

Adversity Quotient @Work

MAKE EVERYDAY CHALLENGES
THE KEY TO YOUR SUCCESS

Leader's Guide

FOR PREVIEW ONLY

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INTRODUCTION

About This Program

The video program, **ADVERSITY QUOTIENT @ WORK: MAKE EVERYDAY CHALLENGES THE KEY TO YOUR SUCCESS**, is based on the highly-acclaimed and bestselling book, *Adversity Quotient @ Work: Make Everyday Challenges the Key to Your Success* by Paul G. Stoltz, Ph.D. (William Morrow). In 1997, Paul Stoltz unleashed a revolution with his groundbreaking book, *Adversity Quotient: Turning Obstacles into Opportunities* (John Wiley & Sons) which introduced the concept of the Adversity Quotient into public consciousness. Now, in *Adversity Quotient @ Work*, the eagerly anticipated follow-up to his bestseller, Stoltz applies the principles of his theory to the uniquely challenging environment of the workplace.

Adversity Quotient, or AQ, is a measure of one's ability to handle adversity. People who can't handle adversity can become easily overwhelmed and emotional. Typically, they pull back and stop trying. Those who handle adversity well become the success stories of today and tomorrow. Stoltz shows you how to improve your AQ and how to put these ideas to work to the benefit of you, your organization, your clients and customers.

In the first video in the AQ series, **ADVERSITY QUOTIENT: TURNING OBSTACLES INTO OPPORTUNITIES**, Stoltz declared that the challenge of the New Economy is to expand human capacity. Like computers, the demands placed on every person and every enterprise, are growing at an exponential rate.

In this, his second video in the AQ series, Stoltz revisits the definition of AQ — the only technology that allows us to expand our capacity. AQ, or Adversity Quotient, is the deeply grounded, practical science of capacity. AQ is defined as:

Adversity Quotient

"Your pattern of response to adversity."

Stoltz goes on to define **CORE** (Control, Ownership, Response and Endurance) — which are the measurement components of AQ. Your AQ is comprised of four CORE dimensions. You must look closely at your CORE to fully understand your AQ.

At this point in the video, Paul enters into new territory. He begins by defining **The Hierarchy of Control**. The Hierarchy of Control frames a new, more effective approach to managing adversity. He then defines your **Response Ability**. Response Ability is the ability to respond optimally to whatever adversity strikes, the moment it happens.

The next portion of the presentation focuses on **The LEAD Sequence** (Listen, Establish Accountability, Analyze, Do) that teaches the viewer how to rewire, raise and strengthen their AQ.

“**L**” in LEAD encourages the viewer to “**Listen** for Your CORE Response”. This step of LEAD involves listening for your AQ response. In doing so, you can get a quick gut-level read of your CORE, without assessing each dimension separately.

“**E**” in LEAD encourages the viewer to “**Establish** Accountability”. This step has the power to help you rise to meet the adversity. You know when something feels right, and any progress in this step of the LEAD Sequence is a positive move for all involved.

“**A**” in LEAD encourages the viewer to “**Analyze** the Evidence”. This is potentially the most powerful step of the LEAD Sequence. It plainly separates facts from the assumptions and clears away all barriers to meaningful action.

“**D**” in LEAD asks the viewer to “**Do** Something”. This step is designed to go beyond a primitive and often overwhelming list of actions to specific steps you must take to address the facets of the adversity that most concern you.

At this point in the video program, Stoltz moves to the final focus of the video by offering a tool to empower the viewer with **The Action Funnel**. The Action Funnel is a tool that directs the viewer to the action they should be most compelled to take in the face of adversity.

The Leader’s Guide for **ADVERSITY QUOTIENT @ WORK: MAKE EVERYDAY CHALLENGES THE KEY TO YOUR SUCCESS** provides you with the tools necessary to lead participants in identifying the role AQ plays in their success and beginning conversations on how to improve AQ. The guide and video are designed to be flexible; allowing you to develop the training format which best suits your organizations needs.

We recommend that you tailor this program specifically to your organization by incorporating information unique to your employee’s needs.

NOTE: Use the definitions of LEAD above to support your review of the L, E, A, and D overheads provided within the guide.

SPECIAL NOTE: To help enhance your understanding of this program and your facilitation of discussions, it is highly recommended that you read *Adversity Quotient @ Work: Make Everyday Challenges the Key to Your Success* (William Morrow), included in this package, or available at most major bookstores, online booksellers or through the distributor where the video program was purchased.

PREPARATION

Objectives

To gain the greatest benefit from this guide and video program, define the objectives of your training session. Objectives should coincide with the particular needs of your organization and reflect the content of this video program. Following are some objectives participants should achieve through a properly conducted session based on *Adversity Quotient @ Work: Make Everyday Challenges the Key to Your Success*:

1. Understand that adversity influences all faces of human endeavor.
2. Discover that AQ can be validly and reliably measured.
3. Explore the ability to withstand adversity and measure the ability to surmount any crisis.
4. Learn how AQ can be permanently rewired and improved.
5. Act by putting the principles of AQ into action.

Determining the objectives for your training session in advance will help you identify the approach to take for the training session. Each objective may be adapted to a variety of different presentation approaches. Participants will begin putting their understanding of AQ, the concepts you discuss from the leader's guide and the tools imparted in the training session and with the guide, into action. The process will continue well after the training session has concluded as participants take their AQ, identify it, improve it, and use it as a tool for addressing future adversities – no matter how large or how small.

Audience

All individuals within your organization will benefit from **ADVERSITY QUOTIENT @WORK: MAKE EVERYDAY CHALLENGES THE KEY TO YOUR SUCCESS** video program. By creating awareness that each individual has an AQ, that it can be improved, you will be providing these individuals with an invaluable opportunity to create greater personal and professional success.

Optimally, the training session should have between 10-20 participants.

Invitation to Participants

Send out letters or memos to participants, and/or post a notice, at least two weeks in advance of the training session. Include location, date, time and agenda.

Sample Invitation

The following is one suggestion for a memo announcing the AQ training session:

Date: (Insert Date)

To: (Insert Attendee Name)

From: (Your Name)

Re: ADVERSITY QUOTIENT @ WORK Training Session

Paragraph One:

Introduce your purpose for scheduling the training.

Paragraph Two:

Detail some of the credentials of the video presenter. Also, detail some of the research the video program and content is based on.

Paragraph Three:

Detail objectives of the training session (see those detailed on page 4 of this guide) and include your own as well.

Paragraph Four:

Insert your selected agenda (see options provided on page 7 of this guide).

Closing:

Detail location, date and time of training session.

Room Set-Up and Equipment

There are a few items you will need for an effective training session:

- A training room located away from major distractions or interruptions.
- Comfortable arrangement of chairs and tables, preferably in a circular pattern, with an opening for the TV monitor and other visual aids– to facilitate effective communication, be certain that participants can easily see both the visual aids and each other.
- Adjustable lighting that can be modulated while viewing the video.
- An unobstructed location from where you can present and lead discussions.
- **ADVERSITY QUOTIENT @ WORK: MAKE EVERYDAY CHALLENGES THE KEY TO YOUR SUCCESS** video and Leader's Guide.
- TV/VCR with remote.
- Copy of the training session agenda for each participant – the agenda should be as specific as possible, including discussion topics, break times, etc.
- Flip-chart, easel, pad, markers and masking tape.
- Additional supplies and visual aids you feel would be beneficial to your session.

With the appropriate planning and preparation completed prior to the participant's arrival, you will create a training session that is well managed, organized and beneficial.

TRAINING SESSION OVERVIEW

Agendas

1-Hour Session Agenda:

Introduction	10 Minutes
Self-Assessment	10 Minutes
Objectives Review	5 Minutes
Video	25 Minutes
Discussion/Exercises	10 Minutes
Summary and Evaluation	10 Minutes

2-Hour Session Agenda: (Recommended minimum length)

Introduction	10 Minutes
Self-Assessment	10 Minutes
Objectives Review	10 Minutes
Video	25 Minutes
Discussion/Exercises	30 Minutes
AQ in Action	30 Minutes
Summary and Evaluation	15 Minutes

4-Hour Session Agenda:

Introduction	30 Minutes
Self-Assessment	20 Minutes
Objectives Review	20 Minutes
Video	25 Minutes
Break	15 Minutes
Discussion/Exercises	50 Minutes
AQ in Action	60 Minutes
Summary and Evaluation	20 Minutes

Presentation Outline

The following agendas are provided as a guideline only. Please remember that one of the objectives of this Leader's Guide is flexibility. Exercises may be substituted, and agendas lengthened or shortened, to suit your needs. The agendas are merely suggestions to provide you with a starting point for tailoring a session that best fits your needs. The video in this program carefully walks participants through the steps involved in understanding and improving your Adversity Quotient. You will want to expand upon each topical area covered in ***Adversity Quotient @ Work: Make Everyday Challenges the Key to Your Success*** in your training session to maximize the full benefits of this video program. We recommend following up the initial session with several discussion sessions so participants may share their progress, and any obstacles, with the support of others working through the process.

Following are recommendations for executing the sample agendas:

Introduction

- Introduce yourself and welcome the participants to the training session.
- Review the agenda and provide a brief explanation of the purpose of the session – to introduce the participants to AQ and the power improving it can have on their personal and professional lives.
- If you are conducting a two-hour or four-hour session, have participants introduce themselves by stating their name, their department or area (if applicable), and what they hope to get out of the session.

Objectives Review

- **Welcome to the Program:** Introduce the specific training objectives for the session. Be sure participants understand what you expect from them during this process and what results you hope to see following the program – knowing what is expected up front will help them participate successfully. Explain that the objectives for the training session are to:

Adversity Quotient @ Work

1. Understand that adversity influences all faces of human endeavor.
2. Discover that AQ can be validly and reliably measured.
3. Explore the ability to withstand adversity and measure the ability to surmount any crisis.
4. Learn how AQ can be permanently rewired and improved.
5. Act on putting the principles of AQ into action.

● **Pre-Test the Attendees (Self- Assessment):**

1. Begin by testing the participants individual responses to adversity by asking the following questions “yes” or “no” questions (with the instructions to tally their own responses):
 - A. At the end of the day I am typically energized?
 - B. I thrive on challenges and am relatively unfazed by most difficulties?
 - C. Most people consider me optimistic, resilient and energized?
 - D. When adversity strikes, I keep a cool head and focus on resolving the situation?
 - E. I constantly strive to learn, grow and improve?

Now ask the participants to score their “yes” and “no” responses and count how many they marked “yes” for - then share this analysis.

4-5 YES Responses: You probably deal with adversity better than most of the people you work with. You are likely the one others rely on to assist with challenges and setbacks that might demoralize others. You may be dragged down or frustrated by low-AQ people.

2-3 YES Responses: You deal well with moderate levels of adversity but may be suffering an unnecessary toll when adversities pile up and demands increase. Increasing your AQ will help you remain strong in challenging times.

Zero - 1 Yes Responses: Adversity takes a real toll on your soul. You can substantially improve your outlook, performance, and strength by measuring and strengthening your AQ.

2. Discuss the 5 major reasons why we should all invest in improving our ability to deal with adversity:
 - A. AQ can be validly and reliably measured as well as tracked against performance or other critical variables.
 - B. AQ can be permanently rewired and strengthened.
 - C. AQ is a natural enhancer, not an add-on, for current learning, performance, assessment, and change initiatives.
 - D. AQ is an adaptable technology, not a program, lending it to a wide array of applications.
 - E. AQ is deeply grounded in 37 years of research and 10 years of organizational application and industries.
3. Explain that few people are aware of their AQ – yet, we all have one. Unlike IQ (intelligence quotient) or EQ (emotional intelligence quotient), which are only identifiable, our AQ (adversity quotient), is able to be identified but most significantly – it can be IMPROVED.
4. Tell the participants that the rest of the program will address the primary components of AQ.

● Start the Video:

You may wish to pause the video where you think it is appropriate to emphasize a point, or discuss a practical application or something relevant to your organization; or, you may choose to wait until the end of the video for discussion.

If you choose to view the entire video first, follow the video with a short discussion. This discussion need not focus on any particular question or issue; rather, it may be a simple roundtable discussion about the video and topics raised.

AQ In Action

If you are following the one-hour agenda, and have time remaining before the summary and evaluation, begin a discussion with the following questions.

1. What issues in the video did you specifically relate to?
2. What are the major messages of the video?
3. What is the foundation of AQ?
4. Why is this foundation essential to understanding and improving your AQ?
5. What are the action steps you can take with the LEAD Sequence?
6. What action step can you take after the LEAD Sequence?
7. How can AQ be applied to manage the adversities you face daily?

If you are following the two or four-hour agenda, continue the discussion with this content:

1. Adversity Quotient Defined – Use overhead.
2. CORE Defined – Use overhead.
3. The Hierarchy of Control Defined – Use overhead.
4. Response Ability Defined – Use overhead.
5. The LEAD Sequence Defined - Use overhead.
6. The Action Funnel Defined - Use overhead.

● **Summary:**

Review the objectives of the training program and discuss how the objectives were achieved. If you are planning on bringing participants back together for follow-up sessions, set the date for the next session. Send them off with the assignment of identifying one major adversity each is confronted with and encourage them to apply the **LEAD Sequence** to that adversity by asking the following questions:

EXERCISE OR FOLLOW-UP SESSION ONE: Listen to Your CORE

The leader should review this exercise in two-parts. First, review **CORE** with all participants by duplicating the overhead on page 17 and using it as a handout, or by projecting it as an overhead. Second, present the following questions in the form of a handout as you lead the exercise. (Optionally, you may wish to re-show the portion of the video that defines the CORE to refresh the memory of participants.)

Detail the adversity at hand:

Adversity Quotient @ Work

The following questions are designed to help you listen effectively to your own CORE response to adversity. This is the first step in the LEAD Sequence. When adversity strikes...

1. Do you hear a low or high AQ (based on CORE)?
2. How much Control does your response indicate to better the situation?
3. To what extent do you take it upon yourself to better the situation?
4. How far-reaching and long-lasting is the adversity, based on your response?
5. As you feel your response course through your body, how does it feel? Does it strengthen or weaken you? Why?
6. What CORE dimensions are playing the most significant role?
7. If others were to read your non-verbal expression (facial expressions, gestures, posture, eye movement, etc.), how you would they characterize your AQ?

EXERCISE OR FOLLOW-UP SESSION TWO: The Lead Sequence

The leader should review this exercise in two-parts. First, review the **LEAD Sequence** with all participants by duplicating the overhead on page 20 and using it as a handout, or by projecting it as an overhead. Second, present the following questions in the form of a handout as you lead the exercise.

(Optionally, you may wish to re-show the portion of the video that defines the **LEAD Sequence** to refresh the memory of participants.)

Detail the adversity at hand:

Respond to the following questions by considering your response when adversity struck.

L - Listen to Your CORE Response

1. Was it high or low AQ?
2. What CORE dimensions did you hear in the response?

E - Establish Accountability

1. Of the entire situation you are describing, if you were to pick one small facet of it to improve, what would it be?
2. Of all the things you mentioned that could happen - what do you *know* will happen in the *next 24-48 hours*?
3. Of those things you decided are *sure* to happen, which ones do you feel the least bit accountable for improving? Or, of the items on your list, which ones do you most want to work on?

A - Analyze the Evidence

1. What evidence is there that this *has to* be out of your control?
2. What evidence is there that that *has to* be far-reaching?
3. What evidence is there that this *has to* be long-lasting?

D - Do Something!

1. Specifically, what could you do to have more control?
2. Specifically, what could you do to limit how far this adversity reaches?
3. Specifically, what could you do to get past this adversity?

EXERCISE OR FOLLOW-UP SESSION THREE: The Action Funnel

The leader should review this exercise in two-parts. First, review **The Action Funnel** with all participants by duplicating the overhead on page 25 and using it as a handout, or by projecting it as an overhead. Second, present the following questions in the form of a handout as you lead the exercise. (Optionally, you may wish to re-show the portion of the video that defines The Action Funnel to refresh the memory of participants.)

Detail the adversity at hand:

Beginning with a list of potential actions you could take in the face of the adversity at hand (based on working through the LEAD Sequence), consider these basic questions:

1. Of these possible actions, which one are you most compelled to take? Or, specifically, which action do you want to commit to taking first?
2. Specifically, by when will you have completed that action? Or, if you were to set up an absolute deadline for completing this action what specific day/time would you set? This means a *specific* day and time, not "next week."
3. What resources might you seek to assist you in completing this action?

Follow-Up: Continue the follow-up sessions until all are well on their way to putting AQ in ACTION.

Evaluation: Distribute program evaluations to all participants and ask them to take a few minutes to complete them before they leave the session.

Adversity Quotient

Your Pattern of Response to Adversity

C O R E

The four
measurement components
of AQ.

C = Control

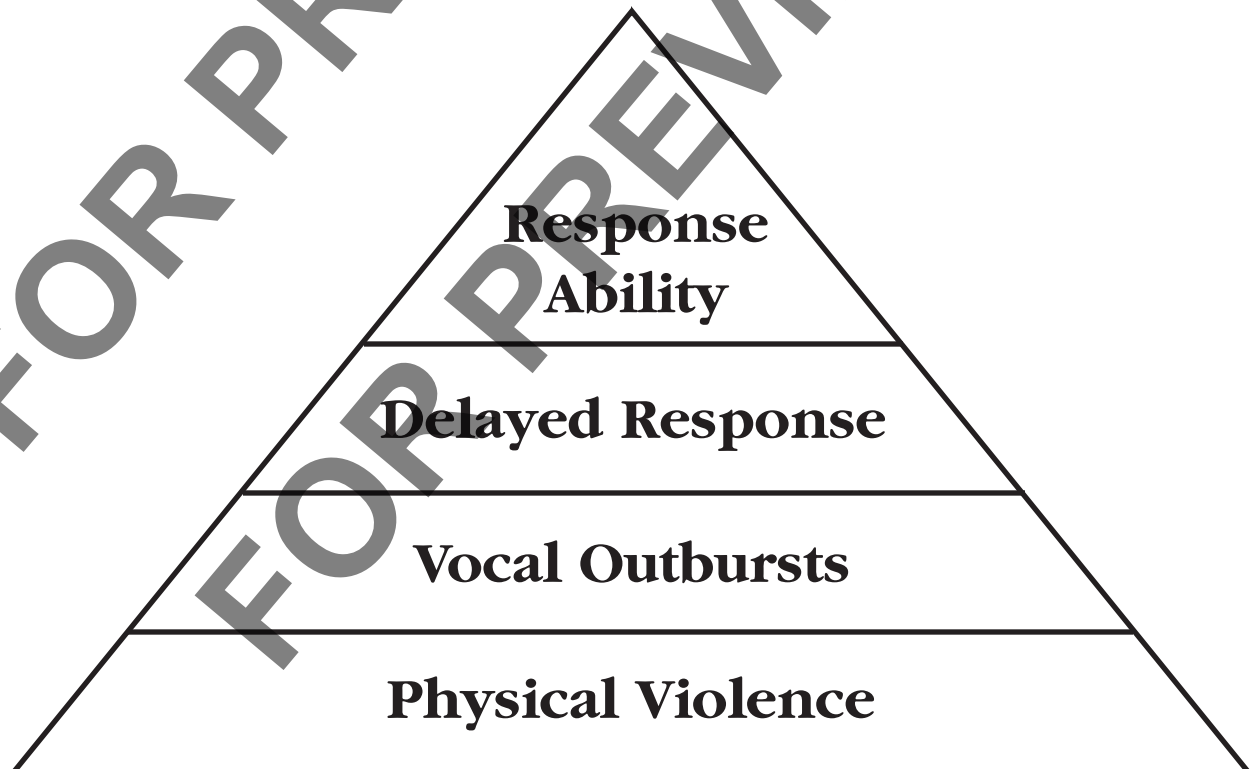
O = Ownership

R = Response

E = Endurance

The Hierarchy of Control

Improve your Response Ability
by framing a new,
more effective approach to
managing adversity.



Response Ability

The ability to respond optimally to whatever happens, the moment it strikes.

The LEAD Sequence

Learn to rewire, raise and
strengthen your AQ

L = Listen

E = Establish
Accountability

A = Analyze

D = Do It!

L = Listen

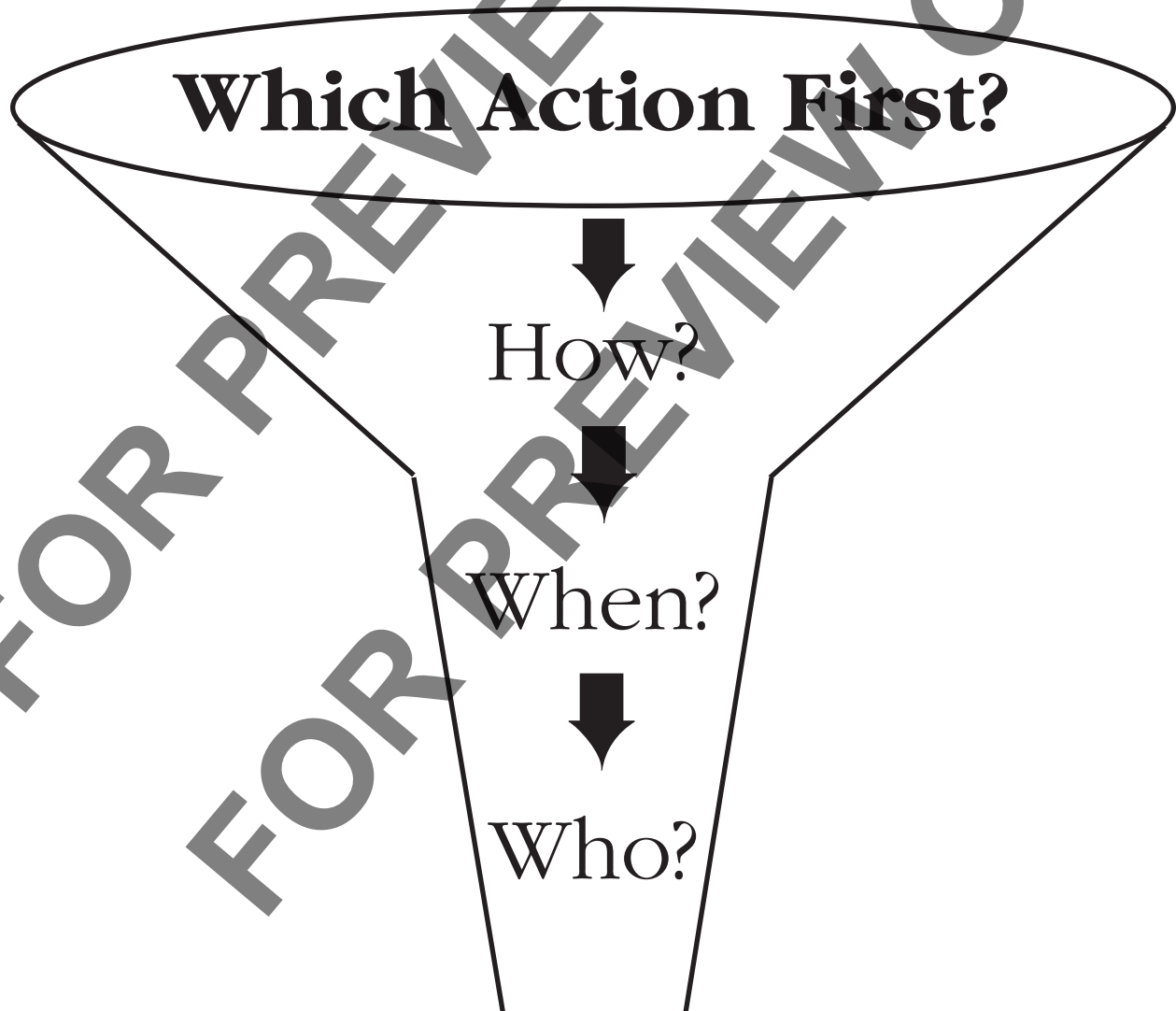
E = Establish
Accountability

A = Analyze

D = Do It!

The Action Funnel

Focus on the action you are most compelled to take in the face of adversity.



EXERCISE ONE: CORE

Listen to Your CORE

Detail the adversity at hand:

The following questions are designed to help you listen effectively to your own CORE response to adversity. This is the first step in the LEAD Sequence. When adversity strikes...

1. Do you hear a low or high AQ (based on CORE)?
2. How much Control does your response indicate to better the situation?
3. To what extent do you take it upon yourself to better the situation?
4. How far-reaching and long-lasting is the adversity, based on your response?
5. As you feel your response course through your body, how does it feel? Does it strengthen or weaken you? Why?
6. What CORE dimensions are playing the most significant role?
7. If others were to read your non-verbal expression (facial expressions, gestures, posture, eye movement, etc.) how you would they characterize your AQ?

EXERCISE TWO: The LEAD Sequence

Detail the adversity at hand (if different than Exercise One):

Respond to the following questions by considering your response when adversity struck.

L - Listen to Your CORE Response

1. Was it high or low AQ?
2. What CORE dimensions did you hear in the response?

E - Establish Accountability

1. Of the entire situation you are describing, if you were to pick one small facet of it to improve, what would it be?
2. Of all the things you mentioned that could happen - what do you *know* will happen in the *next 24-48 hours*?
3. Of those things you decided are *sure* to happen, which ones do you feel the least bit accountable for improving? Or, of the items on your list, which ones do you most want to work on?

A - Analyze the Evidence

1. What evidence is there that this *has to* be out of your control?
2. What evidence is there that that *has to* be far-reaching?
3. What evidence is there that this *has to* be long-lasting?

D - Do Something!

1. Specifically, what could you do to have more control?
2. Specifically, what could you do to limit how far this adversity reaches?
3. Specifically, what could you do to get past this adversity?

EXERCISE THREE: The Action Funnel

Detail the adversity at hand (if different than Exercises One and Two):

Beginning with a list of potential actions you could take in the face of the adversity at hand (based on working through the LEAD Sequence), consider these basic questions:

1. Of these possible actions, which one are you most compelled to take? Or, specifically, which action do you want to commit to taking first?
2. Specifically, by when will you have completed that action? Or, if you were to set up an absolute deadline for completing this action what specific day/time would you set? This means a *specific* day and time, not "next week."
3. What resources might you seek to assist you in completing this action?

EVALUATION

Your input is IMPORTANT in helping us evaluate and improve our training programs. Thank you for taking the time to think about and respond to the following questions.

Course: _____ Date: _____ Facilitator: _____

About the Course

1. Were the objectives clearly stated? Yes _____ No _____

2. How well were the objectives met by the course?

Were not met 1 2 3 4 5 **Were met very well**

3. How applicable will this training be to your job?

- ___ Almost none of the material will be applicable.
- ___ Some will be applicable, but some was confusing or irrelevant.
- ___ Absolutely applicable, I look forward to seeing results soon.

4. Was the information presented in a logical or understandable order?

- ___ Didn't seem logical at all.
- ___ Some was, some wasn't.
- ___ Yes, all of it seemed logical and understandable.

5. How useful were the discussions and the exercises in helping you learn the information?

- ___ Not useful at all ___ Somewhat useful ___ Very Useful

6. To what extent did this training meet your expectations?

___ Did NOT meet ___ Met ___ Exceeded Expectations

7. What would you add or change to improve this course?

About the Facilitator

8. Was the facilitator positive and professional?

___ Very much so ___ Could Improve

9. How well was the facilitator prepared and able to explain the information?

NOT well prepared 1 2 3 4 5 **VERY well prepared**

10. Did the facilitator create an atmosphere that encouraged questions and learning?

___ Yes ___ No Facilitator should have: _____

11. Did the facilitator explain the material in ways that made it applicable to your job?

___ Very much so ___ Sometimes ___ Almost none was applicable

12. Your comments on the facilitator:

ABOUT THE AUTHOR

Paul G. Stoltz, Ph.D., has emerged as one of the world's leading experts on human and organizational performance.

A sought-after consultant and speaker, and an acclaimed independent researcher, he is best known as the developer of Adversity Quotient, or AQ, a scientifically grounded technology used by individuals and organizations to measure and strengthen their response to adversity.

Stoltz is the author of the bestselling books, ***Adversity Quotient: Turning Obstacles into Opportunities*** (John Wiley & Son, Inc.), and ***Adversity Quotient @ Work: Make Everyday Challenges the Key to Your Success*** (William Morrow), an important, new follow-up book that applies AQ principles to the workplace.

A popular resource for business and consumer media, he has worked with *The Oprah Winfrey Show*, CNBC's *Power Lunch*, *The Wall Street Journal*, *Investor's Business Daily*, *The Washington Post*, *Newsday*, the *Los Angeles Times*, *Fast Company*, Inc., *Psychology Today*, and *Family Circle*, among countless others.

As president and CEO of PEAK Learning, Inc., an international consulting and research firm based in San Luis Obispo, California, Stoltz works with a variety of multinational clients including ADC Broadband, Cypress Semiconductor, Deloitte & Touche, FedEx, Marriott International, Qualcomm, and SunTrust Bank.

He received a bachelor's degree in organizational communication and economics from the University of California, and a master's degree and doctorate in organizational communication, development and leadership from the University of Minnesota.

Over time, he has increased his own AQ from 168 to 197.

ADVERSITY QUOTIENT RESOURCES

PEAK Learning, Inc., was founded by Dr. Paul Stoltz in 1987 and has grown into an international firm of select professionals focusing on applying, researching and expanding the AQ philosophy, science, and methodology to address a broad range of issues.

PEAK is the exclusive and original creator of the AQ measure, programming and change processes. The PEAK team of professionals can provide the following services:

- Keynote Presentations on AQ and related topics.
- Customized AQ Programs.
- Web-based AQ Programs.
- AQ Consulting.
- AQ Coaching.

To learn more about Paul Stoltz, Ph.D., AQ and related AQ products and services, please contact:

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To purchase the *Adversity Quotient: Turning Obstacles into Opportunities* or *Adversity Quotient @ Work: Make Everyday Challenges the Key to Your Success* video programs and related books, contact:

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