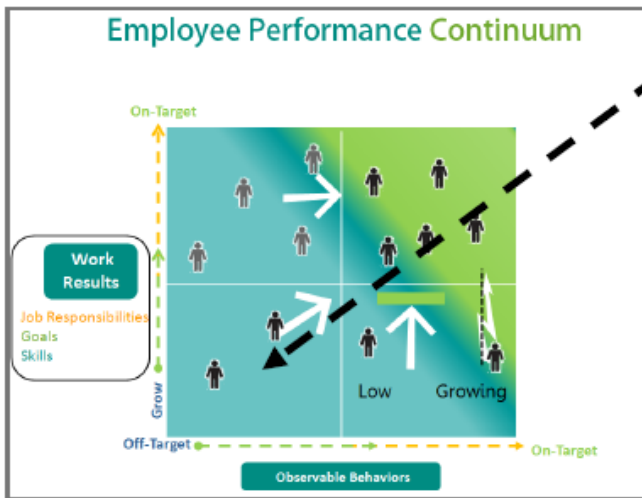
##### Off-Target Behaviors

Perceptions about what constitutes value detracting behaviors are highly variable. What can be said is that the individual’s overall value and performance effectiveness is diminished by their behavior (observable actions).

*The comments previously stated about Off-Target Behaviors apply:*

- Demonstrates observable and unexpected behavior that detracts from overall value
- The behavior can lead to disruption, deplete the time and energy of others, undermine team effectiveness, and slow the progress of work

### Slide: Performance Continuum Explanation



#### Lower Left Combination of: Off-Target Work Results and Off-Target Behavior

Performance in the "lower left" indicates that Work Results and Behaviors are both **Off-Target**

We want to "help the person out" (move to the upper right) or "help them out" of the organization" to open the position to someone who *will* be performing the job in the "top right."



### Employee Performance Continuum Snapshot

↑ ON-TARGET ↑ GROWING OR OFF-TARGET ↓	<p><b>Mid to High Results With Off-Target Behavior</b>— A pattern of value-detracting behavior is observed which offsets the On-Target Work Results and diminishes overall performance effectiveness. The behavior leads to negative impacts such as: disrupting work, depleting people's time and energy, undermining team effectiveness, creating more work for the manager, slowing work progress, and reflecting poorly on the individual. A shift in behavior will increase this individual's value to the organization.</p>	<p><b>High Accountable</b>—A contributor who adds value with a balance between On-Target Work Results and Behaviors. Can be relied upon to "get things done", adapts quickly to change, and collaborates effectively at all levels. Consistently exhibits expected behaviors aligned with organizational values. Is known for being approachable and supportive of others.</p>
	<p><b>Off-Target Results and Off-Target Behavior</b>— A combination of low work output coupled with value detracting behavior.</p>	<p><b>1. New and Developing</b>—individuals who are new to the role: enthusiastic, eager to learn and making steady progress towards gaining new skills, fulfilling job responsibilities and meeting goals.</p> <p><b>2. On-Target Behavior With Off-Target Work Results</b>—Behaviors are On-Target, but despite making an earnest effort, lower than expected Work Results detract from overall performance effectiveness. Work normally in this person's scope of responsibilities goes undone, redone by others, or taken-on by the manager or peers.</p>
	← OFF-TARGET   ON-TARGET →	

Observable Behaviors

### Instructions

- Review the Performance Continuum Quadrant Descriptions

**5-Minutes**

Pg

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

Direct participants to [workbook page \\_\\_\\_](#) to review the Performance Continuum Snapshot and quadrant descriptions.

Explain how managers are using the Continuum. Share with participants that managers will be trained to use the Continuum in the Conversations to Optimize Employee Performance and Potential Manager's Workshop.

Explain that the Continuum is used as a point-in-time performance snapshot. Movement along the Continuum is expected and ongoing. The Continuum helps managers to understand performance and inform targeted conversations to propel progress towards the "upper right" of the Continuum.

Ask participants what questions they have (please become familiar with the background information provided at the beginning of this section as this may help you prepare to answer questions. If possible, attend one of the Manager's workshop where more time is spent on the Continuum. However, for now, the sole reason for using the Continuum is for self-reflection.

Explain that participants will use the Employee Performance Continuum to reflect on their performance and potential.

Present  
Slide

### Where I see others: Applying your experience to the Continuum

**Employee Performance Continuum Snapshot**

Work Results


On-Target

Grow

Off-Target Observable Behaviors On-Target

**Instructions**

- Draw the Continuum on the Notes page (last page in your workbook). Plot as many people as you can think of: past and present

 5-Minutes

Pg

### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

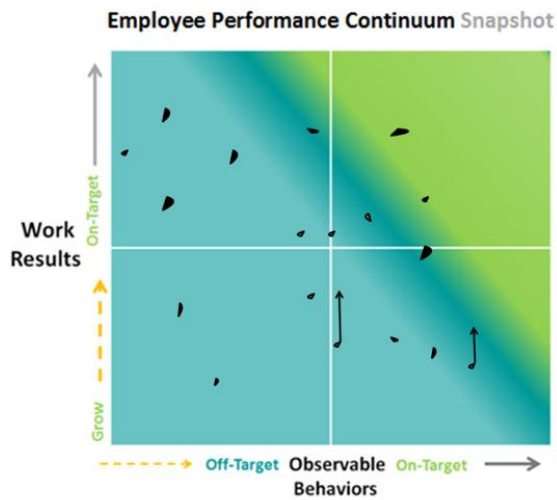
#### **Part 1:**

Review the instructions on the slide. Ask participants to think of as many people as they can and plot them on their hand-drawn Performance Continuum.

**Emphasize this:** Include people you've worked with in the past and present (not just your people you work with now).

Present Slide

Connect with another workshop participant and **explain your thinking...**



### Instructions

10 minutes

- Pair up with another participant and take turns explaining your thinking behind your plotting (choose 2 -3 plots per person to explain)



10-Minutes

### Part 2:

Ask participants to pair up with another individual to explain their thinking behind where they plotted 2-3 people on the Continuum. Each person talks about several of the coordinates (but not by name) on the Continuum and explains their plotting rationale.

### Debrief:

#### Check in with some partner pairs and ask:

- Ask, “What’s something you learned from this?” or “What’s something that came up during your conversation?”
- Ask participants to share examples of an individual plotted on the Continuum

#### Facilitator Note

In the next activity for self-reflecting on performance and potential, participants should now have enough information to try applying the Employee Performance Continuum to self reflect on their performance and potential.

Present  
Slide

**Employee Performance Continuum Snapshot**

**Follow Instructions:**  
Please follow-along and read the instructions on page 6

**You will use the Employee Performance Continuum to visualize and self-reflect on your performance**

**Page 6**

Present  
Slide

**Questions to Reflect On Your Past, Present, and Future Performance**

**THE PAST:**  
Reflect back to when you first started in your current role

- Where on the Continuum did you see yourself?

**THE PRESENT:**  
Reflect on your current role

- Where do you see yourself now?
- Would you put yourself in different places depending upon the various aspects of your job?

**THE FUTURE:**  
Thinking ahead, where do you have the potential and desire to move?

- What is one thing you can do to move ahead?

**Page 6**



### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

5  
minutes

**Direct participants to page \_\_\_\_\_ in their workbooks. Walk through the instructions which can be found in the workbook and on the two slides on the previous page in this Facilitator Guide. Explain that this exercise will help to visualize and self reflect on performance.**  
performance.

### CONCLUSION OF THIS SECTION

1  
minute

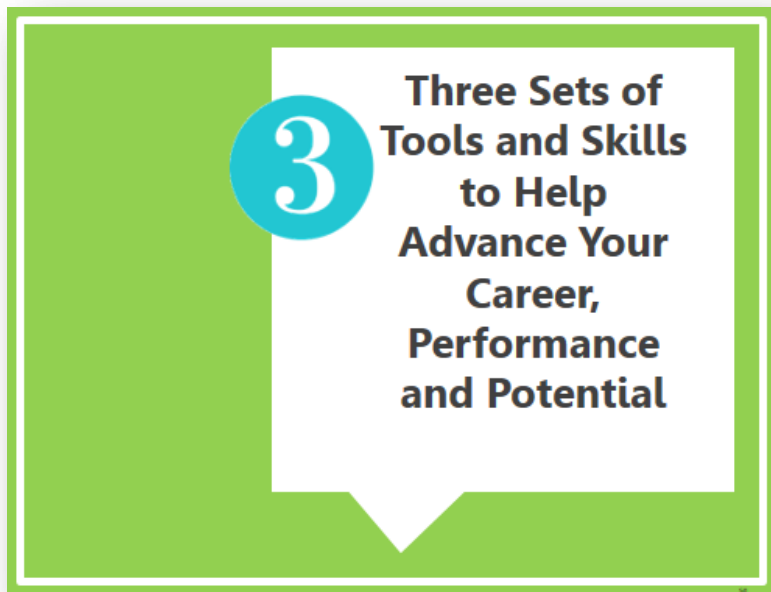
**After about 5 minutes conclude this activity and ask participants, What questions do you have?**

**Tell participants they** have finished the first section which included the Career Pattern and the Employee Performance Continuum, which were two ways to reflect on career and performance. Next, you will help participants learn how to gain external points of view using Self-Driven Insight questions.

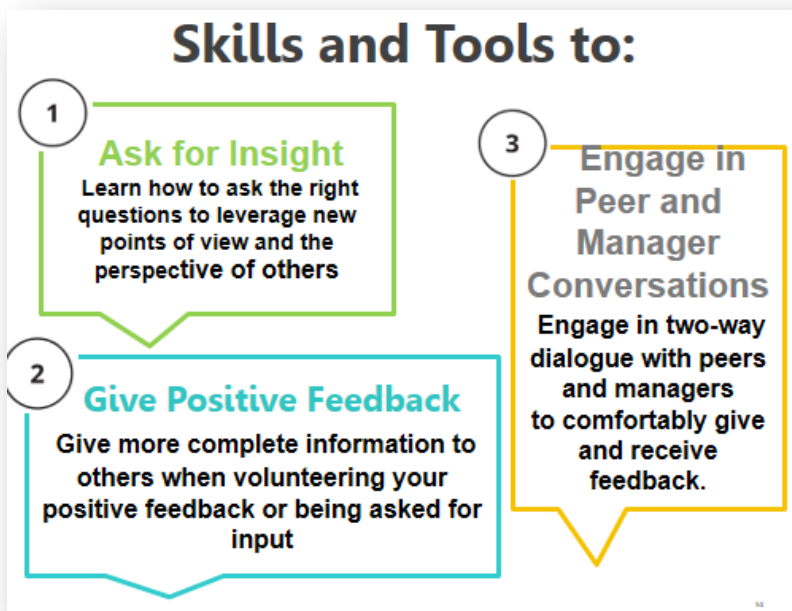


5  
minutes

Present  
Slide



1  
minute



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

**Say**, now that we've walked through the career and performance visual models, we will explore three sets of skills and tools that will help you advance your career, performance and potential. Read the slide above to describe the learning objectives for the next section.

## SELF-DRIVEN INSIGHT



---

### Self-Driven Insight

Learn how to ask the right questions to leverage new points of view and the perspective of others

## FACILITATOR BACKGROUND INFORMATION: SELF DRIVEN INSIGHT

**Facilitator Note:** This section is a supplement to the Instruction section and provides background and context on the training topic.

You will teach participants how to independently gather insight into their performance by asking the right questions versus passively waiting for feedback from others. <sup>1</sup>People who continue to ask for feedback throughout their career succeed more, this according to research by Zenger Folkman of 90,000 leader's assessments from industries including high tech, manufacturing, and pharmaceuticals. Knowing how to ask for feedback is a crucial skill for individuals who place a high priority on their development and professional growth.

Despite how self-aware and experienced someone may be there is value to be gained in uncovering outside perspectives on what we should continue doing, do more of, do less of, do, or stop doing. This means asking the right questions that lead to new points of view about how we are experienced and perceived by others.

### **People You Work Closely With are Sources of Insight**

Traditional feedback usually flows from manager to employee, but managers represent just one source of information. Key work relationships are another source. Team members, those we work regularly, might have new insights that are helpful to our performance and even our career. There is no need to wait to be given feedback when we can proactively seek it ourselves.

At the very least, we should know of:

1. What is working and our positive impact (this way we can leverage our strengths).
2. Uncovering areas for becoming even more effective.

The key is knowing how to ask the questions that result in meaningful answers and actionable information (and recognize the questions that lead to vague answers). Participants will learn how two insight strategies: asking Clarifying Questions and One-Thing Questions:

## 1. ASKING CLARIFYING QUESTIONS

We often give and receive positive, but general feedback. For example:

"That was a great presentation."

"You were great on that call."

"This report was useful."

These opportunities are ideal for in-the-moment insight. You have only to ask a clarifying question. Here's an example

Let's say you have just concluded an urgent phone call. Your colleague listening in says,

"I like how you handled their concerns."

## Conversations to Optimize Your Performance and Potential Facilitator Guide

You apparently said something that brought your colleague to this conclusion. A clarifying question could be something like this:

"What was it that I said that helped smooth things over?"

You will likely notice your colleague pause as she reflects on the specific language or approach you used during the call. These opportunities to learn what we did well can be a treasure trove of meaningful information. By asking for specific feedback, you get granular information and determine what worked and can be leveraged.

The next time you hear something like, "That was a great presentation!", rather than just replying "Thanks," seek to clarify by asking a question such as, "What did you like about it?"

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While asking clarifying questions is a simple concept you can learn more from this article at <https://hbr.org/2015/03/relearning-the-art-of-asking-questions>

## 2. ASKING ONE-THING QUESTIONS

You will show participants how to ask compelling questions of managers, colleagues, and customers that provide insightful, actionable responses. Taking advantage of everyday work interactions offers *the* best opportunities for on-the-spot insights. Do you understand what is working and should continue and what you could do to provide more support or be even more effective? To find out ask the right question.

First, you will help participants discover which commonly asked questions lead to vague and meaningless answers. Because you are facilitating and showing rather than lecturing and telling, you will conduct a quick group exercise that allows participants to see for themselves that asking vague questions, like the ones below, lead to ambiguous answers:

How am I doing? You are doing great

What can I do better? Nothing, just keep doing what you are doing

How was your day at school? It was good.

What did you think of that report? It was good

After concluding that asking general questions result in vague answers, you will segue into showing examples of what I call asking "One-Thing" questions; queries that are more apt to lead to more specific information:

What's "**One-Thing**" I am doing to support you that is working, and I should continue?

What's **one way** I could support you more?

What's **one way** we could work better together?

What's "**One-Thing**" you learned at school today?

What's "**One-Thing**" that worked in the report?

What's "**One-Thing**" I can do to make the next report even better?

After sharing example questions, you will instruct participants to generate their questions for managers, peers, or anyone else who depends upon their work.

## Conversations to Optimize Your Performance and Potential Facilitator Guide

If you would like to learn more about asking questions, I recommend researching Appreciative Inquiry, specifically for "envisioning what might be" and "dialoguing what should be."

Please note that I do not use Appreciative Inquiry as it is designed for change management. I use parts of Appreciative Inquiry in the questioning techniques to create dialogue around "future possibilities."

To learn more about Appreciative Inquiry visit:

[https://en.wikipedia.org/wiki/Appreciative\\_inquiry](https://en.wikipedia.org/wiki/Appreciative_inquiry)

or

Appreciative Inquiry Commons at <https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/>

Present Slide

# Building Conversation Skills to coordinate with your

Manager, Peers, Customers, etc.



49

Present Slide



## Self-Driven Insight

Learn how to ask the right questions to leverage new points of view and the perspective of others

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

2  
minutes

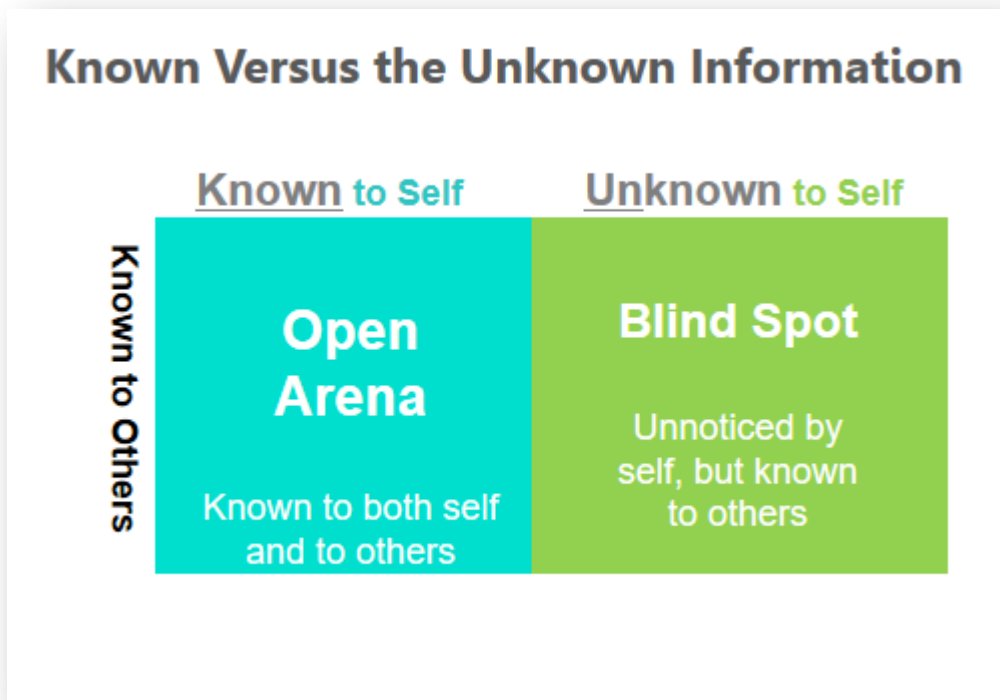
**Let participants know that** according to research by Zenger Folkman of 90,000 leader assessments, people who continue to ask for feedback throughout their career are more successful. Knowing how to ask for feedback is a crucial skill for individuals who place a high priority on their development and professional growth.

**Tell participants that** despite how self-aware and experienced someone may be there is value to be gained in uncovering outside perspectives on what we should continue doing, do more of, do less of, do, or stop doing. This means asking the right question of multiple people. This way we can uncover new points of view about how we are experienced and perceived by others:

1. We can become clear on what we are doing well and should continue.

And

2. Identify areas that need more attention; perhaps some learning new information that will lead us to change in some way that improves our chances of career and performance success.



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

2  
minutes

**Explain that** the Johari Window, developed in the 1950's, is a visual model showing what we know versus our blind spots.

**Review each of the two windows:**

- 1. Arena: Things that we and others know.**
- 2. Blind Spot: Something known or seen by others (about you) but unknown to you.**

**Say, that** often a blind spot can be something we are doing well and is appreciated by others. The blind spot may also represent an area for you to adjust your performance, perhaps building upon a skill or adjusting a behavior.

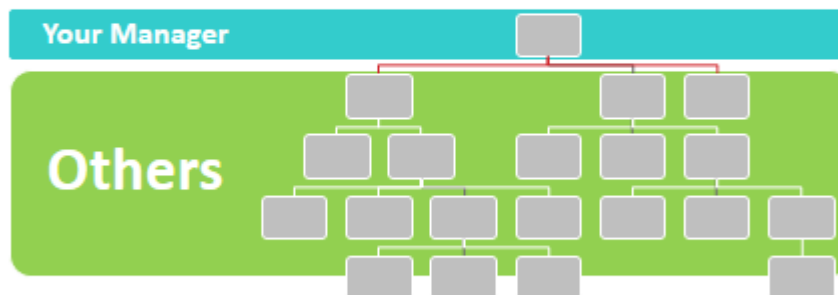
**This slide is animated, and you will find that the "Blind Spot" will shrink in size and the "Arena" will get larger. Say,** you want to shrink your blind spots and make sure more information is known to you, in the Arena.



Present  
Slide

## Self-Driven Insight: Your Network

Traditional feedback usually flows from manager to employee, but managers represent just one source of information.



Key work relationships (others) are another source. People we work with regularly, might have new insights that are helpful to our performance and even our career.

### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

2  
minutes

**Explain that** traditional feedback usually flows from manager to employee, but managers represent just one source of information. Key work relationships are another source. Team members, those we work regularly, might have new insights that are helpful to our performance and even our career. There is no need to wait to be given feedback when we can proactively seek it ourselves.

At the very least, we should know of:

1. What is working and our positive impact (this way we can leverage our strengths).
2. Uncovering areas for becoming even more effective.

The key is knowing how to ask the questions that result in meaningful answers and actionable information (and recognize the questions that lead to vague answers).



Here are two ways to proactively gain new perspectives

**Asking:**

1. Clarifying Questions
2. One-Thing Questions

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

1  
minute

**Say** that you will share several approaches to asking compelling questions of managers, colleagues, and customers that provide insightful, actionable answers. Taking advantage of everyday work interactions offers *the* best opportunities for on-the-spot insights.

**Ask**, Do you understand what is working and should continue and what you could do to provide more support or be even more effective? To find out ask the right question.

**Explain that** you will share two insight strategies: asking Clarifying Questions and One-Thing Questions. **Say**, first, we will learn about asking Clarifying Questions.

Present  
Slide



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

1  
minute

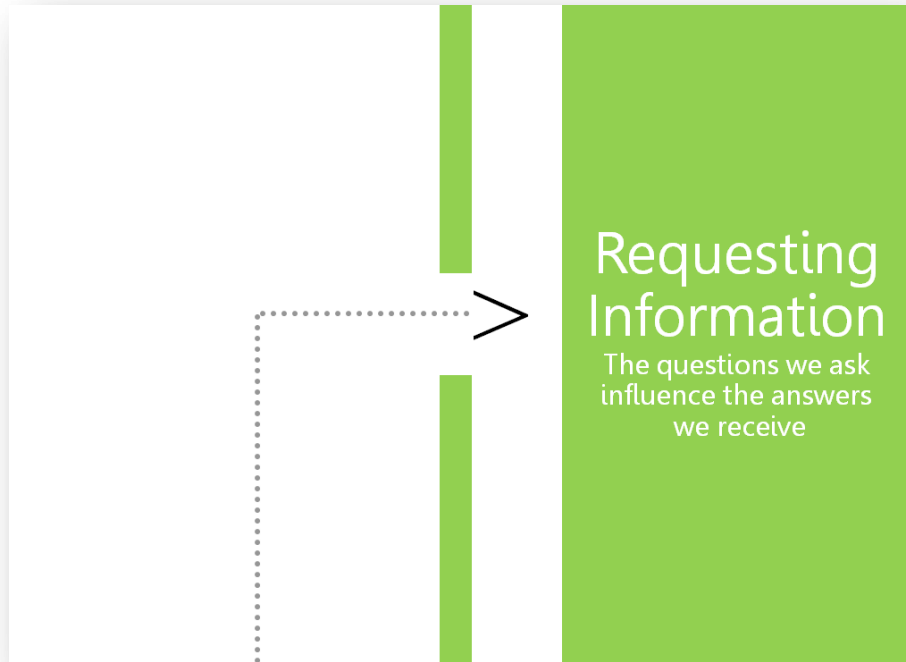
**Say,** We often give and receive positive, but general feedback. For example:

"That was a great presentation."

"You were great on that call."

"This report was useful."

**Say,** this is an opportunity to ask for clarification. This way you can find out what you did that just worked or was appreciated.

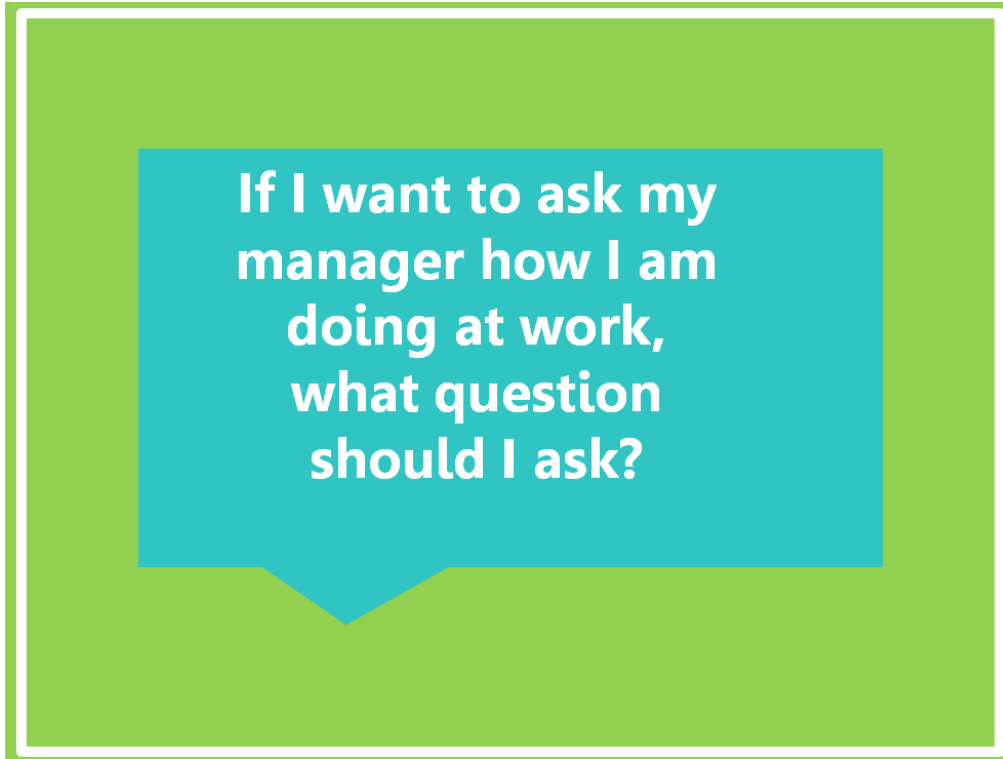


**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

10  
seconds

**Begin by reading these words from this slide, "The questions we ask influence the answers we receive"**

**Facilitator Note:**  
You will use this section of the program to allow participants to experience how commonly asked questions lead to vague answers. Because you are facilitating and showing rather than lecturing and telling, you will conduct a quick group exercise that allows participants to see that asking general questions do ~~in fact~~ lead to vague answers.



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

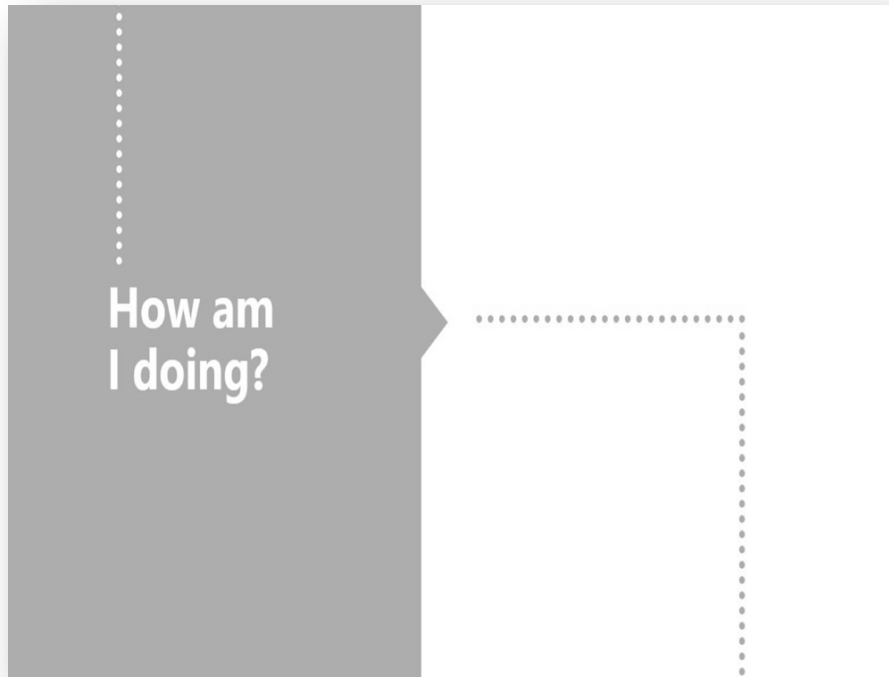
30  
seconds

**Ask the question on this slide, pause, and allow participants to answer before revealing the next slide.**

**Begin by reading these words from this slide, "The questions we ask influence the answers we receive" then ask participants, "If I want to know how I am doing at work, then what should I ask?" **Pause to allow participants to answer.****

*Possible/Likely Answer: You should ask "How am I doing?"*

**When you reveal the next slide, the question will be "How am I doing?"**



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

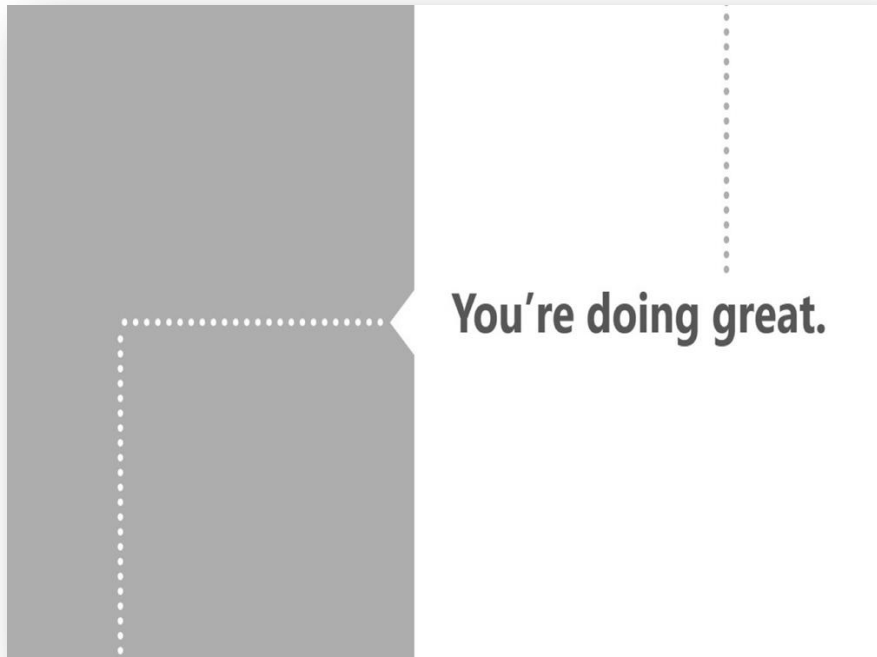
30  
seconds

**Now ask,** if someone asks their manager this question, "How am I doing?", then what will they be likely to hear?

**Allow participants to answer.**

*Possible/Likely Answer: You are doing good, or You are doing great.*

**Now, reveal the answer on the next slide.**



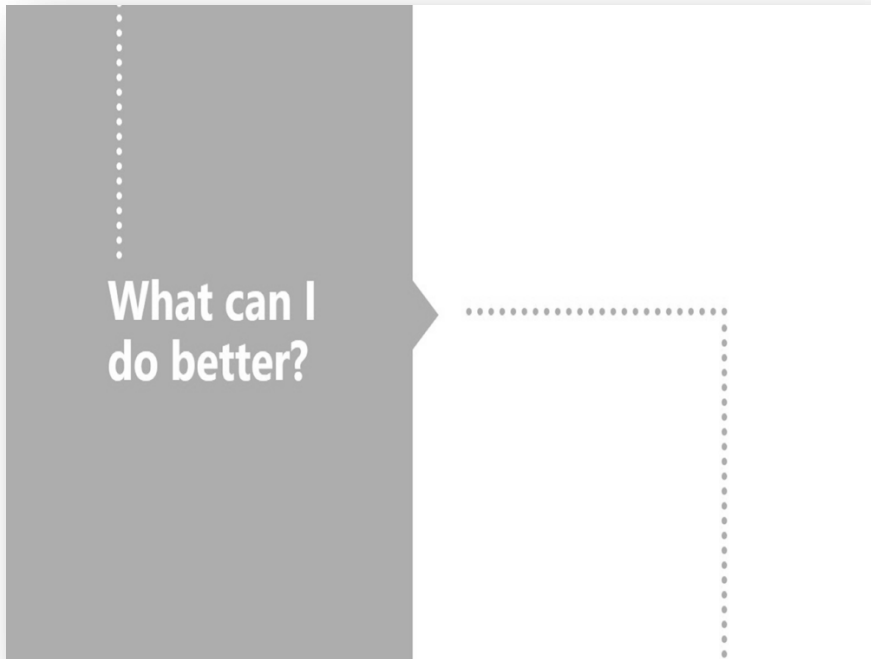
**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

10  
seconds

**You are just revealing the slide**

**Facilitator Note:**

One or more participants will have given this very answer!



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

30  
seconds

**Ask**, if someone asks their manager this question, "What can I do better?", then what will they be likely to hear?

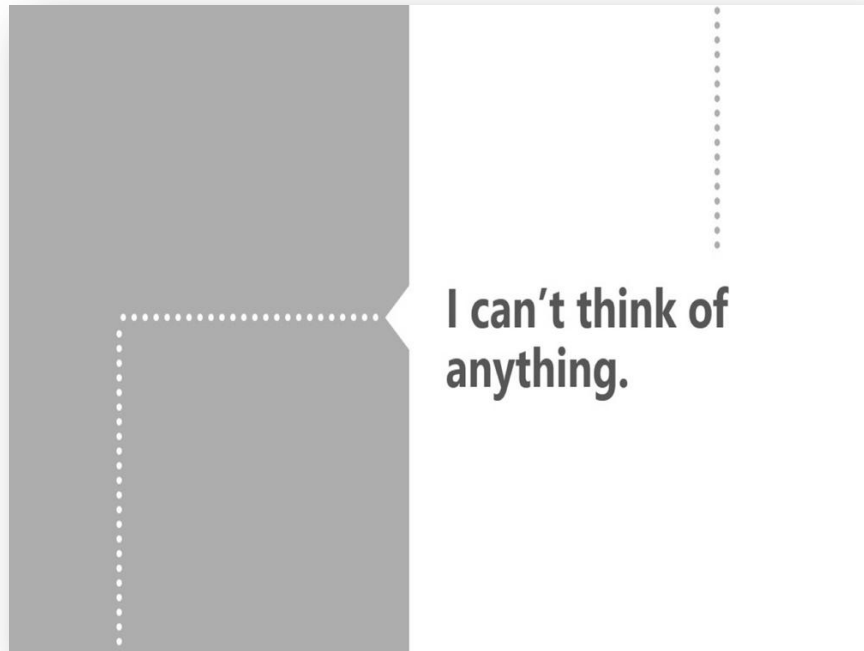
**Allow participants to answer.**

*Possible/Likely Answer: Nothing. Just keep up the excellent work. Keep doing what you are doing, etc.*

**Now, reveal the answer on the next slide.**



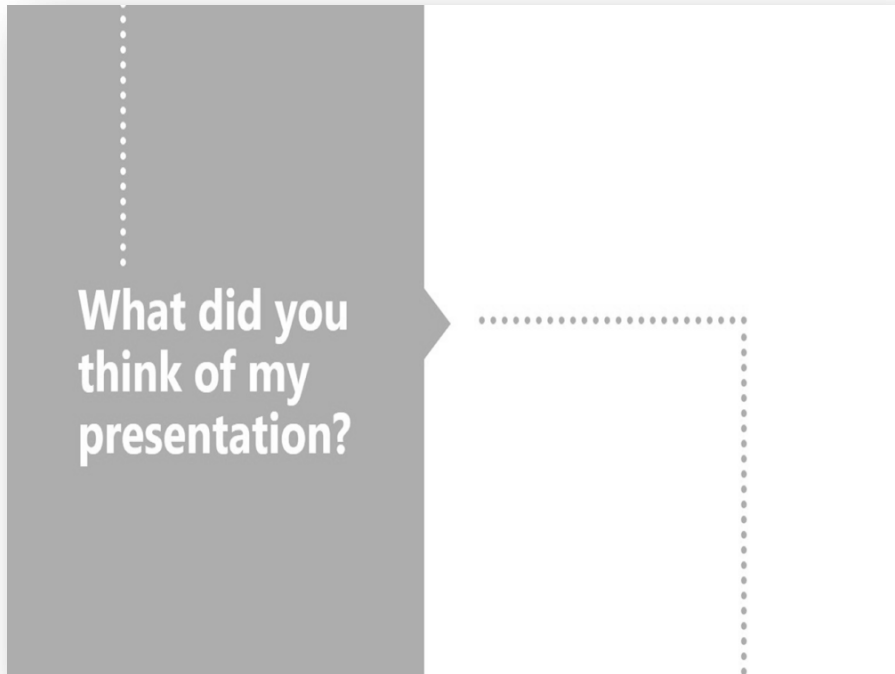
Present  
Slide



FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

**Reveal the slide.**

10  
seconds



**Ask,** “If someone were to ask, ‘What did you think of my presentation?’, what would the likely answer be?”

30  
seconds

**Allow participants to answer.**

*Possible/Likely Answer: It was good. It was great.*

**Now, reveal the answer on the next slide.**

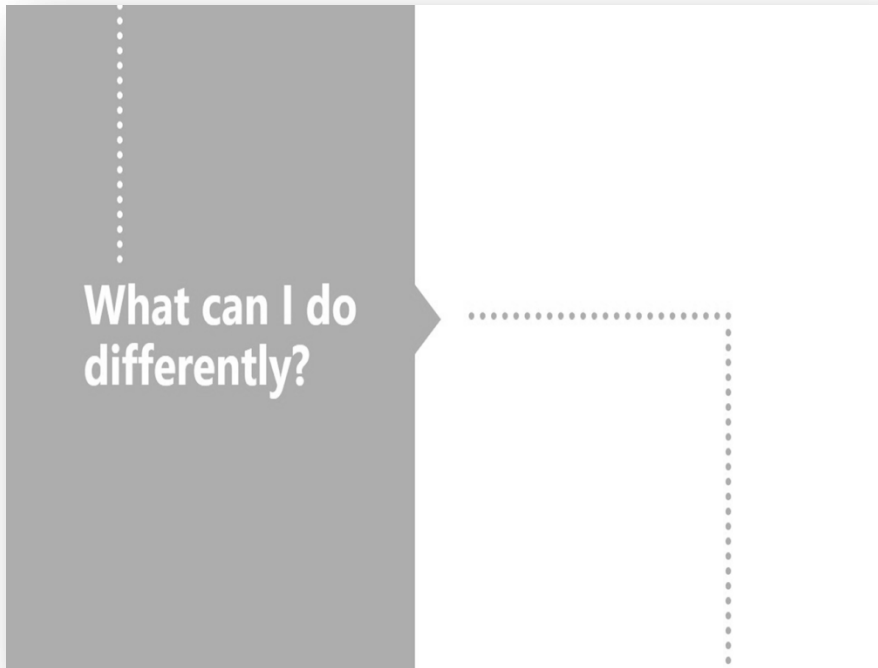
Present  
Slide



FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

Reveal the slide.

10  
seconds



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

30  
seconds

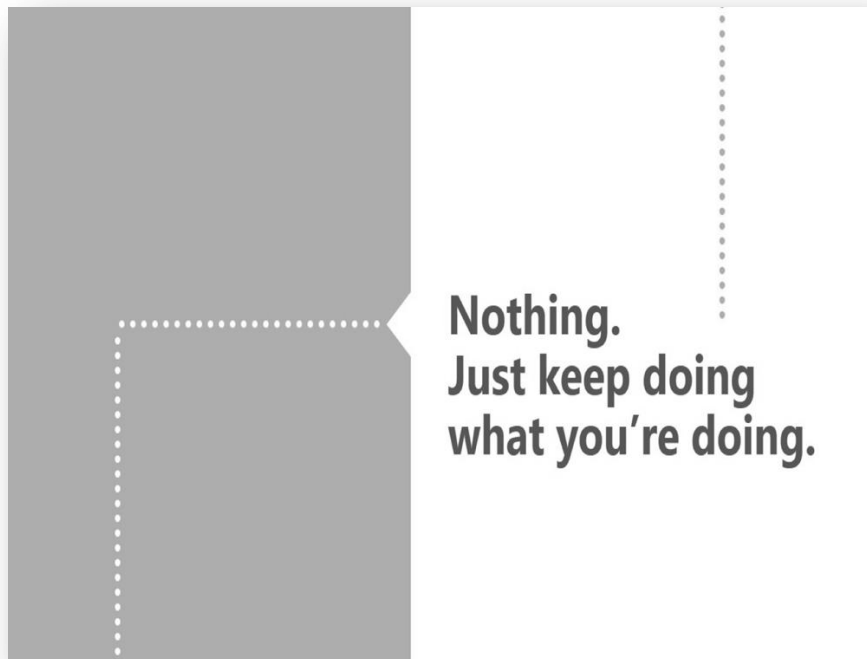
**Ask,** “If someone were to ask, ‘What can I do differently?’, what would the likely answer be?”

**Allow participants to answer.**

*Possible/Likely Answer: Just keep doing what you are doing.*

**Now, reveal the answer on the next slide.**

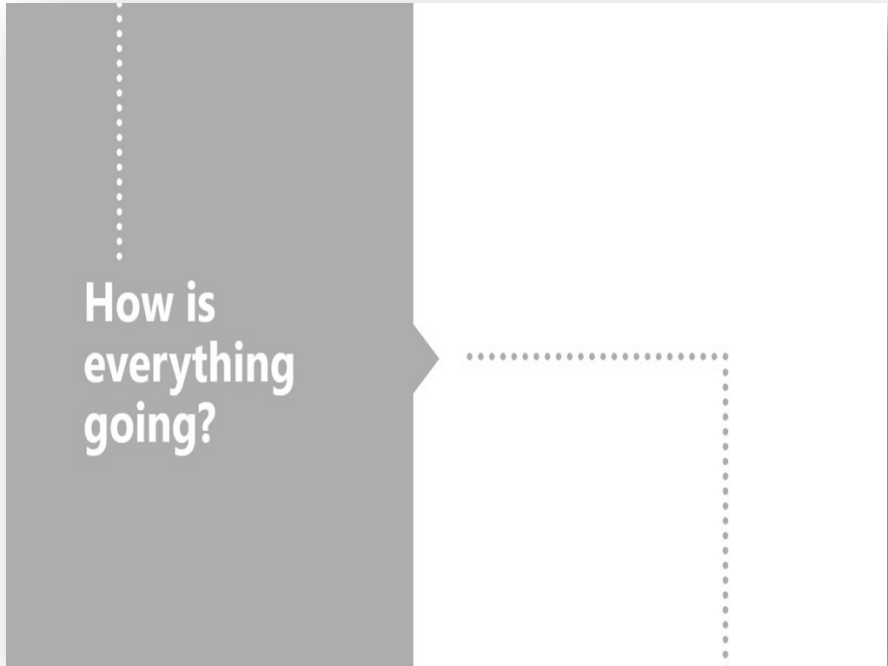
Present  
Slide



FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

**Reveal the slide.**

10  
seconds



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

30  
seconds

**Ask,** “If someone were to ask, ‘How is everything going? what would the likely answer be?’”

**Allow participants to answer.**

*Possible/Likely Answer: Great or good*

**Now, reveal the answer on the next slide.**

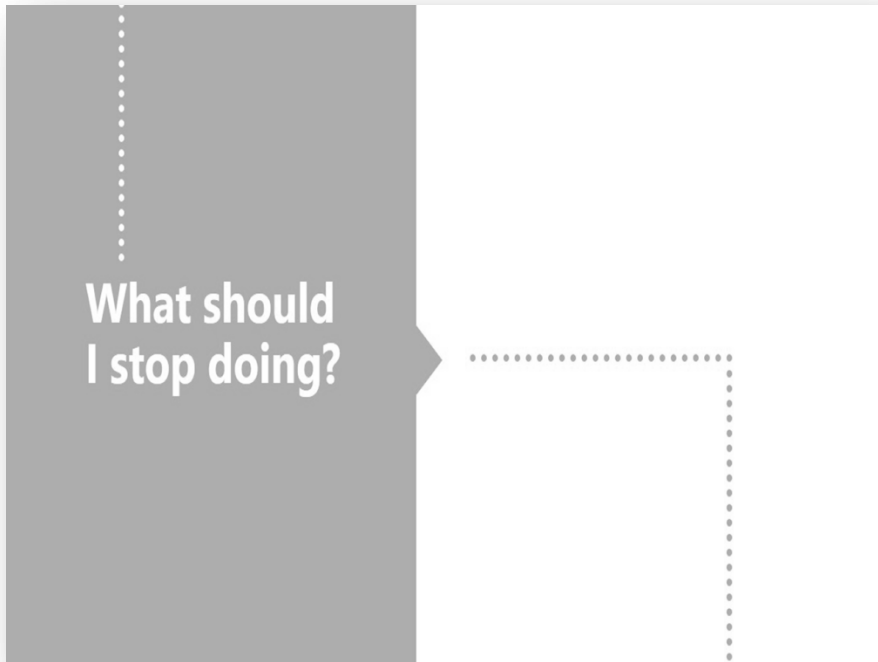
Present  
Slide



FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

Reveal the slide.

10  
seconds



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

30  
seconds

**Ask,** "If I asked you, "What should I stop doing? what would you say?"

**Pause to allow participants to answer. Usually, one or two class participants will say, "Stop asking so many questions." Continue to ask, "What should I stop doing?" to encourage this response.**

*Possible/Likely Answer: Stop asking so many questions.*

**Now, reveal the answer on the next slide.**

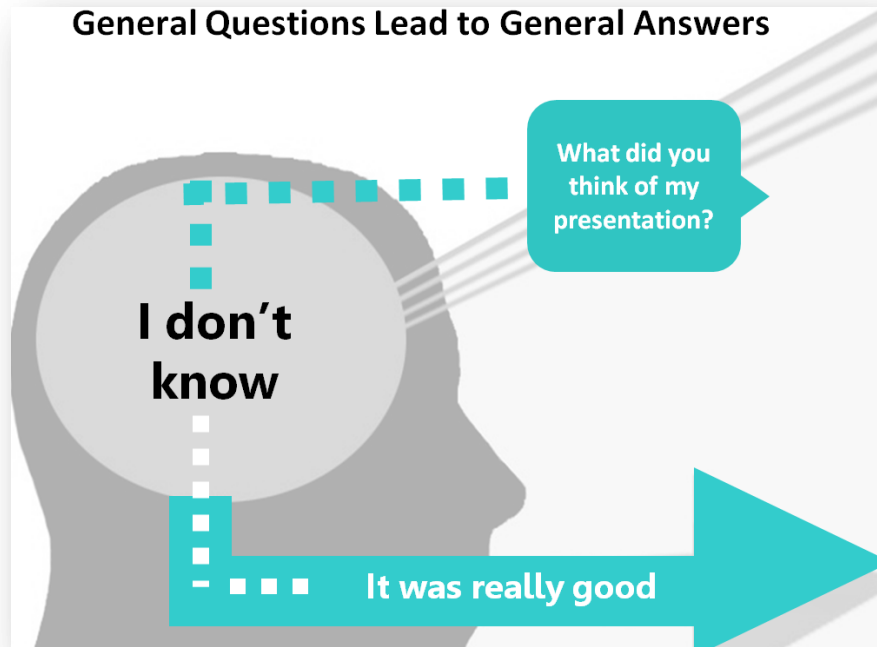




**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

10  
seconds

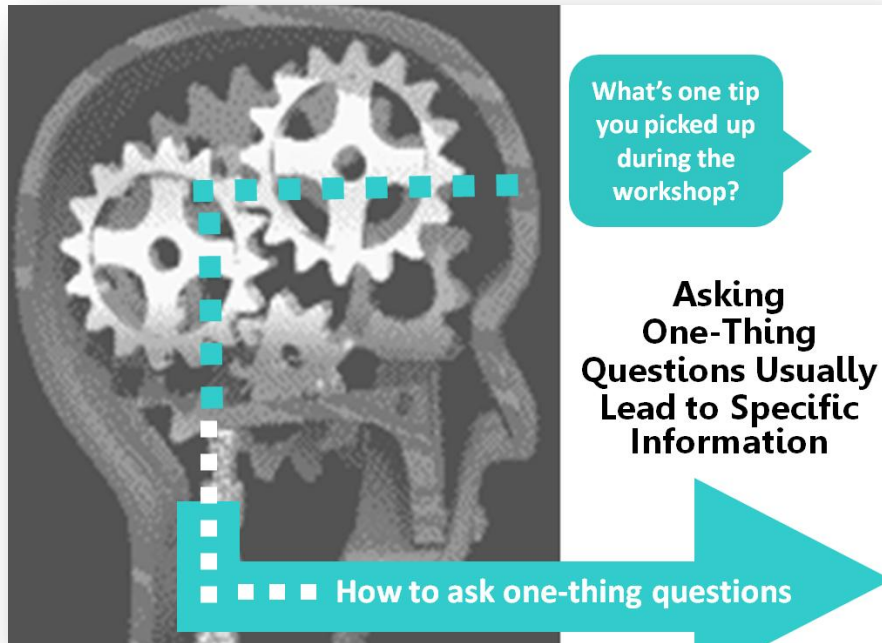
**After revealing this slide reinforce to participants that the questions we ask will determine the answer we receive.**



FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

1  
minute

**Say,** questions such as, "What did you think of my presentation" are too general, and when asked, result in vague answers.



### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

2  
minutes

**Say**, asking One-Thing questions, such as, “What’s “One-Thing” that resonated with you during the presentation?” gets the “wheels turning.” You can even see the person you have asked the question of look up or away as their cognitive process goes into action and works to recall a specific piece of information.

Asking One-Thing questions can help the person being asked home in on something specific. Remember, general questions such as, “what did you think of my presentation?” lead to non-specific answers.

Asking One-Thing questions uncovers specifically:

- What you are doing well and should keep doing.
- What you can do to become even more effective.

Present  
Slide

### Examples of Better Questions

What's one way I can improve my interpersonal skills?

What's one thing I can show you that you'd like to learn?

What's one thing I can do to make the next presentation even better?

What's one thing that worked well during the presentation?

What's one thing we can do to make the most of our meeting time?

#### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

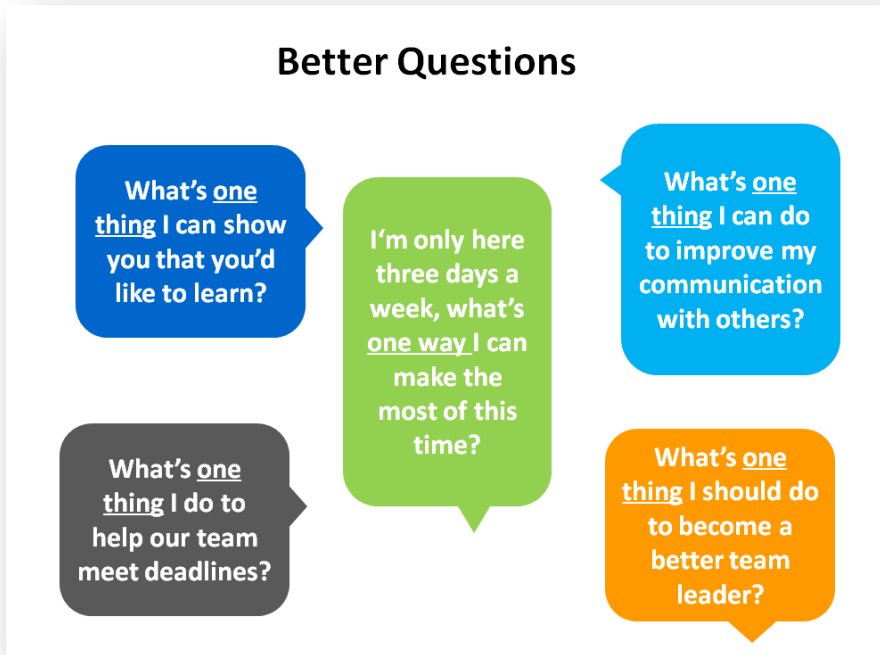
1  
minute

**Review the questions on this slide; highlight that the questions ask for " One-Thing."**

**Say,** asking One-Thing questions can help the person being asked home in on something specific. Remember, general questions such as, "What did you think of my presentation?" lead to non-specific answers.

Present  
Slide

### Better Questions



What's one thing I can show you that you'd like to learn?

I'm only here three days a week, what's one way I can make the most of this time?

What's one thing I can do to improve my communication with others?

What's one thing I do to help our team meet deadlines?

What's one thing I should do to become a better team leader?

#### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

1  
minute

Review the questions on this slide; highlight that the questions ask for " One-Thing."

After sharing the example questions, you will instruct participants to generate their questions for managers, peers, or anyone else who depends upon their work.



### Your ideas for One Thing Questions

Questions for Your Manager	Questions for Others
What's one thing...	What's one thing...
What's one way I can...	What's one thing...
What's one thing...	What's one way I can...

5-Minutes  
Page 9



#### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

In this exercise, participants will create questions for their manager and \*others (peers, internal customers, external customers, etc.). Direct participants to page 9 in their workbooks and review the workbook instructions for this activity.

\*Use your knowledge about who your participants interact with regularly and adapt your comments or suggestions for who to ask questions of. For example, if your participants interact with vendors, then emphasize this. If your audience regularly interacts with customers, then highlight this.

5  
minutes



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

15  
minutes

**Small and Large Group Sharing Activity**

**Step 1: Create Groups**

Organize participants at flip charts or whiteboards (or at their tables) into groups of 5-6 to share their questions from the activity on page 9 in the workbook.

**Step 2: Small Group Sharing**

- Instruct participants to take turns reading their questions.
- Let participants know that they may hear a good question that can be added to their list.
- Each participant should contribute their favorite question to be recorded on the flipchart (to be written on the flipchart by one group member).
- At the end of this activity, a group of 7 participants should now have a list of 6 questions on their flipchart.

**Step 3: Large Group Sharing**

After participants have shared their questions and have contributed one of their questions to the group's question list you will ask each group to share their list of questions with the larger group.



**Asking better  
questions leads to  
receiving better  
information (insight)**

**One-Thing and Clarifying Questions**



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

2  
minutes

**Conclude this section by reading the slide and reminding participants about One-Thing and Clarifying Questions.**

**Say,** to summarize this section of the workshop, remember two things:

First, the next time you hear something like, "That was a great presentation!", rather than just replying "Thanks," seek to clarify by asking a question such as, "What did you like about it?" This way you are receiving on-the-spot insight about what you did that worked.

Second, remember that you can ask powerful questions of anyone all at your own pace and timing. There is no need to wait to be given feedback. The key is knowing how to ask the questions that result in meaningful answers and actionable information (and recognize the questions that lead to vague answers).

There's no reason to wait for someone else to take the initiative and provide information. The key is asking the right questions—this way you can self-organize your learning.



## GIVING POSITIVE FEEDBACK



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### **Giving Positive Feedback**

**Give more complete information to others when volunteering your positive feedback or being asked for input**

## FACILITATOR BACKGROUND INFORMATION: GIVING POSITIVE FEEDBACK

**Facilitator Note:** This section is a supplement to the Instruction section and provides background and context on the training topic.

At this point in the program we have already addressed what to do when receiving vague but positive feedback: ask a clarifying question by casually asking something like, "what worked" or "what did you like about it?" This helps confirm for us, what is working that can be leveraged.

We can also play a role in helping confirm for others what they are doing that is working and can be leveraged. When giving positive feedback we want to avoid giving well-meaning, but vague comments like "great job," "keep up the good work," "awesome presentation," and so forth. While general positive comments are nice to hear, they are not useful.

When recognizing good work you can start with a general comment, such as "That was a great program," but then add a specific example of what you liked *and* the positive impact:

1. Start with a positive statement
2. Then add a specific example
3. Last, describe the positive impact

### Here is an example:

1. A general comment: You do a great job with creating presentations.
2. A specific example: The way you organized the graphics helped tell the story.
3. The positive impact: I now understand the problem and why we needed that solution, and I know this will help when I am explaining this approach to the customer.

The critical part to emphasize is going beyond general comments such as, "You are a great team player" or "That was a great presentation," or "That report was helpful." Remember, this feedback, as we covered during the "Asking Clarifying Questions" section of Self-Driven Insight, is too general to be helpful for the receiver. Helping someone else realize more precisely what actions or contributions are appreciated and the positive impact allows others to identify and build upon their strengths and confidence.

---

You may be familiar with other models for providing positive feedback (for example, the Situation, Behavior, Impact Model (the SBI) from the Center for Creative Leadership). The SBI works well for in-the-moment feedback when you want to recognize an event that just occurred. Here is an example:

**Situation:** At the meeting this afternoon

**Behavior:** I thought you did a great job answering the client objections to pricing and supply issues

**Impact:** I could tell that the client seemed satisfied with your answer and is considering our solution

So, if a participant asks about the relevance of the SBI, you can respond with how this is another useful approach to providing complete positive feedback. What you are teaching in this workshop does not mean that other methods are immaterial.



## Giving Positive Feedback

Give more complete information to others when volunteering your positive feedback or being asked for input

### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

2  
minutes

**Say,** At this point in the program we have already addressed what to do when receiving vague but positive feedback: ask a clarifying question by casually asking something like, "what worked" or "what did you like about it?" This helps confirm for us, what is working that can be further emphasized.

We can also play a role in helping confirm for others what they are doing that is working and can be leveraged. When giving positive feedback we want to avoid giving well-meaning, but vague comments like "great job," "keep up the good work," "awesome presentation" and so forth. While general positive comments are nice to hear, they are not useful.



Completes task before being asked

Go-to person

## Examples of Positive Opinions

Assists others before completing their own work

See problems, thinks of solutions, and then implements

Puts the team first

Has many face-to-face meetings and develops relationships

Jses problems as opportunities to make situation better for the long term

Raises issues early, before they become larger problems

Always willing to do things outside of their regular responsibilities

Finds solutions when none are evident

Excellent coach

Strong mechanical aptitude

Says "we" more than "I"

Direct and honest AND uses empathy and kindness

### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

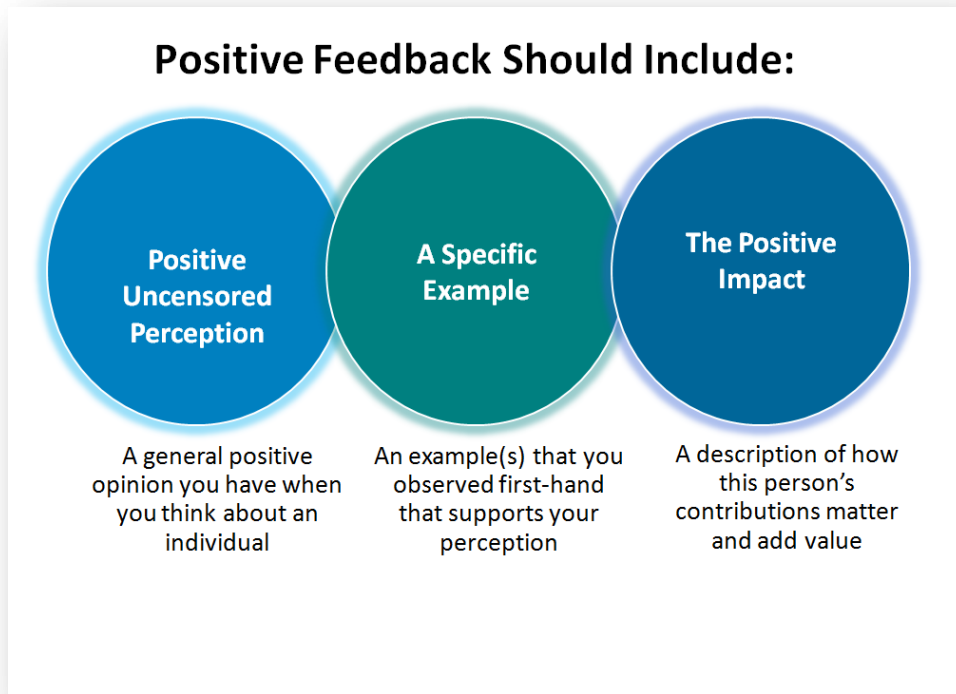
2  
minutes

**Say,** We all have positive opinions and perceptions of others. Usually, these thoughts are general. Here are some examples.

**Refer to this slide and read examples of Uncensored Positive Perceptions.**

**Say,** when we voluntarily offer positive feedback or are asked for feedback, we want to go beyond general comments such as, "you are a great team player" or "that was a good presentation." These general thoughts are good starters, but we want to include two other pieces of information.

Present  
Slide

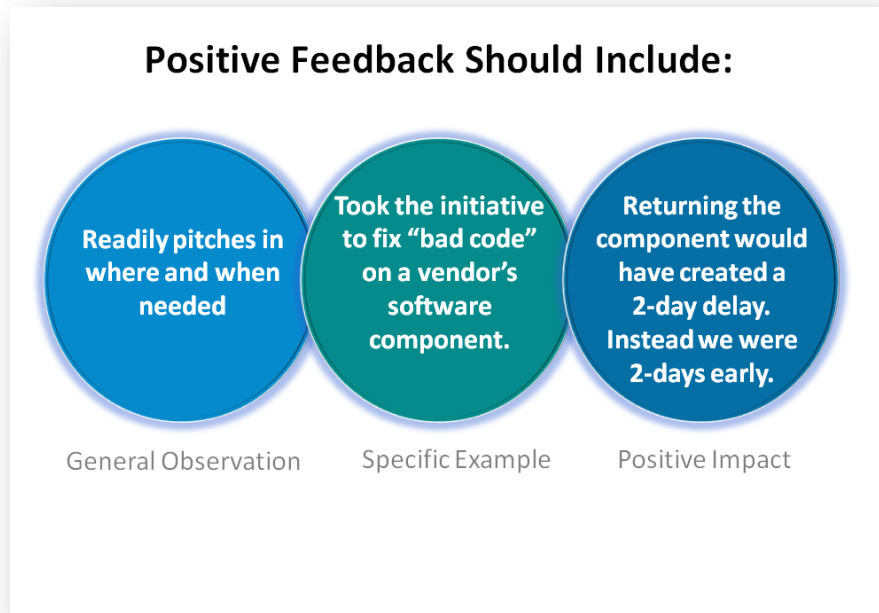


**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

1  
minute

**Say, positive feedback should include: Read the slide**

**Let participants know these steps are on page 10 in their workbooks.**



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

1  
minute

**Say,** In this example, a manager asked for feedback on one of her direct reports, and she heard (**review the example on this slide**).

**Ask,** What do you think is the most useful information to the individual on the receiving end of this information?

- The Uncensored Perception?
- The Specific Example?
- The Positive Impact?


*Possible/Likely Answer: Most will say it is the impact that matters most.*

**Let participants know this example is on page 11 in their workbooks**

## Steps

1. Think of someone that you work with (peer, internal customer, your manager, etc.) and could give positive feedback.
2. Select a partner to work with.
3. Switch workbooks. Interview your partner by asking the following three questions and write their answers in their workbook (not yours):
  - A) What is a positive perception you have about the individual you have in mind (example: Great team player)?
  - B) Describe a specific example.
  - C) What is the impact? Why does this matter?
4. Switch roles.
5. Return your partner's workbook.

**Positive Feedback Pairs Exercise**

 6-Minutes  
Page 12

### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

6  
minutes

Direct participants to page 12 in their workbooks. Walk through the instructions on the slide. Please read the Facilitator Tips below. After explaining the instructions ask, "How well did I explain the steps for this activity?"

#### **Facilitator Tips**

The multi-step instructions for this activity can be confusing. Here are some common points of confusion:

1. Some participants believe the exercise is to provide positive feedback about the person they are paired with—their partner. It is not. It is about someone else—their partner is merely recording the answers.
2. Scan the room for participants who are “not writing/not doing the exercise.” They are likely confused (and time is passing—this is only a 6-Minute exercise). Check-in with anyone who appears “lost” to ensure the exercise is understood and is underway.
3. If you have an uneven number of participants, there may be one group of three who work together (or you can pair up with one of the participants).



## 5 AND 10-MINUTE QUESTION PEER AND MANAGER CONVERSATIONS



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**5 and 10-Minute Question  
Peer and Manager Conversations**  
Engage in two-way dialogue with peers and managers  
to comfortably give and receive feedback

## FACILITATOR BACKGROUND INFORMATION: 5 AND 10-MINUTE QUESTION PEER AND MANAGER CONVERSATIONS

**Facilitator Note:** This section is a supplement to the Instruction section and provides background and context on the training topic.

Traditionally, most employees have relied upon the manager as the primary source of feedback. Because the nature of work has changed to be more collaborative, social and fast-moving, emphasize that managers represent just one source of information. Key work relationships are another source.

Most people are already talking with peers, but those conversations usually center on the work at-hand (project status, deliverables, updates, etc.). The 5-Minute Question Conversations uses questions to spark a dialogue that goes beyond tasks. This conversation framework emphasizes asking and answering questions about how well you are working together now and what you can do to work even better together.

Think about the people you rely upon to accomplish your work and the people who depend on you:

Do the people you rely on know what you need?

Do the people you work closely with know what you appreciate about them?

Do you know what others need from you?

Understanding these needs helps build stronger relationships. We can assume this information is already known and understood. However, the only real way to learn is to ask the right questions and listen. For example:

What's one way I have supported you that has been the most helpful?

What's one thing you rely on me for?

What's one thing I am doing to help you get your work done?

What's one way I could support the team more?

What's one thing we can do to communicate more efficiently with each other?


What's one thing we could do to work better together?

What's one way I could support you more?

What's one thing I can do to communicate better with you?

What's one thing I do that you wish you knew more about and could be helpful in your role?

As the Facilitator, your goal is to help participants see that the people they work closely with are potential sources of insight. Think about your network as anyone you work with, whose point-of-view might help strengthen your work relationships, your performance, and career. There is no need to wait to be given feedback when we can proactively seek insight ourselves.



**5 and 10-Minute Question  
Peer and Manager Conversations**  
Engage in two-way dialogue with peers and managers  
to comfortably give and receive feedback

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

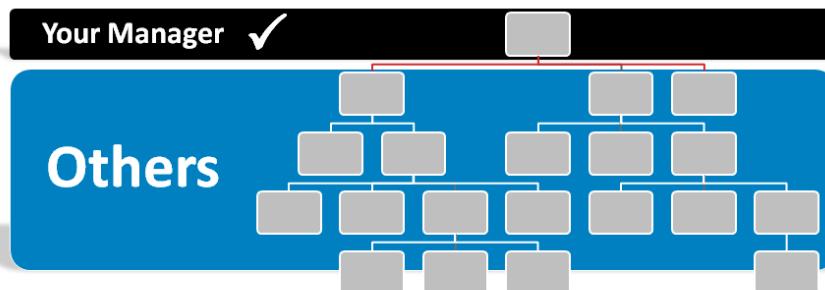
1  
minute

**Remind participants that** the 10-Minute Questions Conversation that occurs between the manager and employee was covered at the beginning of the workshop, so the focus for this last section of the workshop will be on peer communications.

Present Slide

## Peer Conversations: Your Network

At the beginning of this session we talked about the 10-Minute Questions Conversation with your manager. **Your manager is just one source of information.** Key work relationships (others) are another source. People we work with regularly, might have new insights that are helpful to our performance and even our career.



### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

3 minutes

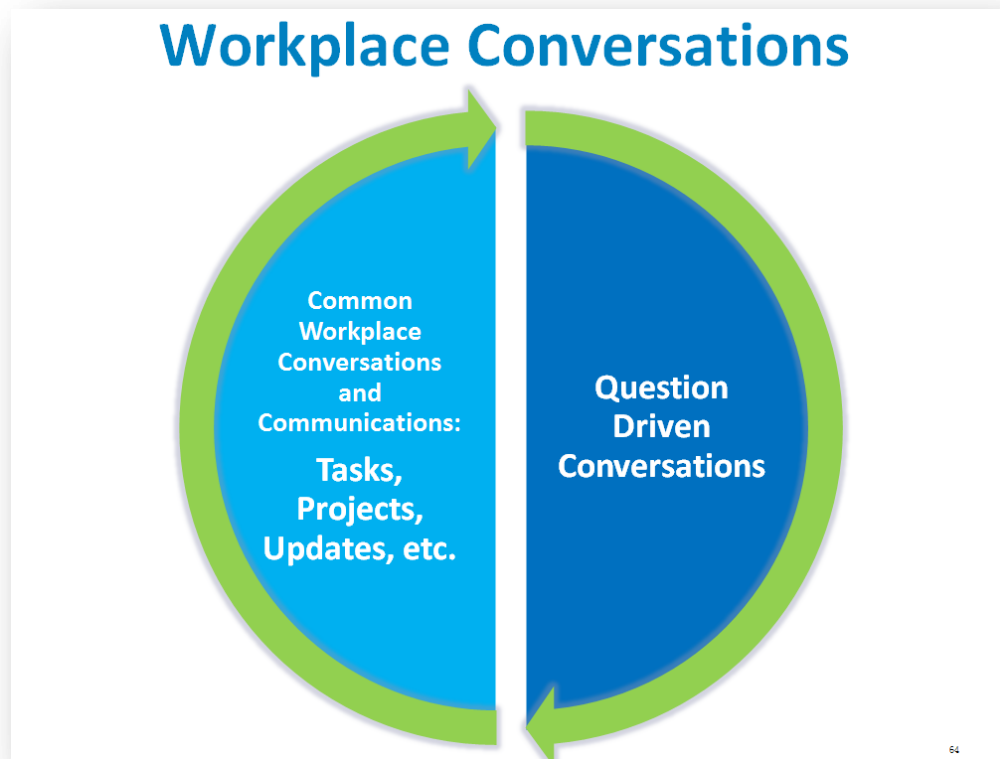
**Share with participants that** traditionally most employees have relied upon the manager as the primary source of feedback. **Say,** because the nature of work has changed to be more collaborative, social and fast-moving, managers represent just one source of information. Key work relationships are another source.

**Say,** Think about the people you rely upon to accomplish your work and the people who depend on you:

- Do the people you rely on know what you need?
- Do the people you work closely with know what you appreciate about them?
- Do you know what others need from you?

**Say,** Understanding these needs helps build stronger relationships. We can assume this information is already known and understood. However, the only real way to learn is to ask the right questions and listen (similar to how the 10-Minute Questions Conversations works between the manager and employee; it is driven by creating the opportunity to ask and answer questions).

Present  
Slide

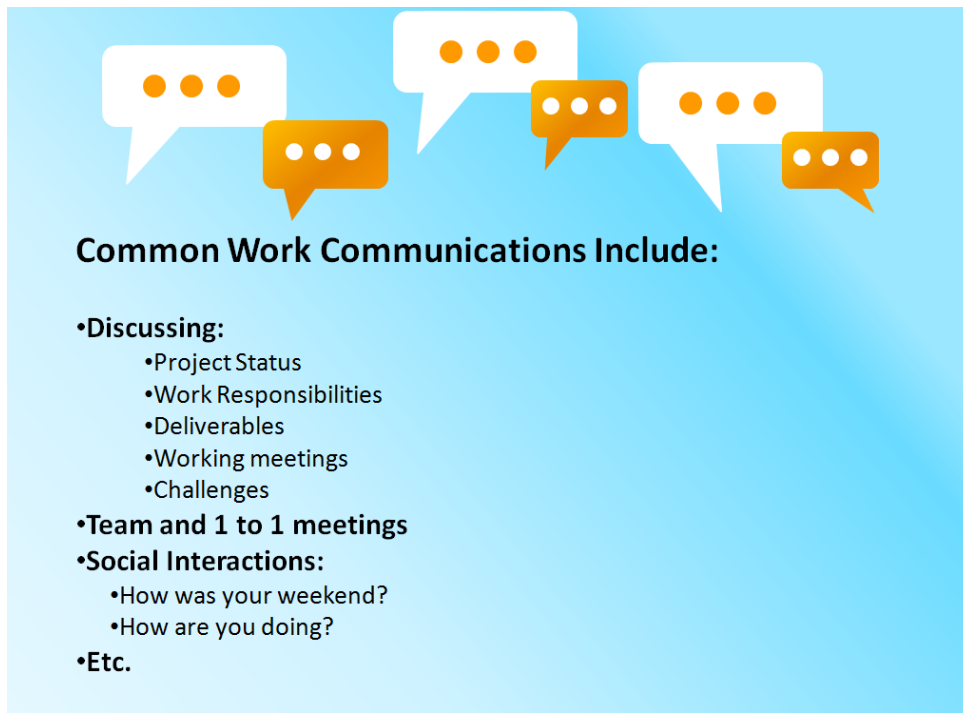


**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

30  
seconds

**Refer to the slide and say** there are "Common Workplace Conversations" and "Question-Driven Conversations". Let's start with the what everyday workplace conversations include.

**Facilitator Note:**  
You are establishing the difference between the conversations already occurring at work and conversations are driven by inquiry, asking questions (please recall the One-Thing Questions section of the program; you are readying participants to apply this concept to peer communications).



**Common Work Communications Include:**

- Discussing:**
  - Project Status
  - Work Responsibilities
  - Deliverables
  - Working meetings
  - Challenges
- Team and 1 to 1 meetings**
- Social Interactions:**
  - How was your weekend?
  - How are you doing?
- Etc.**

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

3  
minutes

**Say**, I first want to acknowledge that most people are already talking with peers. These communications usually involve the immediate work, such as: **Refer to the slide to list the Common Work Communications.**

**Facilitator Note**  
Add in other types of communication already occurring in your organization, as this is not meant to be an exhaustive list. In no way do we want to minimize the communication channels and habits already in place.

**Say to participants**, this is not meant to be an exhaustive list, and I am sure there are other communication channels and habits already in place. **Ask**, would you add anything to this list?

**Say**, while these conversations are important and vital to how we interact and accomplish work, you will see, that the 5-Minute Question Conversation uses inquiry, asking "One-Thing" questions to spark dialogue. Instead of a task-focused conversation, the emphasis is on your work relationship, helping you to ask and answer:

- 1.) How well you are working together (now), and
- 2.) What you can do to work even better together (moving ahead)



### Generating Dialogue: 5-Minute Questions Conversation

What's one thing I'm doing to support you that's working?

What's one way I could support you more?

Questions About What's Working

Questions About Working Better Together Moving forward...

#### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

2  
minutes

**Say,** Here is an example of two questions that will lead to:

- Specific knowledge about what is working
- Ideas for working even better together in the future


Exchanging information about “One-Thing” that is working and “one-way” to work better together, is a quick and efficient way to access information that can strengthen essential work relationships.

We can assume this information is already known and understood. However, the only real way to learn is to ask the right questions “with a listen to learn mindset.”

**Point out that the two questions on the slide are just examples. Remind participants of the 1-Thing Questions activity where they developed their questions for peers, internal customers, and others on page 9 in their workbooks).**

Present  
Slide


**Peer Questions Practice**



**Instructions:**

1. Pair up with a partner.
2. Choose two questions from the worksheet to ask your partner.
3. Take turns asking and answering your selected questions.
4. Use the worksheet to ask/answer ☀ questions and take notes

☀ Try avoiding transactional questions such as, “How is the project going?” or close-ended questions such as, “Did you get the project finished?”, etc. Place the emphasis on how well you are working together now and what you *can* do to work even better together in the future

 10-Minutes  
Page 16

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

12  
minutes

**Ask participants to turn to workbook page 16. Review the activity instructions for the Peer Questions Practice found in the workbook and on the slide.**

**Remind participants to use the workbook page to choose their questions and to take notes.**

**Ask participants first to find their partner and then choose the questions they want to ask.**

**Facilitator Note 1:**

Encourage people to work in pairs. With only 10 minutes for this activity, there will be time for just two people to ask and answer two questions each (a group of three people who work together would need 15 minutes). If you have an odd number of participants, you may need to have a group of three. Here, you may need to extend the timing of this activity.

**Facilitator Note 2:**

While participants are engaged in this activity I scan the room to identify people who:




- Appear to be involved in the conversation (one sign of engagement is using the worksheet to write notes and determine action items in the "Plan for moving ahead on something you discussed" section of the worksheet; this signals they have uncovered some worthwhile information or follow-up action items during their conversations).

After identifying several pairs of participants, I will ask if they would share their experience with the class during the debrief. It is inspiring to hear first-hand how this quick conversation might have differed from other workplace conversations. I leave it up to the participants to decide what they want to share (some people will share the questions they asked, the answers, and follow-up items, and other will share portions of their conversation).

**After about 10 minutes conclude the activity. If you notice that most people are still engaged in their conversations, and if time allows, then extend the time.**



<p><b>Peer Questions Conversation</b></p>  <p>An icon showing two stylized human heads in profile, facing each other. Above each head is a curved arrow pointing towards the other head, symbolizing conversation or listening.</p>	<p><b>Debrief:</b></p> <p><b>Debrief Questions:</b></p> <ul style="list-style-type: none"><li>• On a scale from 1-10, how awkward was this exercise?</li><li>• How was this conversation different from other work conversations that you have had?</li><li>• What did you learn that was new?</li><li>• Consider others attending with you today – are there conversations you’d like to have with them?</li></ul>
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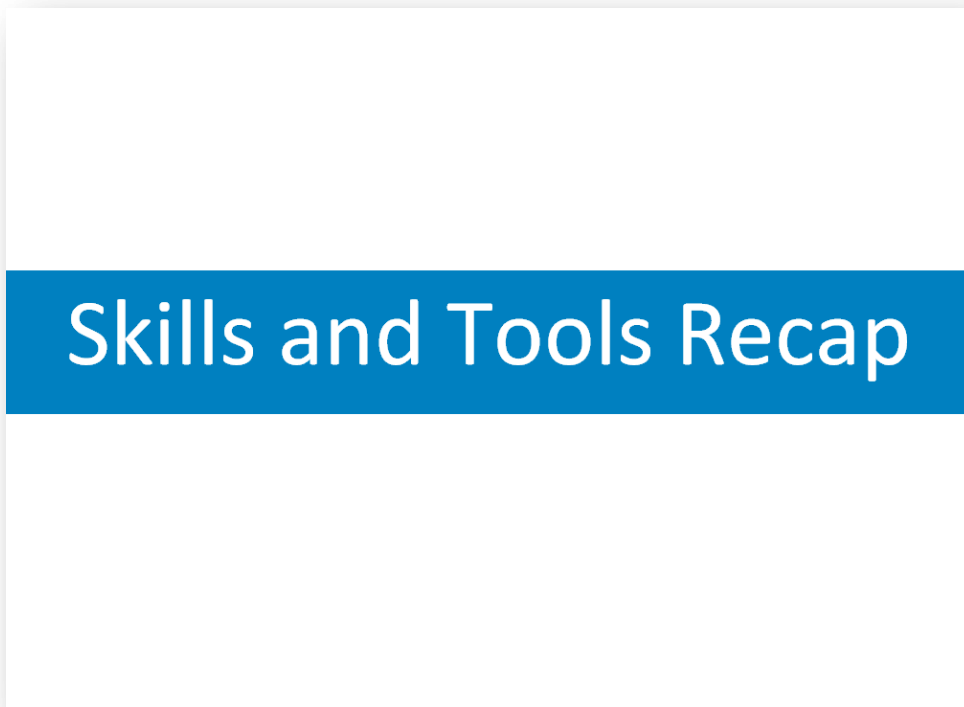
FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

5  
minutes

**Ideas for Debriefing This Activity:**

- **Ask**, on a scale of 1-10 how awkward did this conversation feel?
  - *Most likely answer: not awkward at all*
- **Ask**, How was this conversation different from other work conversations you have had?
  - *Likely answers: I did more listening than talking. We talked more about our work relationship than tasks.*
- **Say**, I have asked several participants if they would share how their conversations went with the rest of the group (See Facilitator Note 2 to set this up).
- **Ask**, Are there other people in the room that would make sense to connect with (try to get people to identify these individuals to have the conversations continue outside of the training program)?

## PROGRAM CONCLUSION



FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

10  
seconds

**Conclude the program**

**Say,** this session offered several tools and new skills.

Present  
Slide

# models to think about your career and performance

The slide displays two models. The first is a graph with 'time/years' on the x-axis and 'work results' on the y-axis. The second is an 'Employee Performance Continuum Snapshot' matrix. The matrix has 'Work Results' on the vertical axis (with 'On-Target' at the top and 'Grow' at the bottom) and 'Observable Behaviors' on the horizontal axis (with 'Off-Target' on the left and 'On-Target' on the right). A diagonal gradient of color from teal to green runs from the bottom-left to the top-right. A large green arrow points to the right from the matrix.

## FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

**Refer to the slide to say;** we learned how to use two visual models to self-reflect on our Career and Performance using:

- The Career Pattern and the Employee Performance Continuum

**Refer the participants back to the resources, as pictured on the slide.**

less  
than 1  
minute



# Real-Time Insight

One-Thing Questions      Clarifying Questions

**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

**Refer to the slide to say,** we just learned how to ask One-Thing and Clarifying Questions to ask for in-the-moment insight at our own pace and timing. These same questions can be used during the 5 and 10-Minute Question Conversations with peers and managers.

**Refer the participants back to the resources, as pictured on the slide (the One-Thing Questions Worksheet and the front and back of the Key Concept Card)**

less than 1 minute



## FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

**Refer to the slide to say;** we learned how to give more complete positive feedback.

- This skill can be used during the 5 and 10-Minute Question Conversations with peers and managers when asked for feedback about what is working, or when volunteering our positive feedback.

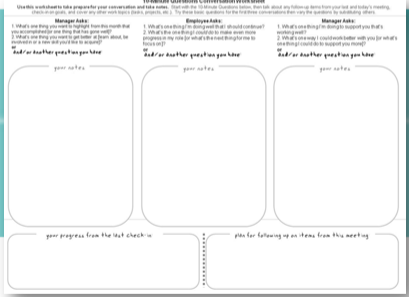
**Refer the participants back to the resources, as pictured on the slide (the steps for positive feedback).**

less  
than 1  
minute

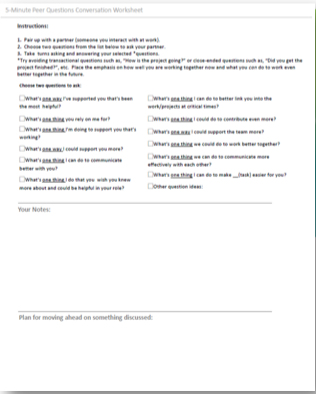



# Peer and Manager Question Driven Conversations

10-Minute Questions  
Conversation  
Worksheet



5-Minute Questions  
Conversation  
Worksheet





**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

Refer to the slide to say, \*we just learned about the 5 and 10-Minute Question Conversations for peers and managers.

Refer the participants back to the resources, as pictured on the slide (the 10-Minute Questions Conversation Worksheet, Peer Questions Conversation Worksheet, and the Key Concepts Card)

**Facilitator Note:**  
Please be prepared to answer how the 10-Minute Questions Conversation will be used in your organization. Who schedules this meeting (the manager or employee?) How often does this meeting occur? Can it be scheduled as part of a regular 1 to 1 meeting?

less than 1 minute



Present  
Slide



**FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS**

Reiterate the positive intent of this program: the program and associated activities/actions have been designed with people's career, performance and their potential in mind.

Thank participants for their time and ask if there are any questions.



## Please Thoughts About the Program

What's one thing you learned and will use?

What's one thing you have a question or comment about?

Record your answers on sticky notes

### FACILITATOR INSTRUCTION NOTES/SCRIPT/KEY POINTS

Ask participants to answer the two questions on this slide, write their answers on sticky notes, and post at a designated location.

**Facilitator Note:**

Decide where you will have participants post their sticky notes. The slide indicates a "flipchart in the front of the room," so update the slide to fit your needs.

If time permits review and answers questions before concluding the workshop and dismissing the participants. If there is a question you have no answer to, say, "This is a good question. I do not have an answer, but I can find out and get back to you".

## APPENDIX A

### BACKGROUND INFORMATION ON THE 10-MINUTE QUESTIONS CONVERSATION

As a way of providing more background and context, here is some further information you might find helpful:

#### The Manager's Role in Providing Feedback

The common assumption is that the manager will provide regular and timely feedback. We also know that people hope for feedback to confirm what they do well and what needs more focus.

If you ask this question of an individual or a group: "When do you want to find out if you are not meeting someone's expectations?". The answer is always, "I want to know right away." So while people say they want timely feedback and it is a fundamental part of the manager's job to provide it, let's look at some data from the 2013 Mercer Global Performance Management Survey (over 1,000 organization's of various industries and representing 53 countries participated in the survey).

According to the Survey, just 6% of managers are skilled at having candid conversations with their direct reports about their performance:

#### Data from Mercer's 2013 Global Performance Management Survey:



The 10-Minute Questions Conversation provides a framework to ensure the manager is handling his or her responsibility to discuss performance and expectations. The dialogue generated by the questions is targeted and quick. It provides the ideal venue to exchange two-way insight between the manager and employee.

## **Anticipating Participant Concerns About the 10-Minute Questions Conversation**

### **The Anticipated Time Commitment**

As a facilitator, you can count on participants being skeptical about the time commitment involved in the preparation and length of the discussion. Here is why: the performance conversation that most people can identify with is the annual performance review:

Preparing for the annual review is time-consuming for the manager. After completing the paperwork or online form, the manager and employee meet for 30-60 minutes for a conversation (during which the manager does most of the talking). So, participants who first learn about the 10-Minute Questions Conversation will draw upon what they already know about performance management and assume that the experience will be similar. So, as a facilitator, you must anticipate this concern. **Here is how to address the time commitment:**

### **This Conversation Has to Be More Than 10 Minutes Long!**

Regardless of how often you say that the conversation is brief, it will be hard for cynics to believe this is the case.

The best way to influence skeptics is to show a video demonstration, so include this during your workshop facilitation. This is why it is essential to share a video demonstration of two people having an actual 10-Minute Questions Conversation. The dialogue itself is usually between 5 - 8 minutes

### **By sharing a video demonstration, you will show that:**

1. It is a short conversation
2. It is not a typical performance review where the manager does most of the talking, is focused on the past, and is evaluative

It is more powerful to have a video demonstration of two people that the participants know versus actors or someone who is unfamiliar.

### **Preparation Time**

Another common question is about the time required to prepare for the conversation. Preparation time should be about 10 minutes or less. The worksheet is designed to take quick notes before the meeting; no one is expected to write a performance review or a self-review document.

Remember, the questions are focused, for example, "What's "One-Thing" you want to highlight from this month that has gone well?". Contrast this with an annual performance review which attempts to capture an entire year's worth of performance information.

**"This does not apply to me because I am already talking with my manager or my employees."**

Most employees and managers talk regularly about job responsibilities, project status, goals and work issues. This happens in spur-of-the-moment ways and places or scheduled one-to-one meetings. These meetings sometimes have a formal agenda or are more free-flowing.

**10-Minute Conversation Versus a 10-Minute Questions Conversation**

The difference between a 10-Minute Conversation and the 10-Minute **Questions** Conversation is that the latter is driven by asking and answering questions. Think of the questions as conversations starters enabling timely insight and alignment between the manager and employee. The opportunity to ask and answer questions sets up a two-way listen and learn dynamically. The questions facilitate conversations about your career, development, interests, performance, and work relationship.

**What the 10-Minute Questions Conversation is Not**

This conversation is not an evaluation, a time for judgment, a formal review, a problem-solving discussion, a task list, project update or time for general questions leading to vague answers such as, "How is everything going?"

**Foolproof Questions**

Look carefully at the questions, and imagine the answers they will generate. For instance, "What's one way I can support you more?" The questions guarantee that the conversation will not be about what you or your manager are doing wrong. Instead, the questions generate dialogue about what is working and ideas for moving forward (what's next to focus on).

**We Will Run Out of Things To Talk About, and This Conversation Will Become Redundant**

The three primary sets of questions on the worksheet are great to start with; perhaps for your first 2 - 3 conversations. However, there are another 25+ questions you can use instead (included in the participant workbook and key concepts card). Also, part of this workshop will teach you how to create your questions. Varying the questions will keep your conversations relevant.

**This Feels Awkward**

Anything new usually does. Let the 10-Minute Questions guide your conversations; the questions are the conversation starters. While the questions themselves are stiff-sounding, for example, "What is "One-Thing" I can do to support you more?", you will find that the dialogue that follows is natural and authentic.