

Resource Guide

for

LIVE AS A LEADER

Inspiration and Tools to Transform Yourself, Your Team, and Your Life

By

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Hello,

Thank you for downloading this guide.

You're likely here because you don't like writing in your books, or you're an Audible or Kindle kind of person. Whatever reason, we're glad to have you here and especially happy to see you rolling up your sleeves to do this work.

We've designed this so you can do your work in this guide right on your computer. If printing is your preference, that's great, too.

You'll find all of the exercises from the book included in this guide, along with the corresponding page numbers from the book.

Enjoy your journey!

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You will find this exercise on pages 11-12 of your book:

Reflection: The Box of Life

Below, think about your own experiences with others at work, whether they're members of your team, colleagues, or peers. Answer the questions below to reflect on this concept of the Box of Life.

The Box of Life

What are one or two recent examples when I've become frustrated or impatient when others don't do things "my way"?

Is it fair of me to think others should do things my way? Explain.

How will understanding the Box of Life help me to better lead others?

What is one opportunity I have right now to apply the Box of Life in an employee situation?

You will find this exercise on pages 16-17 of your book:

Reflection: Who Needs Positive Feedback?

Below, take a few minutes to think about your team or others you work closely with. Isolate one person you can acknowledge for good work. Then, plan out a conversation using the notes provided, and have the conversation.

Who Needs Positive Feedback?

1. Select an employee on your team (or someone you work with closely) who is overdue for some positive feedback from you.
2. How will you deliver the feedback (email, phone, handwritten note? Privately or publicly? “On the fly” or in a scheduled conversation?)
3. What specific examples will you cite about their effective behavior or performance?
4. What is the positive impact of their behavior or performance on the team, the organization, or customers?
5. What is a question you can ask to engage the person in conversation about their behavior or performance?

You will find this exercise on pages 20-21 of your book:

Action Step: Interview Your Team

One-on-one conversations are one of the best ways to create alliances, forge connections, and build relationships with your team members. Over time, these conversations with each individual enable you to learn and understand what makes them tick, where their passions and strengths lie, and how they can contribute to the team according to their unique talents, perspectives, and gifts. Most important, they help you learn how you can be the best leader for each unique person on your team.

The action step on the next page provides a set of questions to ask each team member in a private conversation. You can use all of the questions, a selection of them, or add your own. Even if you already have regular one-on-ones with your team members, make this interview a “special” meeting. Frame it up for them simply as a chance for you to get know them better and learn how they see the operations of the team.

During the conversation, remember to “let them hold the ball” and do the talking while you “peel the onion” with your questions. Also, ask follow-up questions that come to mind as you listen to understand their perspectives and points of view.

Be sure to take notes along the way as well. These interviews will provide you with a lot of good information that you can put into action.

Interview Your Team

1. What do you like most about your work?
2. What do you like least?
3. What are some things I most need to know about you?
4. What are you passionate about?
5. What are your dreams and goals both personal and career?
6. What is working well on our team?
7. What is not working well on our team?
8. What are your suggestions for how we can make these things better?

You will find this exercise on pages 27-30 of your book:

Reflection: Common Skills of an Effective Leader

Let's be clear about something. We're not saying your technical knowledge and skill aren't valuable when you become the leader. In fact, your technical expertise can be the very thing that helps you to coach, guide, and grow the members of your team.

What we are saying is that to be effective as leaders, we need to learn and develop additional skills and behaviors in order to get the results we desire from our teams. The good news is, leadership is learnable. It's not rocket science. Effective leadership is about taking what's common sense and turning it into common practice. For example, it's common sense that people want to be treated respectfully. Treat people respectfully. It's common sense that people need to know clearly what's expected of them to be successful at work. Set clear expectations.

On the following page, you'll find a selection of common skills, behaviors, and characteristics that enable you to engage people effectively to get desired results. Read each statement and rate yourself on how effectively you demonstrate this in your role as a leader. As you rate yourself, take stock of where your strengths lie and where you have opportunities to improve.

Rating Yourself

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

- | | | | | | |
|--|---|---|---|---|---|
| 1. I understand that everyone comes from a different place—with different skill levels, experiences, perspectives, preferences, etc. | 1 | 2 | 3 | 4 | 5 |
| 2. I treat people respectfully at all times. | 1 | 2 | 3 | 4 | 5 |
| 3. I'm humble as a leader—I know "it's not about me." | 1 | 2 | 3 | 4 | 5 |
| 4. When I'm frustrated, I manage my emotions. | 1 | 2 | 3 | 4 | 5 |
| 5. I ask questions to involve others in problem solving and decision making. | 1 | 2 | 3 | 4 | 5 |
| 6. I listen to people when they speak—not just to hear but to understand. | 1 | 2 | 3 | 4 | 5 |
| 7. I set clear expectations with others. | 1 | 2 | 3 | 4 | 5 |
| 8. I routinely communicate priorities and performance metrics. | 1 | 2 | 3 | 4 | 5 |
| 9. I coach my employees to help them learn and grow. | 1 | 2 | 3 | 4 | 5 |
| 10. I provide positive, reinforcing feedback when things go well. | 1 | 2 | 3 | 4 | 5 |
| 11. I provide improvement-oriented feedback when people are off track. | 1 | 2 | 3 | 4 | 5 |
| 12. I recognize and reward employees for the good work they do. | 1 | 2 | 3 | 4 | 5 |

You will find this exercise on pages 36-38 of your book:

Action Step: Get Feedback

So many things demand your time and attention, and unfortunately, the task side of your role can often prevent you from doing justice to the leadership of your people. It's time to make a conscious, intentional effort to swing the pendulum toward growing and developing your skills as a leader.

Begin the process by getting feedback on your leadership from your team. If your organization offers a 360-degree feedback tool, work with your human resources team to get a 360 going for you. If you don't have access to a 360, here is a highly effective exercise that works the same way.

We call this exercise "Keep, Stop, Start." It involves asking your direct reports to answer four simple questions (which you'll find on the next page). Just follow these steps:

1. Copy and paste the questions on the next page into a blank document.
2. Communicate to your team that you are going to ask them to participate in an exercise to give you anonymous feedback. Let them know that the purpose of the exercise is for you to get honest feedback about your leadership—what's working and what's not.
3. Send an electronic copy of the document you created to each of your direct reports. Ask them to answer the four questions, then print the document. Provide a way for them to deposit the document anonymously (e.g., have them put it in your physical mailbox or give it to someone outside the team who has agreed to collect the documents for you).
4. When all documents are in, read them. Look for the common themes that are coming up under each question. Make note of the top two or three themes for each question in an action plan for yourself.
5. Share your action plan with your team. Hold a team discussion or one-on-one discussions to get their reactions to your plan. Discuss ways they can hold you accountable.
6. Modify your plan as necessary, given their additional feedback and reactions. Share the plan with your boss. And begin working your plan!

Keep, Stop, Start

1. What do I do as a leader that you like and want me to KEEP doing?
2. What do I do as a leader that you don't like and want me to STOP doing?
3. What am I not doing as a leader that you want me to START doing?
4. What else would you like to share about my leadership and me?

You will find this exercise on pages 47-48 of your book:

Reflection: Your Best Coach

“Coaching is unlocking a person’s potential to maximize their own performance. It’s helping them to learn rather than teaching them.”—Tim Gallwey

Most if not all of us, somewhere in our past, have a “best coach.” Those great coaches leave us clues as to how we can slow down to be effective as leaders.

Who was your best coach ever? Think back over your life. Hopefully, in your work, you had a boss who was a great coach for you, but your best coach might have been a sports coach from high school, a debate or forensics coach, a mentor, counselor, parent, teacher, choir director, friend, family member, or pastor.

Who was your best coach ever?

Now, with your best coach firmly in mind, consider this question: What did your best coach do (specific behaviors) when interacting and communicating with you?

On the next page, brainstorm answers to this question. Try to come up with three to five answers.

My Best Coach

What did your best coach do (specific behaviors) when interacting and communicating with you?

You will find this exercise on pages 55-58 of your book:

Action Step: Model Your Good Values

We have talked about the importance of leaders seeing people as people, taking time to understand them, how to energize them positively, and how to lead them best. We have discussed the distinction between leading and doing, and how leaders need to take a step back, trust others to do the work, and use their own technical expertise to guide and grow their teams. These are all ways to slow down to speed up.

We also believe it's important for leaders to ensure that their words and non-verbal actions match up. Are they saying they have an open-door policy, but their closed-off demeanor and hurried actions communicate the opposite message? Do they claim to care about people but become noticeably frustrated when personal situations impact the ability to get work done? Your people will notice the disconnect. That's why leaders need to model their values and intentions.

When we work with leaders, we share a set of guiding principles of leadership that we ask them to keep in mind and to begin modeling in their actions. In fact, these principles are woven into the fabric of what we do and the process we use. These principles speak to the character of the leader. All three take patience and time to develop into habits. They are also three areas where it's easy to stumble into a misalignment of word and action if we're not careful.

Be Kind – Many leaders think that kindness will diminish their ability to be effective. However, kindness does not mean being a pushover or a doormat. Successful leaders understand being kind, pleasant, or affable to their employees will encourage and motivate them to be far more productive. It is also one of the least expensive, least time consuming, and simplest ways to make a positive impact as a leader.

Show Humility – Leaders who are humble do not believe they are the smartest or most talented people in the room. They do not live as if it's all about them or that they're perfect. Instead, they recognize, as a leader, they have both strengths and weaknesses. In fact, they not only have weaknesses but can also acknowledge mistakes and even own up to them. True humility also means putting others in the limelight rather than yourself, which is far more appealing than arrogance.

Show Tolerance – Remaining calm when things are not going well, remaining patient when people make mistakes, accepting that people are different, and having grace under pressure are hallmarks of a strong leader. Tolerance means accepting other people for who they are, including their strengths and weaknesses. People respond better when leaders are calm and don't become emotionally intolerant.

On the next page, consider these three principles as potential areas to model good values as a leader. Answer the questions related to how you can practice kindness, humility, and tolerance, then for the next three days, practice the actions you select for yourself in all of your interactions at work and home.

These principles will require you to slow down. You will need to think about them and remain mindful in order to practice them, but we're confident that they will help you be even more effective with others.

Model Your Good Values

1. What is one way you can practice kindness in your interactions and communication with others over the next three days?
2. What is one way you can practice humility in your interactions and communication over the next three days?
3. What is one way you can practice tolerance in your interactions and communication over the next three days?

You will find this exercise on pages 64-67 of your book:

Reflection: What Are Your Expectations?

Expectations for your team come from a variety of places. A job description, for example, is a set of expectations for a particular role. Your organization's values often drive expectations for how we want people to behave and operate as they do their work. Goals are also a category of expectations that identify specific performance objectives or targets, which often reach beyond the day-to-day activities and responsibilities of a person's role or job function.

When we first start to help leaders think about and clarify their key expectations for their teams, we share with them a simple framework. We find this framework helps leaders to brainstorm the different types of expectations that are important for high performance on their teams. The framework also helps them sort and organize their different expectations.

This framework includes three categories that signify three high-level areas of workplace performance: 1) Conduct (behavior), 2) Attendance (time) and 3) Performance (standards). We believe that every expectation we have as leaders falls into one of these three categories. They are listed below with examples:

1) **Conduct: Workplace behavior, including personal and interpersonal interactions.**

- ✓ *"Members of our team do not talk about others behind their back."*
- ✓ *"Do not use profanity under pressure."*
- ✓ *"Treat everyone with respect."*

2) **Attendance: Time-related expectations for being at work (attendance) and being on time for work-related functions (punctuality).**

- ✓ *"Arrive no later than 8:00 am."*
- ✓ *"Put in at least eight hours a day."*
- ✓ *"Arrive at meetings on time."*

3) **Performance: Expectations related to standards—completion of work; adherence to procedures; efficiencies; and quantity, quality and timeliness of work.**

- ✓ *"Meet all deadlines or talk to the person you're accountable to if a deadline needs to be changed."*
- ✓ *"Continually look for and suggest ways to improve our processes."*
- ✓ *"Do what you say you'll do—follow through."*
- ✓ *"Dedicate time each week to work on your long-term goals."*

Depending on how your team operates, you may find that some of these categories are more relevant than others. For example, in today's workplace, many leaders and organizations are more flexible regarding time than in decades past; the members of your team may not have specific starting times each day. Yet, you probably have time-related expectations of your team that still fall into this category, such as being on time for meetings or communicating to the team when they'll be out of the office.

Using this framework, begin the process of brainstorming your key expectations for members of your team in each of the categories. Start with any category you like and move about freely. This is simply a brainstorm to get the ideas of your key expectations “out on the table.” Later, we’ll show you a way to refine the set of expectations, involve your team in the process, and begin using the newly minted expectations with your team.

What Are Your Expectations?

- Conduct (behavior)
- Attendance (time)
- Performance (standards)

You will find this exercise on pages 73-75 of your book:

Action Step: Create an Expectations One-Pager

An expectations one-pager is a document that clearly lays out the most critical expectations you have for members of your team. Think of the one-pager as a list of ground rules or operating principles. It's like the constitution for your team.

You can organize your one-pager using our three categories from before—conduct, attendance, and performance—or you can organize it using another framework that already exists in your organization, such as your company's list of values. An important consideration as you create your one-pager is to keep it focused. Your team members aren't going to be able to remember 27 expectations. Your job is to focus the one-pager on the critical few. A maximum number of five to seven expectations is a good target for your one-pager. If you divide it into three categories, for instance, you'll have no more than two to three expectations for each category.

Here's how to build an expectations one-pager:

1. Revisit your earlier brainstorm of possible expectations you might suggest for your team. On the next page, refine the list to include only the most critical few expectations in each category.
2. Type up a draft of your one-pager and share it with your team. Discuss it. Hear their feedback, questions, and ideas for improving the clarity of the expectations.
3. Modify, adjust, and revise the one-pager based on team feedback.
4. Roll out and publish the one-pager.

Once you publish your expectations, that's only the beginning. Be sure to develop ways to keep them alive and top of mind for yourself and everyone on the team. Develop systems for yourself to track and monitor your key expectations. Revisit the one-pager regularly and revise it as needed. Treat it as a "living document."

Developing and discussing an expectations one-pager with your team is also an excellent time for you to get more clarity about what they expect from you as their leader. Ask that question during your discussions and incorporate those additional expectations as a separate list within the document.

My Expectations One-Pager

You will find this exercise on pages 82-84 of your book:

Reflection: Your Leadership “Home Base”

As you think about your own leadership, identify whether you lean more toward accountability or more toward inspiration. “It depends” is a common answer when we pose this question, but as we said, each of us tends to lean toward one or the other. It’s our starting point. Our home base. Your answer will reflect your most common tendency.

Consider your preference for accountability or inspiration: How is it expressed in what you say or do? What is the risk of leaning more toward your preference? What does the other style offer that you need to provide as a leader?

When we do this exercise in groups, we invite everyone who feels they lean more toward accountability to go stand at the right side of the room and those who lean more toward inspiration to stand at the left side of the room. Typically, it’s about a 50/50 split. One style isn’t better than the other—we need both. It’s helpful to know your default position, so you can work to develop the appropriate counterpart of leadership.

For this exercise, the next page is split in two. On the left side, write down all the things you do to hold your team accountable. Then on the right side, write down all the things you do to inspire your team.

When you are done, look at the page. Are both columns roughly equal, or is there an obvious imbalance? If there is an imbalance, you know you have work to do to bolster the style that’s falling short. Brainstorm some additional things you could do to enhance this style and bring the two into balance.

Balancing Accountability & Inspiration

Ways I Hold My Team Accountable

Ways I Inspire My Team

You will find this exercise on pages 98-101 of your book:

Action Step: Have the Conversation

Think of a situation with a team member where an expectation is not being met, or there is an opportunity to re-set or clarify an expectation.

Using the Coaching for Improvement planner, prepare your “script” for your conversation with your team member. After you complete your script, role-play the conversation with your own leader or a trusted colleague to practice and refine your approach. Then have the conversation!

Coaching for Improvement Pre-Planner

What is the general issue or topic for this conversation?

For *State the Facts*:

<p>What are the factual observations? <i>I've noticed...</i> (actual behavior)</p> <ul style="list-style-type: none"> • • • 	<p>What is the expectation? <i>The expectation is...</i> (desired behavior)</p> <ul style="list-style-type: none"> • • •
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What is the **impact** of the actual behavior (for Ask and Listen)?

What is the possible **consequence** if no change in behavior (for Ask and Listen)?

What is your **positive intent** for the other person through this conversation (for Ask and Listen)?

You will find this exercise on pages 111-114 of your book:

Reflection: Your Problem-Solving Teaching Style

Part of our mission is to deconstruct, demystify, and bring greater clarity to problem-solving and decision-making—so we can help our teams do it better.

Below, we've compiled thirteen elements that can help you, as a leader, increase your effectiveness at building strong problem-solvers and decision-makers around you. Some of these elements you are probably already using. We think you'll discover some new strategies as well. Read through the list of ways to create the conditions and opportunities in which you can help others grow, learn, and develop as problem-solvers and decision-makers.

To foster a favorable workplace climate:

1. Leaders **PATIENTLY ACCEPT** that employees have different levels of skill in problem-solving and decision-making—for some, these skills must be cultivated and developed over time.
2. Leaders **INVOLVE** their employees in the process of problem-solving and decision-making, rather than doing it all for them.
3. Leaders **EMPOWER** people to solve problems and make decisions—they give employees explicit permission to do so, even setting the expectation that problem-solving and decision-making are parts of their work.
4. Leaders **CREATE A SAFE ENVIRONMENT**, where employees can experiment, take risks and try new ideas and approaches.

To develop other's capabilities:

5. Leaders help employees **BUILD EXPERIENCE** by delegating and assigning new tasks and projects that expand employee skills and responsibilities.
6. Leaders **ASK QUESTIONS** of employees to stimulate their abilities to think analytically and creatively.
7. Leaders encourage employees to **ENGAGE OTHER PEOPLE** (beyond the leader) in their problem-solving and decision-making efforts.
8. Leaders **OFFER TRAINING** that builds employees' skills and knowledge, as well as specific training that strengthens critical and creative thinking.

To model effective problem-solving and decision-making:

9. Leaders **MANAGE THEIR OWN BIASES** and assumptions in the face of problems to avoid limiting the problem-solving process.
10. Leaders **CLARIFY THE CURRENT STATE** (the real problem) and **THE DESIRED STATE** (end goal, outcome, objective) up front.
11. Leaders clearly **DEFINE THE CRITERIA** for solving problems and making decisions—they detail relevant constraints, must-haves, resources, time requirements, strategic requirements, organizational values, etc.
12. Leaders intentionally **COMMUNICATE DECISION-MAKING RIGHTS**, so in each situation employees understand how decisions will be made and who has the authority to decide.
13. Leaders **FOLLOW UP** on problems and decisions to support the process, foster persistence, ensure accountability, and encourage continuous learning.

Considering these thirteen elements, complete the two self-reflection questions on the next page. Your self-assessment, through the lens of these thirteen elements, gives you a starting point for how you can strengthen your team and others as problem-solvers and decision-makers. You'll also find that many of these thirteen elements are baked into the problem-solving process we'll dive into in the next section.

Your Problem-Solving Teaching Style

1. List two elements that are strengths for you. Describe why they're strengths:

You will find this exercise on pages 121-125 of your book:

Action Step: Putting Problem-Solving into Practice

CIDER as a process and framework for problem solving is just the beginning because it's simply a high-level outline of steps for solving problems. So the question now is: How can we actually put CIDER into practice? We have a tool for that.

This is a very versatile tool. It's a tool you can use on your own, when coaching another individual through a problem, and even with a group. You can also share this tool with team members to enable them to do problem-solving and decision-making on their own to develop their capabilities. On the following pages, think about a problem you're currently trying to solve in your work and develop an action plan for addressing the problem. Another option is to use the worksheet with someone else to help guide them through their own problem-solving process.

Worksheet for Problem Solving and Decision Making

Identify and briefly describe a problem you are currently trying to solve in your work.

You will follow the Cider process below to address your problem.

C- Clarify the problem

I- Identify ideas and possibilities

D- Decide on actions

E- Execute the plan

R- Review and evaluate outcomes

C - CLARIFY the Problem

What's the Current State (problem statement)?

What's the Desired State (goal statement)?

What do we already know about the problem?

List everything we know to completely and objectively unpack the situation.

Sample Questions

- What are the known facts?
- When/where did this happen?
- What have we tried?
- What happened from those attempts?
- What obstacles are in the way?
- What will happen if we don't solve it?
- Who needs to be consulted or informed?
- What don't we know about the problem that we need to know?

I - IDENTIFY IDEAS and Possibilities

What are all the ideas and possible solutions/actions we might consider?

(Brainstorm freely. Involve everyone's perspectives and ideas. Don't analyze or criticize.)

D - DECIDE on Actions

What are the pros and cons of the ideas and possibilities?

Who will be impacted, and how? Who needs to be informed and/or consulted as a result?

Which ideas will we try?

E - EXECUTE the Plan

Who will do what and by when?

Who is the final decision maker?

R - REVIEW and Evaluate Outcomes

What is our follow-up plan?

You will find this exercise on pages 135-137 of your book:

Reflection: Trust Models

Deep trust in someone—that they have our best interests at heart—is not something we give out lightly. It’s an honor that is earned through time, actions, and intent. But when we put our trust in someone, they become a model to us for how to act for others.

Think of a person from your life that you trust deeply. It could be a parent, a close friend and confidant, a sibling, or a historical figure like Gandhi or Mother Theresa.

What makes this person trustworthy? What words do they say? What actions do they take? What big and small steps have they taken to earn your trust?

Write down these qualities below, so that you can incorporate them into your own behavior.

Trust Models

You will find this exercise on page 140-143 of your book:

Action step: Your Trust Quotient

So, how well does your team trust you? This can be a hard question to answer—people don't usually tell us flat out whether they trust us or not. But we can get a sense of it from the interactions we have with others.

Think about your team members. Which ones do you think trust you the most? How can you tell? Which ones do you think trust you less? How can you tell?

On the next page, we took the nine ways to kill trust, and we flipped them into constructive behaviors. Think about someone on your team with whom you'd like to build trust and rate yourself on each of the behaviors. Identify two or three behaviors that you can enhance in your relationship with that person and begin practicing them immediately and consistently with this person and the rest of your team.

One final note: If you need to, make an apology. Your team member will be quicker to trust your new efforts if you share that you know past behaviors didn't express your values and that you are now committed to new ones. And if you apologize, do so sincerely the first time: You can't go back to the "apology well" more than a few times before it loses all effectiveness.

Stick to your new behaviors for the sake of your integrity and the potential for trust to be regained.

My Trust Quotient

1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Always

1. I follow the same rules I hold this person to.
1 2 3 4 5
2. I use “we language” when talking to this person.
1 2 3 4 5
3. I speak positively about this person in front of the team.
1 2 3 4 5
4. I speak positively about my boss and other parts of the organization in front of this person.
1 2 3 4 5
5. I show gratitude toward this person.
1 2 3 4 5
6. I follow up and circle back with this person.
1 2 3 4 5
7. I follow through on promises I make to this person.
1 2 3 4 5
8. I am consistent in how I approach this person.
1 2 3 4 5
9. I apologize to this person when I make a mistake.
1 2 3 4 5

You will find this exercise on pages 163-164 of your book:

Action Step: Using the Mediation Meeting Planner

In this exercise, select a current workplace conflict that two of your employees are having with one another. Select a situation where you can help resolve this conflict by having a mediation meeting with these individuals. Use the Mediation Meeting Planner as a template to prepare for and conduct the meeting. Alternatively, if you don't have a situation with others but a conflict of your own, use the planner to plan out how you'll have that conversation.

Remember, practice your plan so you can use it. Steer toward using the cognitive approach. Always keep in mind that conflict doesn't have to be a nasty drag-out issue. Recognize that it can simply be a situation where people or teams don't seem to be in alignment about an issue, process, or situation, but they can work through it to reach a better situation.

Mediation Planner

Refer to pages 158-160 in your book for notes about each of the steps below.

1. Welcome and Purpose	
2. Meeting Agenda	
3. Establish Ground Rules	
4. Create Dialogue	
5. Each Person Share Story/Experience	
6. Work Toward Agreement	
7. Close the Discussion and Follow Up	

You will find this exercise on pages 173-174 of your book:

Reflection: The Rational Change Model

The lesson of the Rational Change Model is that organizations, departments, work groups and segments throughout will move through a predictable evolution, and they will need to continuously change in order to survive and thrive. The same is true on your team. Leaders at every level play a central role in the successful implementation of changes, both big and small, within the segment of the organization that they lead. But first, you have to discover what phase of the model is driving change within your team. Note that you will likely be in all three phases in different ways at any one time. Your team may be bringing on a new team member (getting started), refining a procedure that needs to work better (building momentum) and brainstorming a new service or product (reinvention). All of these activities bring change, and all of them are intended to solve some sort of problem.

Below, think about your team right now, identify examples within each area on the Rational Change Model and get clear on the problem that change is intended to solve.

Your Team and the Rational Change Model

What are examples of Getting Started in your team? What are the problems those changes are striving to solve?

What are examples of Building Momentum in your team? What are the problems those changes are striving to solve?

What are examples of Reinventing in your team? What are the problems those changes are striving to solve?

You will find this exercise on pages 185-186 of your book:

Action Step: Applying the Emotional Change Model

Think about a change at work that's impacting you right now, one that you are struggling with or haven't fully accepted yet.

Below, answer the series of questions to examine the change that you're experiencing through the lens of the Emotional Change Model and to plan your next steps.

Navigating My Own Change

1. What is the change I am thinking of?
2. What stage am I in regarding this change?
3. What can I gain by supporting the change?
4. What if I don't go along with the change?
5. What one to two strategies can I implement to minimize my resistance and move toward Beginnings?
6. What support will I ask my leader to provide?
7. How might I benefit if I implement my strategies and seek support from my leader?

You will find this exercise on pages 193-195 of your book:

Reflection: Write Your Legacy

There's no better way to focus yourself and determine what you want out of life than by considering your limited time here on earth. Death is a topic that pertains to us all, and we all benefit when we contemplate our legacy from time to time.

There are techniques to snap ourselves out of our daily routine and consider our larger mission and goals. A public display called the Before I Die Wall is a global art project that helps passersby reflect on their mortality and what matters most. It encourages anyone to write on a mural what they want to do with their life. Another way to reflect is at a Death Café, where people gather to eat, drink tea, and discuss death. It's a franchise of cafes that put a twist on the traditional coffee shop. Instead of wasting time on your laptop at a Death Café, you contemplate your own mortality. To date, there are nearly 5,000 Death Cafes around the world.

The Death Cafe format was started by Jon Underwood, who quit his job in London to spread the message of living life to the fullest by thinking about death. His movement exploded to more than a dozen countries with more than 1,000 gatherings. In a tragic twist of fate, Underwood died suddenly in the summer of 2017 from a brain hemorrhage caused by acute promyelocytic leukemia. His death was unexpected, or as unexpected as can be for someone who thought about death frequently. His leukemia had not been diagnosed. He was forty-four and the father of two children.

In a message on DeathCafe.com, Underwood's wife Donna Molloy reflected on the meaning through the pain. "He lived every day reflecting very consciously on the fact that none of us know how long we have and focused completely on being present in, and making the most of, every minute," she wrote. "We all know this on some level and try and act accordingly, but it's so easy to forget. Easy to lose sight of the bigger picture and get caught up in the minor detail. He pulled off that challenge so many of us can only aspire to, of truly appreciating what we have. This was how he lived his life, and through his work, he helped so many others to live this way too."

"You know you have a certain time left, and then the question is, *What is important for me to do in that time?*" Underwood said in 2014. "That's different for everyone, so talking about death, for me at least, is the ultimate prioritization exercise." When we forget that, we stop really living our lives.

For this exercise, try to write 200–500 words in the third person that reflects on your accomplishments, what you stand for, and your legacy as a leader—both at work and beyond in your other roles. What would others say about you? What would you want to say about yourself?

My Legacy

You will find this exercise on pages 199-201 of your book:

Reflection: How Far You'll Go

We've all come a long way.

One way to see the potential in where you can go is to see how far you've already come. If you've already proven that you can grow in your career, why stop now? And it's never too late to reinvent yourself.

Looking back at our own quarter-century together at Living As A Leader, we're grateful for the opportunity to have made positive differences in people's lives. We're proud of helping companies succeed and provide livelihoods for so many families. Looking back at these accomplishments and milestones along the way reminds us of what we're capable of, and how our journey takes time to unfold.

At Living As A Leader, we have a Monday morning stand-up meeting every week. It's a lightning round of sharing what we did over the weekend, along with the priorities for the coming work week. In a steady-progress-over-time fashion, we've learned wonderful things about our team members. We've learned who they are and what makes them tick. This weekly practice of ours also serves as a reminder that life unfolds in days and chapters, and we need to pause and take stock of our progress—even on a busy Monday morning.

In this reflection, take a moment to write down some of the most meaningful milestones and accomplishments of your career. While new job titles and promotions may come to mind first, think of the quieter moments when you received a note, an email, or a word of affirmation or gratitude from someone you impacted. Think of the projects where you went above and beyond and the times you proved something to yourself and everyone around you. Think of the days you felt most fulfilled even if you were busy and stressed. Especially think of the times you overcame fear and self-doubt.

After writing down these bullet points, read over them and see how far you've come. And recognize that you've earned it.

Your Career Milestones

You will find this exercise on pages 208-210 of your book:

Final Reflection: Where Are You Now?

As we said at the outset, developing good leadership takes time, dedication, and practice. Throughout this book, we've invited you to think about and act on a wide array of leadership skills and strategies. We've asked you to see people as people, listen, get feedback on your leadership, be a coach, ask better questions, set clear expectations, help people through change, and finally think about your legacy. Though we near the end, the leadership journey continues. It's a lifelong pursuit that never ends until you step off the path.

As this leg of your journey nears completion, it's time to check in on your willingness and skill level as a leader, as they stand today. On a scale from one to ten (ten being highest), answer for yourself these two questions:

At this point in your journey, how willing are you to be a more effective, competent and confident leader? What's your number? Write it down.

What's your current level of ability (skill level) as a competent and confident leader? Write down your number:

Compare these numbers to your benchmark from the introduction. Through this book, has your willingness to grow as a leader decreased or increased?

In addition to your willingness, how's your skill level as a leader now? Higher or lower? As we work with leaders, it's not uncommon that their growing awareness of the skills they need to lead effectively leave them feeling, at some point, like they have more to learn than they thought. While this awareness can feel disheartening, as they continue the work, their skills grow and strengthen. Their competence and confidence grow as they practice their leadership skills. How would you rate your skill level right now as compared to your benchmark score in the introduction?

Before we take any journey, it's good to know where we're starting from. These numbers give you some sense of where you are now. On the following page, reflect on how far you've come – and where to go next.

Where are you now?

You will find this exercise on pages 211-213 of your book:

Action Step: Planning the Next Journey

Research shows that one of the most enjoyable parts of travel is simply planning your trip. Yes, the process of booking flights, making hotel reservations, and creating itineraries can actually be one of the best parts of the journey. Why? Because it creates anticipation, a powerful emotion that signals that the experience is just beginning. It shows that the adventure is a process that unfolds with distinct stages, rather than simply a place to be dropped into. Dreaming about where you will go — or where you *could* go — also helps you think of possibilities beyond the everyday routine.

How much more rewarding would our careers be if we embraced the process in the same way?

In this reflection, think of your career as that journey. Think of what most fulfills you. Think of your personal mission statement. Think of how you can best carry out your calling. Think about the ways you want to lead and influence others. Think about the ways you want to contribute as an individual.

This is something we can all do, even if you already feel fulfilled in your current role. All of us at Living As A Leader continue to have discussions about our next opportunities for growth and development after a quarter century together. Recently, we've discussed how we're intrigued by the idea of providing a framework for individuals in the leadership development space to start and grow their own firms. Who knows where this will go?

Just as if you were planning a trip, you can start by daydreaming and letting your mind wander. Picture yourself in a new setting where your unique skills, talents, and traits are best utilized. Career-wise, this is your dream destination. Pay special attention to what makes you feel most fulfilled and what you can bring out in others. See yourself thriving in this role and living up to your full potential...and helping others do the same. What does that look like?

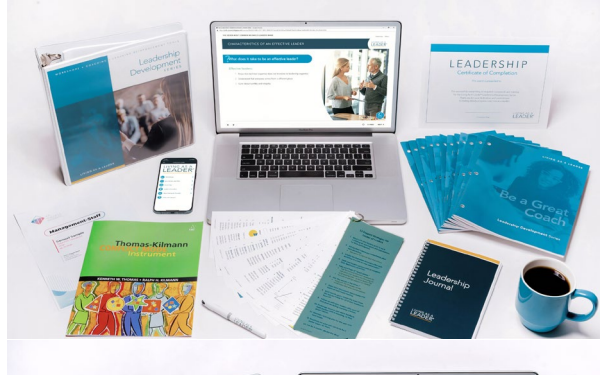
Next, think about what steps you need to get to this destination. Just as travel requires the planning of buying tickets, making reservations, and the time it takes to get from point A to point B, movement in your career needs the same level of deliberate attention. Think about what steps you need to take in the next days, months, or years to get to where you want to arrive.

On the following page, sketch out a road map with all the milestones you'll need to achieve along the way to arrive. Plan your first few steps; set some goals and completion dates for yourself.

And remember to enjoy the journey.

Your Next Journey

You did it! Nice work getting through these *Live As A Leader* exercises.
Can we help you with anything else on your journey?



Our comprehensive leadership development program is designed to equip all leaders in your organization with the language, skill, and approach to maximize the performance and fulfillment of your employees.

Talk with us about how our team can help!

Prefer to bring leadership development into your organization yourselves? We've packaged our program so you can deliver it by certifying your own facilitators.

To learn more about Living As A Leader and our products and services, please visit livingasaleader.com.

You can also visit livingasaleaderonline.com where you'll find a number of free online resources.

Prefer a conversation? Click on the *Contact Us* button at the bottom of our website. We look forward to talking with you!