

Great Expectations

Becoming a Genius Maker - Capitalizing on Human Capital
Paul Criss & Don Jones



Now, I return to this young fellow. And the communication I have got to make is, that he has great expectations.

Charles Dickens

Expectation

❑ A strong belief that something will happen or be the case in the future. (OxfordDictionaries)

And they exceeded our expectations:

They gave themselves first of all to the Lord,
and then by the will of God also to us.

- 2 Corinthians 8:5

The Multiplier Effect*

*If your actions inspire others to dream more,
learn more, do more, and become more,
You are a leader.*

John Quincy Adams

□ Stephanie's Story

* Adapted from *The Multiplier Effect – Tapping into the Genius Inside Our Schools* by Liz Wiseman, Lois Allen, and Elise Foster

The Multiplier Effect

*It is not possible to know how far the influence
of any amiable honest-hearted duty-doing man
flies out into the world;*

*but it is very possible to know how it has
touched one's self in going by.*

Charles Dickens

❑ Diminisher vs. Multiplier Exercise

DO

What did your Diminisher Do?

What did your Multiplier Do?

The Multiplier Effect

- ❑ Some leaders and instructors make us better and smarter. They amplify our intelligence.
- ❑ These leaders or instructors are called Multipliers and they are genius makers.

The Problem with Genius

- ❑ Some never look beyond their own capabilities to see and use the full genius their team or of those in their classroom
- ❑ Draining intelligence = Diminisher
- ❑ Some use their intelligence to amplify the capabilities of the people around them = Multiplier
- ❑ People seem to get smarter in their presence.

GET

How much intelligence did your Diminisher get out of you? (0%-100%)

How much intelligence did your Multiplier get out of you? (0%-100%)

What is the Effect?

❑ C.Harris vs. Knick Knickerbocker

❑ Predicament: Do More with Less

What Is the Effect?

- ❑ Diminishers get 40% of other's capacity
- ❑ Multipliers get 2.3 times more than Diminishers
- ❑ 5 Disciplines of the Multiplier...

1. Attract & Optimize Talent

Diminishers

- Operate as Gatekeepers – Dissertation Experience
- Put people into boxes
- Insist staying within the boundaries results in greater productivity

Multipliers

- Teach others by operating as Talent Finders
- Tap into natural talent of others regardless of position
- Others stay loyal because they grow

The Talent Finder

“Life is like a ten speed bicycle. Most of us have gears we never use. – Charles Shultz

Gatekeepers

- Are overly protective of their people and the status quo
- Treat people like resources, pigeon-holing them and limiting their visibility and growth.
- Gatekeepers believe: Intelligence is elite, relying on a small group of favorites

Talent Finders

- Identify and label genius in people around them, including staff and students.
- They put this genius to use, stretching and strengthening the talent
- Talent Finders believe:
 - Everyone has talent and something to contribute.
 - Genius comes in many forms, and finding it unlocks discretionary effort.

Talent Finder Practices:

- ❑ Scout out diverse intelligence in others
- ❑ Find native genius in others – no effort nor condition
- ❑ It's what they can't help but do; it's what they were built to do.
- ❑ Utilize staff and students at their fullest – expect the best – “Do your best...”

Building Talent Finding Muscles

- Name the Genius: Identify the Native Genius of each person on your team or in your classroom.
 - What do they do better than anything else they do? What do they do better than the people around them?
 - What do they do easily (without effort or awareness)?
 - What do they do freely (without being asked or paid or graded)?
 - Come up with a catchy name for the genius.
- Supersize It: Give someone a job that is a size too big. Let the person grow into their new responsibilities.

2. Create Intensity that requires best thinking

Diminishers

- Operate as tyrants using fear of judgment that impairs both staff members and students' thinking and learning
- Demand best thinking from colleagues and students, but don't get it

Multipliers

- Operate as liberators, producing a climate that is both comfortable and intense.
- Establish a motivating instructional environment – every colleague and every student has permission to think and space to their best work.

Liberators

“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.” – Victor E. Frankl

Tyrants

- Create a tense environment, full of stress and anxiety that suppresses people’s thinking and capability
- People restrain themselves and work cautiously
- Tyrants believe: creating anxiety provokes creativity and a desire to do more.

Liberators

- Create an intense environment where colleagues and students are encouraged to think for themselves and feel a deep obligation to do their best work.
- People take risks and offer their best thinking.
- Liberators believe...
 - Others have the ability to do hard things and do them well.
 - Giving staff and students choices and self-direction instills confidence and yields best thinking.

Liberator Practices:

- ❑ Offer choices and space for colleagues and students to contribute.
- ❑ Demand best work from others.
- ❑ Generate rapid learning cycles:
 - ❑ Admit and share mistakes
 - ❑ Insist on learning from mistakes – W. Swaim

Building Liberator Muscles

Play Fewer Chips

- Before a meeting, give yourself a budget of “poker chips” with each chip representing a comment or contribution to the meeting. Use your chips wisely and leave the rest of the space for others to contribute.

Make Space for Mistakes

- Create a safe environment where people can take risks. Clarify the areas where a) there is room to experiment and b) where the stakes are too high to allow failure.

Building Liberator Muscles

Talk Up Your Mistakes

Let people know the mistakes you have made and what you learned from them. Make public how you have incorporated this learning into your decisions and current leadership practices.

What you did

What happened

Where you were wrong (wrong actions or assumptions)

What you learned from it

“Mess-up of the Week” – you or a member of your team goes public – have a laugh – move on.

3. Extend Challenges

Diminishers

- Operate as know-it-alls
- Push personal initiative to flaunt their genius

Multipliers

- Operate as challengers
- Seed opportunities
- Lay down a challenge that stretches staff and students, but doesn't crush them
- Generates a belief that it can be done

Challengers

“It is not the answer that enlightens, but the question.” – Eugene Ionesco

Know-It-All

- Assume their job is to know the most and tell everyone what to do.
- As a result they limit the organization to achieve what they themselves believe.
- The staff wastes time trying to figure out what the boss thinks.
- Know-It-Alls believe: They are the expert on most subjects, and the organization is a means to putting their ideas in place.

Challengers

- Set a new course for the organization by provoking thinking, guiding discovery, and laying down a challenge.
- They allow for organizations that deeply understand a challenge and have the focus and energy to confront it.
- Challengers believe:
 - People grow through challenge and want to be stretched.
 - There is a difference between giving a person more work and giving a person more challenging work.

Challenger Practices:

- Ask provocative questions to guide discovery.
- Lay down a challenge
- Generate belief in what is possible

Building Challenger Muscles

Extreme Questions

- Lead a meeting, class, or conversation by only asking questions.

Lay A Concrete Challenge

- Engage your team or your students by giving them a “mission impossible,” something hard that will challenge the entire organization or class. Help them see what might be possible, extend and intriguing, vivid challenge, and, then generate belief that it just might be possible.

4. Build Community Decisions

Diminishers

- Operate as decision makers
- Make decisions within a small inner circle, leave most of the class confused, delay the discussion.

Multipliers

- Operate as community builders within the office or classroom
- Use transparency, constructive debate to drive administrative or instructional decisions, entire staff or class understands the issues and quickly implements the decision

Community Builders

“Debate is much better than denial.” – Julie Walters

Decision Makers

- Make decisions efficiently within a small circle, but they leave the broader organization or entire class in the dark to debate the soundness of those decision instead of executing them.
- Decision Makers believe: only a few opinions matter, the others are just noise.

Community Builders

- Engage people in debating the issue upfront, creating transparency across the office or classroom.
- Debate or discussion drives learning and sound decisions that the entire team or class understands and can effectively execute.
- Community Builders believe:
 - Bringing people together to discover and stretch their thinking drives robust work.
 - Not every topic needs to be debated/discussed, but dialogue is required for crucial components of learning.

Community Builder Practices:

- Frame the Issue
- Spark Discussion & Debate
- Drive a transparent answer or decision

Building Community Building Muscles

Simple Debate

- Ask a Question – Ask for Evidence – Ask Everyone to Participate

Make a Debate

- Use debate to build the collective intelligence and will needed to execute a key decision or topic fast and flawlessly. Identify an important decision and frame the issue to your team or class, ask them to prepare by coming to the debate with a) data and b) an opening position. Then spark the debate and drive a sound decision.

5. Instill Ownership and Accountability

Diminishers

- Operate as micromanagers
- Things don't get done without them creating a bottleneck

Multipliers

- Operate as investors
- Demand excellence and give ownership while providing resources necessary for success
- Result = trusting relationships; institutional faithfulness and personal loyalty

Investors

“If you want to build a ship, don’t drum up the men to gather wood, divide the work, and give orders. Instead teach them to yearn for the vast and endless sea.”

– Antoine De St. Exupery

Micromanagers

- Jump in, give commands, and get results.
- They may get the job done, but they often get inferior results and create a leader-dependent organization.
- Micromanagers believe: their team won’t be able to figure it out without their involvement.

Investors

- Define ownership and expectations up front, shifting the burden of accountability onto others.
- They allow for an organization capable of delivering results independent of the leader or instructor.
- Investors believe:
 - People perform their best when they have natural responsibility and know someone is counting on them.

Investor Practices:

- Give others ownership
- Provide backup
- Hold others accountable

Building Investor Muscles

- ❑ Give 51% of the Vote Away

- ❑ Instead of delegating work, let people know that they (not you) are in charge and accountable. Tell them they get 51% of the vote, but 100% of the accountability.

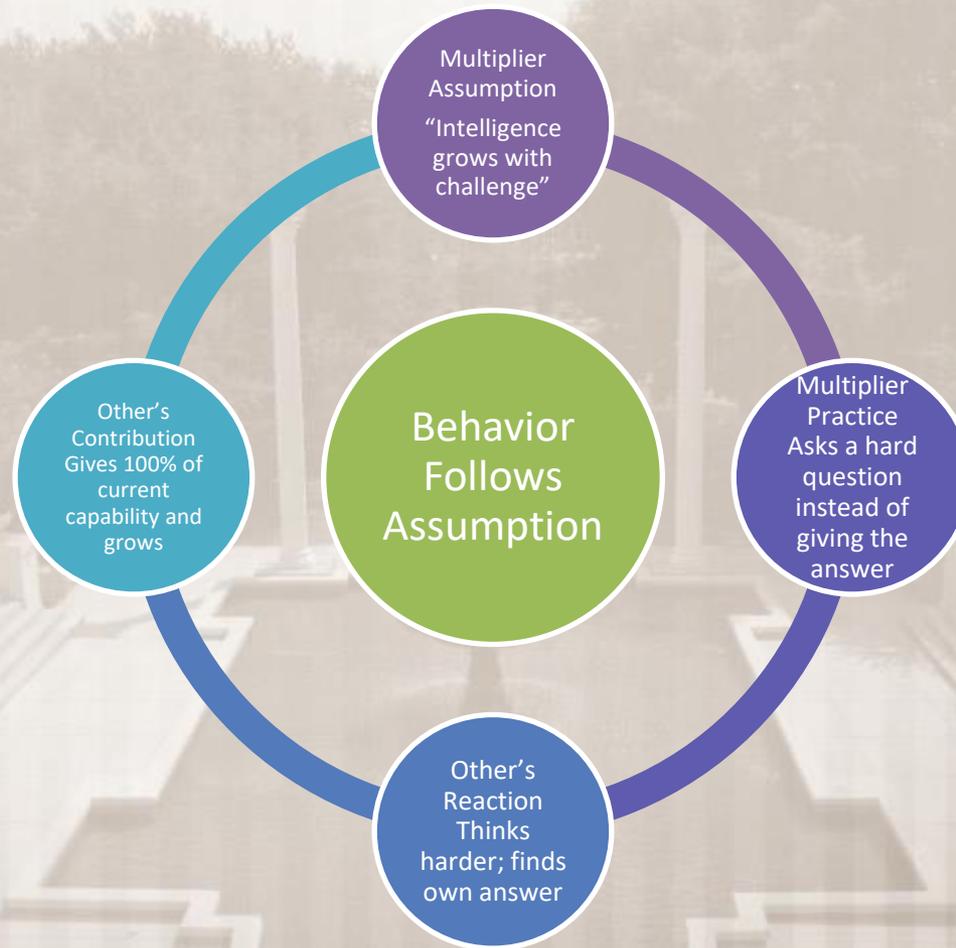
- ❑ Give It Back

- ❑ Give ownership back to the person it belongs to. When someone bring you a problem that you think they are capable of solving, give it back to them and ask for a solution. Play the role of coach rather than problem solver. If someone legitimately needs help, jump in and contribute, but then clearly give ownership back.

Multiplier Mindset

1. People are smart and capable; they trust their staff and students to do hard things and do them well. They wonder in what ways a person is smart, not if they are smart.
 2. Intelligence is dynamic – they stretch their colleagues' and students' capability.
 3. Curiosity sparks intelligence by asking “why?” – they wonder what is possible.
- Recognize, provoke, and cultivate intelligence

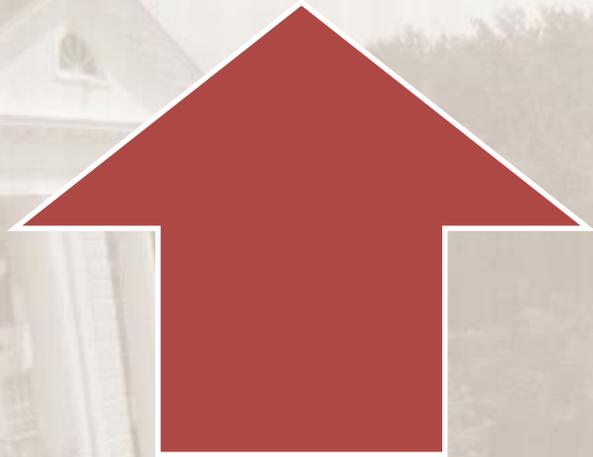
Behavior Follows Assumption



How do I operate?

How would you:	Diminisher “They will never figure this out without me.”	Multiplier “People are smart and will figure this out.”
Manage talent?	Use	Develop
Approach mistakes?	Blame	Explore
Set direction?	Tell	Challenge
Make decisions?	Decide	Consult
Get things done?	Control	Support

Am I an accidental diminisher?



Magnificent
Multiplier



Dreadful
Diminisher

What is an Accidental Diminisher?

- ❑ The well-intentioned leader or instructor
- ❑ Often following popular leadership or instructional practice
- ❑ Subtly and completely unaware, shuts down the intelligence of their staff or students.

Accidental Diminisher Tendencies in the Office

Tendency	Intention	Outcome
Idea Guy	For their ideas to stimulate others	Overwhelm others – shut down or chase “today’s” idea
Always On	To create infectious energy; share their point of view	Consume all the space; others tune them out
Rescuer	To ensure people are successful; protect their own reputation	Others become dependent on them; weakens reputation
Pacesetter	To set a high standard for quality	Others become spectators; give up when can’t keep up
Rapid Responder	To keep organization moving fast	Traffic Jam; Too many decisions/changes; Confusion
Optimist	To create a belief that the team can do it.	Lack of appreciation of struggle and possibility of failure

Accidental Diminisher Tendencies in the Classroom

Tendency	Intention	Outcome
Idea Guy	For their ideas to stimulate students	Overwhelm students who shutdown
Always On	To create infectious energy; for students to share their point of view and energy	Consume all the space; students tune them out
Rescuer	To ensure students are successful; protect reputation as instructor	Students become dependent on them
Pacesetter	To set a high standard for academic quality	Students become spectators; give up when can't keep up
Rapid Responder	To keep class moving fast	Traffic Jam; Confusion
Optimist	To create belief that students can do it	Students wonder if the instructor appreciates their struggle and possibility of failure

Accidental Diminisher Profiles

Profile	Multiplier Muscle Builder	Simple Workaround
Idea Guy	Extreme Questions	Create a Holding Tank: Before you share a new idea, do you want action on it right now? If not write it down and hold off sharing it.
Always On	Play fewer chips Give Away 51% of the Vote	Say It Just Once: Avoid over-contributing by saying the important things just once, and create a reason for others to chime in and build on the idea.
Rescuer	Make Space for Mistakes Give It Back	Ask for their Solution: When someone brings problem, remind yourself that they probably already have the solution. Ask, "How do you think we should solve it?"
Pacesetter	Give Away 51% of the Vote	Stay within Sight: If you have a tendency to pull out ahead, remind yourself to stay within sight so people don't get lost. Stay within a distance that someone could realistically catch up.

Accidental Diminisher Profiles

Profile	Multiplier Muscle Builder	Simple Workaround
Rapid Responder	Extreme Questions Make a Debate	Set a Mandatory Waiting Period: Wait at least 24 hours before responding to email if someone else should be responding. Give that person the first right of response.
Optimist	Make Space for Mistakes Talk Up Your Mistakes	Signal the Struggle: Before offering your boundless enthusiasm, start by acknowledging how hard the work is. Let people know, “What I’m asking you to do is hard. I’m not sure it’s been done before. Success isn’t guaranteed.” With that said, express your belief in them and what is possible.

Leading & Teaching with Intention

- Understand how natural tendencies can become barriers to accessing intelligence.
- Identify these tendencies and replace them with better practices.
- Online Quiz – “Are you an accidental diminisher?” MultiplierEffectBook.com
- Use results. Ask others: How can this be better? – Adjust – continue on your journey.

Central Messages

1. Diminishers underestimate others and leave capability on the table.
2. Multipliers increase intelligence in others.
3. Multipliers leverage their resources.

Avoid temptation...

- I may be tempted to lay the template on those I consider the diminishers in my life.
- Resist the temptation.
- The biggest and only change I can make is to myself.
- Enjoy the journey. Begin with a step.

No Better time...

- List the Multiplier practices you use:
- How might you be accidentally diminishing your team or class?
- Check which Accidental Diminisher you may be:
 - Idea Guy or Gal
 - Always On
 - Rescuer
 - Pacesetter
 - Rapid Responder
 - Optimist
- What can you do in the next 24 hours to be more of a Multiplier?

...Than the Present

Can you already list the native genius of someone in your office? Who? How can you encourage their development?

Can you already list the native genius of someone in your class? Who? How can you encourage their development?

Clarity of Focus

Multiplier Discipline	Multiplier Practice	Priority (1-5)	Why?
Talent Finder: attract talented people and use them at their highest point of contribution	Scout out diverse intelligence. Find people's native genius Utilize people at their fullest		
Liberator: create an intense environment the requires people's best thinking and work.	Offer choice and space for others to contribute Demand best work. Generate rapid learning cycles		
Challenger: Define and opportunity that causes people to stretch.	Ask provocative questions to guide discovery. Lay down a challenge. Generate belief in what is possible.		

Clarity of Focus

Multiplier Discipline	Multiplier Practice	Priority (1-5)	Why?
Community Builder: Drive sound decisions by constructing debate and decision-making forums.	Frame the issue. Spark debate. Drive a transparent decision.		
Investor: Give other people the ownership for results and invest in their success	Give others ownership Provide backup Hold people accountable		

Sample Development Plans

Multiplier	More Comfortable	Moderately Comfortable	Less Comfortable
Talent Finder	Genius watch and document the projects you see people naturally select, including yourself.	Try the Name the Genius Muscle Builder for individuals on your team.	Try the Name the Genius Muscle Builder across and entire team.
Liberator	Actively identify meetings where you tend to talk a lot and write down the purpose of the meeting, along with your role.	Try the Play the Fewer Chips Muscle Builder.	Begin to extract yourself from meetings.
Challenger	Elicit ideas using Extreme Questions for 5 minutes	Elicit ideas using Extreme Questions for 1 to 3 hours	Try the Lay a Concrete Challenge Muscle Builder
Community Builder	Seek out opinions from those who don't readily speak up.	Try a Simple Debate Muscle Builder	Try the Make a Debate Muscle Builder
Investor	Identify areas where you tend to take over on projects; identify what triggers you to take over.	Try the Give It Back Muscle Builder	Try the Give Away 51% of the Vote Muscle Builder

A Shifting World

“This is a really important idea because the critical skill of this century will not be what you know, but rather how quickly and how deeply you can tap into what the people around you know” – Dr. CK Prahalad

Almost sounds like the Adult Learner Classroom, doesn't it?

The Genius Maker

“It has been said that after meeting with the great British Prime Minister William Ewart Gladstone, you left feeling he was the smartest person in the world, But after meeting with his rival Benjamin Disraeli, you left thinking you were the smartest person.”

- Bono

The Genius Maker

- Which will you be: A genius? Or a genius maker? Are you the sage noted for his or her knowledge and smarts, or are you known for releasing the smarts of others?
- Be the genius maker, have GREAT Expectations of others, and unleash the brilliance around you!
- Questions? Discussion? Assessment?
- Thank you! grace & peace...

Resources

Wiseman, L., & McKeown, G. (2010). *Multipliers: How the Best Leaders Make Everyone Smarter*. New York, NY: HarperCollins Publishers.

Wiseman, L., Allen, L., & Foster, E. (2013). *The Multiplier Effect*. Thousand Oaks, CA: Corwin/SAGE Publications.