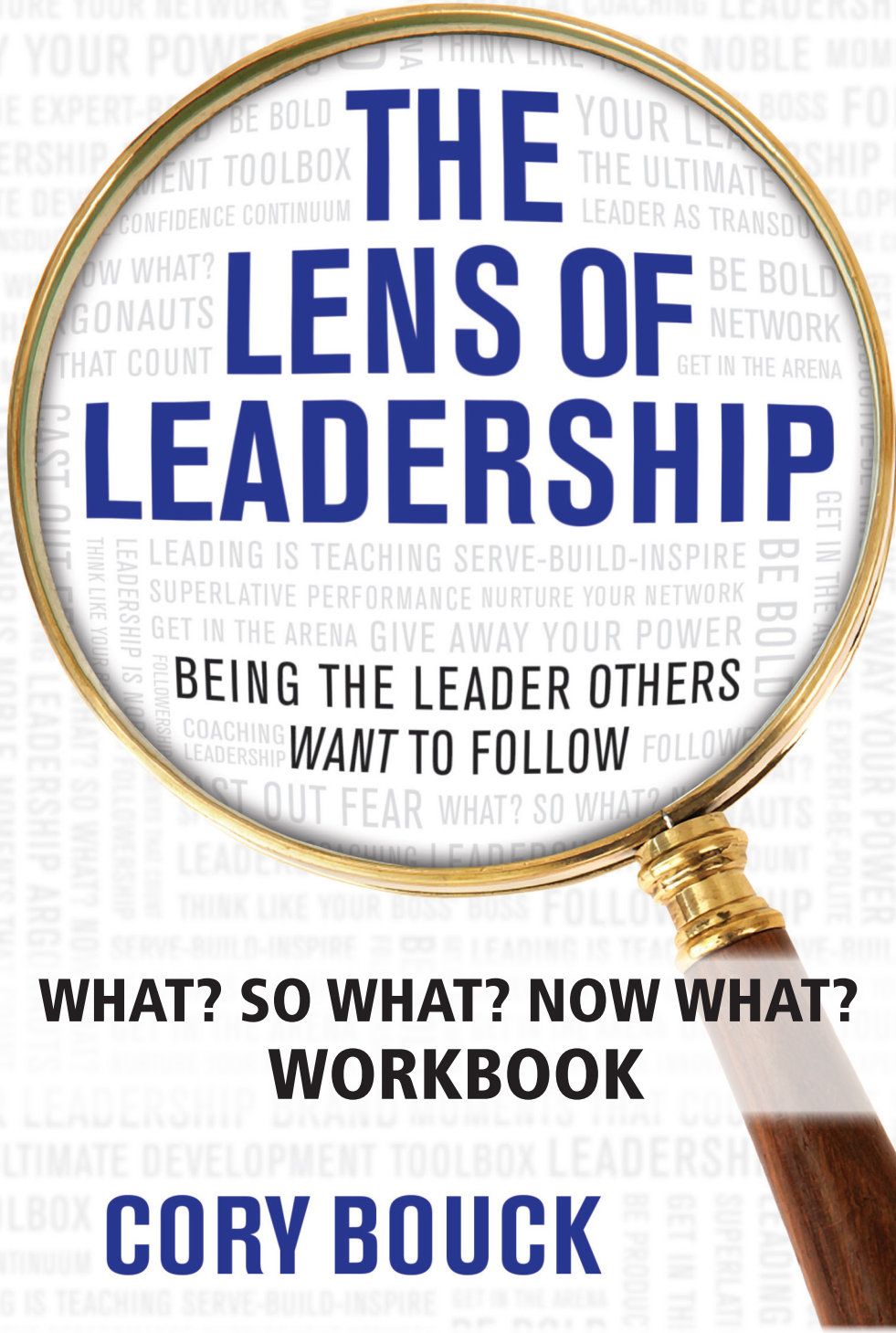


"Cory Bouck distills the lessons of his own impressive experience into practical insights that will help individuals and organizations make the most of their leadership talent."

– John R. Ryan, President & CEO, Center for Creative Leadership



THE LENS OF LEADERSHIP

BEING THE LEADER OTHERS
WANT TO FOLLOW

**WHAT? SO WHAT? NOW WHAT?
WORKBOOK**

CORY BOUCK

HOW TO USE THIS BOOK TO IMPROVE YOUR PERFORMANCE AND DELIVER WORLD CLASS RESULTS

This book is structured as a handbook. It is a toolbox that will help you apply its lessons in your daily life to achieve improved performance and deliver better results.

The first tool is called an **Impact Map**.¹ It was developed by Dr. Robert Brinkerhoff, Professor Emeritus at Western Michigan University and an internationally recognized author and leader in training evaluation and effectiveness. His Impact Map process and tool are for both the learner and the learner's supervisor to use. They create alignment—a “line of sight”—between what will be learned in a class, a conference seminar, or by reading a book, and the expected better on-the-job behaviors.

The Impact Map also connects those behaviors to the improved individual and team results the learner should expect to deliver. It explains the positive contribution that those individual and team results will have on the organization's goals and metrics.

An Impact Map also acknowledges that what happens in the learning event is *only the beginning* of converting the new learning into improved performance. There also must be several opportunities to practice and *apply* the learning.

The second tool is the “**What? So What? Now What?**” section at the end of each chapter:

“**What?**” summarizes the key takeaways from the chapter.

“**So What?**” explains the application and impact of the “**What?**”

“**Now What?**” is where you should *write out your own customized personal development plan*, including the additional formal learning and social learning you will need from colleagues, teammates, and mentors, and the experiences you will need to convert your “Ah-ha!”s from this book into improved performance and better results.

I have also included a **resource section** at the end of each chapter with some of the best thinking on that chapter's subject. Some of the recommended books are fictional pieces of literature that teach the chapter's lessons in a format outside of the business non-fiction category. These give you the option of blending self-improvement with an exciting tale.

IMPACT: CONVERTING THE READING INTO BETTER RESULTS

I have provided you with an Impact Map worksheet in this section. If you include your manager or a mentor in the creation of your own Impact Map, you will be much more likely to achieve success.

¹ Brinkerhoff, Robert O. and Anne M. Apking. *High Impact Learning: Strategies for Leveraging Performance and Business Results from Training Investments*.

HERE'S HOW IT WORKS:

The most important lessons from this book are in the far left column (A). You and your leader should discuss and come to agreement on which two or three of those lessons, if adopted and applied, would make the biggest impact on your development at this point in your career.

You and your leader should agree on two or three specific situations in which you will apply the lessons you chose from column A. Then in column B, you specifically describe the different behaviors you will demonstrate that people should notice on the job.

To the right, in column C, you and your leader detail the benefit the different behaviors will have on team or unit results in the context of your team's annual initiatives or strategic goals. Describe this benefit in specific, preferably quantifiable, terms of project goals achieved, dollars saved, sales won, or relationships strengthened.

Then, connect your metrics in column C to the broader organizational metrics in D that will be affected—even distantly—by your improved impact on your team's results. Will your improved impact increase the top-line sales number? Will it drive efficiency, quality, or safety metrics? Bring the company closer to achieving an internal employee development goal?

Take the time to connect the lessons in the book (A) to how you learn those lessons to drive results for your organization (D) and you have the action plan for increasing your impact!

AN EXAMPLE

Take a look at the completed Impact Map in Figure 1 on page 4. This person has introduced her manager to this book and to the idea of using an Impact Map as part of her development plan. After reviewing column A and this book's Table of Contents, she and her manager discussed her most important development opportunities for the next twelve to eighteen months. They have decided that taking more initiative and strengthening her change management skills are the two most important competencies for her to work on over the next year.

In column B, she has listed the behaviors that will demonstrate her learning: initiating at least three design modifications to the upper valve housings, including the research and business case development. She will also lead a high-priority, company-wide project (the procurement and installation of a new manufacturing machine) and she will use the Six Sources model (explained in Chapter 15) to manage the change effort.

If she is successful, the valve redesigns will increase quality and reduce costs. The Bryant machine will enable an important new product offering and increase employee occupational safety. These goals for her plant are then connected to the corporate goals they will support.

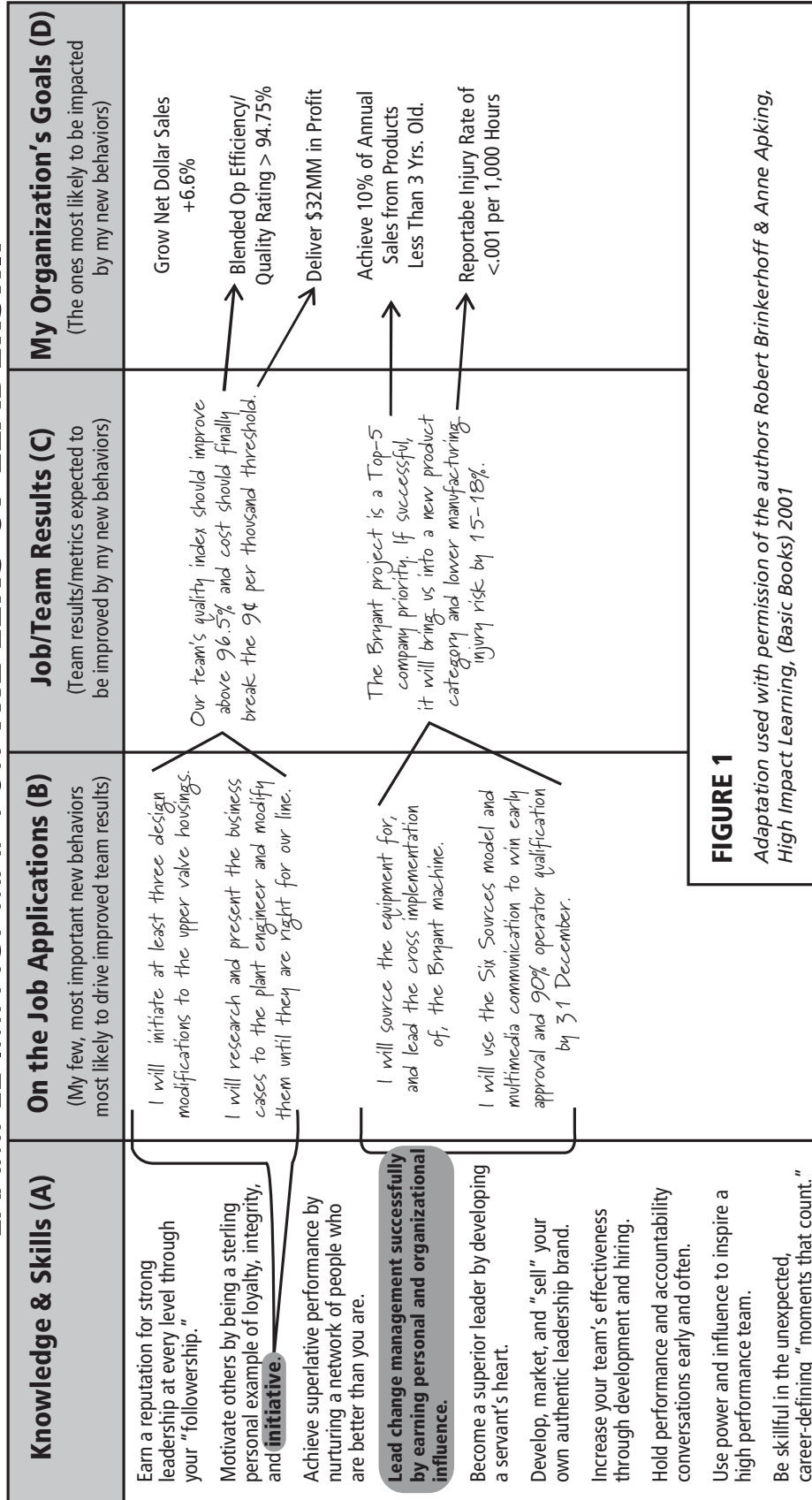
Only 10 to 15 percent of typical leadership learning gets converted into measurable, improved business results. But Impact Maps clearly connect the learning to behaviors and results. This connection enables support and accountability for both the employee and the manager. *Eighty to ninety percent of*

THE LENS OF LEADERSHIP: WHAT? SO WHAT? NOW WHAT? WORKBOOK

employees and managers who work together to create an effective Impact Map will create measurably improved results.

So now turn to Figure 2 on page 5 and take a shot at filling in *your* Impact Map. Then connect with your supervisor and introduce him or her to the concept. Review column A and the Table of Contents, and create the development plan that will help you deliver better results and grow your career as a teammate and leader.

EXAMPLE IMPACT MAP FOR THE LENS OF LEADERSHIP



YOUR IMPACT MAP FOR THE LENS OF LEADERSHIP

Knowledge & Skills (A)	On the Job Applications (B) (My few, most important new behaviors most likely to drive improved team results)	Job/Team Results (C) (Team results/metrics expected to be improved by my new behaviors)	My Organization's Goals (D) (The ones most likely to be impacted by my new behaviors)
<p>Earn a reputation for strong leadership at every level through your "followership."</p> <p>Motivate others by being a sterling personal example of loyalty, integrity, and initiative.</p> <p>Achieve superlative performance by nurturing a network of people who are better than you are.</p> <p>Lead change management successfully by earning personal and organizational influence.</p> <p>Become a superior leader by developing a servant's heart.</p> <p>Develop, market, and "sell" your own authentic leadership brand.</p> <p>Increase your team's effectiveness through development and hiring.</p> <p>Hold performance and accountability conversations early and often.</p> <p>Use power and influence to inspire a high performance team.</p> <p>Be skillful in the unexpected, career-defining "moments that count."</p>			<p>+ _____ % Net Sales, Units and/or Share Growth</p> <p>_____ % of Sales from New Products</p> <p>Achieve _____ % Market Share</p> <p>Financial: _____ % Profit Margin _____ % Return on Net Assets</p> <p>Operational: Decrease COGS by _____ %</p> <p>Human Resources: _____ % Internal Promotion Rate for Leadership Roles</p>
			<p>FIGURE 2</p> <p><i>Adaptation used with permission of the authors Robert Brinkerhoff & Anne Apling, High Impact Learning, (Basic Books) 2001</i></p>

Chapter 1—Following is the First Form of Leading

WHAT?—SO WHAT?—NOW WHAT?

What? Great leadership begins with great followership. Everyone is simultaneously in the roles of both leader and follower, and both of these roles are servant roles.

So What? You must recognize and differentiate between your obligations as a follower and a leader. You must develop the skills necessary to be successful in these paradoxically simultaneous roles. Knowing how to serve others up, down, and sideways will earn you a reputation as a powerful asset to any team.

Now What?

I will study _____
to learn more about followership.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by *(date)* _____.

Chapter 2—Being Intensely Loyal

WHAT?—SO WHAT?—NOW WHAT?

What? Loyalty is one of the most powerful levers you have in your follower role. It is built when teammates pass on decisions with an ownership mentality. It is enhanced when conflicts are resolved face-to-face at the lowest level possible. Loyalty becomes a strong cement that bonds a team when teammates “keep the faith” and trust, often in the face of less information than they would like, in the competence and good intentions of other teammates and leaders.

So What? You must examine the state of loyalty on your team. If decisions are passed on like the “damn exec!”, if teammates avoid conflicts face-to-face, and then escalate them to leaders, or if cynicism exists about team member competencies and intentions, then you must raise the conversation and confront this poisonous, damaging condition. You can be successful helping your team improve results by increasing loyalty and engagement.

Now What?

I will study _____
_____ to learn more about the power of loyalty.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by *(date)* _____.

Chapter 3—Living With Integrity

WHAT?—SO WHAT?—NOW WHAT?

What? Integrity is doing the right thing, even when nobody is watching. Your organization's reputation and success depend upon *your* actions. High integrity leads to high trust, and high trust is built upon competence as well as character.

So What? You make decisions that affect people's lives. You must, therefore, teach, model, and reinforce ethical behaviors—whether you are a follower or a leader—in order to create a high-trust, high-performance team.

Now What?

I will study _____
_____ to learn more about the individual and organizational benefits of integrity, ethics, and character.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
_____ in order to create an experience with elements/competencies that I have not yet adequately developed by *(date)* _____.

Chapter 4—Making It Happen!

WHAT?—SO WHAT?—NOW WHAT?

What? Leaders and teams need teammates who are highly-skilled, highly empowered, and autonomous. Most people vastly underestimate the power they already have. The best followers consistently demonstrate initiative; they are “low-needs” followers; and they deliver relentlessly on expectations.

So What? You must dig down deep inside of yourself and decide whether or not you will work to grow the sense of initiative that Rowan demonstrates in *A Message to Garcia* to earn the reputation as a reliable, “go-to” teammate in your follower role. You will build your career as a leader upon this foundation.

Now What?

I will study _____
_____ to learn more about initiative, resourcefulness, and self-reliance.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by (date) _____.

Chapter 5—Acting with Professionalism

WHAT?—SO WHAT?—NOW WHAT?

What? Be Productive. Be Innovative. Be the Expert. Be Polite.

So What? You must work harder than your peers to earn a reputation for being highly professional. This work includes becoming an expert beyond your years at your craft, “seeing around corners” to be ready for future challenges, communicating effectively, and working to achieve “excellence without arrogance.”

Now What?

I will study _____
_____ to learn more about career professionalism.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by (date) _____.

Chapter 6—Leading is Noble

WHAT?—SO WHAT?—NOW WHAT?

What? Being promoted to a leadership role is noble, thrilling, and satisfying. The best leaders know that in order to earn the nobility, you have the obligation to deliver better business results by serving the best interests of those you lead. To achieve that, you must get to know your team members as “whole people.” You must discover what they care about, and what they hope to become. That will require earning their trust and confidence.

So What? Now you are a formal leader. If you are to be well-esteemed, you must develop a holistic rapport with all of your team members, not just your direct reports. Your actions must consistently demonstrate that you have the heart of a servant. That mindset is the single most powerful tool you have in your leadership arsenal.

Now What?

I will study _____
_____ to learn more about skills for early leaders.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
_____ in order to
create an experience with elements/competencies that I have not yet adequately developed by *(date)*
_____.

Chapter 7—Acting Like a Leader: What Great Leaders Do

WHAT?—SO WHAT?—NOW WHAT?

What? Leaders are born *and* made. No matter what role you are in, you must learn to balance your personality, functional job skills, and the few behaviors of leadership that will make the biggest difference.

So What? Make sure you know how to apply these tools from your leadership toolbox: Power and Influence, Networking, Daily Behaviors, and Congruence.

Now What?

I will study _____
_____ to learn more about the learnable, repeatable behaviors of the best leaders.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____

_____ in order to create an experience with elements/competencies that I have not yet adequately developed by *(date)* _____.

Chapter 8—Leading is Serving

WHAT?—SO WHAT?—NOW WHAT?

What? The best leaders are the first to put themselves last. A servant leader's impact is measured by whether his or her teammates are "becoming healthier, wiser, freer, more autonomous," and are "more likely to become servant leaders themselves."

So What? You must adapt your leadership mindset to embrace the paradox of the servant leader. It is not soft—quite the contrary. It is because you care so much for those you lead that you can hold them relentlessly accountable to the highest standards. Remember, the servant leader companies in Sipe & Frick's research dramatically outperformed Jim Collins' "good to great" companies during their high-results years.

Now What?

I will study _____
_____ to learn more about servant leadership.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____

_____ in order to create an experience with elements/competencies that I have not yet adequately developed by *(date)* _____.

Chapter 9—Giving Away Your Power (to Get More Done!)

WHAT?—SO WHAT?—NOW WHAT?

What? The best leaders accomplish more by truly empowering others to get things done. They create “Strategic Teammates.” They make their “Leader’s Intent” known. They delegate. They give authority along with responsibility. And they are always open to feedback, from anyone.

So What? “Many hands make light work.” Great leadership is not necessarily doing more or working harder yourself, but allowing others to come alongside you to get the work done. Not only will your business results improve, but you will grow your reputation as an empowering leader who uses “the work” to develop the next generation of leaders in the organization.

Now What?

I will study _____
_____ to learn more about empowering those I lead.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____

_____.

And I will _____

_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by (date) _____.

Chapter 10—Building Your Leadership Brand

WHAT?—SO WHAT?—NOW WHAT?

What? In order to live your brand every day, you need to be authentically you. In order to be “you,” you need always to be in self-discovery mode and be willing to experiment. Once you know who “you” are, you have to steward your brand with the techniques and skillfulness of the best brand managers.

So What? You must use every tool at your disposal, from inside and outside your organization, to increase the candid self-awareness of your performance and perceived results in order to manage your personal leadership brand. Once you have that awareness, then shape what your brand becomes in a way that is aligned with your skills and your passions so you can be authentically you—the only “you” that you can be over the long haul of a career. Finding and living in that authentic sweet spot will enable you to over-deliver on expectations consistently across roles and organizations, earning you promotions and influence faster than your peers.

Now What?

I will study _____
_____ to learn more about successfully nurturing and growing my leadership brand.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by *(date)* _____.

Chapter 11—Recruiting and Hiring the Best Leaders

WHAT?—SO WHAT?—NOW WHAT?

What? Recruit and hire people who act as leaders *first*, and who also have the important functional or technical skills you need. Use a rigorous process to find candidates who can describe many, many examples of being learning-agile and delivering superlative results. Introduce them to your organization's culture and develop a well-calibrated gut for estimating "fit." There are no "perfect candidates," just like there are no perfect spouses. There *are* candidates who will grow to become cherished and exemplary colleagues if you choose well.

So What? You must first understand exactly what you are looking for, objectively and subjectively. Next, collaborate with your HR partner and use as many tools as you can to cast a wide net. Then narrow the field down to a great new teammate. Recruiting mistakes are costly, but you can increase your chances of success by focusing on mutual interests as you close the deal.

Now What?

I will study _____
_____ to learn more about recruiting and hiring.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
in order to create an experience with elements/competencies that I have not yet adequately developed
by (date) _____.

Chapter 12—Being “Great” Isn’t Good Enough (So Be “*Superlative!*”)

WHAT?—SO WHAT?—NOW WHAT?

What? You don’t have to be born a hyper-competitive, Type-A personality to have the aspiration and discipline to associate and compete with people who are “better” than you are.

So What? You must learn to Compete With YOU First, Get “in the Arena,” Dare Greatly, and Cast Out Fear. Then you must make consistent career choices to volunteer for and network into positions that are in the “deep end of the pool” if you are to grow your own skills quickly and broadly. Experience is the best teacher of the lessons that are the most useful and indelible.

Now What?

I will study _____
_____ to learn more about setting higher goals and becoming “superlative.”

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by (*date*) _____.

Chapter 13—Becoming Intentionally Agile: A Career is Not a Straight Line

WHAT?—SO WHAT?—NOW WHAT?

What? A career is a long string of eight to ten year periods. Do not let leadership become an “accidental career.” Be intentional and strategic about your career moves. Develop the skills of learning agility so you will be prepared for the unexpected career changes outside your control.

So What? You must remain open to signals and relationships that will influence you and lead you into the next stage of your career. Be on the lookout for ways to align your work with your skills, passions, and with what you feel “called” to do. Using the tools available through your company’s HR team and in this “Additional Resources” list will help you be more intentional and strategic about your career development, and more happy and successful in the long run.

Now What?

I will study _____
_____ to learn more about managing my career with strategic intent.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____

_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by (date) _____.

Chapter 14—Nurturing Your Network

WHAT?—SO WHAT?—NOW WHAT?

What? Your personal network will teach you more than twice as much as you will learn from traditional learning.

So What? You must “join a gang” of people who will stretch you beyond what you are today, whose skills and preferences are complementary to your own. Some of these “gangs” should challenge you with divergent thinking as well. You must both find and serve as a mentor. Playing both roles will compound your network’s effectiveness. You will be able to seek guidance from colleagues of colleagues. And you must build authentic, long-term relationships (not just collect LinkedIn contacts like points in a video game) that can benefit you through all of the seasons of your career.

Now What?

I will study _____
_____ to learn more about networking and mentoring.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____

_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by (date) _____.

Chapter 15—Navigating Change Like a Champion

WHAT?—SO WHAT?—NOW WHAT?

What? Human beings will grieve change, even change that benefits them. Knowing this will help you navigate your own personal change transitions, and the transitions you lead. How you communicate about and implement change will make all the difference.

So What? You must lead yourself and others through change gently but firmly. You can communicate in ways that reduce fears by understanding their rational and emotional concerns. By understanding the Six Sources of Influence, you will be ten times more likely to succeed in your change transition.

Now What?

I will study _____
_____ to learn more about managing “change” and transitions.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____

_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by *(date)* _____.

Chapter 16—Thinking Like Your Boss' Boss

WHAT?—SO WHAT?—NOW WHAT?

What? The followers who get promoted quickly are those who can demonstrate how ready they already are for the next role. The way to accelerate your development is to be “in the room” with people who can challenge you and teach you advanced, senior leader competencies through valuable experiences.

So What? You must volunteer for opportunities to take on extra work and extra projects for which you have some aptitude or interest. These projects will often include the opportunity to work with and/or for senior leaders. These experiences will lead you to higher levels of thinking, problem-solving, and judgment. They will also increase your network, which is another way of increasing your effectiveness.

Now What?

I will study _____
_____ to learn more about earning my way into high-level situations.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by (date) _____.

Chapter 17—Leading is *Teaching*

WHAT?—SO WHAT?—NOW WHAT?

What? In today's world, the workplace is the most important classroom, and the leader is the most important teacher. The expectations a leader sets before training and the behaviors the leader requires and monitors after the training are much more powerful than anything a trainer can do.

So What? You must take full responsibility for the training and career development of those you lead. Be a transducer who helps them convert classroom learning into on-the-job skills and improved results. Wherever your skills and passions lie, find a way to contribute to the training and learning process.

Now What?

I will study _____
_____ to learn more about my obligation as a leader to also be a teacher.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable
for _____.

And I will _____

_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by *(date)* _____.

Chapter 18—Building the Future: The Ultimate Development Toolbox

WHAT?—SO WHAT?—NOW WHAT?

What? People want a *partnership* with their leader in their career development—a partnership that helps them achieve their goals by delivering what the team and company need from them. As a leader, you have an obligation to serve them by designing a development plan that will help them succeed. Voice + an Impact Map + 70-20-10 + Six Sources of Influence = The Ultimate Development Toolbox.

So What? You must lead brutally candid dialogue about what your teammates need to learn and what skills they need to develop to achieve their deeply-personal goals. Orient your people to their individual voices; get them the skills they need; connect those skills to better results; use the business to build your people.

Now What?

I will study _____
_____ to learn more about developing the people I lead.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable
for _____.

And I will _____
_____ in order to create an experience with elements/
competencies that I have not yet adequately developed by (date) _____.

Chapter 19—Having Performance Conversations Early and Often

WHAT?—SO WHAT?—NOW WHAT?

What? Great leaders have performance and results conversations with individuals and their teams early and often. They engage in spherical coaching, seeking their own feedback from above, below, from peers, and also from vendors and other partners outside of the organization. Feedback should always connect-the-dots between behaviors and results.

So What? You must make a habit of engaging in these conversations so people always know where they stand. Ambushing someone to fire him in a conference room with an H.R. representative is unfair, and it is almost always avoidable. If you have to send a “So-and-so doesn’t work here anymore” announcement, take the time to consider what role you may have played in the person’s public failure.

Now What?

I will study _____
_____ to learn more about effective performance conversations.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____.

And I will _____
_____ in order to create an experience with elements/competencies that I have not yet adequately developed by *(date)* _____.

Chapter 20—Leading Your People to Be Like Hybrid Cars

WHAT?—SO WHAT?—NOW WHAT?

What? You can get your team to deliver better results by understanding the strengths and limitations of the fraternal twins of Power and Influence. The best leaders use all of the tactics at different times as appropriate to the situation. You as a leader cannot motivate anyone else. People must motivate themselves. By using the right tools of power and influence, you can create the conditions under which your followers act like hybrid cars, capable of recharging their own motivation batteries.

So What? In the best organizations, leaders are measured both by the results their followers deliver and by *how* the leaders get those results. If an organization focuses too heavily on just the results, it will be a dreadful, life-draining place to work and will inevitably underperform its potential. If the organization focuses too heavily on just the “how,” it will fail to deliver results and will consistently underperform until it ceases to be a going concern. As a leader, you have to find Goldilocks’ sweet spot of “just right.” Using the right blend of power and influence tools, you will create a team that delivers great results in an environment that is, itself, part of the reward of the work.

Now What?

I will study _____
_____ to learn more about power and influence.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable for _____
_____.

And I will _____
_____ in order to create an experience with elements/competencies that I have not yet adequately developed by (date) _____.

Chapter 21—Pushing Them *Beyond What They Think They Can Achieve*

WHAT?—SO WHAT?—NOW WHAT?

What? Truly high-performance teams are rare. What it takes to create one is simple, but “simple” is not “easy.” It takes a very demanding leader and self-sustaining teammates who are maniacally committed to victory, and to each other.

So What? In order to build and coach a high-performance team, you must become an “efficient sorter” of those you can help become great and those you cannot. Those who remain must be pushed to their limit—and then beyond—in order for the team to achieve its worthy, noble goal.

Now What?

I will study _____
_____ to learn more about building high performance teams.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable
for _____.

And I will _____
_____ in order to create an experience with elements/competencies that I have not yet
adequately developed by *(date)* _____.

Chapter 22—Succeeding in Moments That Count

WHAT?—SO WHAT?—NOW WHAT?

What? Our lives are filled with moments that count. These moments are a test of our skills, our nature, and our commitment to others. In most jobs, our lives are not at stake. But in this interconnected, matrix-structured world, we *do* put our careers, our livelihoods, and our self-interests into the hands of others.

So What? You affect many lives through the behaviors you model, the expectations you set, and the decisions you make. You must be ready for your moments that count by developing professional, managerial, and moral courage.

Now What?

I will study _____
_____ to learn more about being ready for “moments that count” in business.

I will reach out to _____
_____ in order to seek more insight, guidance, and advice.

I will ask _____ to hold me accountable
for _____.

And I will _____
_____ in order to create an experience with elements/competencies that I have not yet
adequately developed by *(date)* _____.