

LEADER



Personal Guide

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UNIT 1: IT STARTS WITH ME

WATCH VIDEO

You'll find the video for Unit 1: *It Starts with Me* on the main menu of your LeaderFISH! DVD. What stood out for you in the video? Write your insights in the box below.

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CONVERSATION STARTERS

1. John Gardner says power isn't leadership. How would you define leadership?
2. Rob Gregory admits that it's tempting for leaders to use "positional power" to get what they want. What percentage of your leadership style relies on the use of positional power? Why?
3. Johnny Yokoyama and his employees use words like "care" and "love." What role do caring and love play in creating a more effective workplace?
4. Johnny says he and his employees are "partners" in a common goal. In what ways do you partner with your employees?

5. When your team members or employees “boss watch” you, what do they see?
6. What attitude or quality do you have that others admire or strive to have?
7. Rob Gregory realized, “Nine times out of 10, the problem’s always been me.” Do you think Rob really believes that in nine out of every 10 situations, the other person is *not* at fault? If not, what do you think he means?
8. What does it look and sound like when a leader is emotionally committed to her or his employees?

What stood out for you in the conversation? Are there any stories or insights you might apply to your own leadership?

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“Nearly all men can stand adversity, but if you want to test a man’s character, give him power.”

—Abraham Lincoln

PERSONAL DEVELOPMENT

1. Boss Watching

Pat O’Donnell of Aspen Skiing Company says, “The world’s favorite hobby for employees is boss watching.” The minute you become a leader, every word you speak, every raised eyebrow, every smile, takes on a heightened meaning.

If you lose your temper with one employee, the whole office may wonder, “When am I going to get yelled at?” If you have something on your mind and walk past people without acknowledging them, they may worry that you don’t care about them. Every time you sincerely recognize people for their contributions, you send the message that you *are* paying attention and that you *do* care.

Because you are a leader, every day your team members invent a story about you in their minds. What do you want that story to be?

Questions:

- What if my employees wrote an article about me today in *Boss Watching* magazine? What do I think the headline and story would be? What would I like the headline and story to be? Write them below.

The image shows a sample magazine cover for "Boss Watching" with a writing area below. The cover has a purple and black striped background. The title "Boss Watching" is written in a large, white, stylized font. Below the title, it says "weekly". In the top right corner, it says "Vol. 6 Issue A3". Below the title, there are two article teasers: "Leading Through Relationships (p. 109)" and "How Well Do You Receive Coaching? (p. 132)". Below the cover, there is a large white box with a black border. Inside the box, the word "Headline:" is written in orange, and below it, the word "Story:" is written in orange.

Headline:

Story:

- Look at the self-assessment on pages 17-18. If my employees responded to the statements based on their perspective of me, on which statements would they score me higher than I scored myself?
- On which statements would they score me lower? What leads me to think that they would score me lower?
- What am I willing to do to raise those scores? How would raising my scores improve my relationships and my ability to lead?
- Rob Gregory says leaders are “infectious.” What do my team members catch from me? If it’s not the attitude I’d like it to be, what would I like to infect them with?

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Action Plan

Review your ideas and insights. What are two or more steps you will take now to put them into action? Write what you will do, when you will do it and to whom you will be accountable for doing it.

WHAT	WHEN	ACCOUNTABLE TO
1.
2.
3.

Tools, Tips and Techniques:

- Each morning write the headline you'd like your employees to write about you at the end of that day. Example: *Jane Handles Tough Meeting with Patience, Builds Consensus!* Put the headline on your desk or door and think about it during the day to focus on how you want to show up for your team.
- Each morning write down the attitude with which you want to infect your employees. Write it on your calendar. Describe the symptoms you want to see.
- Look back at the self-assessment on pages 17-18. Find one statement where you scored yourself low (out of 1 to 7) and choose to live that statement as if you were living a 7!



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UNIT 3: PLAY

Personal Learning

What did I learn in the *What Did We Learn?* section? (It's okay to read it twice, we had to.)

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4. Define the Playing Field

Aspen Skiing Company operates on the same mountains as its competitors. How do you stand out from the crowd? For CEO Pat O'Donnell, The FISH! Philosophy was a way to design a unique customer experience, to make *emotional breakthroughs* every day with its guests. "Otherwise," he says, "you're the same as everybody else."

As employees began to experiment with new ways of interacting with guests, they wanted to know the boundaries of the field on which they were playing. "I started with a relatively tight, structured playing field," Pat explains. "Those are the rules. They said, 'No, to be motivated to come to work every day, we need an expanded playing field—a little more latitude, a little more trust.'"

Pat understands that "the front lines are running the company." While it's essential that he, as leader, can call foul if they go out of bounds, it's equally important for the front line to help determine how they will

fulfill the company's goals. Employees don't have to have power over their leaders; they simply need power over the way they do their jobs. That's how you get employees motivated to create "emotional breakthroughs" with their customers.

Questions:

- Do my team and I have a playing field? What are its boundaries? What are the consequences of going out of bounds?
- How much input did my employees have in determining the boundaries of our playing field?
- What would it take for me to expand the boundaries?
- How would it help my team if they felt more "power" over the way they do their jobs? How would it help me?

Action Plan

Review your ideas and insights. What are two or more steps you will take now to put them into action? Write what you will do, when you will do it and to whom you will be accountable for doing it.

WHAT	WHEN	ACCOUNTABLE TO
1.
2.
3.

Tools, Tips and Techniques:

- If you're ever unsure about whether a playful activity is appropriate or not, ask yourself three questions:
 - Does it Make Their Day?
 - Does it help you Be There for others?
 - Does it reflect the kind of attitude you would choose if you wanted to be helpful or uplifting to someone?

These other three FISH! Philosophy practices help ensure that Play is appropriate and professional.

- Have a team meeting. Draw a big circle on a piece of flipchart paper or make a circle on the floor with paint-trim tape (the blue stuff). Discuss what is "in" the playing field and what is "out of bounds." This is one way to start creating boundaries the team can agree on and actually use.

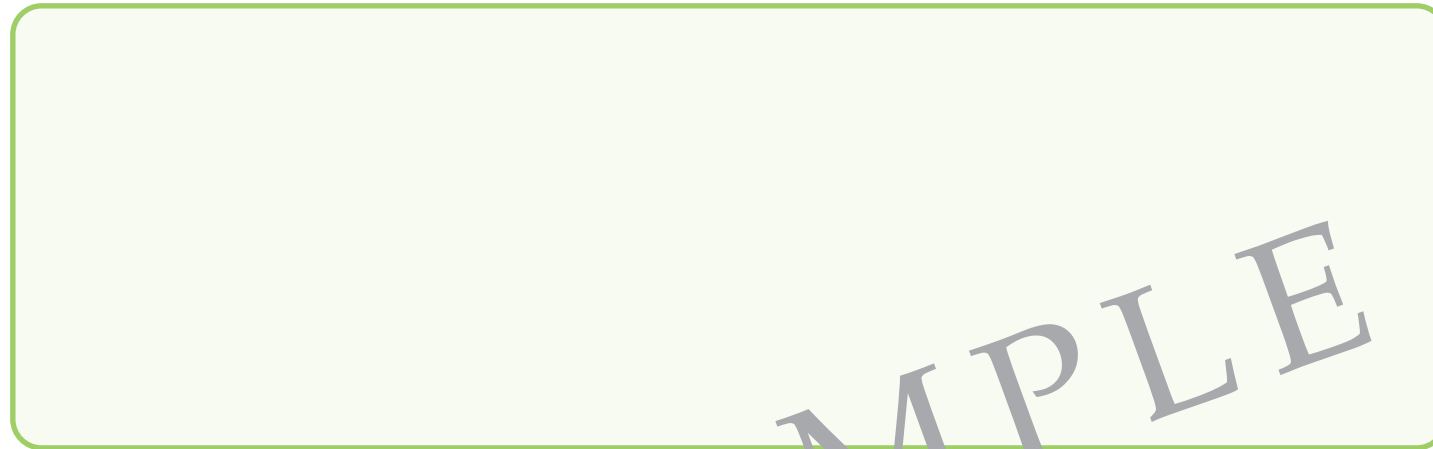


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UNIT 5: CHOOSE YOUR ATTITUDE

Personal Learning

What did I learn in the *Your Words Create Your World* section?

**3. “Forever” Relationships**

One day Greg and his seven-year-old son, David, stopped by his in-law’s house to see their brand-new car. It was a green two-door with new car smell and a temporary license taped to the back window.

It was the first new car that Larry, Greg’s father-in-law, had ever bought. They admired it for a few minutes, then Larry took down an old bike from the rafters in the garage that had belonged to David’s mother when she was a girl. David peddled down the sidewalk as Larry and Greg went inside the house.

A few minutes later David walked in, wide-eyed and pale. He said to Larry, “Grandpa, I have to show you something outside.”

David guided Larry to the new car. A long, deep scratch ran down the entire length of the driver’s door.

Tears welling in his eyes, David explained that he had ridden too close to the car. The old plastic handgrips had worn through, exposing the unfinished metal.

Larry got down on one knee, put his arm around his grandson's shoulder, looked him in the eye and said gently, "David, I'm glad you told me about this. I hope you always feel you can talk to me about anything."

"I'm sorry, Grandpa," David said.

"I know you are, David. Don't worry about it." David gave Larry a hug and ran off.

As David's father, Greg felt responsible for the scratch and apologized. "If I'd been in your shoes," he said, "I probably would have gone ballistic."

Larry spoke to his son-in-law as gently as he had spoken to David. "Cars are just metal, and they come and go," he said. "But my relationship with my grandson is forever."

Larry valued his relationship with his grandson. Because he didn't want to do anything to damage that relationship, he put great care into the way he treated it.

Leaders face the same choice. As Mark Lenz says, "I could have a flat tire on the way to work and rain on everybody's parade. Why? I got a lot to be happy about. Tire's replaceable. But a relationship—that's a valuable thing. You can't buy relationships."

Disagreements, problems and crises come and go; they are transitory, much like Larry's car or Mark's tire. But your relationships with your team—the people with whom you spend 65 percent of your waking hours, the people you depend on every day—are not so easily replaced.

Your work relationships may not be "forever," but what if you treated them as if they were?

Questions:

- If I approached my work relationships as if they were forever:
 - What kind of attention would I give people? How available would I be for them?

 - How would I react to problems and crises? How would I treat people when they make mistakes?

 - What effect might this have on employee turnover?

 - What impact would this have on our customers?

 - How would it affect the level of trust between me and my team?

Action Plan

Review your ideas and insights. What are two or more steps you will take now to put them into action? Write what you will do, when you will do it and to whom you will be accountable for doing it.

WHAT	WHEN	ACCOUNTABLE TO
1.
2.
3.

Tools, Tips and Techniques:

- For one week, before you deal with a disagreement or crisis, ask yourself: Is this problem more important than the relationships that will be affected by my reaction to it?
- When you are about to speak with a person you are upset with, ask yourself: How would I speak to this person if we were going to dinner together later tonight?