

MULTIPLIERS

PREFACE - Authors and Research

Liz Wiseman & Greg McKeown

- 144 Leaders analysed - interviewed, on the job observation and 360-degree interviews.
- Leaders from Industries like - Biotech (Affymetrix), Online retailing (amazon), Consumer electronics (apple), Networking & Communications (Cisco), Internet Search (google), Microprocessors (Microsoft), Enterprise Software (SAP), Greentech, Education (Stanford uni), Entertainment (Dreamworks), Government (Whitehouse), Sports, Nonprofit

[Liz Wiseman - Talks @ Google - How the Best Leaders Make Everyone Smarter](#)

CONTRASTING APPROACHES

Industrial Revolution Thinking - Logic of Addition

1. We have organisational needs
2. Our people are overworked. Our best people are the most maxed out.
3. Therefore, to accomplish a bigger task we need the addition of resources

Logic of Multiplication

1. There is more intelligence inside our organisations than we are using...
Most people are underutilized.
2. Capability can be better leveraged with the right kind of leadership
 - a. Conversely “the good guys” can often diminish capability with the wrong kind of leadership
3. Therefore, intelligence and capability can be multiplied without requiring a bigger resource investment
 - a. We need to work on ourselves and help others around us

Diminishers - The Problem with “Genius” - Both Accidental and Purposeful

“The Genius” aka Diminishers. Some leaders seemed to drain intelligence and capability out of the people around them. Their focus on their own intelligence and their resolve to be the smartest person in the room had a diminishing effect on everyone else.

The Diminisher’s view of intelligence is based on elitism and scarcity.

Diminishers appear to believe that really intelligent people are a rare breed and

that they are of that rare breed. From this assumption they conclude that they are so special, other people will never figure things out without them.

In addition to seeing intelligence as a scarce commodity, our research showed that Diminishers regard intelligence as something basic about a person that can't change much; they believe it is static, not able to change over time or circumstance.

Diminishers' two-step logic appears to be that people who don't "get it" now, never will; therefore, I'll need to keep doing the thinking for everyone.

Multipliers

"The Genius-Makers" aka Multipliers. Other leaders used their intelligence as a tool rather than a weapon. They applied their intelligence to amplify the smarts and capabilities of people around them. People got smarter and better in their presence. Multipliers get more from their people because they are leaders who look beyond their own genius and focus their energy on extracting and extending the genius of others.

They assume that people are smart and will figure it out. To their eyes, their organization is full of talented people who are capable of contributing at much higher levels. The Promise - You can be a Multiplier...

COMPARING APPROACHES

	DIMINISHERS	MULTIPLIERS
THINK	<p>"People won't figure it out without my directives"</p> <p>Possibly grown up being praised for their work and intelligence</p>	<p>"People are smart and will figure it out with support"</p> <p>They are not soft or play small, but push people because of this belief</p>
1 DEFINITION	<p>Empire Builders</p> <p>They must own and control resources often wasting them</p>	<p>Talent Magnets</p> <p>Attract and deploy talent to its fullest, regardless of who owns the resource, and people flock to work with them because they know they will grow and be successful.</p>
ASSUMP - TIONS	<p>People need to report to me in order to get them to do anything</p>	<p>If I can find someone's "genius", I can put them to work</p>
PRACTICES	<p>1. Acquire Resources & slotting</p>	<p>1. Look for Talent</p>

	<p>into gaps in organisational structures</p> <p>2. Put people into boxes. Runs through one-on-one meetings rather than team or report-out meetings</p> <p>3. Letting Talent Languish. Doing all the work, passive in developing others. People may feel disillusioned</p>	<ul style="list-style-type: none"> • Appreciate all types of genius • Ignore boundaries <p>2. Find People's Native Genius</p> <ul style="list-style-type: none"> • Look for native gifts • Label it <p>3. Utilize People to Their Fullest</p> <ul style="list-style-type: none"> • Connect people with opportunities • Shine a spotlight <p>4. Remove the Blockers</p> <ul style="list-style-type: none"> • Get rid of prima donnas/pride • Get out of the way
EXERCISES		<p>1. Name the Genius</p> <p>2. Supersize it</p> <p>3. Send on a superstar</p>
OUTCOME		
DEFINITION	<p>Tyrant</p> <p>Creates a culture that is stressful and fearful</p>	<p>Liberators</p> <p>Create a safe environment that fosters bold thinking.</p> <p>From jumping in to holding back (hard-options and soft-options).</p>
ASSUMP - TIONS	Pressure increases performance	People's best thinking must be given, not taken
PRACTICES	<p>1. Dominate the Space. Meetings. People inevitably hold back.</p> <p>2. Create Anxiety. Often temperamental and unpredictable</p> <p>3. Judge Others. People avoid taking risks</p>	<p>1. Create Space</p> <ul style="list-style-type: none"> • Release others, restrain yourself • Shift the ratio of talking to listening • Define a space for discovery • Level the playing field <p>2. Demand Best Work</p> <ul style="list-style-type: none"> • Defend the standard • Push best work over outcomes <p>3. Generate Rapid Learning Cycles</p> <ul style="list-style-type: none"> • Admit and share mistakes • Insist on learning from mistakes
EXERCISES		<p>1. Play fewer chips (in a discussion)</p> <p>2. Label your opinions vs random musings. "Hard opinions vs soft ones"</p> <p>3. Talk up your mistakes</p> <p>4. Make space for your mistakes (where can they occur and where can't they)</p>
OUTCOME		

3 DEFINITION	Know-It-All / The Expert Leading with directives showcasing how much they know. I need to have all the knowledge...	Challengers Seeds opportunities and lays down challengers to stretch people and the organisation
ASSUMP - TIONS	I need to have all the answers	People get smarter by being challenged
PRACTICES	1. An Army of Pawns 2. Only Asking what you know or tell what you know 3. Test what you know 4. Tell people how to do their jobs 3. People are Suppressed and it creates idle cycles	1. Raise the Bar/Seed the Opportunity <ul style="list-style-type: none"> • Show the need • Challenge Assumptions • Reframe Problems - present problems that need to be solved • Create a Starting Point - not a complete solution 2. Lay down the challenge <ul style="list-style-type: none"> • Extend a Concrete Challenge • Ask hard/the right questions • Let others fill in the blanks 3. Generate Belief/Clear the Bar <ul style="list-style-type: none"> • Empower the Challenge Down • Cocreate the Plan • Orchestrate an Early Win
EXERCISES		1. Take the extreme question challenge 2. Create a stretch challenge (provocative and plausible) 3. Take a Bus Trip - show people the need or what could be... 4. Create and Early Win Coming Up with Questions Video
OUTCOME	Distracted Efforts Idle Cycles An organisation that tracks the pace of their boss	Collective Intent Rapid Cycles, accelerated problem-solve An organisation that is wiser and tougher as a collective
4 DEFINITION	Decision Makers Make decisions efficiently within a smaller inner circle and then either keep others in the dark or sell their decisions.	Debate Makers Driving sound decisions through rigorous debate and generating buy-in. With enough good minds, we can figure this out
ASSUMP - TIONS	There are only a few people worth listening to	With enough minds, we can figure it out

PRACTICES	1. Raise the issue - focusing on the what or how instead of why. 2. Dominate Discussion 3. Force the Decision	1. Frame the Issue (Get good questions). <ul style="list-style-type: none"> • Q: What's the decision to be made? • Why: Why it's important • Who: input and involved in making a decision • How: will the decision be made? 2. Spark the Debate <ul style="list-style-type: none"> • Good debates are engaging/compelling/important • Create a holding pattern of safety and demand. • Ask good/hard questions • Engage everyone <ul style="list-style-type: none"> ◦ Share your view last ◦ Focus on the facts ◦ Depersonalise ◦ Look beyond job roles ◦ Look for evidence ◦ Look @ multiple perspectives. Get others to take opposing standpoints ◦ Ask why a lot 3. Drive a Sound Decision <ul style="list-style-type: none"> • Re-clarify the Decision-Making Process. Now? Consensus? etc • Make the Decision • Communicate decision and rationale
EXERCISES		1. The Discussion Leader - mostly only asking questions 2. Discussion members - must supply evidence to support their theories 3. Everyone participates
OUTCOME	Underutilise their resources A lack of information A lack of understanding	High use of resources Real information to make decisions Efficient execution
5 DEFINITION	Micromanager Drive results by holding onto ownership, jump into the details and directly manage for results	Investor High expectations, giving ownership, accountability and resources to support
ASSUMP - TIONS	People will never be able to figure it out without me	People are smart and will figure things out

PRACTICES	1. Maintains Ownership 2. Jumps In and Out (Runs onto the field.) 3. Takes it Back	1. Defining Ownership <ul style="list-style-type: none"> Name the lead (giving someone else 51% of the vote) Give ownership for the end goal, the biggest piece of the pie Stretch the Role 2. Investing Resources <ul style="list-style-type: none"> Teach and Coach Provide Backup 3. Holding People Accountable <ul style="list-style-type: none"> Give back the thinking/lead/pen Expect Complete Work. Don't give a "AWK" without a "FIX" Respect Natural Consequences
EXERCISES		1. Give ownership of the vote/decision away (Situational Leadership) 2. Let Nature Take Its Course During smaller waves (not the catastrophe) <ul style="list-style-type: none"> Look for teaching moments, talk about small failures, help them focus on next time 3. If they bring a problem ask for FIX 4. Give it back
OUTCOME	People wait to be told People hold back Free riders wait for the boss	People take initiative People are fully focused on results People get ahead of the boss

THE ACCIDENTAL DIMINISHER

[Introduction to the Accidental Diminisher](#)

Accidental Diminisher		Becoming a Multiplier
1. Idea Fountain	<p>Intention: For ideas to stimulate others ideas.</p> <p>Outcome: They overwhelm others and shut them down or wear them out</p> <p>Further Explanation: They simply believe that the more they toss around their ideas, the more they will spark ideas in others. But what actually happens around an Idea Fountain? The ideas they toss out seem compelling, so their team begins to chase them. But as soon as they begin to make</p>	<p>Create a Holding Tank: Before sharing new ideas stop and ask yourself if you want people to take action now. If not, hold off sharing and save it for later</p> <p>Exercises</p> <ul style="list-style-type: none"> Extreme Questions Make a Debate

	progress on yesterday's idea, the next day brings a new idea du jour. The great chase becomes a standstill as they realize that they always end up back at square one—so why not just stay there?	Are You An Idea Fountain? Video
2. <u>Always On</u>	<p>Intention: To create infectious energy and share their point of view</p> <p>Outcome: They consume all the space and others tune out</p> <p>Further Explanation: This dynamic, charismatic leader exudes energy; he or she is always engaged, always present, and always has something to say. These are the leaders with a big personality that can fill a room. They assume that their energy is contagious, like a virus to be caught by anyone in their presence. But this often leads to draining a team, not energising them</p>	<p>Say it Just Once: Instead of repeating yourself, say things once and create a reason for others to chime in.</p> <p>Exercises</p> <ul style="list-style-type: none"> • Play Fewer Chips • Give 51% of the Vote <p>Are You Always On? Video</p>
3. <u>Rescuer</u>	<p>Intention: To ensure people are successful and do well</p> <p>Outcome: People become dependent, which actually weakens them</p> <p>Further Explanation: He is a good manager and a decent person, the type of leader who doesn't like to see people struggle, make avoidable mistakes, or fail. At the first sign of distress, he jumps in and helps. Occasionally, he swoops in with a big, heroic rescue. When a manager helps too soon and too often, people around him become dependent and helpless. Instead of feeling successful, employees experience frustration and depleted confidence when they fail to cross the finish line.</p>	<p>Ask for Thier "FIX": When someone brings a problem or signals a need for help - Ask "How do you think we should solve it?"</p> <p>Exercises</p> <ul style="list-style-type: none"> • Make Space for Mistakes • Give it Back <p>Are You a Rescuer? Video</p>
4. <u>Pacesetter</u>	<p>Intention: To set high standards for quality/pace</p> <p>Outcome: Others become spectators or give up when they can't keep up.</p> <p>Further Explanation: This is the achievement-oriented leader who leads by example. To build momentum, she personally sets the standard for performance and for exemplifying the values of the organization (such as quality, customer service, innovation, etc.). She takes the lead, sets the pace, and expects that the people around her will notice, follow, and, of course, catch up. The effect is subtle. The leader is half right: people do take notice. They catch on, but they rarely catch up. Instead of increasing their own pace, they most often assume the role of spectator,</p>	<p>Stay Within Sight: If you have a tendency to pull out ahead, remind yourself to stay within sight, so people don't give up or get lost.</p> <p>Exercises</p> <ul style="list-style-type: none"> • Give 51% Vote <p>Are you a Pacesetter? Video</p>

	watching the Pacesetter do her thing.	
5. Rapid Responder	<p>Intention: To keep their organisation moving fast.</p> <p>Outcome: Their organisation moves slower because of low-grade apathy</p> <p>Further Explanation: What about the leader who is quick to take action? This is the leader who prizes agility and fast turnaround. He takes responsibility and is “on it”—he is quick to respond, troubleshoot problems, and make fast microdecisions. He wants an agile organization that pounces on problems and responds rapidly to stakeholders. But instead of agility, the Rapid Responder tends to generate low-grade apathy. Even the best employees are slow to respond when they know that someone else is already “on it.”</p>	<p>Set a Mandatory Waiting Period. Wait ... before responding to email, requests. Give others the right to respond first</p> <p>Exercises</p> <ul style="list-style-type: none"> ● Extreme Questions ● Make a Debate <p>Are You a Rapid Responder? Video</p>
6. Optimist	<p>Intention: To create belief that the team can do it.</p> <p>Outcome: People wonder if they appreciate the struggle and the possibility of failure</p> <p>Further Explanation: This positive, can-do manager always sees possibilities and believes that most problems can be tackled with hard work and the right mindset. She has read the research on the power of positive thinking and the incredible mental and physical benefits of optimism. When you play the role of the optimist, you may undervalue the struggle the team is experiencing and the hard-fought learning and work. Your staff may wonder if you have lost your tether to reality. Or, worse, you might be sending an unintentional message that mistakes and failure are not an option; after all, how hard can it be?</p>	<p>Signal the Struggle. Before offering boundless enthusiasm, start by acknowledging how hard the work is. “What I’m asking you to do is hard.”</p> <p>Exercises</p> <ul style="list-style-type: none"> ● Make space for mistakes ● Talk up your mistakes
7. Protector	<p>Intention: To keep people safe</p> <p>Outcome: People don’t learn for themselves</p> <p>Further Explanation: It’s easy for a well-intended manager to fall into the “mama bear” trap and become the Protector who shields his or her staff, buffering people from the hazards of corporate life, the way the grizzly female protects her offspring from predators. Unfortunately, the “mama bear” can prevent staff from learning from hardship and taking full accountability. It is a misguided attempt to manufacture safety. If the leader continually protects people from danger, they never learn to fend for themselves.</p>	<p>Expose and Inoculate: Expose your team to harsh realities in small doses, so they can learn from their mistakes and develop strength.</p> <p>Exercises</p> <ul style="list-style-type: none"> ● Make space for mistakes

8. Strategist	<p>Intention: To create a compelling reason to move beyond status quo</p> <p>Outcome: People defer up and second-guess the boss rather than find the answers</p> <p>Further Explanation: The Strategist is the big thinker who casts a compelling vision of the future. She shows the team a better place, a destination worth striving for, and she sells it with evangelical zeal. Sometimes a strategic, visionary leader can go too far and be too prescriptive. She might not be leaving enough space for others to think through the challenges themselves and generate the intellectual muscle needed to make a vision a reality.</p>	<p>Don't Complete the Puzzle As you paint a picture of the future, leave sections for your team to complete. Frame the puzzle by establishing the WHY and the WHAT, but let your team fill in the HOW</p> <p>Exercise</p> <ul style="list-style-type: none"> • Lay a concrete challenge • Ask the Questions
9. Perfectionist	<p>Intention: To help people produce outstanding work they are proud of.</p> <p>Outcome: People feel criticised, become disheartened, and stop trying</p> <p>Further Explanation: We all know the leader with perfectionist tendencies: he appreciates excellence and loves the feeling of getting something perfect. He goes beyond setting a high standard for others to follow (as does the Pacesetter) and wants everyone around him to have the satisfaction of getting it just exactly right. But, while he sees an A+ in progress, others see nothing but red marks and blue tape all over their work. They see blood and loss and can easily become disengaged and disheartened.</p>	<p>Define the Standards Define standards of excellence up front. Let people know what good looks like and define the criteria for completeness. Ask people to self-assess based on those standards laid out at the beginning.</p> <p>Exercises</p> <ul style="list-style-type: none"> • Make space for mistakes • Give 51% of the Vote
10. Resource Manager	<p>Intention: To be respectful of organisational boundaries and hierarchy and utilise expertise</p> <p>Outcome: Limits the talent pool and doesn't give others opportunities</p> <p>Further Explanation: When you have a project or problem to solve. The resource manager takes the path of least resistant and follows the standard protocols - decreasing the possibility for others to be developed, gain experience and</p>	<p>Look for Talent Everywhere Draw people in beyond organisational boundaries and look for talent in people who aren't in their current 'formal roles'</p> <p>Exercises</p> <ul style="list-style-type: none"> • Name the Genius

You are respectful of organization boundaries and hierarchy. When you need to staff a project, you generally turn to the people who work directly for you or the people with the most seniority.

Am I an Accidental Diminisher?

Here are some questions you might use to elicit this feedback:

- How might I be shutting down the ideas and actions of others, despite

having the best of intentions?

- What am I inadvertently doing that might be having a diminishing impact on others?
- How might my intentions be interpreted differently by others?
- What messages might my actions actually be conveying?
- What could I do differently?

BECOMING MULTIPLIER(S)

Becoming a Multiplier often starts with becoming less of a Diminisher. And this usually means doing less: less talking, less responding, less convincing, and less rescuing of others who need to struggle and learn for themselves. By doing less, we can become more of a Multiplier.

Resonate with the tendencies > Realise you have some > Resolve to be a multiplier

Start with Assumptions.

Work the Extremes

- Neutralise a Weakness - it's not be your greatest strength, but turn it into a mid-level competency
- Top Off A Strength - Of the five disciplines identify your strongest and then build practices that allow you to excel in it.

Multiplier	Talent Magnet	Liberator	Challenger	Debate Maker	Investor
Towering Strength		X			
Competency	X			X	X
Vulnerability			X		
Diminisher	Empire Builder	Tyrant	Know-It-All	Decision Maker	Micro - Manager

Strategy:

1. My new Multiplier assumption is [people are smart and will figure it out], so I need to develop a new habit [giving space].

2. As I'm becoming a Multiplier, old habits will be mixed with new assumptions.
3. Until those habits are fully uprooted, I will continue making mistakes diminishing others by [jumping in], while I'm trying to learn to multiply others by [giving space].

Cultivating Culture

Strong cultures typically exhibit the following traits:

1. Common language: Words and phrases that hold a common meaning within a community based on opinions, principles, and values
2. Learned behaviors: A set of learned responses to stimuli
3. Shared beliefs: The acceptance of something as true
4. Heroes and legends: People who are admired or idealized for their qualities, behavior, and/or achievements and the stories told about their heroic actions
5. Rituals and norms: Consistent behavior regularly followed by an individual or a group

10 Practices to Build Culture

Cultural Element	Multiplier Practice
Common Language	1. Book Discussion 2. Discuss Accidental Diminishers
Learned Behaviour	3. Introduce Multiplier Mindsets 4. Teach Multiplier Skills 5. Fuse Multipliers with Daily Decisions
Shared Beliefs	6. Codify a Leadership Ethos
Heroes and Legends	7. Spotlight Multiplier Moments 8. Measure Managers
Rituals and Norms	9. Pilot a Multiplier Practice 10. Integrate practices with Metrics

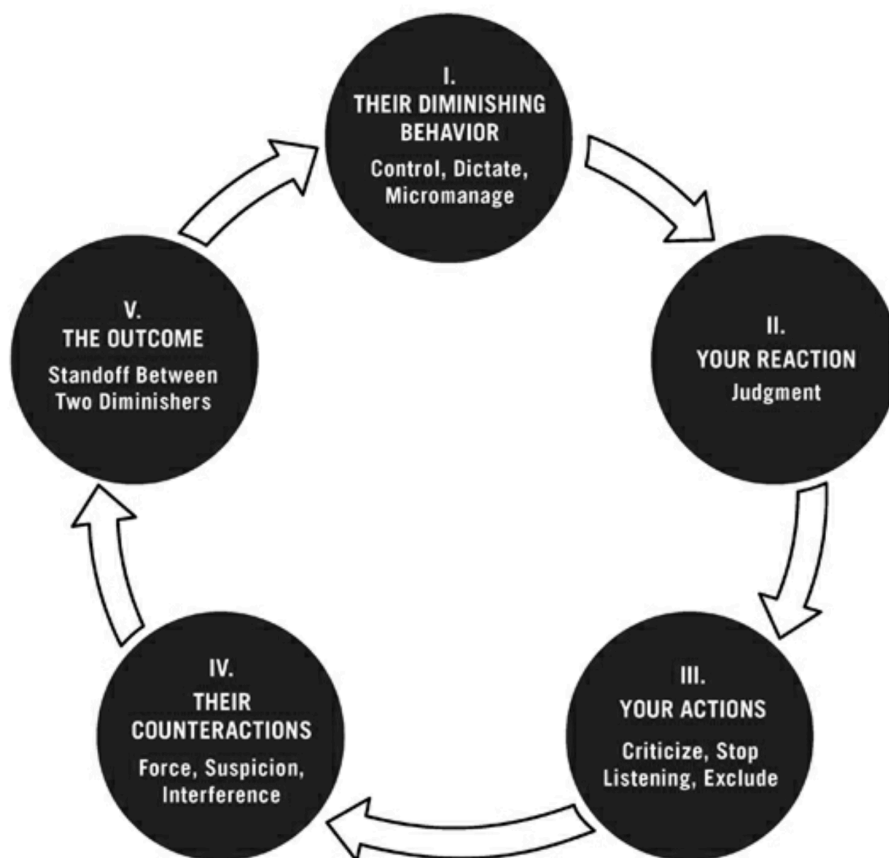
[Multiplier Discussion Guide](#)

DEALING WITH DIMINISHERS

Dealing with Diminishers

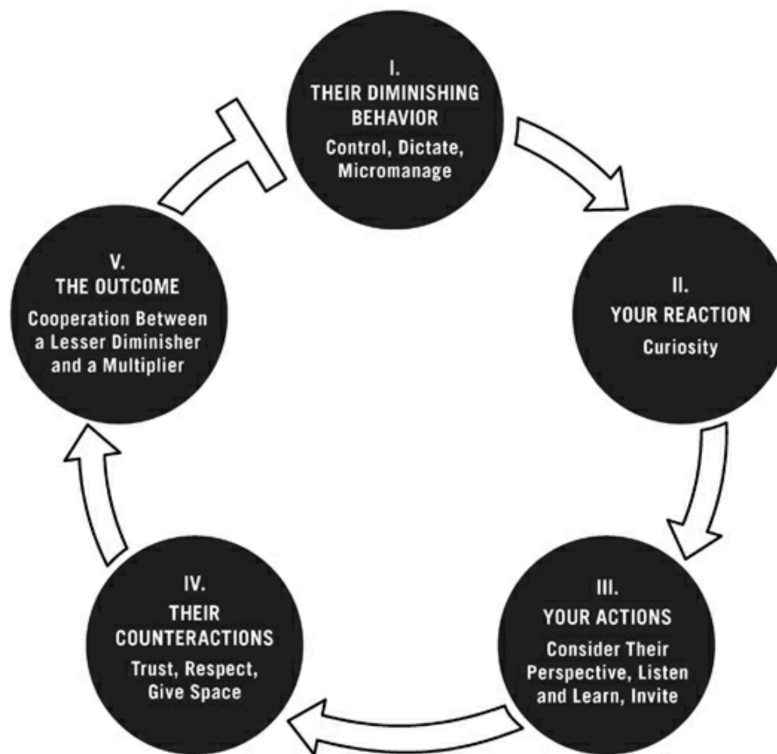
The research my team and I conducted, interviewing dozens of professionals and surveying hundreds more, showed that the five most prevalent reactions to Diminishers are: 1) confront them, 2) avoid them, 3) quit, 4) comply and lie low, and 5) ignore the diminishing behavior. My research also showed that the five least effective strategies in dealing with Diminishers are: 1) confront them, 2) avoid them, 3) comply and lie low, 4) convince them you are right, and 5) take HR action. In other words, the most popular strategies for dealing with Diminishers are also the least effective.

THE DIMINISHING DEATH SPIRAL



BE A CYCLE BREAKER

BREAKING THE DIMINISHING DEATH SPIRAL



Level 1: Breaking the Cycle

1. Turn Down the Volume. Choose your battles
2. Strengthen Other Connections. Network
3. Retreat and Regroup
4. Send the Right Signals. Provide delivery assurance
5. Assert your Capability
6. Ask for Performance Intel

Level 2: Multiplying Up

1. Exploit your Boss's Strengths
2. Give them a User's Guide
3. Listen to Learn
4. Admit Your Mistakes
5. Sign Up for a Stretch
6. Invite them to the Party

Level 3: Inspiring Multiplier Leadership in Others

1. Assume Positive Intent
2. Address One Issue At A Time
3. Celebrate Progress

REFLECTIONS

Leadership, Hierarchy, Authority and Submission

- The “Bad Guy” in organisations is becoming hierarchy and the view of hierarchical leadership is the command and control type leadership. On the surface large organisations will tend to look like this because of the structure required to manage scale
- A bit a caricature is being set-up that when there is authoritative leadership it will always err towards being authoritarian, command and control, do what I say...
- The book overall works by setting up two very contrasting postures and fails to recognise adaptive leadership. That is while a pattern of a multiplying posture is ideal most of the time, there are times when more directive leadership / not listening to everybody/anybody is wise!
- The biblical picture of leadership maintains an authority/submission relationship, while also encouraging the priesthood of all believers, collaboration, equipping and servanthood. It holds the tension between two poles that are becoming further apart in culture and organisation/leadership literature.
 - I’m warming to the idea that I personally need to grow in collaborative/empowering skills to draw more out of others

Theology of Holy Spirit - Transformation and Renewal

- We do believe in a God who grows, equips and empowers others through his word. So we do have some basis to be optimistic about assuming others can grow apart from our directive leadership

Theology of Gifting

- Are the gifts that God gives like skills and competencies in which he grows us?
- Or are they more like circumstances in which God places us and then equips and empowers us with skills for those circumstances?