



**WARREN  
COMPANY™**

***“FACILITATOR’S” GUIDE***

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***The Overarching Mission  
of the Empowering Workshop Leader is  
Not to Transfer Knowledge,***

***But Rather to  
Empower the Participants  
Through Co-Creative Interaction***

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**What makes a Great Workshop:**

**25% knowledge and empowering questions**

**25% involvement, inspiration, and entertainment**

**25% relating and creating in the moment**

**25% conviction, commitment, & leadership**

**All resulting in people being capable and empowered to THINK & ACT**

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# ***FACILITATOR'S GUIDE***

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## ***INTRODUCTION***

Learning to be a great facilitator and capability builder is possible for virtually anyone who wants to be. Contrary to what most people think, it is not a matter of style, or nor charisma, but it is more a set of attitudes, perceptions, beliefs that enable you to connect with your audience.

Our work *can* be transformed into art, and magnified into action, if our hearts and minds are conduits of a much greater and mightier purpose -- if we see ourselves as benefactors of the powerful “design architecture” of cooperation, co-creation, collaborative innovation, and trust building.

We are more than facilitators, we are executive coaches; we mold and shape and design the moments which collectively represent our day. Our gift is to tune our perceptions and awarenesses to see and hear what others have not, then amplify and configure these small signals into a larger tapestry of meaning, upon which the training participant is empowered and can then create action.

We must cherish the wisdom of the architecture of cooperation and co-creation and pass it on to others as our gift, as an act of our compassion, our caring, and our commitment to our larger purpose.

Aristotle commented that the aim of true art is to represent not the outward appearance of things, but their *inward significance*. St. Francis of Assisi explained the creative process in this way: *The person who works with their hands is simply a laborer; the person with their hands and minds a craftsman; and with their hands, mind, and heart, a true artist.*

Our work in alliances as coaches and facilitators is a sacred art, one for which we need to take the time and to make the effort to be sure we are there with our participants and that we are there for them, with them, and because of them.

However, no work of art can be created without two other key ingredients: devotion and commitment.

Regarding commitment, it has been said: commitment is what transforms a promise into reality; it is the words that speak boldly of our intentions, and the actions which speak louder than the words; it is making the time when there is none, coming through time after time after time, year after year after year. Commitment is the daily triumph of integrity over skepticism, of vision over fear. Commitment gives us the discipline to attain a mastery of our art.

Devotion is a love and dedication for something higher than ourselves, an ideal, a beauty, a goodness that transcends the mundane. The devoted person sees themselves not as the cause of anything, but as an instrument or vehicle or conduit through which some greater power can be exerted to achieve a greater purpose. Devotion gives us the zen-like presence to be “in the moment,” never to be enslaved by our discipline. Devotion allows the master to see past the dogma and

prescriptions of the discipline, to touch the hearts and souls of the group, to transcend the dictums and feel the pain, to touch the heart, to manifest the vision of those who seek our guidance. Thus the master is never above and never below the participant, but always by their side.

However, never should devotion and commitment be confused with “working hard.” The laborer and the craftsman “work hard.” Mastery of an art is actually not about work itself. As Sarah Woodring Fowler said:

*The master draws no distinction between his work and his play .... he simply pursues his vision of excellence through whatever he is doing and leaves it to others to determine whether he is working or playing. To himself, he is always doing both.*

Kahlil Gibran probably understood this phenomenon best as he observed:

*When you work you are a flute through  
Whose heart the whispering of the hours turns to music.*

*When you work you fulfil a part of earth's furthest dream  
Assigned to you when that dream was born,  
And in keeping yourself with labour you are in truth loving life.*

*And to love life through labour is to be intimate  
With life's inner most secret.*

*All work is empty save when there is Love;  
And when you work with love  
You bind yourself to yourself,  
And to one another,.....*

*And what is it to work with love?*

*It is to weave the cloth with threads drawn from your heart;  
It is to build a house with affection;  
It is to sow seeds with tenderness and reap the harvest with joy;  
It is to change all things you fashion with a breath of your own spirit,*

*Work is love made visible.*

## **1. MISCONCEPTIONS**

Most people have deep misconceptions about what it takes to be a great facilitator. After talking to many seminar leaders, they all say essentially the same things about what *doesn't* work: things like style, technique, knowledge, and humor. Unfortunately, most novices don't accept what the masters say and can therefore never transcend to a higher level.

### **1.1 IT'S NOT STYLE NOR TECHNIQUE**

The notion that style is the reason why a facilitator or seminar leader is effective is as fallacious as believing Wayne Gretzky was a great hockey star because he scored so many goals. Of course he scored goals, but what made him a great player was his teamwork – had more assists than any other player. It was his poise, his dexterity, his power, his training, his vision, his form, his expectations, and practice. *Technique is not the cause, it is the result* of many other factors, all of which can be learned and mastered.

### **1.2 IT'S NOT PRINCIPALLY KNOWLEDGE**

Being knowledgeable has limited value as a facilitator; this misconception is a bit of a paradox. While great knowledge of the subject matter is, indeed, a very valuable asset to the seminar leader, an over reliance on a knowledge base is absolute death, especially when presenting to top executives. Some of our worst sessions have been done by some of the most highly educated and knowledgeable individuals in the field. People who put knowledge too high on their list tend to be stiff, disconnected from the participants, and overly “professorial” in their presentations. While this may be acceptable at the undergraduate college or graduate school level, it is potentially suicide in executive education with senior leaders in the audience.

### **1.3 IT'S REALLY NOT HUMOR**

Like knowledge, humor is also a paradox. There's no question that humor is a valuable tool in any facilitator's tool kit. But it's only a tool, not a strategy. Beware of using too much humor, or else you will be seen only as a comedian. Humor can be used to break the tension in an awkward situation, to be self-deprecating, to create relationships, or to punctuate a point. But don't assume that humor is necessary. I've seen many highly effective seminar leaders who never use humor.

### **1.4 IT'S NOT ABOUT TEACHING**

In reality, you probably shouldn't even think you are teaching executives. It's better to come from a more powerful place: the participants “already know” and it is our job to draw out their inner wisdom and empower them to see, understand, and act upon what they know intuitively, but have little or no framework, architecture, language, or support for understanding in a way they can take powerful action upon it. When we help them act on these insights, then, and only then, have we truly empowered them.

## **2. IT STARTS WITH ATTITUDES & BELIEFS**

Great facilitators of the Strategic Alliance program have an inner sense, an insight that comes from their passionate belief that within the collaborative design architecture lies a powerful set of mind-sets, solution-sets, tool-sets, and skill-sets that are transformative in their ability to produce incredible value.

Thus the skill of the great facilitator starts with two underlying beliefs:

1. Belief in the *power of the material*
2. Belief in yourself that you *can be* a great facilitator and leader

Without these two beliefs in place, all efforts will probably result in mediocrity.

### **2.1 IN THE PATHWAY OF YOUR HIGHEST AND BEST DESTINY**

You should be one hundred percent certain that the course you are presenting truly something you:

- *believe in deeply*
- *are passionate about*
- *find a great pleasure* in empowering others
- *gain fulfillment from*

If so, you have a very good chance of being successful at being an empowering workshop leader.

If, however, you see facilitating this program as a chore; just another job; or dislike the travel required; quit now, before you create pain for yourself, and inflict it on others!

### **2.2 SURMOUNT YOUR FEAR WITH VISION, PASSION AND COMMITMENT**

All great champions experience fear, particularly the fears of “looking bad”, or the “fear of failure.” The masters know, however, that such fears are both normal and silly. To be a great facilitator you need an ego that is committed to empowering others, to helping unlock the secrets of alliances, to see your role as bringing out the very best in others. If you are worried about looking good, being right, having all the answers, you will not succeed. If your ego holds the phantom notions of “success,” “failure,” or “fear,” you will be rendered inadequate to listen, present, interact, and bring forth. Overcoming these phantoms of non-reality occurs when you put yourself in the foreground and forsake your commitment to your vision, your commitment to others, your idealism, and vision in your heart -- you must put these into the foreground, so that they loom far larger and thus dominant over any of your fears.

In other words, you may never get over your fear, but you can always make your vision and commitment so large that your fear is small in comparison.

### 3. WHAT YOU MUST KNOW

There are five things important to “know” to be effective:

1. Know Yourself
2. Know Your Material
3. Know Your Role
4. Know Your Objective
5. Know Your Audience

#### 3.1 KNOW YOURSELF

The empowering workshop leader has a great deal of self insight regarding what/who they are. You must know the answers to key questions:

- What is my vision?
- What is my commitment?
- What is at stake for me?
- Is this job in the pathway of my passion?
- What are my personal strengths? Are they sufficient for the task at hand?  
What must my strengths be for me to do this job well? What new competencies must I acquire for me to be good at my passion?
- What results do I want to produce?
- What are my weaknesses? How will they affect my performance? Can I use my weaknesses to my advantage?
- What are my triggers/buttons, that when pulled/pushed, I react poorly? What must I do to be sure they don't undermine my performance? What makes me angry? upset? hurt? distrustful?
- What will trigger my needs to control in a way that will undermine the final result? How can I avoid such traps?

*Story:*

*I know of a great architect whose profession was in community landscape design. He was Harvard educated, but spoke with a very disconcerting stutter.*

*Although he made public presentations to community groups every week, seldom did the stutter become an obstacle. In fact, the audience almost always created the end of the sentence for/with him as he got stuck. It was amazing how they became part of his creation; they joined with him; they were co-creational with him.*

#### 3.2 KNOW YOUR MATERIAL

Eventually the knowledge of the material must become woven into the fabric of the seminar or workshop in such a way that it resides in your subconscious. In that way, the program focuses not on the knowledge, not on the information, but instead on the foundations for action. When you have the information clear in your mind you can then deliver the program from your “soul”, and all the information will be available and present itself to you without having to think a lot about it.



Critical things you must embrace:

- Are you a disciplined student of the field of alliances?
- Have you read the books?
- Are you current on recent articles and issues?
- Do you know the key principles that must be brought out?  
What examples and cases can you describe well?
- Can you focus on (and shift your focus rapidly between) the “BIG PICTURE” and the “details?”
- Do you know the unique aspects/diverse language of the industries of those attending the class?

Stories are excellent vehicles for illustrating principles, practices, and processes. These are particularly useful for describing the thorny or ambiguous. Each facilitator must know their stories and how they fit into the program. The stories should dovetail closely into the best practice architecture. Too many stories and the program becomes too much about the facilitator. Be sure to tell stories that relate to the audience. If the audience is from health care, tell health care stories, and so forth.

### 3.3 KNOW YOUR ROLE

There are a wide variety of roles you can play as a trainer/coach/facilitator/expert. Be clear on which ones to use in specific situations. The best workshop leaders switch between roles as the conditions merit.

The amateur seminar leader sees himself or herself as an “educator,” then “teaches” the course as professor to students in a manner that usually produces highly unsatisfactory results. Senior executives don’t want to be “taught,” they’d rather “learn” new insights based on their own experience.

The empowering workshop leaders see themselves as neither educators nor teachers. Rather, they understand that their role is a multiple one that switches (sometimes rapidly) from one role to another, depending what the participant needs to break through a mental block, gain a powerful insight, or feel confident that he or she can take effective action.

Among the key roles are:

**Catalyst:** triggering action, energizing the people, adding a specific “charge” or ingredient” to the process that gets things moving.

**Consultant:** the “sage” that provides expertise and insight to the participants, enabling them to “know” or “see,” or “act” better based on guidance and direction

**Coach:** the one who does not play on the field of action, but provides direction, inspiration, confidence, and coordination to an experienced team of executive superstars that have a lot at stake.

**Communicator:** getting the vague ideas and fuzzy thinking translated into concrete specifics in a way that is both understandable and actionable.

**Champion:** the master motivator and passionate crusader for a cause that exudes the missionary zeal of a true believer.

**Facilitator:** using the expert resources in the seminar to greatest advantage by focusing *not on the content* of the course, but watching the *process and structure*.

**Visionary:** setting the inspirational view of the future, creating a set of possibilities that others had dreamed of in only the very vaguest of ways.

**Architect:** mapping out the steps that one must follow to reach the goal, showing a coordinated plan to reach a new state of effectiveness.

**Analyst:** the calculating, insightful, brutally honest skeptic that must be sure of the facts before proceeding.

### **3.4 KNOW YOUR OBJECTIVE**

It’s imperative that you know what your objective is for the program and for each of the segments/modules. If you are not clear on precisely what you want others to learn, the whole presentation will occur as muddled.

“Knowing your Objective” has several dimensions:

Dimension 1: **Awareness:** What new *beliefs, perceptions, insights, awarenesses, and sensitivities* should people have that will be different than they have now? What questions will they be asking that they had not thought of before? Will these questions lead to new insights and new enthusiasms?

Dimension 2: **Architectures:** What new *systems, frameworks, processes, principles, methodologies, language, and strategies* are most critical that will enable the participants to get a powerful grasp of the material and be articulate enough to lead their teams into a bold new future? Without architecture and language, no leader can truly communicate with their people, nor can they provide the frameworks and tools for their people to be effective.

Dimension 3: **Applications & Actions:** What new *actions, skills, behaviors, leverage points, motivators, influencers will produce powerful results* that they will need to use to make a concrete difference and get successful impacts as rapidly and efficiently as possible? Here’s the real data: People attending seminars only remember 20% of what they learned just three weeks later. However, if they are able to put something into action quickly/immediately, they are likely to remember 80% of what they learned three weeks later. This one fact then should drive a clear value proposition for the session. That which is actionable is valuable. Don’t forget it. If you can’t find a way to move people towards action, they won’t find you (and the session) valuable.

Be clear on the Big Picture and the End Result you are trying to achieve.

### **3.5 KNOW YOUR AUDIENCE**

Getting to Know Your Audience can involve a wide variety of activities that will help you “tune in” to their needs. The better you know your audience, the better you will be received by the participants.

- A. If you are doing an “in-house/on-site” program, be sure to find out exactly what the client(s) “wants,” regardless of what you think they “need.” If you don’t satisfy their wants, they will tune you out regarding their needs. Try to interview a cross section of people to get a “feel” for their issues, problems, objectives, concerns, and “at stakeness.”

In virtually every case for in-house programs, there will be a “hidden agenda,” not verbalized by the participants: more/better teamwork, internal alignment, and cross-functional alliances. If you don’t pay attention to this “inner” agenda, you will not receive the highest grades at the end of the session because you didn’t meet the customer’s needs, even though you gave it 100%. Essentially, to hit the mark, you have to understand this issue, that the customer doesn’t want to talk about.

- B. If you are doing a generic seminar (i.e. the participants come from diverse organizations), be sure to get the list of participants in advance. Review the organizations (ministries, companies, alliances -- specifically the functions of the organizations) to determine what examples/stories will be the most powerful. Do you know the dynamics of those functions/industries? Do you know the deals, successes, failures, and initiatives that have been launched? The initiatives/deals that failed? Succeeded? Have you studied enough of the function/industry/field of profession to know to language they understand? To know their “do’s & taboos?”
- C. When you arrive on site, meet key participants in advance — perhaps for dinner the night before, or for breakfast that morning. Get a “feel” for the critical issues you must embrace. Before the start of the session, talk with people one-on-one to get a sense of the people, their mood, their problems, their insights, and their blockages. Quickly learn their names and parent organizations so that, during the session, you can address key principle and examples to individuals. (i.e. “Madeline, this how this is done in healthcare;” “Trevor, here’s how this translates to criminal justice;” and so forth.)
- D. At the start of the session, listen very carefully to their objectives, issues, and concerns to get a good grasp of what they need and expect from you.
- E. While engaged in the program, listen very carefully to what they say, what questions they ask, the tone of their voice, their posture, and their priorities. Understand their needs and the perspective through which they experience the world. Put yourself in their shoes before you answer their questions, so that you can frame your response in a manner that they can relate to.

## **4. PREPARING TO “GO LIVE”**

Great workshop leaders have a deep understanding of and commitment to the “mind-heart connection” (often referred to as the “spiritual” connection) and its influence on success.

### **4.1 THE HEART-MIND CONNECTION**

Most people, when they begin as “trainers,” observe someone who is an “expert” or “mentor.” What the novice typically observes is the expert’s “style” and “knowledge,” which comes across to the observer as quickness, energy, alertness, and expertise. While there is some validity to this notion, it is also somewhat of an illusion, much like confusing sex with love, or confusing a high IQ with greatness, or confusing strength with athletic ability.

The best of the experienced facilitators will tell the novice that most of the presentation is neither knowledge nor style nor intelligence, nor brainpower; it is, rather, a heart-felt, spiritual experience. Most novices neither understand nor accept this notion, passing off the comments of the master as nonsensical mystification.

*(Unfortunately, most master trainers do not know how to teach the novice to gain access to the spiritual experience they refer to, and consequently the lessons seem to become hopelessly deadlocked. I don’t expect that this set of comments will do much good to break this deadlock, but I’ll give it a try. I’ve spoken to dozens of other empowering workshop leaders about this, and they all agree about the spiritual connection, although they may use different words to describe it.)*

To get an idea of the spiritual connection, first understand that style and knowledge are important, but when “going live,” they all shift into the background. Style and knowledge become like breathing to you — they are almost automatic because they’ve become second nature.

“How does style and knowledge become second nature” you ask? The style becomes second nature when I enter the heart connection with the audience – the spiritual zone where your caring for the participants is so deep and so connected that they become one with you. When I speak from my heart, the mind supplies the details -- because I lose the ego-centric “I am center stage” perspective.

When I become my material, my style flows through the material into the participants. When I subordinate myself to the more vital and important task of bringing new insight to those in the room, my style is generated by the experience of the insight. When I see the purpose of the training as critical to the future of not just those participants who are attending, but also to their teams and entire organizations, and even extending to their families, their children, and to their friends, my passion for the material becomes super-energized, and the style flows out through that energy.

You may rightly ask: “Well, if that’s where the style comes from, how about the knowledge part? Where do you find all that knowledge? Do you study extensively before making a presentation?”

Accessing the knowledge part of the equation requires a two-fold answer.

First, some of the knowledge comes from the same place as style. This certainly may seem like magical mystification, and it is, but it is also quite real (see box: The Synergistic Spiral).

### **The Synergistic Spiral**

Date: Spring, 1994

Location: Barcelona, Spain

Hector Legrand, 59, is Latin American, and I've been working with him for about a year now.

Earlier we had been in Spain conducting a strategic alliance seminar together – me as presenter and he as translator (I don't speak Spanish, and the Catalanian lisp is totally perplexing to me).

On stage, after about an hour, Hector and I really got in tune – head and heart. Prior to getting in tune, I would speak several sentences, then he would translate for me. Then it started to happen: He would start speaking before I finished, knowing what I was going to say before I said it. Amazing! But it got better. I started to understand the nuances of his delivery and would correct his usage of a word or phrase he delivered in Spanish, even though I hardly understand the language.

The audience noticed this as well, and during the break for lunch, many approached us to remark about what miracle seemed to happen on stage.

Hector and I had entered what we termed a “synergistic spiral” of heart-driven energy.

Date: February, 1995,

Location: Cancun, Mexico:

This session in Mexico seemed to pick up where we left off in Spain. Wow, was it worth the experience. This time, instead of being the translator, I had Hector actually do the presentation alone. On the last day of a three-day seminar program, Hector was in full gear -- active, energized, spontaneously creating in the moment, synergizing with the 60 Mexicans and Latin Americans in the audience. It was finally effortless for him, requiring no thinking, no energy, no trying -- just pure flow, pure spirit. He was so proud, energized, and enlightened.

I asked Hector to record his recollection of the events of the last day immediately, before he lost track of those marvelous moments. Here's what he said as he sat down at the end of the program:

*"There, for an endless moment, I was transported away from myself, creating thoughts about new paradigms about an industry [agricultural chemicals] whose technologies I knew little about; but the participant's response to me was awesome -- to think I could contribute at such a level of thinking, when I had ignorance of the technical details.*

*I never thought I could get away from my ego to the point that contribution at a quasi-spiritual level allowed me to create free flow of ideas I had never experienced before.*

*At that point, even some comments posing a real challenge to me became a wave to ride to the shore of reality. It certainly is confirmation that there are no age limits to the growth of the mind."*

The second part of the knowledge equation is indeed having the clear knowledge of the subject. Good presenters are, in fact, excellent students of their subject. They have read extensively about the field. They have years of experience to call upon. They know the “ins and outs” of many examples, and can draw broadly across their field, and also draw from other fields of knowledge. By having both depth and breadth, when called upon to answer, the masters are in the spiritual zone — alert, but calm — active, but reflective — in the moment, but distant in that they see themselves not on stage but from their audience’s perspective — and draw upon this vast knowledge almost instantaneously. But they never make the participants feel inadequate, small, or unknowledgeable – to the contrary – the facilitator’s knowledge just spurs the participant to confident action. This is almost a Zen experience.

“Then how do you go into this “heart-mind connection” (spiritual zone) you ask? From what I know, this is always a very personal experience; everyone does it a bit differently. Here’s what I do (assuming the seminar is one that I’ve done before):

- 1) The week before, I make sure I and my Executive Assistant have made sure that all logistics, attendees, overheads, and notebooks are taken care of. Under no conditions do I want to be worried about administrative matters at the last minute, when I should be focusing on the participants. (See 4.2)
- 2) I like to arrive the night before, not that morning (unless there is sufficient time to get acclimated). I check out the room space to be sure it is properly set up and to get in the right mood. (see 4.3)
- 3) The night before, I focus my mind onto the attendees. I do affirmations and envisioning (see 4.4). I try to read something spiritual before I go to bed, so that I am sleeping in a spiritual zone. I look forward to getting a good rest.
- 4) Then, when I wake in the morning, I make sure I get into the spiritual zone early on. I start by setting the hotel clock radio to a classical or soft jazz station, so that I awake gently. I leave the drapes open to wake with the sun. I do not turn on the television in the morning, so that my concentration is on the class, not on the news. (I might glance over the morning paper to see if there are any interesting examples of something I can use in the class later in the morning.)
- 5) I may go running in the morning, or get some exercise to get my body tuned up to the level my mind and soul must be operating.
- 6) I envision the individuals working together, happy, intrigued, seeing themselves in a new light – this makes the others “central” and I am just their facilitator, inspirer, and guidance system to keep things on time and on target. I make a commitment to all those in attendance that I “will bring out the best in everyone by supporting their deepest insights and most profound understandings. And I make a commitment to myself that what is provided in the training program is “in my highest and best destiny and those of others.”
- 7) Prior to going live in the workshop (or giving a major speech,) I reiterate much of #6, then the rest is in the hands of the audience. If the audience is a bit daunting (or the speech is still not comfortable, or I still feel butterflies before a

big speech), I put myself into the hands of the audience. Let them participate early. Give them some questions to ask themselves in a team. Once the attention is on them, not me, then the session is ready to really move.

This seems to have worked (see feedback from audiences in the Appendix)

#### **4.2 LOGISTICS AND TIMING**

Be sure all the logistical details are take care of (seating, AV, flip charts, backup presentation computer or flash drive, food, handouts, etc) well before hand. If you are trying to solve a silly crisis just before (or during) your presentation, you will not be centered, you will not connect with the audience, and the delivery will be wooden or disjointed.

Therefore, spend the time in advance thinking through the logistics. (If you are too stressed/stretched out to take care of these things, delegate them to your executive assistant or to your partner or to your sponsor. Otherwise, your mind and soul will not be focused, nor centered, nor energized to do what you must do to be successful.

#### **4.3 EXPERIENCING THE SPACE**

Be sure to go to the place (stage, seminar room, conference room, etc) before you go live. Get to the location well in advance if you can. Stand in the room, on the stage area first. Imagine yourself giving the most *enlightening, empowering, enlivening, entertaining, and engaging* presentation you can conceive. See your audience in your mind as excited, involved, and willing to go on a journey with you.

Is it a “happy” space, or an enlivening space? or is it too somber and subdued? What must you do physically, emotionally, or spiritually to make the space the one you want to excel in?

Are the seats the way you want them: U-shape, classroom style, herring bone, or team tables?

Be sure all the apparatus is in the right place and working: projectors, flip charts, writing materials, handouts, etc. Are the name tags ready? Notebooks in place? Can everyone see from their seats?

Then go to the back of the room, and look at where you will be standing. This is the view everyone else has. You should see yourself from this perspective when you are actually delivering the program — from the point of view of the participants, because this is the only point of view that, in the long run, really counts.

#### **4.4 ENVISIONING & AFFIRMATIONS**

Envisioning and affirmations are some of the most valuable “centering” devices you can use to become an empowering seminar leader. Here are some of the things you might envision:

- What End Result — what do you see in your mind’s eye?  
(Personally, I see people highly energized, asking lots of questions, contributing

fully, actively engaged, powerfully motivated, having lots of fun, and fully committed to alliances. I see them co-creating with me. I see myself as a vehicle for channeling an important message/energy to them.)

- o What mood do you want to create? Can you see this mood in the room?
- o What do you want the participants to say about your information?
- o What do you want the participants to act upon?

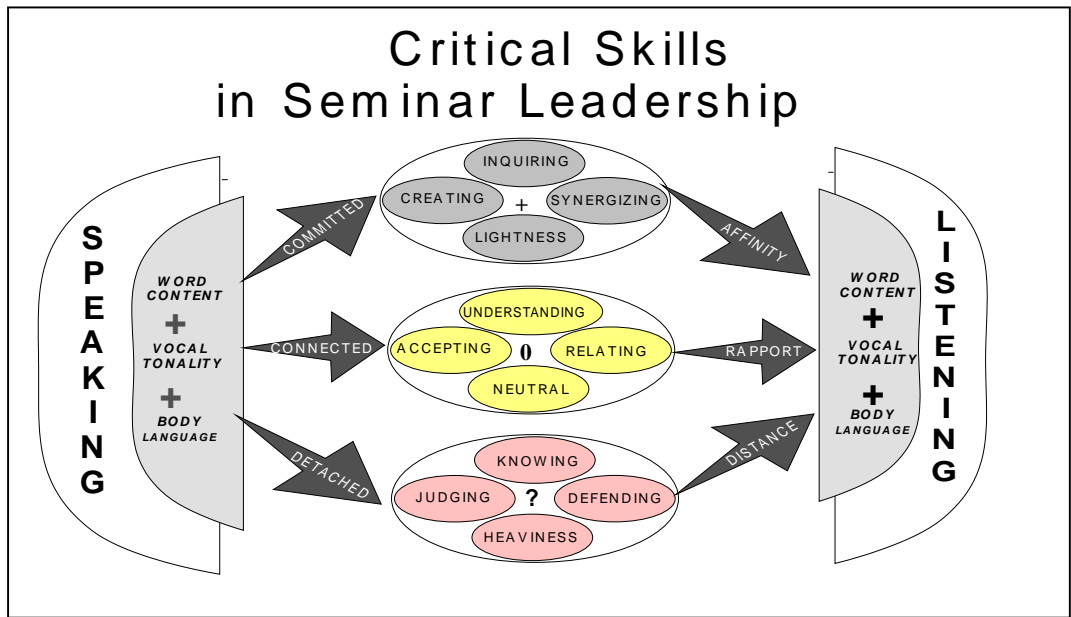
Review over the names of the attendees and envision how they will be learning, fully engaged, and enjoying the experience.

**4.5 SKILLS DEVELOPMENT**

There are some very basic skills that are very important to making a successful seminar. Here are some of them:

Critical Communications Skills:

- 1) Listening -- Listening is a "relating" skill, not a mechanical skill -- relating to people, and relating a theory or practice to an individual's personal circumstances, supporting a person even when you disagree with them, and being able to create an example that brings the point you are making down to their daily experience, hitting them right on so they say: "that's the exact pain I experience! How did you know?" Listening for what is really at the source of the matter, listening for the underlying pain, frustration, and anxiety that allows you to relate to the participant, to connect directly with their "soul," to find the point of intersection between that person and the others in the room where you, the course leader, can interpret, illustrate, and create in that very moment.



- 2) Creating (Questioning) -- There is nothing mechanical about creating, and, to be effective in the learning environment, it is highly dependent upon the listening-relating skill. It means being present in the moment and being willing to flow



with the energy in the room, inventing new expressions, paradigms, and insights, often while casting away the script. Creating is very dependent upon the ability to generate "questions" which empower, force people do make inquiries, to draw them to a higher order of issues. The objective is to ask the higher order question which makes them shift into new paradigms, to solve the problem with a higher level of thinking that created the problem, to give them access to their pain while at the same time enabling them to cure the pain. Great questions are more important than great answers, because, by their very nature, great questions are "generative," unfolding into even more possibilities; whereas great answers are "end-games," providing completion to the process.

- 3) Speaking -- Speaking is more than the mechanical conveyance of data. Say nothing unless the words are spoken with conviction to create results, to stimulate inquiry, to convey enthusiasm, to revitalize, to breakthrough, to provide insight, to design frameworks, or to empower action. Speaking is more than words, it is the embodiment and physical manifestation of your belief and conviction in what you say, demonstrated in your body language, drawing pictures, and telling illustrative stories as well. Speaking requires a very careful choice of words that are designed to empower, examine, and enliven. Good speaking is like good writing – it communicates powerfully (see Section 6 : Getting Your Point Across in 30 Seconds).

#### **4.6 The Art of Listening**

Listen to people's words, not just for their content, but for the inner meaning. Your participants words are only symbols of much deeper meaning for them.

Use "Active Listening" Techniques when you hear some emotion or pain or frustration behind a question or comment.

"You sound pretty frustrated about ...."

"Would you say some more about that...."

"Tell me more about how the others don't seem to get it...."

Some Common Listening Errors (these are only bad when you don't use them appropriately. These can be used judiciously, but only when you know or are pretty sure you're on target):

Adding:	generalizing or expanding what is being expressed
Omitting:	reducing or leaving out pertinent facts or feelings being expressed
Analyzing:	interpreting underlying motives, psychoanalyzing
Parroting:	near word-for-word repetition of what is said
Lagging:	backtracking or failing to keep pace with what is being communicated
Rushing:	anticipating the next thought
Undershooting:	lowering the intensity of the expressed feelings
Overshooting:	intensifying the emotions expressed

## **5. IN THE FIELD OF ACTION**

### **5.1 THE OPENING**

#### **5.1.1 The Encouragement**

After the administrative comments (timing, breaks, safety, etc), how you start the program is important. I usually start by saying how I came to the program – a career seeking to understand how to get people to work more effectively across boundaries. And in learning this, a complete “design architecture” has evolved that enables people to be better at any type of collaborative venture.

When facilitating a group of government leaders, I tell them of some of my experience in government, and why it led to strategic alliances, and then how collaborative innovation and trust building led out of alliances.

I emphasize how I’ve made just about every mistake there is to make, and what a humbling experience that has been.

#### **5.1.2 The Commitment**

This then leads to the seminar leader's commitment:

*My commitment to you is to empower you to lead as inspired champions and architects of alliances, to leave you with an enlivened vision, and provide the skills, tools, frameworks, and resources to make these alliances happen in your life.*

*All of you have a lot at stake — your careers, your reputations, your ability to make things happen. My commitment is to ensure that you will have the vision, the architecture, and the critical tools and skills to be successful at your chosen profession: cooperative ventures.*

*And along with this, I will give you knowledge. But more importantly, I will give you the opportunity to revisit what you’ve already learned from a new, higher, and more enlivening perspective. In this sense, I will not be “teaching” you anything, but enabling you to use your knowledge and experience more effectively to be a better leader.*

#### **5.1.3 The Value Proposition**

*Remember when you first entered public service, you all had a dream that you could truly make a difference – that you could do something useful and valuable for your fellow man. For many, this course will help rekindle that dream, will reignite your passion to make a real difference, and give deeper meaning and purpose to your work.*

*This course, if you follow the practices and principles, will dramatically increase your success rates in alliances, new ventures, joint initiatives, and new program/project launches.*

## **5.2 SETTING EXPECTATIONS**

Everyone walks into the room with expectations – all of which are potential for misalignment if they are not addressed. It is a good idea to have the expectations discussed during the introduction to be sure the course is in good alignment with individual’s expectations. This can be addressed in more detail during the value proposition and the introduction at the beginning of the program, at the beginning of each module, and checking at the end of each day.

Let everyone know during the introduction that if anyone has any unique requests, you are happy to discuss these in detail during breaks, at lunch, or you will set up a time over breakfast or even dinner to be sure unique expectations are dealt with.

## **5.3 DELIVERY**

### **5.3.1 Keep the Energy High**

The participants will only get as energized and committed as you are. If your energy is waning, theirs will too.

One good way to keep the energy high is connecting a point you are making with a person in the room – this keeps the participants engaged and the facilitator alert.

If you, as facilitator, are pushing/trying too hard, cramming things into people’s minds, or delivering energy where theirs is lacking, then something is wrong. Get the participants engaged; open up the discussion, throw out a powerful question, tell an intriguing story, or have them do an exercise that requires them to think and put something on the flip chart.

### **5.3.2 Keep the Pace Quick & Create the Flow of Peak Experience**

It’s essential not to get behind. Many of the exercises are not designed to be brought to full completion but rather to get people into the application, and then to finish the exercise when they are back with their teams.

The facilitator must, however, know when to slow things down because it’s a critical issue or there is a lot of insight being demonstrated or it’s a point of contention that people must work through. If you run roughshod over your audience for sake of time too often they will not see you as caring about the real important stuff.

Beware if only a few people are engaged in a hot issue, leaving others out of the conversation. If that happens, suggest we move on, and those who need to continue with the discussion take it on during a break.

There’s a sequence of dialogue for keeping people engaged; it goes like this:

- Ask Questions: Ask them lots of questions and then make them answer the questions (you may have to wait them out, don’t let them off the hook, ask the same question in a different way if necessary – eventually someone will get antsy and answer the question because they can’t tolerate the silence). Questions are vital because they trigger the problem-solving part of the brain to engage, at which point people will be fully involved.
- Focus on a Key Principle or Practice: Tie the answer to the question to the Principle or Practice you are teaching at that time. The linkage between the question and the principle will set the mind onto a powerful cause and effect relationship –the new learning.
- Example: Make the new learning “concrete and real” by illustrating with a real, clear example that people can see as a highly impactful example of success. Include measures of success when possible.
- Application: Throughout the program are real-time, real-life applications of the principles and practices. The more quickly people can apply the learning to their situations, the better/stronger

**The Power of Questions**

- Questions are More Important than Knowledge,
- Questions Promote Better Learning
- Questions Shift Thinking to Higher Order
- Questions Focus and Unify
- Questions Engage and Energize
- Questions Give Meaning and Purpose

**Use of Data**

Data alone is boring. The process for bringing data into the seminar is built on a simple 4 step design:

1. Have some structure (i.e. overhead, story, case study, activity, architectural construct, or tool) to produce a point (or concept) and a valuable result the point will produce.
2. Connect the point with a key question (if possible) to draw their attention and to create a field of inquiry.
3. Illustrate the point succinctly with a concrete example in real life.
4. Relate the point in real life with a single person in the room (i.e. by calling out their name, and illustrating the idea in their language, their business, their situation.)

**ACTION IS MORE VALUABLE THAN WORDS**

Here’s the real truth about presentations: People attending seminars only remember 20% of what they learned just three weeks later. However, if they are able to put something into action quickly/immediately, they are likely to remember 80% of what they learned three weeks later. This one fact then should drive a clear value proposition for the session. That which is actionable is valuable. Don’t forget it. If you can’t find a way to move people towards action, they won’t find you (and the session) valuable.

the retention rate. And, just as importantly, applications give people new skill sets. By working in teams, team mates help each other digest the new ideas, concepts, and frameworks.

As a general rule: *Know the point you want to make before you make it*

**TEACH IN THREE DIMENSIONS**

Dimension 1 — Work on the Inner Awarenesses:

Beliefs, Perceptions, Vision, Possibilities

Dimension 2 — Work on their Strategic Architecture:

Knowledge, Processes, Frameworks, Language, Best Practices

Dimension 3 — Work on their Applications & Actions:

Leverage Points for Change, Skills, Behaviors

**5.3.3 Generate lightness with humor**

Any course should not only have a heavy “funereal” demeanor (unless it’s about death and taxes). Neither should the course be a running set of jokes. But be sure to “lighten up” and perhaps poke a little fun (at yourself, unless you know someone well enough to engage them in light humor).

Inevitably there will be someone in some course who insists on “political correctness” at every turn in the road and will be looking to trip you up – this is the tactic of the “compliance police.” They listen with “enforcement” ears, not from the heart. The effect is to kill spontaneity as the victim of the police enforcement must walk on eggshells, never knowing when they will step on someone’s over-sized, over-sensitized toes. For the Compliance Police, listening is always for evaluation, not for co-creation or even for clarification. When people go into the critical evaluation mode, they cut themselves off from relationships, learning, and true communications, while they fill their heads with supercilious superiority.

As a facilitator, if you get cornered by a compliance critic, don’t spend a lot of time defending yourself, just apologize, explain you were ignorant of the issue or come from a different culture where the words have a different meaning, and move on. You cannot win a battle of wits with the compliance police – if you do, they will get even later in the evaluations with excoriating remarks that will scathe your reputation and credibility with others.

**5.4 CONNECTING WITH INDIVIDUALS**

**5.4.1 Monitor yourself & your alertness**

Know why you do what you do (Why did I pause for 15 seconds? Was it really 15 seconds?)

Why did I choose the example I used?

Did I phrase the story in a powerful way?

**5.4.2 See yourself not in the center of attraction**

Mentally position yourself in the back of the room, watching this person in the center performing --- how does your performance look?

**5.4.3 Watch the Non-Verbals**

The majority of all communications is non-verbal. Your audience will tell you if they are engaged by watching their eyes, their facial expression, their body language.

Their meaning will only be stated vaguely from the content of their words:

- 7% words
- 23% tone of voice
- 35% facial expression
- 35% body language

Monitor these four dimensions when you listen

**5.4.4 Focus on Them, not you,**

Don't try to show how smart you are, (they will take you down), but be sure to empower them

Don't try to be liked, just "add value"

If someone is starting to drift, relate an example to their situation. Call them by name: eg "Janine, remember when you commented on ....., well this principle applies to that situation in a very powerful way."

**5.4.6. Create Relationship**

Connect with their pain/pressure/vision/ and the gap between their reality and their dream

Model their language, determine what/how you would be perceiving, thinking, acting, if you said those same words.

**5.4.7 Generate Trust**

You must guide people into the unknown, the uncertain, the ambiguous. To do this they must trust you

To be effective and gain trust, you must:

- show how you produce value every moment
- gain each person's respect
- demonstrate ability to achieve powerful results
- be willing to put your needs behind the needs of the group
- empathize with key issues and feelings

- be humble, yet knowledgeable
- Be alert to their need to solve the problem for themselves
- Demonstrate what they know, but from a new perspective, with a fresh insight
- Give them something that they never knew before
- Know your material so well that the content enters the subconscious, occurring only in the background. This then enables the group to become the focus, the foreground.
- We are only a bridge between the information and their action, we are not the center.

**Caution to the Trainer  
who is also a Consultant**

Don't Sell Your Consulting Services—it will backfire.  
Just empower people.

### **5.5 TAKING CARE OF YOURSELF**

- Don't look for recognition, credit, or accolades; these will only come if you don't seek them.
- Shelve your personal life during the program (unless you've got a good illustration from your life.)
- Don't try to look too good in front of a group – don't brag about your successes. People will relate better to your struggles and what you learned.
- If conflict shows up in the session, use it as learning. Don't try to win a debate unless someone is looking for the way you'd deal with a difficult situation.
- Cherish differences of opinion – they generate great discussions.
- Don't make people wrong; just seek alternatives.
- It's OK to “not know.”
- Keep an eye out for people who sit in the Corners – often (not always) they will be the most judgemental of the attendees.

Last Point: You don't have to be perfect at all this, just be genuine. Strive for perfection, but recognize it may happen at times you least expect it.

**STAY IN THE “HERE AND NOW”**

*This is known as “being in the moment”*

*Quote from **The Tao of Leadership** by John Heider:*

*“The wise leader knows what is happening in a group by being aware of what is happening here and now. This is more potent than wandering off into various theories or making complex interpretations of the situation at hand.*

*Stillness, clarity, and consciousness are more immediate than any number of expeditions into the distant lands of one's mind. Such expeditions, however stimulating [to the leader], distract both the leader and the group members from what is actually happening.*

*By staying present and aware of what is happening, the leader can do less, yet achieve more.”*

## **6. MAKING YOUR POINT CONCISELY & POWERFULLY**

(Some portions excerpted/adapted from the book “**How to Get Your Point Across in 30 Seconds** by Milo Frank)

### **6.1 IN TODAY'S WORLD, TIME IS PRECIOUS.**

Don't be Long-Winded:

– if you can't say something clearly and concisely, perhaps you shouldn't be saying it at all.

Your audience's time is very precious – they've given you two day of their time –their business demands will be stacked up when they return. They don't want long-winded, fuzzy-wuzzy, lectures; they will resist theory and vaguery; they seek conciseness, being to the point, being clear and precise, illustrating with compelling examples.

It is essential to make your point quickly, often within 30 seconds, no matter how much time you are allotted. This requires real discipline, clarity of thought, and logic in sequencing, all the while speaking clearly, with appropriate intonation, pauses, and emphasis.

One of the key elements of precision is to start your speaking with a question that draws people in and unites everyone's mind.

Then engage the audience in jointly answering the questions. To every answer, be supportive, even if it doesn't fit the bill. Ask if there are other answers. Acknowledge and ask are there other answers – what else. Most of the questions have multiple dimensions, thus multiple parts of the answer.

#### **6.1.1 Aim for 30 seconds**

There are two compelling reasons why 30 seconds is the time window for getting a point across to an audience:

- ***Time constraint***

- Time waits for no one -- Today you must move faster just to stay even
- To move faster you must be concise – No one wants Blah -Blah

- ***Attention Span***

- Average span for most people is 30 seconds. If you haven't captured their attention in that time period, the mind starts to wander.  
Media research says average viewer has span of 30 sec
  - "If the subject doesn't make his statement in 30 sec. or less, I can't use it and it doesn't make the air."
  - "We've discovered that if you can't say it in 30 sec. you probably can't say it at all."
- A mind can only accept so much information before it needs some time for reflection
- Average time of news stories on TV is 1 ½ minutes.
  - 30 sec to set up story
  - 30 sec for actuality
  - 30 sec to summarize



**6.1.2. First Basic Principle of Conciseness: Have a clear-cut Objective**

The objective is:

- the Goal of the Module, or the Presentation
- the Destination at the End of the Application, or
- the Purpose for the Best Practice, or
- the Target to be achieved, or
- the Raison d'Etire for our very existence

Ineffective presenters don't really know what their objective is, thus they can never be be clear-cut and specific

**6.1.3 Second Basic Principle of Conciseness: Have a clear-cut Value Proposition**

Be sure the objective has real value. Something without value is worthless. Understand how value impacts on the reason for making this issue come to the fore.

Is the value:

- Clear?
- Time based?
- Specific?
- Accepted by others as valuable?
- Compelling?
- Something people would spend money, time, or personal energy on acquiring or saving?

**6.2 KNOW YOUR AUDIENCE -- THEIR LANGUAGE & CULTURE**

Presenting concisely means you'd better know the terrain. People coming from healthcare don't speak the language of soft-ware developers who don't speak the petroleum industry. It's not just language; each profession/field has its own culture, customs, and modes of operating. Don't venture into "unknown terrain" not knowing who or what you're going to find when you get there.

**6.2.1. Third Principle--Know your listener and what he wants**

- Know who you're talking to before you open your mouth
- Research the profession or interview some professionals before the session if it's a field unknown to you.
- Know what that person or group has for objectives, dreams, problems, dilemmas, obstacles, and what they will value.
- Know in advance what will generate favorable reactions and what will turn them off
- Know as many facts as possible about the person/persons/profession you'll be talking to

**6.2.2. Fourth Basic Principle--A well formulated approach**

- The premise, root idea, concept, focus, driving force, strategy, game plan, or theme of your message, the foundation, the heart of the matter, the skeleton in the body, the melody that runs thru the music
- Just as you only have one objective, your must choose only one approach
- A clear-cut right approach stated in a single sentence is a guarantee against ever forgetting what you're talking about.

### **6.2.3 Fifth Basic Principle – Clarity and Candor**

Major problem in communicating, is simply understanding what the other person is saying.

- People in different companies don't seem to speak the same language
- Many feel it necessary to use big words, technical terms and complicated sentences to make themselves sound knowledgeable
- Only someone who truly knows his subject can say what he wants to say in clear and simple language.
- Candor is vital; blah-blah is garbage.
- One of simplest and most natural ways to get rid of business-ese is to personalize by using a personal story to illustrate your point
- By sharing a personal story, people identify with you and care about what you have to say
- Most effective messages are those that reach the heart of the listener. Emotion causes change

**Clarity & Candor or Obfuscation & Confusion**  
George Orwell, in his famous piece: *Politics and the English Language*, gives this example:

Let me give another example of swindles and perversions in writing. This time it must of its nature be an imaginary one. I am going to translate a passage of good English into modern English of the worst sort. Here is a well-known verse from *Ecclesiastes*:

I returned and saw under the sun,  
that the race is not to the swift, nor  
the battle to the strong, neither yet  
bread to the wise, nor yet riches to  
men of understanding, nor yet favour  
to men of skill; but time and chance  
happeneth to them all.

Here it is in modern English:

Objective considerations of contemporary phenomena compel the conclusion that success or failure in competitive activities exhibits no tendency to be commensurate with innate capacity, but that a considerable element of the unpredictable must invariably be taken into account.

This is a parody, but not a very gross one....The whole tendency of modern prose is away from concreteness. Now analyze these two sentences a little more closely.....

The first sentence contains six vivid images, and only one phrase ("time and chance") that could be called vague.

The second contains not a single fresh, arresting phrase, and in spite of its ninety syllables it gives only a shortened version of the meaning contained in the first. Yet without a doubt it is the second kind of sentence that is gaining ground in modern English

#### **6.2. 4 Sixth Basic Principle -- The Hook**

What allures, entices, tempts, tantalizes, fascinates, captivates, enchants, attracts, bewitches, catches, hypnotizes, makes you remember and gets you to buy a product, stay tuned to a show, or keep reading is the **hook**. Use the hook as the first statement in your 30 sec message

- A hook is a statement or an object used specifically to get attention
  - Newspapers always use a hook-headlines
  - TV uses clips of exciting scenes as hooks.
  - First thing you must do is get someone's attention
- Finding your hook - ask yourself:
  - What's the most unusual part of your subject?
  - What's the most interesting and exciting part of your subject?
  - What's the most dramatic part?
  - What's the most humorous part?

Reduce the above four points to one sentence each

- After finding candidates for your hook-ask:
  - Does the hook lead to your objective?
  - Does the hook relate to your listener? Does the hook relate to your approach?
  - Will the hook excite or interest your listener?
  - Can the hook be the first sentence in your 30 sec. message?
- Finally, decide if your hook serves better as a sentence or a question.
  - Questions can be double-barreled -- people usually pay attention when you ask them a question
  - If you use a question, it must be answered in the 30 sec.
  - Hook can be serious, dramatic, or humorous, but must capture the interest. If its dull, it won't accomplish its purpose which is to get attention.
  - The more dynamic the hook the more effective the total message becomes
  - Sometimes best hook is visual rather than verbal
  - Anecdotes or personal experiences make good hooks. Keep a personal journal -- "hook book" -- for future reference
  - Subject of your 30 sec. message must explain, reinforce, and prove the point you are there to make.
  - In order to do that, it must contain: who, what where, why and how.

### **6.3 CALL TO ACTION -- ASK FOR ACTION**

This is the Call to Arms, the Request, the Command, the Prescription, the Contract, the Bottom Line, the Close---all add up to *ask for Action!* A message without a specific request is a wasted opportunity. If you don't ask for something specific, the chances are you'll get nothing.

#### **6.3.1. From Ideas to Practices to Application**

After the presentations and discussion of best practices, you must ask yourself-"What action do I want from the participants/listeners?" The answer is "your call to action"

### **6.4 CREATING AN IMPRESSION**

#### **6.4.1. Speaking with Respect, Authority, Inspiration & Inquisitiveness**

Study after study has shown that it is undeniably true that *how* you say something is often more important than *what* you say. If it's not good, you've lost an opportunity that may never come again.

- Speak Up
  - o Your voice is your instrument
  - o Its volume, tone, pitch, expressiveness and skill with which you use it-reveal your own state of mind and influence listener's response to your message
- Respect & Compassion
  - o Demonstrate how you respect everyone's opinion with your voice
  - o A voice that cares is a warm, modulated voice
- Authority & Confidence
  - o As facilitator, you must demonstrate your "presence" as a real, genuine, experienced, and confident
  - o When you aren't sure, do so with confidence that others in the room will have the answer, or together we can find the path forward.
  - o Never sound like a "know-it-all" or the group will quickly tear you down.
- Monitor & Modulate
  - o Regularly listen to yourself to see if you are speaking from your diaphragm,
  - o Keep your voice well modulated. Listen to the voices of very well trained actors (especially from older movies. My favorite "voices" are those of Errol Flynn, Walter Pigeon, and Claude Rains – I never get tired of listening to them. They could make the most mundane come to life.)
- Method
  - o Speak the last few words softly-- Using this technique, people have to lean forward to catch your words
  - o Another attention getter is a pause -- Gives emphasis, Gives you time to think, Gives your listener time to absorb Gives you a chance to see if your listener understands

- Never memorize, frequently personalize, always care about what you are saying

#### **6.4.2. Style and image**

Ralph Waldo Emerson said: *"A man's style is his mind's voice."*

Style consists of: facial expressions, posture, gestures and movements, tone of voice, physical appearance and clothing

- Smile: Among facial expressions, smile is most important
  - Inspires confidence and understanding
  - Nothing more warming if sincere
  - Keeps people from feeling they need to be defensive
  - To create a genuine smile, think of something that amuses you or put humor in your 30 sec. message. If you say something amusing with a smile, 9 times out of 10, your listener will smile right along with you.
  - An "inquisitive smile" is very productive in a serious discussion
  - If you everything you say is serious, there's no variety, not contrast. If all music were one note, you wouldn't listen
- Facial Expression
  - Your goal is spontaneity and sincerity
  - Maintain good eye contact, always aim your eyes at a person or persons when you speak. Don't talk to the back wall.
- Body Movement
  - Change your position in the room so that you aim your direction to one side, then the middle, then the other side.
  - Your movements, gestures and posture are just as revealing as your facial expressions
  - No movement at all is just as distracting as meaningless movement
  - Gestures or movements should work together to create an effective impression
  - Posture sends a double nonverbal message: it reveals what you think of yourself and what you think of your listener. Posture should be relaxed but not too relaxed, alert but not tense
  - Self-awareness is the secret- when you are aware of how you look to others, you can use that knowledge to look the way you want to look
- Clothes – What to wear
  - What you wear and how you wear it are powerful signals
  - Walk the fine line between how to fit in and how to stand out
  - If you wear something that calls attention to itself rather than to you, that maybe all they notice
  - It doesn't really matter how expensive your wardrobe is or how old-fashioned or up-to-date it is, as long as it gives the impression that you care
  - Never, never look like a slob or be dishevelled – how you look is a measure of how well you respect your audience.

## **6.5 ONE, MANY, OR A THOUSAND**

The empowering workshop leader talks to individuals, workshop participants, or large congregations in the same manner; the approach is the same.....

Ask and answer several provocative questions,  
Paint more than one picture,  
Use more than one personal anecdote or experience.

### **6.5.1. Never Memorize!**

- What happens if you forget? Use a PowerPoint as a cue card
- When you memorize, the material controls you, rather than you controlling it.
- Master your material, but don't memorize. Memorizing robs you of being natural

### **6.5.2. Never Read a Speech**

- Speak to each person in the audience
- Look them in the eye and deliver your message
- When you deliver a speech, your passion and mastery of the subject is obliterated if you read the material.

### **6.5.3. Preparing for a Speech**

- Outline your talk
- Write your talk
- Reduce your talk to notes

### **6.5.4. Using Your Notes**

- Each time you rehearse from notes, your speech will be a little different-and better
- Talking into your notes destroys rapport, makes your voice go down in level, and weakens what you say
- Whenever you speak, speak to your audience, not to your notes (overhead slides perform the same function as notes – they trigger your thinking)
- You're never to give a speech, you are there to deliver a message

### **6.5.5. A speech (or seminar) really is a Performance**

- Two simple steps you can take to see your introduction gets you off to a running start:
  - First, find out who's going to introduce you and a day or so before the speech, give that person the necessary information for your introduction
  - Second, and better yet, write your own introduction

- Even before you begin your speech, establish rapport with your audience by smiling and making eye contact. Look at your audience, not over their heads. Try to avoid using a podium or microphone, if possible
- Make everyone feel you're talking directly to him/her. Find someone in the audience who is nodding their head in agreement or smiling, and frequently go back to them with your message to get reinforcement. If you can, refer to some people in the audience by name or by position. React to the audience's reactions-if their attention wanders, do something to bring them back
- Put variety into your message by a smile, gesture, moving forward, changing your position, speaking loudly or softly or rapidly or slowly, pausing, asking a rhetorical question, being humorous, dramatic, or emotional
- Establishing your credibility is a top priority, Your audience should know why they should listen to you, and a few brief words about your credentials will help your credibility
- Tell a brief personal (or poignant) anecdote that will relate directly to your audience's experience and will establish the fact that even though you're the chairman of the board, a famous astrophysicist, or an expert in coronary bypass surgery, you're human. Tell a personal anecdote about one of your early failures; this technique can be called "making yourself human"
- Finishing:
  - Always leave them wanting more
  - Speech should always end before your audience wants it to end
  - Always have the first few and last few sentences firmly in your mind
  - Making a speech is like telling a joke- you don't want to blow the punch line

## **6.6 ANSWERING QUESTIONS**

### **6.6.1 The Perfect Answer**

- A skillful speaker anticipates questions and previews in her mind the point she wants to get across in response
  - Her knowledge of her objective, her listener, her approach, and her subject allows her to frame an answer that is direct, concise, informal and effective

#### **The Dilemma of Answering Questions**

When giving a speech, questions should be answered concisely and directly.

However, know that the more senior the person asking the question, the more multi-dimensional the question. Thus an answer to a junior person may be rather simple and straight-forward and be sufficient.

But when answering a question from a senior executive, you may want some clarifications first about the circumstances, before answering to be sure you truly understand the nature of the question.

In workshops, the situation, questions present a different opportunity because of the interactive nature of the session. You might want to:

- throw the question back at the audience for them to address
- take the question apart to look at its multiple dimensions
- reference it to something they've already learned
- answer it directly and move on
- park it for a later time when it fits better into the sequence of learning

It's always fun (and you know the course is going well) when someone asks a question that leads you to the very next slide!

- Even in handling a difficult question, you get the opportunity to speak and get your message across. For example:
  - After a series of crimes in a city park, aroused citizens of the neighborhood were demanding action. A police captain agreed to answer their questions. One man asked angrily why no arrests had yet been made. "Even though we have very little evidence to go on," the police captain said, "we're pursuing every lead. We have also stepped up police patrols of the area and the lighting is being improved. Your park is much safer now." The police captain answered the question, and while that answer may not have been the one the angry citizen wanted to hear, he reassured his audience and get his own point across.

#### **6.6.2 The Question Turnabout**

- The opportunity to get your point across is almost always there. If not, create your own opportunity. There's always a way to answer a question and turn it to the point you wish to make.
- Here are some transition phrases:
  - "I don't know about that, but let me tell you about..."
  - "You're absolutely right, and one other point is..."
  - "I'm sure that's true, and another thing I'm sure of is..."
  - "That can wait until tomorrow, but something that can't wait is..."
  - "I agree with you, and I'm sure you'll agree that..."



## APPENDIX -- FEEDBACK FROM SESSIONS

### What Others Have Said About Robert Porter Lynch’s work:

#### From Trust Authorities

- Robert Porter Lynch has discovered the missing code on Trust. Despite my initial skepticism ("Oh no, not trust again!) his new approach to trust is exceptional. There's an important difference between subject matter experts and real groundbreaking thinkers; he's definitely the latter. If there were one resource I'd turn to on matters of Trust, Mr. Lynch would be that thinker. -- Paul G. Stoltz, Ph.D. Author, *The Adversity Advantage* and *Adversity Quotient*, PEAK Learning, Inc.
- Robert Porter Lynch may be one of the best trust thinkers you haven’t heard of. – Charles H. Green, Author: *The Trusted Advisor*
- Robert Porter Lynch is my “Trust Advisor” – Michael Kerrigan, Author: *Characters with Character*
- Robert Porter Lynch is one of the Top 100 Thought Leaders – Barbara Kimmel, *Trust Across America, Trust Around the World.*
- Not only is our team using this every day; I took it home and discussed with my wife and kids. Our lives are being shifted by the approach. – Director of Non-Profit Organization
- The bad news is: I now see why our organization is so dysfunctional. The good news is: I now know exactly what I need to do to fix it! – Senior Vice President
- I got four big take-aways from this:
  - First, I know understand why trust has broken down so many times, and the role I inadvertently played.
  - Second, I feel empowered to take the right corrective action.
  - Third, I realize I can reclaim my birthright to trust – and that’s so inspiring.
  - And last, I won’t be naive and trust like a blind fool. – Senior Account Manager
- “Our team can't stop talking about it -- it's having a profound effect” – Senior Director
- Robert Porter Lynch is the ‘gold standard.’ – Curtis Volkmann, Sr. Director of Innovation, Dow Chemical.

#### From Senior Executives

- Thank you for your passion and wisdom by faithfully speaking the truth to business people! These messages are critical at such a time as this!! -- Michael Allen, CEO, Ventura Mfg.
- If I’d had this earlier in my career, it would have saved me millions of dollars – Malcolm De Leo, Vice President, Daymon Worldwide
- Robert Porter Lynch's work is the "gold standard." His work has inspired many of us in Dow Chemical to see our world in a whole new light. -- Curtis Volkmann, Director, Corporate Venturing, Dow Chemical
- I’m printing the Trust Ladder in super-size and posting it behind my desk. Anyone who comes in and acts “below the belt” must turn around and leave. – High Ranking Federal Official
- Robert definitely knows his stuff. He is highly informed, and highly involved in real life practice of the material. He's not just an academic studying it; he is an applier of it. – Tom Davis, Assistant Deputy Minister, Canadian Provincial Government
- Robert has significant depth and breadth of scope and understanding of the material covered; what vast amount of knowledge - WOW! He has energy and passion. He was

#### From Government

forthright with opinions. He had a genuine desire to help. – Assistant Deputy Minister, Canadian Provincial Government

#### **From Universities**

- The most compelling and insightful framework about trust yet. Robert Porter Lynch's "Architecture of Trust" is unexcelled in its thoroughness, depth of understanding, scientific structure, and strategic value. Lynch is an enlightened realist whose insights have enormous potential not only to empower leaders to bring forth the very best in others, but also to serve as a foundation for renewing our belief in business itself. This work transcends the superficial treatment we've given the subject of trust for too many years. – Paul Lawrence, Professor Emeritus, Organization Behavior, Harvard Business School
- First breakthrough on trust I've seen in years. 4-Drives Model is far better than Maslow's Hierarchy. -- David Burt, Chairman Emeritus, SCMI, USD Business School

#### **From Strategic Alliance Professionals**

- Fabulous, this gave me insight into how I will withstand the onslaught of distrustful disruptions in my life – Senior Account Mgr
- The Trust Workshop was truly a life-changing epiphany for me. It was awesome. You made trust so easy to embrace. Thank you many times over! – Senior Account Manager
- An eye-opener that has application beyond alliances. – Susan Wright, USAA Insurance
- We can now raise the trust issue without the fear that someone might go ballistic. – Alliance Manager
- Too often people complicate things and make it difficult to talk about it. You have simplified this issue without dumbing it down. – Christine, Nationwide Insurance
- Exhilarating and Inspiring, this is the next breakthrough in alliances and human

relationships. The Architecture of Trust is a Grand Unifying Principle that makes sense of lots of seemingly disparate phenomenon and ideas. It lets us break through the fog and make see some powerful realities. – Tom Halle, Hitachi

- This was terrific – you really hit a home run on this – Alliance Mgr, Walt Disney Corp.
- Robert Porter Lynch is the grandfather of alliance best practices. He singlehandedly started the Association of Strategic Alliance Professionals and continues to share alliance best practices with many hundreds of alliance executives to this day. He helped me personally get started in this area and I owe him a huge debt of gratitude. If you are ever lucky enough to be invited to one of his seminars then grab it! It will be the best alliance time you have ever spent. Thanks a million for all the help and support you gave me when I started out and you continue to offer. -- Mike Nevin, Founder, Alliance Best Practices, United Kingdom

#### **From Innovators & IT**

- We all would have enjoyed a full week of absorbing information from your vault of knowledge and experience. I've seen my share of presenters over the years who've succeeded in delivering content, making a difference, and providing a learned point of view of the subject matter. However, I've never felt more compelled by one person's passion for the content's scope, and their "call-to-arms" approach to how we carry ourselves as humans in general. Thanks so much for the inspiration. -- John County, Business Manager, Daymon Worldwide
- Thank you for helping find a powerful new way to make a difference – Kevin Gangel, Branch Manager, Sapphire Technologies
- I have already begun to see the effects through our team's increased camaraderie, openness, and collaboration. The great thing is that we are seeing that the lessons are being applied into action already.

Several team members commented on how this workshop was “better than any class” and “ranked at the top compared to past team events”. We are making a POWERFUL difference!! Our team will never be the same after this experience! -- it's having a profound effect. My whole team is being reenergized -- Cassie Kutzli, Business Innovation Manager, Daymon Worldwide

- Truly inspirational. Thank you so much for providing such an original and thought-provoking approach to collaboration and innovation. -- Thomas Harding, PhD, PEng, Technology Senior Advisor, Nexen Energy

#### **From Mediators**

- Thank you from the bottom of my heart – you opened my eyes to something we’ve been missing in our work – Gail Hope, Conflict Management Mediator
- You’ve given us the missing things I’ve been seeking for all my life. You’ve linked together in a masterful way what seemed so disparate. This whole day was moving and inspiring – I feel expanded and enriched. I was so excited about everything when I returned home I have not stop thinking about this. Thank you from the bottom of my heart. – Lynda Telford – Mediator, Negotiator
- We are always looking for something new that will help our work – there’s been a hole for me that I couldn’t put my finger on. This material is rich and empowering to help us face the work and are so passionate about – Wendie Hassen, Conflict Management Mediator
- Just Awesome! This will change my practice – Maureen Curran, Energy Resources Conservation Board
- Fabulous! This really opened my eyes to a whole new set of possibilities – Cynthia McCarthy, Mediator
- I’ve been using this in the field every day. It really works – Sharon Seiler, Mediator

- Thanks for your life-changing presentation!!!! I learned so much. God Bless -- Duncan McGregor, Alberta Arbitration & Mediation Society
- Truly a moving experience for our members. It is clearly the next wave of value past win-win thinking. – Paula Drouin, Exec. Director, Alberta Arbitration & Mediation Society
- I am forever grateful for giving me a better way.... I’ve already had a chance to use it with a couple of my mediation clients and found it very helpful. -- Sylvia Thomas, Family Mediator

#### **From Human Resources**

- A most entertaining and engaging presentation. What an amazing amount of effort went into the research and your ability to relate a difficult topic to a wide audience. We will be using the Ladder of Trust as part of our Core Values of ‘trust, respect, and communication.’ -- Donna Smith, Manager Learning & Development, Clarke Builders
- You've re-energized me! I am very passionate about people and their potential for greater things and your work has given me some better tools to push that positive message forward. Thank you for your endless quest for knowledge and more importantly for sharing it with the world - YOU ARE MAKING A DIFFERENCE, please keep spreading your good work! -- Susan Harrison, Director, Service Delivery, Ministry of Social Development and Social Innovation, Gov't. of British Columbia
- Many years ago I attended your course on Strategic Alliances and bought the book you'd written. As professionals we read so many books, but few really have content which stays embedded in our thoughts. Some of your robust and structured frameworks form the basis of how I operate ... being naturally reflective of relationships and collaboration ... these have really assisted me in my career. I wanted to say thanks – Sesh Sukhdeo, Transformational Leadership

**About Robert Porter Lynch**

For the last twenty five years, Robert has been a passionate champion for unlocking the power of collaboration, innovation, strategic and trust.

His extensive probing into these fields has resulted in the “Architecture of Trust,” which details many practical, down-to-earth strategies and practices that consistently produce powerful results.

His ground-breaking Architectures in Strategic Alliances and Collaborative Innovation have led to a potent set of best practices that now underpin thousands innovation alliances around the world -- consistently achieving extremely high success rates. His extensive work in collaborative environments has yielded many of the lessons and learnings that have helped crack the trust and synergy codes.

Robert has trained over thirty thousand executives around the world, and has consulted for major corporations in wide variety industries ranging from aerospace, automotive, bio-pharma, energy, financial services, government, health care, high tech, medical devices, petro-chemicals, and telecommunications, as well as advising numerous governmental institutions in Canada and the U.S.

He is the Founding Chairman of the Association of Strategic Alliance Professionals and teaches Executive Development at the Universities of Alberta, British Columbia, and San Diego. He is the author of several books, and holds degrees from Brown University in International Relations and Harvard University in Organization Development. His *Trusted to Lead* trilogy – *Senior Executive’s Guide to the Economic and Innovative Power of Trust*, *Building a High Performance Team You Can Trust*, and the *Economics of Trust* will be published in late 2014.



Please join me in creating the “Trust Alliance” to  
*elevate the course of history, the destiny of nations, the purpose of leaders, and the fate of people  
by the end of the decade.”*