



Becoming a Master Interviewer | An Interview With David Farnsworth

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Let's be honest, few humans enjoy meetings, and many feel trapped in meetings. As leaders, we don't want to burden those we lead, but meetings can seem to do that more often than not. We wanted to address the pain of meetings through the meetings with saints, library. Here we have 15 plus presentations dedicated to improving the meetings we run. We have experts in the field addressing topics like getting people involved in meetings, staying on task, dealing with conflict and meetings and a ton more. We'd love you to explore the full meetings with saints library over 14 days at no cost to you. You can do this by visiting leading-saints.org/14 that's leading-saints.org/14. We'll also give you access to all of our virtual libraries that educate about other leadership topics. It's really good stuff. So visit leading-saints.org/14 or click the link in the show notes. Hey, welcome to the leading saints podcast. Now, for many of you that are brand new to leading saints, it's important to do know that leading saints is a nonprofit organization 501(c)(3), dedicated to helping Latter day Saints, be better prepared to lead, and we do that through content creation. We get so much positive feedback on the podcast, our virtual conferences, the articles on our website. You definitely got to check it out at leading-saints.org. And on their homepage at leading-saints.org that are, you can actually find the top 6 most downloaded episodes to the podcast. So if you're new, like the content wanna jump in to some of the most popular episodes head there after you listen to this episode. The following episode is a throwback episode one that was published previously and was extremely popular. To see the details of when this was originally published, see the show notes.

Enjoy this throwback episode. Today I find myself in centerville, Utah with Dave farnsworth. How are you Dave? Good, good. Now, we sort of have a story a history of how we came in contact. Maybe how did we first get in touch? Can you give me your side of the story? Well, I listened to a number of your podcasts and I thought this guy on the right mission was doing some really important things and I think he can do a little better job and sometimes his interviewing. And so I just dropped you a quick 80 mil and said, I think I've got a few suggestions for you. Not knowing you, you not annoying me, but just, you know, seeing if that would fly at all and you immediately responded that day and said, let's get together. And the tips and ideas you've given me have been priceless and I've tried to, I think it was just in the last few weeks, I think some of those episodes since our first meeting have come to the surface. I don't know if I'm doing better. But please understand, as you're listening, I'm sort of a little nervous. I feel like I'm at the driving range with Tiger Woods a little bit here. I'm interviewing my trainer here. You'll help me along the way. We'll edit out all my mistakes. And by the time people hear this, they'll be like, wow. Just so polished. So with interview, what is it about your background that you and edge as far as knowledge on interviewing? Well, I've done a lot of interviewing both in video with an audio over the years. And I've been really attracted to those people who I think are really good at doing this. I listen to a lot of podcasts and a lot of NPR and just listen to how they're doing it, why they're doing it. A very close attention to how this skill is developed. And then as you hear our discussion unfold, you'll see how I have taught interviewing professionally for quite a number of years and how that has impacted as well. And obviously this is a LDS leadership podcast, people may be wondering, oh, is this just Kurt's coaching session that will be able to listen to for the next hour. But as we talked, I thought, you know, interviewing isn't just for podcast hosts. And again, I've tried to develop that. And as many listeners know, I'm just a marketing guy that never had any formal training in interviewing or whatever. Obviously it's developed, how you figure a few things out after 240 episodes. But there's such a skill when it comes to interviewing for bishops or a lot of people say, I'm supposed to do PPIs or one on one interviews, but they're just so awkward. I don't know what to say. As we talked about interviewing skills, some approaches, I bet a lot of these concepts feel would serve well to leaders who are in an interview setting from time to time. So where do we start? How do we jump into this as far as the world of interviewing skills? Well, it's an important topic.

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And the question is, why would I want to develop my skill and interview? What is it that I feel like maybe I'm lacking what is it I think I can improve in. And the question really is how you see your role, how you see your role with others. And you really, truly want to engage with them in a meaningful way, and connect in a way that really brings illumination and understanding. Are you kind of content to be there with your message and see yourself as kind of a guy that's got the message to give. If you see yourself in that role, then this will be a harder for you. But if you really earnestly seeking, how do I connect? How do I really understand my class or my quorum or the one on one so I'm doing? Then this material, I think, has real application because we're

going to grill down. We're going to get to the nitty Gritty of how you really are successful in an interviewing situation that I think has profound life skill implications to it. This is broad application across many fronts. And it's very, very key to being successful in any leadership role. And you mentioned the communicating with the quorum or group because sometimes an interview doesn't necessarily have to be one on one. Is that what you're saying? Well, yeah. We'll talk a little bit later about this. And the application in the classroom. But we're still talking to individuals. If they're in our quorum, we need to build a personal relationship and oftentimes sets outside the classroom. It happens when we are working together and either in projects or getting to know each other more fully. And when you talk about the role an interviewer's role in that interaction, how would that what's the application there? For a bishop or an ehlers core, is it sort of getting rid of biases or hidden agendas? I think it's more fundamental. It's early valuing the insight and the potentiality of the other person. And not coming from a status position looking down or thinking somehow I'm going to hire a role of any kind here, but that we're fellow citizens with the saints, the household of God and network, both trying to work our way out of an issue here and trying to get better at doing things. And really valuing the thoughts to thinking struggles that's going on with another person that we're trying to work in the vineyard with. Yeah. Is there any specific example that really illustrate those principles as far as understanding the leader's role in that interaction? Well, I think it's an example is I can talk to it in a more secular term since most of the time I'm coaching leaders. Leaders feel like they're in a position, particularly in business. They're in charge. They ought to have the answers. They're ought to be making decisions and causing things to happen. And consequently, there's this pent up need to kind of be the guy or the gal, who is directing and being in charge. In that way, a lot of people define leadership in that kind of way. In the church, that's also compounded by I've been called. I've been set apart. I've been given special keys. I have discernment. I have these kind of things that people are looking for me to provide counsel and advice and I got to step up to that plate. And so there's this need to oftentimes be the tell person, be the guy with the answers, be the lady that has the solution to the problem. And we're taking a different tact here. We're saying object here is to understand. The object here is to value the class, the value, the individual core member, to value the counselor, the value, the input of others, and to really seek to engage at a much deeper level with them by understanding, we hear often it's been said, well, you just need to listen. Or you need to understand them. Well, how do you do that? That's what we're going to talk about in our program today. So there's some fundamentals here. As far as understanding your role, is this a list of fundamentals? Is it one or two? Where do we start with the fundamentals? Well, there are a few that I would call the mindset to be sincerely interested in others, their thinking, their differences, their challenges, their successes, to draw on their stories, to recognize their value, to acknowledge them as significant. That's a foundation. To be sensitive to the point of new, their perspectives and worldview, their context, their frame of critical to understanding them, many people don't kind of think about others in that way.

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Then there's reading others accurately. They're emotional tones, or nuances, they're subtleties. Having the vocabulary to articulate, that is pretty a high level skill to be able to kind of sense that and understand it. Then be willing to be authentic individually, to be consistent in unconditional positive regard toward the other person. This is particularly hard sometimes with those who are close to want to judge and that we have some issues with. And having a good sense of ourselves in terms of our personal awareness, being touched with yourself with what you're feeling and why, being intentional about what you're doing and working to be personally accountable for yourself and be congruent in that. And then to trust others and their ability to respond to believe in their capability, the value they're experienced and their example or expectations, their aspirations and contributions and to expect them to kind of come through for you. That's a really important one. Of course, not always to see yourself as the expert or the focus of attention, but to be to kind of uncouple yourself from the need to have all the answers to give the lecture to talk about yourself, most of us can't wait to tell our own stories. And this is a way to kind of pull back from that and really seek to engage with the other person. So a lot of being aware of yourself, others being sensitive to the dynamics, being mindful of what's happening in the moment in the interaction and having the good sense to manage that for the better good. I mean, that's a long list there. We want to jump into each one of these. Is that we'll go into more of the dynamics of the actual skill itself. These are just mindsets. If you will, that are kind of backdrops to being able to even engage in this in a very meaningful way. So I don't want to spend a lot of time on that other than to just make there are some deep things going on. And then when we start talking about the skill, we'll see how they play into it. Yeah. So with this list then, these are mindsets. These are before it may be a leader goes into an interview and interaction. These are some things to think through. Am I being sincere? Am I being authentic? Am I being self aware? Am I truly wanting to know about their journey? Where they're coming from. And then that sort of helps you regroup. It does. It does. So what's the next step? As far as the skills level of skills that we go into here. Yeah, and to basically, I've been thinking about this interview, I was on vacation and with a friend of mine who was a CEO of a marketing firm and I've done this 3D interviewing skill with he and his leaders for a number of years. And it's important. You mentioned the 3D eye. This isn't something that you woke up one day and here's a 5 rules to interviewing. Researched approach. This is something that we worked on for quite a while. And so it's got some real lakes to it, and it's been used by leaders for many, many years. And he was very enamored with the idea that we might have this podcast. At least he's listening. And he said, it's a terrific opportunity. Actually, he's a methodist. Wonderful Christian guy, but we spent some time together and he shared a story that was just tip of the tongue for him because it just happened weeks before we met. He had a niece who was seeking a job with Amazon and it was a pretty critical job and she was asking him for advice. He's a Harvard MBA and a really good guy and he shared with her over the phone this idea of 3D I interview. And it took maybe 30 or 40 minutes for him to kind of walk her through it. And he said, now Dave, when you do this, you've got to draw the cube when I was a little hesitant about that. And he said, it's so important for them to have the mental mindset of how this works. And visual of a 3D IQ is designed to help do that. We walked her through a kind of was a quick study. She got it. She understood the value of it and she approached her interview with Amazon way differently and got the job largely because of the quality of her questions that made the difference. The question she was asking to the interviewer. That's right. Is that interaction of the interaction and

then give and take based on a lot of this kind of skill. So let me interject. I think that's an important point there is it's one thing to say take responsibility when you are the interviewer. But even I think back in my time as bishop, when I would go in for my PPI with the stake president, there's still a responsibility there as the interviewee to bring some questions.

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That's really good questions and follow this model. We call that enlarging the up arrow. You're taking more accountability for the nature of the communication and just being there. Yes, I love it. I understand, okay, I'll do it. You're making sure you're clear. And you're asking questions and you're making sure that your needs are being met on the other side. So it's enlarging the up arrow. That's a good point. So she got the job. She got the job. And so he was really animate that you need to draw the cube. So today, Kurt, let's give it a shot. I'm going to put a pencil and paper in front of you. I do have an associate's degree in art. So this will just come into play. That's great. So what we're going to do is we're going to draw this. And for those who may be listening, maybe jogging, maybe in the car. They may have to come back to this. And if they're intrigued by the value of this model, they will do it. Even nonetheless, visually having it in their heads should be helpful. And I'll share my drawing here in the show notes. So take the paper and put it in a horizontal format. So you had it. Portrait now. Now we're going to draw a box about halfway in the middle over to the bit. Just a square, start with a square. And then turn it into a box. Yeah. So we're going to now a 3D cube, like we're going to extend it out. So it's got three dimensions, and you want to make it a little deeper than what you've got. Okay, I'm going deeper here. That's more of a, there you go. So it's a deep, deeper cube than that. So you've got the receding lines going back to the perspective there. So you've got the lines now. I want you to draw two horizontal lines in the front of your queue. So now you have three areas of about the same size. Gotcha. So those are three rows. Two lines. Roughly. Dimensions are off, but that's all right. Okay. Now we're going to label those to the area to the left there. And that's why you have that space there. So the area to the top of the role there is called focused questions. And that's the first of the dimensions. So you've got to have really good focused questions. The next one is active listening. So they'll talk about each one of these in more detail. So that's in the middle of that front. And then at the bottom, we'll call summarizing. And that's a different than just active listening. And we'll talk about how that unique. Now, we're going to go vertically on that front row. And we're going to dissect those horizontal lines with two vertical lines. So we're essentially creating a grid there. And in squares on my front, you see 9 squares. At the bottom of that, we're going to label the first one, there to the corner. That will be we'll call that column agree. In the next one in the middle, we'll call correct. Meaning to be corrected or clarified. In the last one, we'll call amplify. Meaning to go on and to tell you more. All right. So those are the three vertical columns in that first line. All right? Now we're going to the deeper part. And again, we're going to make three horizontal lines across the top there, like you're doing just terrific. Three lines, just like that. So that we have three sections again. So that's where we get the three dimensions. And the three areas that we're going to label, again, to the

right, there are to the earth left. Will be a little broader comp. One closest to the front, we're going to call content. And we'll put below that, what was said, and the one just back of that, we're going to call feeling. And we're going to put under that. I would say. And then the final one at the back roll of your cube will call employed, implied. What was not said, but implied. That's the cube. Now we have the 3D I commute and we'll talk about the skill. And this visual is useful for us to kind of think of the depth of the dimensions we're trying to cover here. And it gives us a tactical kind of mental map on why we're doing what we're doing. So the first is to prepare a questions in advance. So this obviously means we're giving our thoughts and our interview a little more thought and preparation than we might normally do.

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And you want to think things through, think about who you're going to talk with, what is their context, what is their frame of reference? You really want to try to empathize with them. It's just an older person as a young person or talking to a team. What is going on? And anticipate possible issues that might come up and think for a while about the quality of your questions. You need to draft your questions and then try to put them in some kind of a logical order. This could be changed as the interview unfolds. You don't want to be stuck in this order, but it's useful for your thinking that have a logical order to your questions. And then look at your questions carefully. This is the real skill is to write kind of questions. And fine tune them a bit. Most people don't get to this level of thinking about an interview or about to mention the late leaders in this church. Who's next on my schedule? Come on in. Right. But there can be some questions that could be highly utilitarian. That could be used over and over again because they have a lot of meaning and they fit in lots of situations. But if you were to talk with your counselor or your spouse or others whose input be valued and have them take a look at those. This is a really important step to make sure that your questions are really what they need to be. And particularly if you're in a teaching situation, thinking carefully about the questions you ask, the class is probably the most profoundly important element to your ability to be successful as a teacher. But as we talk about sharing, sharing your struggles or writing the right questions, it reminds me of a leadership skill that I was first exposed to by a stake president using independence, Missouri, Jerry Harris, who called me at high counseling. Before he did that, I was just a young married guy in the independence ward and he would come to me and he asked me some questions and I was just really amazed at his willingness to share kind of candid issues. That he was asking for what would you do, Dave? What's your thinking? And this is a one on one setting. Yeah, it was in the hall. It was even informal just informal. I remember once in the four years, he was ran out of sacrament cups and he was asking me, you know what? We should do to make sure this doesn't happen again. And I was just really profoundly interesting to see this stake president so willing to be so up front and quiz me. You know how I felt. I just felt really amazed that he would think enough for me to ask the question. I've often thought about that as an executive skill. This willingness to share the problem and to collaborate genuinely and openly. He didn't lose a thing in terms of his stature with me by asking these questions. I felt

elevated. I felt desire to try to provide good input. And I think that's sharing the problem is a wonderful leadership skill, too many people go into leadership thinking they're it. Yeah, that's not the plan. You've got counts where you got the advisers you've got colleagues in your marriage, you have a spouse who have people to help and advise you and to go solo is really not very effective. So developing these questions, making really good thought provoking questions is something you might get to and get at. But we'll talk about a variety of kinds of sequences of questions from just getting to know people, new people coming into the quorum or into your class or you're getting acquainted with the new family into the ward. There are a variety of ways to just go through a logical set of questions that bring things out and people and but you know you want to have them open ended and you want to have the general to the specific you want to build reward a rapport with them. I'm just trying to make this clear. There is an art in formulating the actual question. And so just to clarify this model, the cube model, it is a model. And it's a reference point that interviewers can use. Is it all focused? This is your model developed questions or questions is only the first part of just talking about your first line on the model. Focus question. That's where you start with any interview is to take some time to figure out what questions are going to be asked. And so we're saying to really get good at this and to do it at a higher level, the thing more deeply about questions you ask and you've got to think more about the sequencing of the questions in their order. And that that's a really worthwhile exercise in pursuit to make sure that you start to get really good at this.

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And so I'm again talking about people who want to do this at a fairly high level. You weren't just going to try to wing it with a hope and a prayer, but they're really trying to say, I want to get good at really understanding other people. And that's a valuable skill as a leader in the church. Because that's where connection happens, right? There are some good examples of highly utilitarian questions. And I came across one in preparing for a young professional career development program I was giving and it just struck me as well. This is a great question. If you were me at this point in my career, what would you suggest I be doing that I'm not now doing? You know, that's a good question. You could ask to supervisors and colleagues throughout your career. You know, what would you suggest I'd be doing? I'm not now doing it. Now I ran across this question. I went into my boss. It's kind of across the eye, but in C guard down and he said, well, there is a couple. I got a list here. I should do. And he had some Prairie valuable information that I've never done things the same after that because of the feedback I was open. He could see that. He was ready. And he gave me some really good advice. But again, that's a good, highly utilitarian question. And you'll find, as you start fine tuning your questions, there will be a number of them that you'll be using over and over again. Have real impact. I love that. And it makes me, so that type of question. That's something, obviously, in the youth interview, you wouldn't say, if you were bishop, what would you be doing? What could I do differently? But maybe amongst other bishops or with the state president. If I was a state president, in a bishop came to me, and I again, I mindful that sometimes bishops do things that a stake president

doesn't see or not aware of, but you'd be surprised. I've been sitting as a court of stake presidents for the last 7 years in their regular weekly meetings. And here, they taught candidly about the bishops and their strengths and their areas for improvement and it just would open the door tremendously for a bishop to say, president, you know, what would you suggest? I'd be doing that I'm not down doing to become better as a bishop. And he might have a couple of good ideas for you that you would be receptive for and that he's ready to give. Yeah. And we're practicing such humility. Such a humble question. Your teachable. Well, what's the next step? Next step is really one of the most profoundly important ones and it's called active listening. And that's as you can see the middle role in the clue, cube there. You know, with people talk a lot about active listening or talk about listening and they sometimes feel like they're being required she could just shut up and be quiet. Add your head every once in a while. Yeah, but active listening is not at all passive. It really requires active thoughtful attention all the way through and you're paraphrasing. In your own words, the meaning or the essence of what the other person is just said. Now there's a really interesting dynamic that happens when you do that. A person hears you. And they can do at the bottom they can agree or they can correct you and say, no, that's not quite what I'm going to. I will admit something more like this. Or they will go on and amplify. But a paraphrase is the only statement that you can make that leaves the ball, the direction of the conversation in the other person's hand. They choose where to go from there. If you ask a question or a follow-up question, you're deciding we're going to go now and explore this. But if you just paraphrase, they are still in control of where the direction of the conversation goes. And if you can paraphrase to the third and fourth level at times, staying with them and hanging in there. And being mindful of what they're saying and being very careful to try to look for those elements that you want to kind of rephrase back in a natural kind of way, that can be profoundly helpful to them to hear themselves in their thinking, reflected back to. Active listening is such a buzzword, I think, in the business secular world, we should all be active listeners, but sometimes it's hard to determine how that's done. It sounds like what you're saying to paraphrase a paraphrase. It's very meta. It sounds like what you're saying is that paraphrasing is a place to start to start actively listening. It is the key skill. Yeah. And we're going to talk about three levels of paraphrasing.

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And why would you want a paraphrase? Why would you want to leave the other person in control? It's because you want to find out how they think. You want to find out what they're really feeling. You want to find out what direction they're inclined to go. And if you take over, you're deciding what direction we're going to go on. So there's a real tactical reason here that allows that person to stay in control of the conversation. And the more you can hang in or with them, the better will be. I remember being exposed to this undergraduate in a pair of professional program and BYU, where we learned about Carl Rogers and reflective listening and it was amazing. I remember coming home during the Christmas break and talking to my mom. And think, oh, let's practice some of the sector was me. And I just paraphrased paraphrase and

paraphrase, and she went on for almost an hour. In an area that I just never I just could not believe I could get that closeness in that understanding that she choose my mom. And she just, it was just wonderful. It was such an aha moment for me. I'm just never. I thought there's power here. There is real power here. So I'm just saying recognize that this is something significant. It's based on strong empirical practice and evidence and it's a profoundly important thing. Rogers would say that people get better just through this kind of non directed therapeutic approach. And so this is a way paraphrasing helps stimulate the conversation without maintaining without grabbing control of it. That's correct. And what's a sign of grabbing control of the conversation? Leading questions or changing the subject or you'll want to interject your questions back into it. But if your questions are dovetailing directly onto their content, then you're reflecting that content. And as I said, there are three levels that you can paraphrase in the first one as you outlined there in that depth model is what was said at the content level. Oh, up here. We're looking in the depth of the cube. So we stay typically on the surface, which is where that content level is. You can see. And talk about and when we reflect most often what they've said and make sure we're clear and that we've we're tracking that. But there are times when you'll want to reflect. How they said it. And that's more of a feeling, and you might say something like that was a pretty awkward moment. I can see that was difficult for you. You seem really like this is important to you or I can see a tyranno. That's really meaningful. And if you reflect and we're talking even to business people about reflecting feelings in a business context, it shows a level of understanding and builds intimacy. It can be quite profound and important. If I'm trying to build a kind of personal relationship with my colleagues and my coworkers, that can be quite important. Or my clients, which is often the way we really use this, at least in the way we were teaching it. Yeah, and it sort of picks up that you recognize the nuance around, not just what they said, but how they said I imagine sitting down with a youth and sure they're giving me all the right answers, but if there's not feeling behind it or they just appear like they're wanting to get through this thing out the door, you can maybe bring that up and say, oh, it seems like your answer in the right questions. It's a bit different. What you're doing is you're jumping to the deeper level, and that's the implied level. Okay. And that's what was not said. And that's a little bit risky. And so the caution there would be to be mindful of the risk involved in that. At times, really helpful to drive issues into a deeper level. And you can do that with it's not necessarily always risky. You might be talking to a young teen about their involvement in athletics and said, you know, so maybe you've been thinking about joining the team. You know, they didn't say that. They took it to that level. They chose to bring it into the applied. So I'm not making it sound like every time you go to that deep level, you're into real risky stuff. But there are times when you're talking to a teen and quite solo and then you're talking about difficult things and you might be feeling like you've been seeing a lot of depression in them and you may say, you know, so you can talk of suicide.

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Now those people and you've had some of these on your problem kids. I've asked that question before as a leader. And the hesitation there is am I putting ideas in their mind? That's not. The question is, it needs to be asked. And it needs to be followed up on and it needs to have the confidence. But it's clearly an implied often level with the risk that's involved in that. But if you're a parent or you're ecclesiastical leader involved in that, that could be some of the most important levels of depth to get to. And this process allows you to think more thoughtfully about what levels you're at and why. And where you're going in the conversation. So you can see by just the model itself, why you can then be more thoughtful and intentional about what you're doing in the interview process. Yeah, it really is, I mean, this model sort of warms up that interview. So it goes, again, just walk in and be like, oh, you look sad. You think about suicide? That's not going to be effective. And it would just seem inappropriate, right? Awkward. But this sort of gets you there as you go deeper in this cube. The interview queue, the 3D eye, then those questions that need to be asked can be asked. That's right. And you want to build to it and you want to have established a rapport and you want to do the kinds of things. So we're covering lots of applications in our discussion here. But I think we're creating the kind of skill level. We're talking about and creating an accurate paraphrase to go back to that. Really requires you to be very thoughtful about what they're saying. And by you then paraphrasing it back, that time it takes for you to respond and for them to hear your response gives you time to think. And it slows down the discussion a bit. And that can be very, very useful for you to process it a deeper level, what's going on in the conversation. We say you're supposed to be self aware and things are coming at you when there are a lot of things you're thinking about. If you're really tuning in, but if all you're doing is getting ready to unload your message. I got some advice here. And I'm just kind of buckle up because you won't like it. And so I'm just kind of ready for my moment. And I'm going to dive into that. That's really you're just kind of pausing. Just kind of like the horse that's way for that gate open. Waiting for the game to open. You don't want to do that. You want to be patient, you want to listen carefully and not feel maybe never get to. That lesson that time at that person, maybe that's a better done later. Maybe your time is best spent. Really listening. I had a story a colleague shared with me some time ago where he had a daughter that was made 30s not married kind of struggling. He went to the West Coast where she lived in hand. Vacation is why and he got together with her and this did this sierras and one evening she just opened up about some of the difficult issues having with her relationships and this is a caring father really wanted to connect with his daughter and he had all the ton of advice, you know? Geared up and ready to camp. No, I'm going to try this 3D eye stuff I'm going to work on it. I'm going to listen. And so we didn't. He just spent the time enterprise. Listening, reflecting. Showing that he cared. And he thought a much closer relationship with his one daughter out of that. Than any amount of advice would ever provide. Wow. Great advice. As a leader, sometimes you feel like, no, it's my duty. I'm the device I'm the advice guy. I dish it out. People come in here, I give it, and they go on their way, right? As I said, it's even more so in business setting. You're a manager, you're in charge. You've got to make decisions. And we've counseled leaders executives from chairman of the board right down at CEOs to vision presidents. Managers. You know, you're going to be with that employee for some time. It's important for you to understand their thinking, their natural inclinations, what approach they would take. And if you can ask questions to the fourth level, really going down with them. Then that insight into their thinking could be the most important thing you learn. Now you can

always jump in and provide the quick answer. That's what you want to do. It's build dependency and be yourself the star that's always true, but over the years, as executives became more mindful of their role as stewards of resources and thinking about how to deploy them more accurately than the organization.

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That kind of insight, that kind of understanding of horses that are working with. Is really a much more important thing to understand. Now we're still in active listening world, right? That's correct. Is there more here that we need to dive into? Or is that just no, again, we're talking about the three reactions agree, clarification. And when you get a clarification or correction, you're doing your best there to reflect accurately what has been said. And when you get a care. That's paid. That's something you misunderstood. That's something fundamentally didn't get right in your own kind of viewpoint or your own personal thinking was getting in the way. And you kind of need to wake up and say, okay, that's interesting. I didn't get I really didn't get that. That's where you get a deeper insight into the realities that's going on with that individual. In fact, they may have said it and you may have accurately paraphrased it, but that's really not what they meant. And when they hear it back from you, they say, well, let's smell more like this. Yeah. And they're honing in on the more accurate rendition of what they're thinking. And that's really what you're trying to get at. So the paraphrasing is a form of clarification, or two different concepts. No, the paraphrasing is you're doing. Your paraphrasing, there are clarifying. Okay, that's the correct how they correct. I got you. Correcting you. Second column. On the chart there, that's correction. Clarification. And you may have done really a good job, but their hearing it made them want to make it a little different than what came out the first time. Let's move on to summarizing. Is that the next step? Well, yeah. The summarizing is something that I really think is probably the most difficult for people to do. It sounds like I'm just repeating paraphrase. I'm summarizing. But it's an important step that you might do one or two that certainly might do it at the end. But it's pulling together and condensing and clarifying the major points that have happened throughout the discussion, a whole discussion. Your understanding of the complete message and your kind of pulling it together in a more general, longer period of time. This has a really wonderful ability for the person again hearing your summary to amplify to correct or to expand to agree and if you're trying to kind of build to a conclusion, you're trying to start on an action plan. If you're trying to do that, then it can be very helpful to kind of pull those thoughts and those elements of the discussion together. But, you know, that's just one application that sounds more like a PPI or an interview with the bishop or something like that. But it could be much more informal. It could be something where I'm trying to get more in touch with the teen and so I'm here and you have a pretty good time at school. Right now, things are going well. You're kind of into your sports thing, but it's a struggle for you of it. You like the coach and he's got to work with. Got a group of friends around you that kind of working well. You see, there's something to hear about that and they hear that story. Well, it's not quite that great, you know? And they then want to close up. And they can then move to a different story. So the reality is a

little different. What just summarized? And that's why you do it. You want to get to that kind of level of understanding. So what's the difference between what's happening in active listening and what's happening in summarizing? That's a great question. See, active listening is kind of a quick pair of fruits of that time in that moment in that what the person has just said. So you're paraphrasing that accurately. A summary is a more holistic combination of the key points that have been developed throughout the discussion. Gotcha. Now we're kind of pulling those major elements together and kind of a capsule to see if we've got the whole pitcher correctly. Gotcha. So this may be when you kind of feel like, you know, I think we're ready to wrap up the interview. You may kind of shift to this summarization step of it could be that some key things happen with regard to, say, I'm doing a PPI with a person who is struggling with their companion on home teaching.

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And I really want to kind of get to the dimensions. First of all, their relationship. And so I might talk about that and then summarize that part of the discussion before I go on and talk about the individual families. And so that's not necessarily, I'm going to summarize the whole thing at the end. I'm going to summarize that part of the interview during that discussion. So you're getting along pretty well. Sometimes it's hard to meet with, but by and large, his heart's in the right place. He gives a good lesson in kind of getting along together as companions. So he gets a summary. And you're ready to move on to the next subject. And my mind goes to early on with the focus questions. You talk about you don't want to take control of the interview. How do you know when discussions happen enough so that you're ready to move on? And you're not just taking control of the interview. Well, you feel that. I mean, if you've thought through your questions in advance, some of them will naturally dovetail into the next step. And you can ask, you know, so how are things going with your Friends? Who do you really pal around with? As you've heard in your mind, I want to point out how we are socially integrating with this social group. And so that kind of naturally flows. Then you might ask a follow-up question like, who do you admire most? Of the kids you play around with. And then when you listen to what he says about who admires most, you realize that what Peter says about Paul says more about Peter and this is about Paul. Yeah. That's a very useful kind of framework to realize these are the things that he's valuable. Those are the things he respects these are the values he has. And he really says a lot about who he is. And I'm just curious what the summarization do you ever do a pre summary at the beginning of the interview to give them a div of where we're going? I've got some questions here and this is first we're going to talk about your home teaching families. And then we may talk about your companionship. I mean, does that help or do you just jump right into those questions? In the business setting, we have a number of very questions. I mean, we have as many as 20 to 30 questions when we show up at the clipboard and take notes and we are very transparent about what we're doing in that setting, particularly when we're interviewing clients for a project or something like that. In these settings, I think it might be a little too constraining to put that level of organizational framework around it. And I would let it more

happen. You can be organized. You can be prepared. You can have your own game plan, but you don't have to be up front with all of that and saying, here's where we're going to go in after that. We're going to do this. And so forth. And things might pop up that are way off plan. And you need to kind of be in the moment, responsive to those. And they could be well worth dropping everything else that you had planned to zero in on what came up during the interview that you hadn't expected. Yeah. For sure. So as you summarize, maybe a certain concept or topic has been discussed, you summarize it, and then you move on to the next one, you start this process all over again. And those focus questions, let's talk about how you're getting along with your families now. Tell me about what's going on with the Anderson's. How are they doing? So there's this segue and there's this transition and you move on to new topics and so forth. But you have people often don't say a summary because they feel like it's implicitly understood. But that's all that's going on in that watch what I said. Weren't you paying attention? No, by you taking the initiative. Pull together those things, you're looking for clarification. And you might, he might say, in regards to getting along with his companion, I may have painted it a little prettier than it really is. I mean, sometimes it can be quite difficult to work with. And when he goes on vacation, he's gone forever. I know him the way he's going. And then we can talk about what do you do then? You see what I mean? It just gives you an opportunity for them to hear that sound and realize, oh, is that really what the message I want the elders quorum president to hear? Is that accurate? Or is there something I need to clarify here? Yeah. That's why we do those conversations. Yeah, solidifies deeper communication because so many times I think broken expectations happen because to be believe in interaction with thinking two different conversations happened. So it really saves time in the future. And that's the whole idea of this. If we're really trying to be better at this interaction with individuals to get to deeper levels of communication. This kind of methodology is designed to do that and it's been very, very successful.

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It's just if we can give ourselves over to the level of discipline it takes to develop those questions to have an outline that check with others and see if we can't improve in some way. And then to follow through and struggle with the skill of starting to paraphrase quickly succinctly and accurately. And become comfortable doing that almost habit like a habit and that's a skill that when you start getting it, you just will never forget it. It's something you find very, very useful. That's the basic gist of the world. Do we need to go from here? Well, I'd like to go through a couple of sequences. Or illustration sync. I've found that these might be helpful. I was surprised to hear from some people I thought were really kind of skilled in her personally, how they struggled with the kind of sequential order of questions that might be useful to just going through. And I've gotten a couple of examples here. One is kind of a get acquainted with perhaps in a team setting and the other is more of a problem solving sequence that more might be in something that a bishop might use. So the first one is tell me a little bit about where you are in school. What are your favorite classes? Teachers. What kinds of activities do you have

there? What are your favorite things to do? And as you hear those things, you realize I'm going to miss as a potent question. And I probably going to spend 15 minutes here. Just in terms of them responding to that. I'm going to hear about do they like to read or books do they like to really what's their favorite authors who are some of the things that drive some about that genera of kind of books? And as you go through this, you're not just trying to get through your checklist of laundry listing questions. You're trying to see, where can I zero the narrow in on this? I'm trying to understand them. And this question is really my feeling that I've got a lot of good stuff here that I can use to get at that. But I've kind of internalized my questions here and I'm thinking what are some of the movies TV shows you particularly enjoy and what tell me about that, you know? Those characters are really funny. Things like that. Who do you pal around with again? Those are kinds of questions that you'd build down. If you're into sports, what's your practice routine? Tell me about your coach. Who else is on a team? Who's really doing that well? Where do you fit into that group? These are the kind of things that if you start thinking about them, it really helps you develop. And that's why this preparation of focused questions in a way if you get in prepared really helps you to get deeper to the level. The other example I wanted to share is one around problem solving. And this comes primarily out of business environment, but I think you'll see immediately how it fits into the gospel setting. I'll show you brought out an issue. We decided, you know, this is something we've got to kind of work through. The tendency is to then take over and say, okay, now here's what I want you to do. Take notes here because I'm going to be the bishop is talking and we're counsel. Everybody be quiet. Okay. So here's the different approach. Let's work through this together. What have you thought about this? How best do you think you ought to proceed? What approaches have you considered? What ideas seem to make sense to you right now? So is there anything else? What seems to be the best idea for you right now? Okay, and you see any problems with that approach. Well, what kind of things? What do you see? It's kind of the most challenging part of putting that into practice. Why would that? Yeah. Tell me about that challenge. Any other ideas? Where do you see help coming up from? Guys, gals, people, folks who can count on to help here. How can I be of most help? Let's talk about that for a minute. How I can work with you on this. See, we're getting their viewpoint here. And you're digging, you're going more and more. So you've seen, I've gone through about ten questions. And that's the kind of level of depth that you're trusting. There will be value there. Now maybe they won't be as forthcoming. Maybe you need to work harder. Maybe they're going to be somewhat of a stonewall at certain times. You need to kind of get past that. And you need to be transparent with your intention. I'm really here to be your friend and to help. And I want nothing more than to do you to be successful. That's my highest value here. And I think we can do this together. That kind of transparency in your intention is very, very important. For you to build that kind of trust and who else can help. But what when do you think we should check back? And how is the best way for you to contact or connect with some of these folks that could be helped? Let's talk through that.

00:55:06 - 01:00:02

You see what I mean? Yeah, yeah. And my mind's going to you talk about this preparation. Taking time to prepare these questions, not just saying, okay, I'm going to write down all these questions Dave saying on this podcast and I'll take him to word accounts, but really thinking, okay, before we go on the word counsel, before I have this interaction, where are some since your questions I could ask, because it is truly the power of those questions, you get so you can help you get so deep into that conversation. That's exactly right. Your mentally empathizing with that before you even engage. It's kind of creating things spiritually first. Or they're naturally like that. There it is. It's a plan. It's kind of what the planning part is. It's about the spiritual creation before we actually implement the plan. So that's the problem solving scenario. Those are some ideas and questions. I couldn't help. Those sounds like perfect word counsel questions that you could take in there. Well, it could be, but it could be your working individually with that individual. That one on one. You're talking to the person who's experiencing the issues, and you want them to own the solutions. You want them to be an engaged with you. Not that we're going to implement this big grand plan as a word counsel, which we may do, and it may in fact impact the family and do all kinds of things. But I'm really thinking about how you connect cross one on one with that young team who's really struggling with some problems. And who needs to kind of take ownership over their own solutions. Perfect. Any other scenarios that would be helpful. The last one I have is in the classroom. This is a good one. I like it. And this is where you're there. And let me just say, if I could give any advice to teachers, it's look at the manual really carefully. These brother and sisters have put together a team of experts in education who have gone through the correlation process and who have developed a plan. And oftentimes there is just excellent thought provoking meaningful questions that are in the manual that are just passed over by a teacher and I just shake my head saying, why didn't he ask that question? He trusts the group to stand up to that question. It's a very thought provoking, could make some meaningful discussion. So I really caution and counsel people that take the manual seriously and think about what the brother and have done to put it together in a thoughtful way, but the other point that's kind of basic to this is that don't put yourself as the expert. I've got a lot of material here. I've got to cover and we just got a short time. That's just nonsense. And nobody has ever said that's the way how to work, but you hear that all the time. So don't set yourself up as an expert. And so brother Jones asks a tough question. And asks you what teacher and what do you do? You say, class, brother Jones is ask a very thought provoking question. What do you think? It's called turning the question around. Yeah. And you then ask the group. Let's think about this idea. And so you don't need to feel like you're on the spot ever to try to be the expert, have all the answers or to engage. The other thing is to work with your class over time to develop them into people who will respond. And you can do that by a number of ways. First of all, you might think of an advance what your approach is to your class and call some people in advance and say, I'd like you to share a story here. You've done some things when you were on your mission. I've heard a little bit about that. I think you could really share an important story about that. Would you be willing to do that? And that's called seating group. Then you can call on your stars. There are people in the class that you know have got things to say. I've always got an opinion. And you need to kind of work with Sam. Sometimes it can be a little overbearing. But you can kind of coach them over time and say, you know, I just really appreciate your desire to bring value to our class. It's just very helpful. And I appreciate it sometimes when you make a comment that you blend it in with what other people have said. That just makes it so much more

powerful and helpful. So there are ways that you can do that to kind of coach and save your clients. And then don't be impatient with your class. You know, take some time. There's a pause there. And I find too many teachers are just too eager to step into that quiet space where people are thinking and fill it with their quick answer. Don't do that. And see some thoughtful heads going on here. Let's give this some time to think about it.

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I really think this is a good question we ought to answer. And then let them go. And then for very hard to listen to what the class says, paraphrasing at times. So you're sensing that when you visited this home teaching family, they weren't all that excited to have you come and kind of resentful. That was a very difficult position for you to be in. See your paraphrasing and capturing the essence of what they've said. And that can be very affirming to the class. They feel understood. They feel like what they've said has been heard. And that paraphrasing in that context is as important as any other. Of course they can amplify and clarify, but the most important thing is that they feel heard and that the class understands the nature of their comment and they feel valued. I'm sometimes shocked, frankly, when I hear someone make a comment, I just feel it's starting late self vulnerable. They're out there sharing a personal story and the class teacher kind of gives little knowledge to it at all and just kind of moves on to the lesson. Yeah. Wow, what a comment. You need to kind of have that sense of presence of what's going on in the dynamics of the classroom to kind of really good and part of that is taking yourself off this need to be pushing your content out. And this takes me to a question I asked you in some of our conversations prior to this that, especially in a classroom setting, it's good, they have a comment and then you sort of you do some of this the amplifying the paraphrasing and what do you do if you kind of feel like whether I think it's happens more often in a classroom setting than maybe one to one interview, but that that comment is taking us in a direction that I don't necessarily want to go as the teacher. And this happens a lot in my interviews and I do on leading LDS that the brief something up and yet sort of interesting, but we're not really here to talk about that. And what's that balance there so that you don't just the less it doesn't drag you off as the instructor? Well, that's a real problem. And it's a real issue that every one of us is faced, and you might simply say, interesting comment. And let's talk about this. That's it. Yeah, you don't need to kind of feel like you have to probe and deal with and reflect on everything. It's sad. It's not a rule that you have to do this every comment. You're making judgments on the quality of the comments and where they fit in some people can be really off base. Talk about stuff that really has no place being talked about. And so it's a very interesting comment. Let's go on with this idea here. Let's read chapter three of Neville. You reclaim control. You asked the question, are you get the so what I'm hearing is that when that comment is said and it has a lot brings a lot of value to the discussion. It's don't just cut it off there and think there's nothing else more behind that. And that's what these do is kind of draw out even more value from that comment that was said from the class. And the idea here, again, with thought provoking questions that really get the heart of spiritual issues that you want the class to deal with that are

at the heart of the lesson. You want to build to that and do the kinds of things that would allow that to come forth. And so some of that controlling could be very important for that. But I'm thinking too, if I'm teaching in the way that we're being taught, the savior's way. Yeah, teaching the savior's way. It's all about this. Yeah, this is such a valuable skill. It's the way we do it. No, we listen very intently. This is Johnny talking. Johnny, who has some problems with his parents and he's got some issues with this part of the doctrine. It's important. We take time here. With Johnny on this issue. That understanding where individual class members are. And you're willingness to give that time to play out. And not feel like you have to cover everything in the lesson. It's all about what we're doing here, being centered on individual class members. Individual people in their struggles, their testimonies and their view and you can create some of these, I've written case studies and role plays and stuff like that, which really get to the heart of that. And it's a pretty helpful with youth particularly. The play at that level of intimacy in the classroom setting. Awesome. I love that scenario for sure. So I'm sure there's a lot of leaders out there, especially that the poor listener. I know many people are listening as they jog around the treadmill and they're thinking, I can't write now. But definitely something to revisit and maybe listen to this episode again. But I just think the leader is like, man, this is really helpful. How do I jump into this and really get good at this interview style? If those who really want to take this seriously as a skill, it requires practice. We view inflection when some note taking or some journaling.

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So try it out. And then see how it works. And be quite intentional about what you're doing. And then right after you've tried it out, maybe that evening or that afternoon, reflect on it. Take out a piece of paper and think about now, what was my intention here? What was I trying to do? And how did it go? What went well, what didn't go so well. And kind of process that. And then what are you going to do next? What do you want to keep doing? What do you want to sustain? What do you want to stop doing? And what do you want to start doing? That simple reflection on the event on the effort will be so much about you getting better. Military does this all the time. It's called an after action review. But it's a way of refining and getting better at any skill you want to do. And so that's the key. You got to take it seriously. You got to practice. You got to be intentionally, but a review, follow up. Think about what you did and learn from it as you go forward. Yeah. Well, Dave, I can't thank you enough for not only this conversation, but the tips and encouragement you've given me is to be a better interviewer. And I hope that I'm not there yet. I haven't arrived. It's a work in progress. Nobody has. I look forward to your emails, encouraging me. Hey, maybe try this or that. That didn't work or you should have dugged in there or whatever. But what's ahead of you now? You're hitting on a mission. We're heading on a mission to Hawaii. I know. Wow. Vacation mission. Somebody's got to do it. And we fortunately got called and really feel honored to be able to serve. You know, we were talking again to a friend of mine who's just a devout, wonderful Christian guy, and we were talking about who knows that we've been preparing for years to kind of go on a mission. And so now it's come.

And he has an interesting way. I mean, he and his wife were very engaged in their own Christian fellowship and his methodists, and he, we visited together a couple of weeks ago and spent about four or 5 days together as they were completing their Appalachian trail hike and he said, you know, this is such an opportunity for spiritual entrepreneurialism. Wow, that's a term I haven't heard before. No, we don't hear the gospel. Pretty much root top down here. And so I thought, well, spiritual entrepreneurs and I thought more and more about that as we talked about the things that might, I might do to contribute to my the opportunity couples to serve a mission. And it's quite different. Often then goes for young elders in. The opportunity for you to create defined and create meaningful ways to provide service. Based on your own capacities and your own clinicians is truly spiritual entrepreneurialism and so I'm looking forward to kind of experiencing that. And as I finished a vacation, I read a book called being mortal by Ethel, it's called guani. Is it just a wonderful author? And he talks in being mortal about caring for the aged and steps we go through and even going into taking care of people who die and in the first sleep report chapters. He talks about the changes in mental outlook that older people go through and these are people like myself who are retired and are now going on a mission. He says your perspectives change and you get closer to the end. And you value closer relationships. Family, close ones at school, sometimes it's so hard for some to go on missions is that they value those close relationships. And we're also seeking to make a meaningful contribution. And I think that's what we're going to try to do on our mission is new relationships with people that hopefully will become close and see if we can't make a meaningful contribution. With this model, the 3D I model of interviewing such rich content, so much to think about. As you've developed the skill of interviewing of really making deeper connections with individuals, which is synonymous with leadership. How does that make you a better disciple or follower of Jesus Christ? When you know I've spent my whole career, all of my adult life, is everything people. That's what I've done. It's been a rather wonderful meaningful career. And part of that comes from our religious orientation. We believe in a church, a religion that teaches us about our divine potential. As astonishing, as it is unique, the unlimited nature of our potential, that might be the reason why so many LDS are in training and leadership. Development.

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But I came across this quote that I found that I think really puts it into place. He said, it's from C. S. Lewis. He says it's possible to think to perhaps too much about our potential glory in the hereafter. But it's hardly possible for a person to think too deeply about that of his neighbor. The load or weight or burden of my neighbor's blood. Should be laid on my back, a load so heavy that only humility can carry it. The backs of the crowd will be broken. It is a serious thing to live among in a society among possible gods and goddesses. To remember that the dullest, most uninteresting person you can talk with, may someday be a creature, which, if you would see them in that fold stand, you would be strongly tempted to worship them. All day long we are to some degree helping each other those dimensions. It is in that light of these overwhelming possibilities. With which we should stand in awe in circumspection, proper to them. We should

conduct it in all our dealings with one another, old friendships, all love, all plays all politics. There are no ordinary people. You have never met or talked to a mere mortal, but it is immortals that we joke with, work with. Mary snub, exploit, does not mean we have to be perpetually solemn. We must play, have merriment, that kind, in fact, various kind, which exist between people who have found at the outset that take each other seriously. No flippancy, no superiority, no presumption. And our charity must be real and costly love. With deep feelings for the sinner in spite of the love and feelings for this and in spite of that we love the sinner. No mere tolerance or indulgence or parodies where flippancy, Paradise, merriment. Next to the blessed sacrament itself, your neighbor is the holiest object presented to your senses. You know, we really need to value this and others and that perspective to see others as God sees them and see their potential. That lifts new as a disciple of mix them. It's the highest level of being a personal contact. And that concludes this throwback episode of the leading saints podcast. That concludes this episode of the leading saints podcast. We'd love to hear from you about your questions or thoughts or comments. You can either leave a comment on the post related to this episode at leading saints dot org or go to leading saint dot org slash contact and send us your perspective or questions. If there's other episodes or topics you'd like to hear on the leading saints podcast, go to leading saints dot org slash contact and share with us information there. And we would love for you to share this with any individual you think this would apply to, especially maybe individuals in your word counsel or other leaders that you may know who would really appreciate the perspectives that we discussed. Remember, solve the burden of meetings by visiting leading saints dot org slash 14 and getting 14 days access to the meetings with saints, virtual library. Yet came as a result of a position of leadership, which was imposed upon us by the God of heaven who brought forth a restoration of the gospel of Jesus Christ, and when the declaration was made, concerning the all and only true and living church upon the face of the earth. We were immediately put in a position of loneliness. The loneliness of leadership from which we can not shrink nor run away. And to which we must face up with boldness and courage and ability