



# Situational Conversations™

THE FOUR MOMENTS *of* TRUTH™  
Next-Level Manager Guide







# The Four Moments of Truth™ (4MOT™) Overview

## Introduction

Your Trainee's ability to translate learning to performance is directly related to how effectively they prepare for the training event, engage in the experience and implement what they learned. A fundamental element of the Trainee's success is the support you provide, as the Next-Level Manager (NLM), to position and reinforce the training before, during and after the training event. The 4MOT™ is a simple, practical process that ensures engagement and alignment between you and your Trainee at four critical moments in the learning cycle. Each moment in the 4MOT™ represents a vital stage in the training transfer process where both you and your Trainee play a role in how effectively training will impact Trainee performance. The 4MOT™ Quick Reference Guide (QRG) provides a snapshot of the process and the expectations for your role for each moment of truth.

## Quick Reference Guide

Milestone	Expectations	Schedule
 <p><b>MOT1</b> Same-Page Status</p>	<ul style="list-style-type: none"> <li>Conduct a pre-training preparation meeting with your Trainee</li> <li>Discuss the program overview, establish objectives for training and gain alignment on expectations for the Trainee's participation during the training (MOT2) and post-training deliverables (MOT3)</li> <li>Set aside 15 minutes for MOT1</li> </ul>	One to two weeks prior to training
 <p><b>MOT2</b> Maximum Engagement</p>	<ul style="list-style-type: none"> <li>Ensure Trainee is given the opportunity to fully engage in training</li> <li>Proactively communicate with Trainee's peers and direct reports regarding backup for Trainee's job-related responsibilities</li> <li>Set aside 10 minutes for MOT2</li> </ul>	Training date and immediately post-training
 <p><b>MOT3</b> Perfect Practice</p>	<ul style="list-style-type: none"> <li>Trainee develops Action Plans prior to the MOT3 meeting</li> <li>Conduct post-training one-on-one coaching discussion with Trainee</li> <li>Discuss the Trainee's Action Plans</li> <li>Gain alignment on the goals and next steps the Trainee will implement to apply what was learned</li> <li>Set aside 20 minutes for MOT3</li> </ul>	One to two weeks after training
 <p><b>MOT4</b> Performance Support</p>	<ul style="list-style-type: none"> <li>Conduct a touchpoint meeting with the Trainee to discuss initial results</li> <li>Trainee shares progress to date and/or any emergent challenges</li> <li>Negotiate any necessary adjustments to the Trainee's Action Plans</li> <li>Document the Trainee's progress and define the next steps</li> <li>Set aside 20 minutes for MOT4</li> </ul>	Three months after training

# Situational Conversations™

## Program Overview

In this course, participants learn how to apply the Situational Conversations™ Framework to guide day-to-day performance conversations with their direct reports. Based on the Situational Leadership® approach, this course and framework incorporate Performance Readiness® Levels and associated leadership styles, development and regression and the four Situational Leadership® behaviors: Diagnose, Adapt, Communicate and Advance. By considering the full context of a situation, *Situational Conversations™* will enrich their conversations with performers and reduce the need for those that require correction, redirection or mediation brought on by change or conflict.

## Objectives

Upon completion of this program, participants should be able to apply Situational Leadership® behaviors to:

- Describe how a Situational Leadership® mindset supports leaders in having effective conversations
- Address the whole person in performance conversations
- Communicate each leadership style using the Situational Conversations™ Framework
- Apply the Situational Conversations™ Framework to achieve a variety of conversational goals

# MOT1: Same-Page Status

## Outline Training Expectations

(one to two weeks prior to training)



### DIRECTIONS

- Prior to this meeting, the Trainee should review the program overview and learning objectives and be prepared to discuss how the content is relevant to their role.
- Discuss how the program content relates to the Trainee’s performance and explore what they hope to gain from the training.
- Engage with the Trainee to identify developmental opportunities.
- Agree upon two to three training-related objectives.

### Notes

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Objective \_\_\_\_\_

**1** \_\_\_\_\_

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Objective \_\_\_\_\_

**2** \_\_\_\_\_

\_\_\_\_\_

Objective \_\_\_\_\_

**3** \_\_\_\_\_

\_\_\_\_\_

### DISCUSSION QUESTIONS

- As you review the course overview and objectives, what intrigues you about this training opportunity?
- What work-related challenges or opportunities do you see this training helping you resolve or take advantage of?
- How will you ensure that you will actively engage in the training to achieve your goals?
- How will you take personal responsibility to make this training a positive investment?

**NOTE:** Be sure to prepare the Trainee for the MOT3 coaching discussion by explaining expectations for the post-training Action Plans.

# MOT2: Maximum Engagement During Training



## DIRECTIONS

- Reinforce to the Trainee your full commitment to their training experience and expectations for their active participation.
- Direct your team to minimize or eliminate interruptions for the Trainee to ensure their ability to fully engage in the training.
- Remind the Trainee they will need to reference MOT1 during the training to keep their goals for the training at the forefront of their mind.
- Refer to the MOT2 worksheet and direct the Trainee to have it during the training as they will need to complete it immediately after the course.
- Explain that they will use this information to develop their Action Plans and prepare for their MOT3 coaching discussion.

## Notes

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