THE CROSSROAD

Servant Leadership
WORKBOOK

WHAT'S INSIDE?

Welcome to the Servant Leadership Course! Our hope is that this course will help you grow in your capacity for self-governance as you take ownership of and set a trajectory for your life.

In order to get the most out of the course, here are some things to keep in mind as you go through it:

- The course is comprised of 10 sessions, which include 1-4 lessons each, for a total of 24 lessons.

- Each lesson contains a 5-15 minute video, workbook pages with reflective questions, and additional recommended resources for digging deeper.

- There is no correct speed to go through the course, but we recommend taking it slow to provide enough time between lessons to digest information.

- Our recommended course schedules are as follows: 3 lessons per week over 8 weeks, 1 session per week over 10 weeks, or 2 lessons per week over 12 weeks.

- Expect to spend up to 15 minutes watching the instructional video and 15-20 minutes answering questions in the workbook. The workbook questions are meant to guide you in implementing the tools in your life, so answer them thoughtfully.

- If you download the workbook PDF from the course page, the question blanks are editable and can be filled in on your computer. You can also alternatively print the workbook and fill it out by hand The entire course workbook is available on the Session 1, Lesson 1 page, and each lesson page has the appropriate session workbook embeded on it.

- Most lesson pages also have a book or video listed under "additional recommended resources." We recommend picking 2-3 books throughout the course to read to dig deeper into topics that are of interest to you. The full list of resources is at the end of this workbook.

COURSE GUIDE:

SESSION ONE:
THE STRUCTURE OF LEADERSHIP AND THE FRAMEWORK FOR LIFE

LESSON ONE:
Why Leadership Matters

We all want to pursue a life of meaning. We want to be part of something greater than ourselves and see that our actions will have a lasting impact.

There are two things we need to cultivate to feel like our life has meaning: individual character and community involvement.

Individual character has to do with stewarding your internal values, talents, emotions, and ideas. It's about becoming the best version of yourself and knowing that you're bringing value to the table. But what's the point of working on yourself if you never use your skills to help others? Community involvement helps you find a shared sense of purpose by engaging with the people around you.

In fact, that's what an organization is:

> An <u>organization</u> is two or more people working together for a perceived common goal.

Your family is an organization, as is your workplace, church, sports team, and friend group. We participate in all of these organizations in order to realize a common purpose. In every organization there will be a leader who sets the tone and communicates the purpose.

There are two ways to think about leadership:

The Boss

The first way is leadership as *The Boss*: the person who makes all the decisions from the top-down. We have all experienced this version of leadership, but it can easily go awry and stifle others in the organization.

Servant Leadership

The second way of thinking about leadership is *Servant Leadership.* This is when a leader values influencing others towards a shared mission more than they value getting their own way. This view of leadership sees people as team members that work together instead of pawns manipulated by one person.

Leadership is influencing others to get There.

The mark of a good leader is the ability to cast a clear vision and communicate it effectively to the rest of the organization.

Vision-casting is not when a "leader" has told followers what to do; it's when there is a shared understanding between all participants. Whether you are a CEO, a stay-at-home mom, a pastor, or a sales associate, everyone can lead from a place of humility instead of one of pride.

- Name two to three of the greatest leaders you can think of. They can be figures from history or people you know personally. What makes them great leaders?

- What do you hope to learn in the Servant Leadership Course? Is there a particular area you would like to grow in?

LESSON TWO:
The Framework for Life

The There-Here-Path (THP) is a tool to help you understand the framework of life and get on track to achieve your goals.
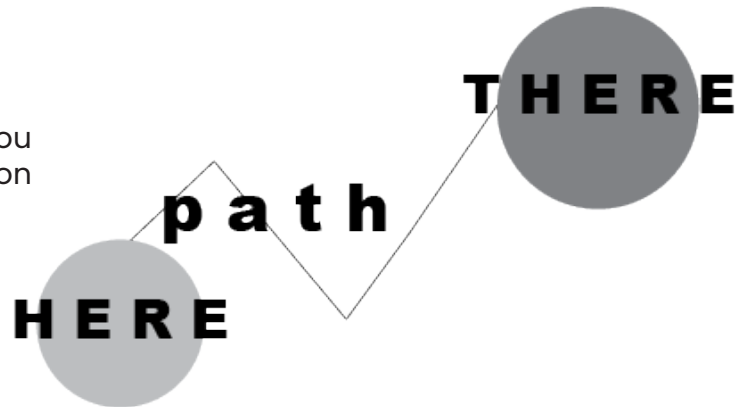
THERE is where you want to be. You can also think of this as a goal, purpose, or vision. You must have clarity on what your There is and commit to achieve it to break the cycle of unreached goals.

There
clarity
commitment

HERE is where you are currently: not just physically, but in all your present circumstances, attitudes, and relationships. This is the lens through which we view ourselves and our world. An honest and truthful assessment of our current reality gives you the best chance of reaching your goals.

Here
truth
reality

Path
act
learn
adjust

Having clarity of your There provides motivation to move along the **PATH,** where you will need to act, learn, and adjust to new circumstances as they arise. Because your Here is constantly changing, you should regularly assess your Path to make sure it is still leading you There.

Everything we do follows the structure of the There-Here-Path. Therefore, it can be applied to our personal as well as professional lives. We defined leadership as influencing others to get There, but you must be able to self-govern and lead yourself before you can lead others.

- You likely already have some goals for your life right now, whether you have explicitly set them or not. We will explore different kinds of Theres in Session 2, but what are some goals that come to your mind already?

- We have several Here tools that you will be introduced to in the coming sessions, but go ahead and start assessing your Here by considering the following categories in your life. Write down ideas concerning your role in these sectors as well as your attitude towards them and relationships within them.

  Career:

  Family:

  Friends:

  Spiritual Life:

LESSON THREE:
A Transcendent There

The There-Here-Path seems simple enough at a glance, right? We just need to know where we are and where we want to go. But there are actually multiple ways to implement this tool that will yield different results.

In this lesson, we explore three ways that the There-Here-Path can be used to facilitate purpose and discover which one is the most effective.

Problem Solving

htp

1. Problem Solving: (here-there-path)
This approach is reactive and involves responding to what feels most urgent in the moment (your Here) instead of looking ahead to the future (your There). We list the abbreviation of this approach as the lowercase htp, to remind ourselves that while this method is sometimes necessary, it should not be the default.

This method might be required when your Here is untenable and requires immediate attention to resolve. The problem is that we are prone to thinking everything is urgent. But, like the boy who cried wolf, when everything is untenable, it becomes difficult to understand what counts as an emergency.

2. Goal Setting: (there-here-path)
This approach puts the framework for life in the correct order, but it focuses on short-term goals instead of a Transcendent There. Therefore, we notate it with the lowercase thp.

Goal Setting

thp

What this method gets right is that we need to work towards something and not just away from something else. Setting goals helps us move down the Path into the future, but without a Transcendent There we are just going to chase goal after goal and never be satisfied with what we have.

The final method is what we will spend this course examining how to do well. This approach involves setting a Transcendent There for yourself, something we will do together in the next session. A Transcendent There is a vision that guides all the other goals you set.

Creative Process

THP
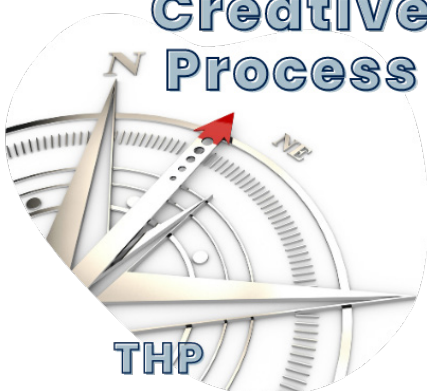
3. Creative Process: (There-Here-Path)
We call this version "the creative process" or the THP, because it is about doing/being/making something for its own end; not just to get away from an unpleasant current circumstance or to hit the next mile marker in life that you feel you should be at by now. A Transcendent There is not about reaching a finish line. It is about understanding why you make each step you do, which provides a sense of satisfaction in fulfilling a personal mission.

- We will go through the process to create a Transcendent There in the next session, but are there any ideas or themes already coming to mind? This will not be a list of goals, but rather a personal value statement: a mission you strive to accomplish with every step.

- When you fall out of the Creative Process, do you default to Problem Solving (trying to escape your Here) or Goal Setting (chasing the next mile marker)? Why do you think you are particularly drawn to this mode of action?

LESSON FOUR:
Shaping Culture

As you might recall from the first lesson, **leadership** is <u>influencing others to get There</u>. You will influence the people who you are in community with; those who are in your organizations.

And remember, we don't use the word **organization** in just the business sense, but to refer to <u>two or more people working together for a perceived common goal</u>. You should note that this definition of an organization presumes there is always a common goal, but it leaves room for that goal to either be clearly communicated throughout the organization or left undefined and assumed.

To talk about influencing an organization, we need to talk about culture:

> A **culture** is a shared set of values and a shared language.

Just like how every organization has goals, whether defined or undefined, every organization has a culture, even if it wasn't created on purpose. Discover an organization's culture by looking at what is honored and shamed within the organization.

But what we often miss when talking about culture is that culture is a structure that was created and can be changed.

There are two primary kinds of cultures:

In a **Don't-Make-A-Mistake Culture,** team members are cautious about risk-taking because mistakes are viewed as errors someone must be blamed for. It becomes more about avoiding shame than pursuing honor, and everyone is out for themselves.

Don't-Make-A-Mistake Culture

Create-Something Culture

A **Create-Something Culture** is a "fail-fast," learning-focused culture where experimentation is encouraged. Here, mistakes are corrected and learned from, but they are not held against someone. The focus is on pursuing truth, and participants work towards something greater than themselves.

A key factor to developing a Create-Something Culture is clearly defining a purpose statement that is communicated throughout the organization and then acted upon. You can think of this as the organization's Transcendent There. This statement needs to communicate what the organization actually values, not what they want to value. In other words, this means that it should be descriptive, not prescriptive.

It takes discipline and humility to own up to your mistakes and move on from them. If your organization is currently trapped in a Don't-Make-A-Mistake Culture, you can start the slow work of developing a Create-Something Culture by communicating a common goal to all members of the team, acting on what you say you value, and publicly honoring behavior you want replicated throughout the organization.

- Name 2-3 organizations that you are a part of—such as a workplace, church, or your family—and decipher what the perceived common goal is of each organization. Are those goals clearly communicated, or are they undefined? How has that affected your experience of the organization?

- Think of an organization you admire, this is best done with a business organization, and look up its purpose or mission statement. As a consumer or bystander to this organization, do you feel like this statement is accurate, and have you experienced its effects?

SESSION ONE SUMMARY:

- **Leadership is influencing others to follow the There-Here-Path. We want to start with the end in mind. What is the There? We want our There to be transcendent. It cannotbe fully achieved in life; it is the direction we are heading. We need to have clarity of the There and commitment to get There.**

- **Our Here is our current reality. We need to know the truth of where we are now. We will often need help to discover this truth as we tend to think we are further down the road than we really are.**

- **The Path is where life happens. It requires us to Act, Learn, and Adjust (ALA). The difficulties on the Path can throw us off if we lose sight of our There, lack the energy or commitment to continue, or fail to adequately reevaluate our Here.**

- **There are two primary types of organizational culture: Create-Something Culture and Don't-Make-A-Mistake Culture. Don't-Make-A-Mistake Culture is the default, and you must be intentional about communicating your purpose statement to everyone in the organization and acting on what you say you believe to develop a Create-Something Culture.**

SESSION TWO:
Vision-Casting, Goal-Setting, and the Two Theres

LESSON ONE:
Values and Vision

A Transcendent There is a statement of your inner most Why: the reason behind your decisions. To help you narrow down what this might include, you're first going to go through a values exercise.

Defining your values, both personal and organizational, allows you to act in accordance with what you say you value. Values drive culture; they are the motivator behind all our choices. We define culture as a shared set of values and a shared language, and what we value comes out in what behavior is honored and shamed in an organization.

Start by creating your values cards from the list of values at the end of this lesson. We also have pre-made cards ready to be printed and cut out attached on the course page, or we recommend these values cards available for purchase.

Keep in mind that this exercise is very subjective. The words on the cards might mean something different to different people, based upon how you view and define the word. If doing this exercise within an organization, decide on a definition for each term before beginning.

Round One:

Go through the deck and make three piles. This may be difficult because the entire stack is a list of good things. Putting your hands on the cards and having to make a difficult choice helps bring some clarity about what truly matters to you. Sort cards into the following piles:

1. Yes, this is absolutely important to me!
2. Maybe, this is somewhat important to me.
3. No, I do not think this is important at all.

Values Exercise — YES ?? NO
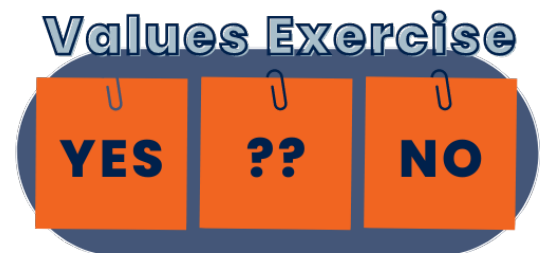
Round Two:

After going through the deck once, push aside the "no" pile and shuffle together the "yes" and the "maybe" piles. For round two, do the exact same thing with the newly mixed deck. But before you do, consider this:

Everyone claims they value truth, honesty, or integrity. But hating it when people lie to us doesn't necessarily mean we value truth. Our values have more to do with what we enact in our own lives than what we enjoy receiving from others. For example, what would happen if you have to choose between truth and harmony? Will you let some truth slide by to keep the peace? If so, you might value harmony more than truth. What are you willing to bend the truth for? The answer may point to a value you hold more deeply than truth.

In round two ask: Do I really value this? If someone were looking at my life or hearing my inner monologue, would they see evidence that this is important to me? Answer by sorting cards into "yes," "maybe," and "no" piles again.

Round Three:

After round two, discard the "no" and "maybe" piles, and, for this round, go through the remaining cards making only two piles: "yes" and "no." Keep in mind that putting a value in the "no" pile doesn't have to mean that you don't value it at all. There is a hierarchy to our values, and we want to discover our core motivators.

Before you go into round three, consider the following: We have a friend who is a dietician. Whenever a potential client comes in to meet with her for the first time, she has a conversation that looks something like this:

It usually takes at least five whys to get to the heart of the issue. The deep value and true motivation comes out after pushing through the walls we create for safety and self-preservation. The five whys help us dig through the layers and get to the core of the vision we have for our lives. In that way, vision is something we discover more than something we make up.

> **Q1:** *"Why are you here to see me?"*
> *"I want to lose weight."*
>
> **Q2:** *"Why do you want to lose weight?"*
> *"I want to look better."*
>
> **Q3:** *"Why?"*
> *"Well, I want to attract a spouse."*
>
> **Q4:** *"Why?"*
> *"I don't want to be alone."*
>
> **Q5:** *"Why?"*
> *"I want to share my life with someone."*
>
> **Q6:** *"Why?"*
> *"I want to feel loved and accepted."*

For round three of the exercise, consider "why"? Why do you have this value in the pile? Is it because your parents enforced it? Is it a relatively superficial mask for what truly matters to you? Does it nest under a deeper value? Or does it resonate with some core aspect of who you are? Ask yourself, "Is this a hill I am willing to die on?" If the answer is yes, you are getting somewhere.

After round three, get rid of the "no" pile. Then try to whittle down the remaining pile to five values. Look at the cards and figure out if one value might actually be the why of another. For example, someone may have two cards, "Freedom" and "Creativity." Which of those is the deeper value? Do you value the creative process because it is an expression of freedom, or do you value freedom because it removes the obstacle of oppression from the creative process? Many of our values nest under others.
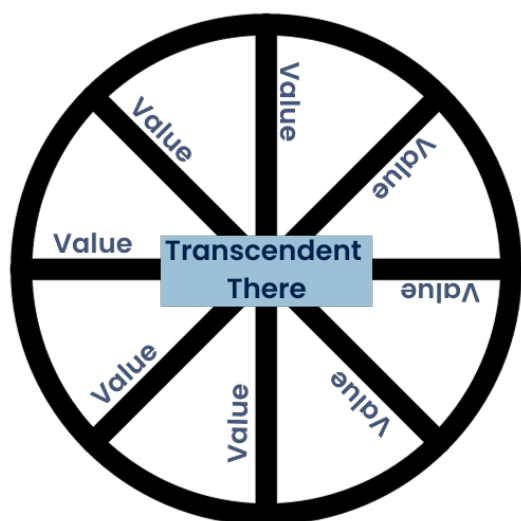
Values are the spokes of the wheel. But where do they connect? What is the vision these values are guiding you toward? If all of your values suggest a unifying theme or two, that may be an essential element of your Transcendent There.

You can develop a Transcendent There as an individual or as an organization. If you are doing both, start first with your personal There.

As you consider what your Transcendent There might be, keep the following guidelines in mind:

1. Keep it short and sweet:

Your Transcendent There should only be about a sentence long. Think of it more as a slogan than a lengthy mission statement.

2. Stay away from competition:

A Transcendent There is about being, not doing. Your ability to strive towards your There should not depend on the actions of anyone else.

3. Make sure your Transcendent There is truly transcendent:

Your Transcendent There should apply to every area of life: your friends, family, and spiritual life, not just your work. This way it can help keep you consistent throughout all areas of life.

4. Adopt a We There rather than a Me There:

We will break this down further in the next lesson, but essentially a Me There serves the individual and We There serves both the individual and the community. Your There should not just be to lift yourself up or make you look good, but it should be for the betterment of both yourself and those around you.

Lastly, remember the two keys to a There: clarity and commitment. It needs to be true (be derived from your values) and concise so that it can be easily remembered. You also then need to commit to it.

The first person you need to lead is yourself. Defining a Transcendent There and committing to pursue it is the first step towards setting yourself up for a life of meaning, posturing yourself to affect organizations, and internalizing the tools necessary to learn how to lead others.

Examples of Transcendent Theres:

- To know God, to know others, and to know myself.
- To live joyfully free.
- To love others and celebrate the good in the world.
- To hear: well done, good and faithful servant.
- To participate in the exchange of storytelling.
- To be a servant of integrity in this life.

Complete the values exercise using the list of values on the next page. Then, use this space to ask the Five Whys for your top 3-5 values and consider common themes. Finally, write the first draft of your Transcendent There.

My Top Values:

1.

2.

3.

4.

5.

Five Whys:

First Why:

Second Why:

Third Why:

Fourth Why:

Fifth Why:

My Transcendent There:

Non-Comprehensive List of Values

- Achievement/Success
- Autonomy
- Beauty
- Challenge
- Communication
- Competence
- Competition
- Courage
- Creativity
- Curiosity
- Decisiveness
- Dependability
- Discipline
- Diversity
- Effectiveness
- Empathy
- Equality
- Family
- Flexibility
- Friendship
- Freedom
- Growth
- Happiness
- Harmony
- Health

- Honesty/Integrity
- Hope
- Humor
- Independence
- Innovation
- Intelligence
- Love/Affection
- Loyalty
- Open-Mindedness
- Patience
- Power
- Productivity
- Prosperity/Wealth
- Quality
- Recognition
- Respect
- Risk Taking
- Security
- Service
- Simplicity
- Spirituality/Faith
- Strength
- Teamwork
- Trust
- Truth
- Variety

This is not an exhaustive list. Its intent is to give you examples of some types of values that different people live out of. If you prefer, you can print and cut out these cards in a document found on the course page, or purchase laminated cards here.

LESSON TWO:
Servant Leadership

Life and leadership begin with setting a vision. But what kind of vision are you setting? The fourth guideline for creating your Transcendent There in the last lesson was to adopt a We There instead of a Me There. This lesson will explore what that means in more depth and discuss how each of these Theres look when implemented into an organization.

In short, a Me There is focused on serving yourself and your individual good, whereas a We There wants to serve others and uplift the collective good.

The irony is that while a Me There wants to see yourself succeed, it actually pulls you away from pursuing your Transcendent There. It does this by making you dependent on your external circumstances to fulfill your needs, giving you less freedom and autonomy to pursue your There.

**SERVING ME   VS.   SERVING OTHERS**
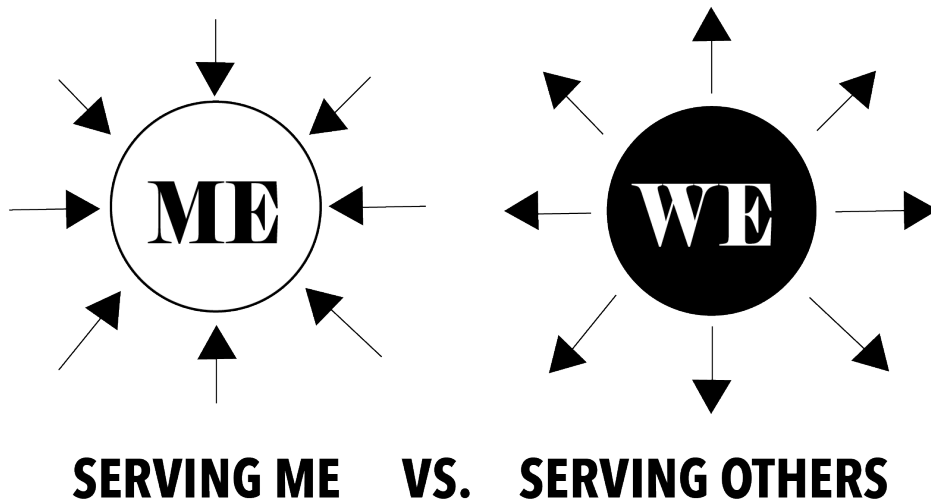
On the other hand, a We There focuses your efforts on something greater than yourself, giving you a higher purpose to work towards. A We There is always within your control because it's about stewarding your own choices, not attempting to control others and what they do. In this way, a We There leads to the freedom to pursue your Transcendent There.

Without intentionality and structures, we will always end up pursuing a Me There. Some structures that can help you pursue a We There include surrounding yourself with the right people, having accountability in community, and forming a There with concrete goals.

A Me There views leadership as a way to use others to get what I want. Therefore, when looking towards Servant Leadership, the first step is to cultivate a We There and view yourself as being part of the team.
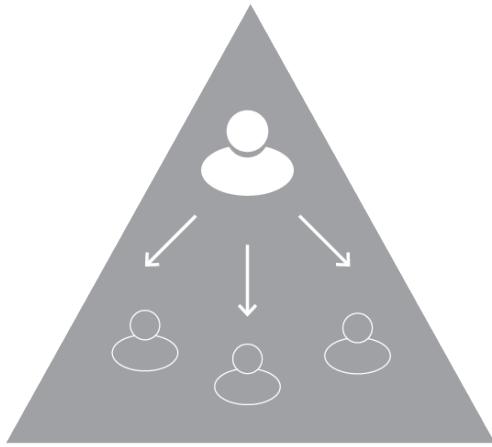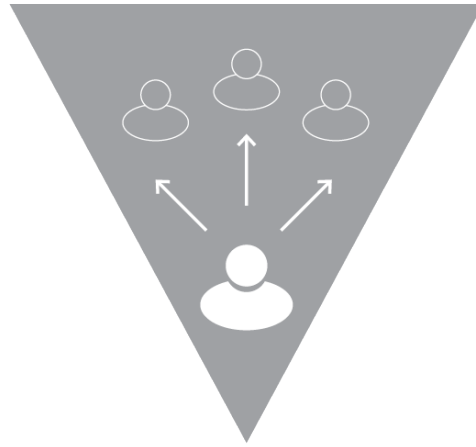
AUTHORITY STRUCTURE   **AUTHORITY IMPLEMENTATION**

The Boss

The default legal structure necessary for most organizations entails there being a leader at the top who calls the shots, or *The Boss*. The upright pyramid approach has its appropriate usages and is even necessary to some extent for the operational structure of every organization. The problem comes when the operational structure is applied to every facet and level. Then the culture becomes more about getting to the top than the intended function of the organization.

Servant Leadership is when people in this structure make a strategic, intentional choice about authority implementation. It is when those with power act out of a We There mindset, empowering others in the organization to do their best instead of making themselves look good.

Servant Leadership

The senior leader in any organization should see a core function of his or her role to be ensuring the vision is continually on the front burner, and their goal should be to have vision buy-in at all levels. It takes constant repetition to properly cast the vision. But even though it is the role of senior leaders in an organization to cast the vision, all members need to understand the vision and see how their personal mission aligns with that vision to keep them focused on the direction for the organization. A top priority for leaders at all levels is to promote and defend the culture. This is only feasible when the Transcendent There—the vision—is clear, transparent, and real. Senior leaders should also empower middle managers to be vision carriers to ensure a consistent company culture.

- Have you ever been in an organization with servant leadership authority implementation? How did that impact your experience?

- Re-examine your Transcendent There now within the context of the Me There and We There and the Two Triangles. Does your There help you live within the We There paradigm? If not, consider a change you might make to the wording of your There to help you work towards the common good.

LESSON THREE:
Nesting Theres

A Transcendent There is important because it keeps you focused on your path. However, smaller Theres (Strategic Theres, milestones, and goals) make sure that you keep heading in the right direction. Think of these Theres like Russian nesting dolls that all build on one another towards a larger goal.

First under your Transcendent There are a set of Strategic Theres. These are large attainable goals that aim you at your Transcendent There.

For example, if your Transcendent There is to "love others and celebrate the good in the world," then your strategies could be 1.) finding a mechanism for discovering good stories and sharing them with others, 2.) learning about leadership and how to effectively serve others, and 3.) developing a system for introducing good people to one another.

Now each of these strategies has a Strategic There attached to it. For example, the Strategic There for discovering good stories might be to operate a magazine that celebrates positive news. Or you could have a Strategic There to master the Servant Leadership tools to help you achieve the strategy of learning about leadership.

Your Strategic There can adjust as necessary, but your Transcendent There stays constant. Be mindful that your Strategic There is not acting on its own and is always in service of a clear Transcendent There.

After Strategic Theres are Milestones, or long-range goals that help us know if we are on track to achieving our Strategic There. Remember, as you travel down the Path you will need to act, learn, and adjust to changing circumstances and obstacles.

Finally, you will need to set Goals, which are the daily and weekly tasks that help you meet your next milestone.

When vision casting, you will start with your Transcendent There and move down to smaller goals that are all aimed at pursuing your There. But in the actual day-to-day implementation of your There, you will start with the smallest goals and work your way up.

When we set Goals—for the best chance of completing them and meeting your Milestones, which will keep you on track towards your Strategic There and ultimately help you pursue your Transcendent There—they should fulfill the requirements of being SMART goals:

S- Specific:	Your goal should be clear and free of jargon.
M- Measurable:	The completion of the goal can be empirically measured.
A- Achievable:	The outcome is within your control; your goal is practical and realistic.
R- Results-Oriented:	The activity will move you towards your There.
T- Time-bound:	There is a clear target date or deadline for completion.

For example, for the Strategic There of operating a magazine that celebrates positive news, you could make the SMART goal of writing a 500-word article by the end of the week.

- What might be a Strategic There to go along with the strategy of "developing a system for introducing good people to one another"?

Using the Transcendent There you drafted in Lesson 1 of this session, now make a set of nesting Theres underneath to help you pursue it. You can create multiple Strategic Theres, Milestones, and Goals for each There, but start with just finding one of each that nest together.

Example:
Transcendent There: To love others and celebrate the good in the world.
Strategic There: Operate a magazine that celebrates positive news.
Milestone: Have 10 articles on the site before inviting other writers to join.
Goal: Write a 500-word article by the end of the week.

Transcendent There:

Strategic There:

Milestone:

Goal:

SESSION TWO SUMMARY:

- Values are the spokes in the wheel that converge at the Transcendent There. They are revealed through what we honor and shame.

- The keys to a Transcendent There are clarity and commitment: you need to know what you want to pursue and have a plan in place to help you get There.

- Theres can fall into two categories: a We There and a Me There. A We There is the best as it is aimed at what you can do to achieve your goal and is in your control. A Me There focuses on how others' actions affect your goal and leads you into dependence on others. A Me There is the default, but it should be actively avoided.

- The authority structure of an organization needs to be top-down at some level in order to function, but the authority implementation should be bottom-up where the leader practices Servant Leadership and empowers all members to see how they contribute to the vision.

- Guided by your Transcendent There, create a set of nesting Theres, beginning with a Strategic There and followed by Milestones that measure your progress, and finally Goals that help you stay on track.

- SMART goals are Specific, Measurable, Achievable, Results-Oriented, and Time-Bound.

SESSION THREE:

METHOD AND MEANS OF LEADERSHIP

LESSON ONE:
The Five Types of Power

Power is the ability to influence others. It can be used for both good and evil, and how you influence others depends on the way they perceive you, which can be split into five categories.

The important thing to remember is that we should use our influence and power to pursue a We There, not a Me There. Don't use your power as a way to get to the top. Rather, influence those around you to work towards a common goal and flourish together.
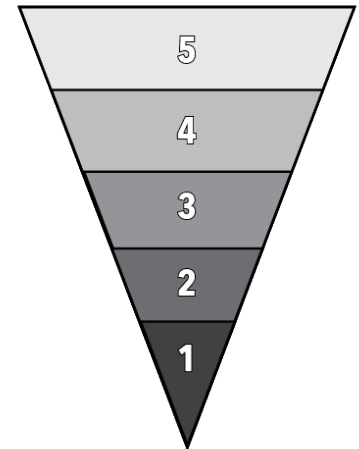
REFERENT — 5
EXPERT — 4
REWARD — 3
COERCIVE — 2
POSITIONAL — 1

Positional Power

1. Positional Power

Comes from being placed in roles that are vested with the authority to decide consequences for others. This is the most sought after but least effective influence type, because being in a position of power doesn't mean that those you want to influence will see you as powerful.

Examples: a police officer, teacher, parent, or coach

Reward Power

2. Reward Power

Comes from the ability to provide a reward that the recipient considers meaningful. Keep in mind that praise can become meaningless when it is constantly given for routine performance. We should only praise people for doing praiseworthy things and be true and specific in our praise.

Examples: teammates' cheers on the field, a teacher awarding a prize for the correct answer, a boss giving a raise, or parents extending a teen's curfew

Coercive Power

3. Coercive Power

Comes from someone's perception that you can harm, punish, or take something away from them. You gain Coercive Power by acting on what you say and will likewise lose it when you don't follow through with threatened consequences. Coercive Power can be positively developmental in the short-term, but reliance on it creates a fear-based "Don't Make a Mistake" culture that can lead to members who are more likely to pursue a There of avoiding punishment rather than the actual organizational vision.

Examples: discipline from a parent, anger from a spouse, ridicule from a friend, or a demotion from a manager

4. Expert Power

Comes from demonstrating a level of expertise in your field. You gain Expert Power by showing proficiency in a task or subject and lose Expert Power by pretending to know the answer when you don't.

Help others gain Expert Power by giving them the opportunity to display their knowledge. But set them up for success, or else they could lose power.

Examples: a well-respected professor, an experienced skateboarder who knows lots of tricks, or an older couple advising newlyweds

Expert Power

Referent Power

5. Referent Power

Comes from living in a way that others desire to follow. This is the most effective type of power, and those who have it are considered role models. It is gained by strengthening your pillars (which we will explore in Lesson Two) and lost by demonstrating poor character or choices.

Living out the values you named in the first lesson of Session Two will help you develop Referent Power. Oftentimes there's a division between what we want to value and what we actually do. But living in such a way that your actions and how you spend your time and money line up with what you say you value helps build trust with others.

Examples: a personal hero renowned for service, character, and leadership—such as a parent, mentor, or historical figure

For each of the power types, think about an area of your life (this can be in the past or the present) in which you have been given the opportunity to use this power. If you feel like you don't have a certain kind of power, consider instead who in your life has used that power to influence you:

Positional:

Coercive:

Reward:

Expert:

Referent:

LESSON TWO:
The Six Tenets of Referent Power

The foundation of Referent Power is your values. You discovered your values and created Theres in Session Two, and now you can use those values to develop Referent Power by spending your time doing what you say you value.

A person with Referent Power will know their values and live by them in a way that those they live alongside will notice. There will be congruency between what they say and what they do. All of these values are then in service to your There, which is the roof of this mental model for Referent Power.
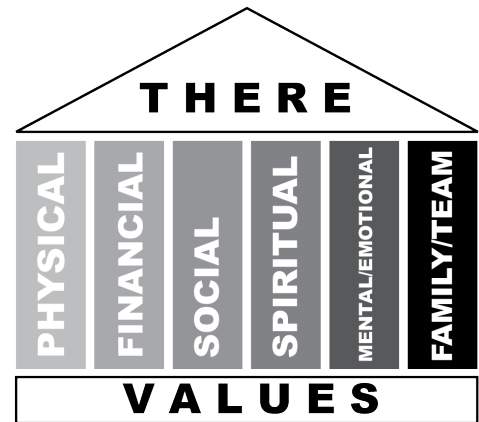
Starting with the foundation of acting on what you say you value, you can also gain Referent Power by strengthening the following six pillars, which you do by stewarding what is available to you in each area:
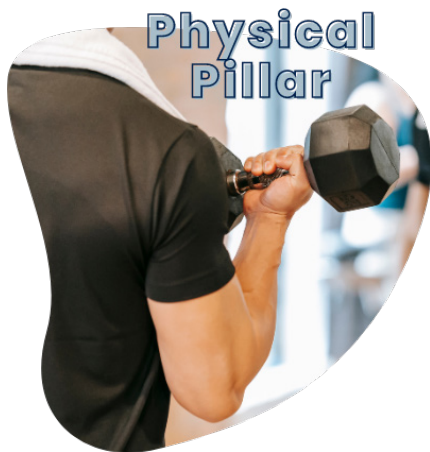
1. Physical Pillar

This is someone's first impression of you, and it often takes much time and effort for that impression to change once it's made. Your physical presentation can tell others a lot about you, so you don't want to be blasé about it. Strengthening this pillar is not about changing yourself, but about showing up as your best self.

2. Social Pillar

This is the second thing someone will notice about you when you meet them for the first time, after the Physical Pillar. Develop this pillar by learning to listen to other people and understand their perspectives. This goes beyond superficial connections and helps you get to know people at their core. A strong Social Pillar will help you develop deep relationships with those around you and understand what motivates them.

Mental/ Emotional Pillar

3. Mental/ Emotional Pillar

Having a strong Mental/ Emotional Pillar will allow you to make wise and rational decisions instead of ones based on emotions. The mental part of this pillar is strengthened by having the mindset of a lifelong-learner. The emotional aspect of this pillar involves recognizing your current reality in truth, knowing your strengths and weaknesses, and learning to see other's perspectives.

Family/ Team Pillar

4. Family/ Team Pillar

Your values don't solely show up in your individual decisions but in how you act when a part of a team as well. Strengthening this pillar involves showing kindness to others and working together instead of competing against people on your team. It requires acting out of a We There instead of a Me There mindset and managing conflict well.

Spiritual Pillar

5. Spiritual Pillar

Everyone has a Spiritual Pillar, even if they don't participate in an organized religion, because everyone trusts in something. This pillar can be defined as the source or sources of your faith, trust, hope, and love. This the pillar that can support you even if all the others were to fall away, and it gives you eternal perspective that provides a foundation for your core values and hope in times of difficulty.

Financial Pillar

6. Financial Pillar

Strengthening this pillar involves making sure you handle your finances instead of the other way around. You need to have a realistic view of your finances in order to steward them properly. Start by making sure you're saving what you can and being generous with what you have. As with everything we've discussed, stewarding your finances requires intentionality. This is a great area to turn your values into actions and put your money where your mouth is.
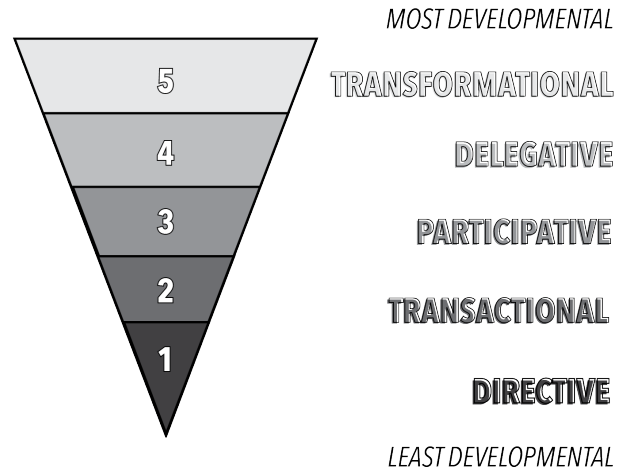
- Which pillar is your strongest? Why?

- Which pillar do you need to work on the most? Set a SMART goal towards strengthening this pillar.

LESSON THREE:
The Five Leadership Styles

Our definition of **leadership** is **influencing others to get There.** Whether or not you are in a formal leadership position, you can influence others.

The types of power discussed in Lesson One of this session are the different arenas of opportunity to influence in, and the leadership styles here are the different methods to use that influence. Each of these leadership styles has a space that's appropriate for its use, and so having all of them at your disposal will help you effectively influence others in each scenario.

MOST DEVELOPMENTAL

5 — TRANSFORMATIONAL

4 — DELEGATIVE

3 — PARTICIPATIVE

2 — TRANSACTIONAL

1 — DIRECTIVE

LEAST DEVELOPMENTAL

1. Directive Leadership

This style utilizes positional power and entails assigning a There-Here-Path (THP) to others, dictating where we're going and how to get there. Directive Leadership should be used sparingly, as it doesn't allow for others to develop a sense of ownership over the THP, but it can be used in conjunction with other leadership styles.

Use: Individuals who are new to an organization, stepping into a new position or role, or have been moved down the Freedom V (a concept that will be covered in Session Four).

2. Transactional Leadership

Leaders who use this style motivate others based on positive and negative consequences: if you do something well you'll get a reward, and if you don't you'll be disciplined. This can be a transaction of money in return for a job, but also a "scratch-my-back-and-I'll-scratch-yours" mentality with mutual benefit. This leadership style will be most effective when also connected to a transcendent There.

Use: People who need motivation, and to teach children right from wrong.

Participative Leadership

3. Participative Leadership

Leaders who utilize this style invite their subordinates to create a There-Here-Path with their guidance. Using this style recognizes that the person you're leading can handle some responsibility, and it invites them to take ownership over the THP.

Use: For those moving up in the Freedom V who can take responsibility and ownership over their There, such as a teenager learning how to drive or a new hire learning the ropes.

4. Delegative Leadership

Delegative leadership is often misunderstood as telling others what to do. However, that would be directing, not delegating. Delegating is when a leader assigns the There (or casts the vision) and gives others the task of finding the Path.

You can delegate authority, but you cannot delegate responsibility. Once the task has been delegated, the leader is still responsible for checking in on the project. The leader also needs to set boundaries that the person with delegated authority can freely make decisions within.

Use: This style is best executed in a create-something culture where participants feel safe to make mistakes and learn from them.

Delegative Leadership

Transformational Leadership

5. Transformational Leadership

Transformational Leadership relies heavily on Referent Power. It occurs when there is a common There-Here-Path between leader and other members of the organization, so a member's role moves beyond transactional engagement into doing what's best for the organization. This happens because they now have ownership over the shared vision and see themselves as stewards of it.

Use: When members have proven themselves to be capable of responsibility, to give them ownership over the vision.

- Which leadership style do you feel most comfortable using?

- Think back to the Nesting Theres you created in Lesson Three of Session Two. Pick a Goal and decide which leadership style would be best suited to getting There and determine why.

SESSION THREE SUMMARY:

- Power is the ability and opportunity to influence others, and there are five types of power: Positional, Coercive, Reward, Expert, and Referent.

- Referent Power is when someone else views you as a role model, and it is gained by having clearly defined values that you live your life in accordance with.

- Referent Power can be strengthened by building on its six pillars: physical, social, mental/emotional, family/team, spiritual, and financial.

- Leadership styles are the methods by which you influence others: they are Directive, Transactional, Participative, Delegative, and Transformational.

SESSION FOUR:

FREEDOM VS. CONTROL

LESSON ONE:
The Freedom V

The Freedom V is a mental model to help us understand the role of external boundaries and learn to govern ourselves or help someone else move towards a place of self-governance.

The walls of the Freedom V represent clear boundaries like laws, rules, and company policies. Outside the boundaries are consequences that teach you how to live within the V. The dotted V inside the Freedom V represents self-imposed boundaries. For example, if your doctor has told you not to drink more than two cups of coffee a day, that would be the hard line. But you could then place a tighter dotted-line boundary of not drinking any past 4:00 PM.
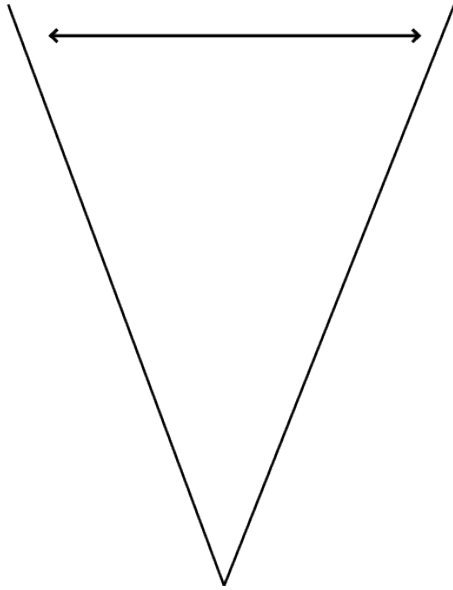

BOUNDARIES

CONSEQUENCES
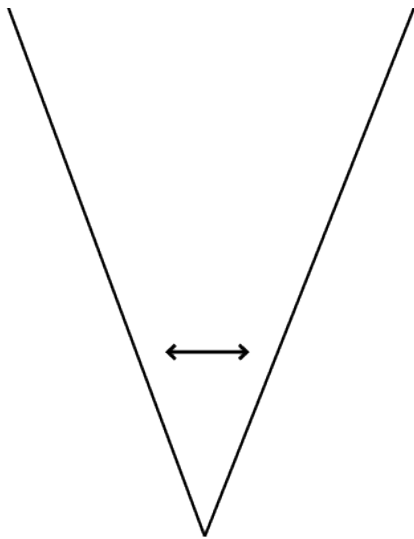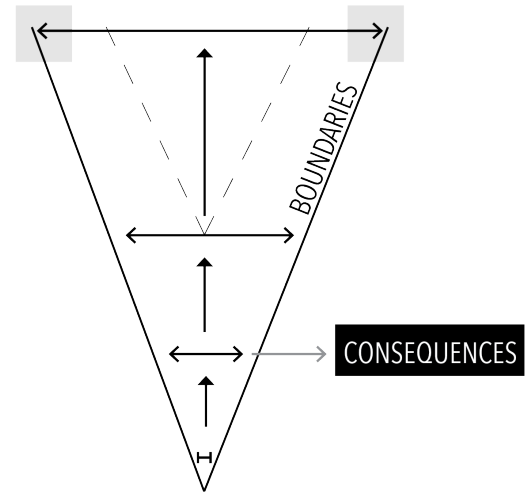
Being lower in the Freedom V means that you have tighter boundaries and less responsibility. It's important to start children here and then move them up, but many parents turn the Freedom V on its head and adapt to their children's wants, allowing them children to do what they like. When the child gets older, the parent then sees that they're not able to make wise choices and attempt to restrict a child who's used to having their own way.

The consequences for stepping outside the Freedom V are only effective when expectations are clear. For example, when a parent says, "clean your room," they probably have a different idea of what "clean" means than their child, resulting in confusion over whether the task was completed. Having clear expectations allows people to focus on creating within the boundaries rather than worrying about what may count as going too far. It also fosters a Create-Something Culture rather than a Don't-Make-A-Mistake Culture.

Adults operate in multiple Freedom Vs simultaneously and might need more direction in one area but then be self-governed in another. When moving someone down the Freedom V, clearly explain your rationale and make sure the recipient knows that this is a temporary move that can be reversed if they follow clear guidelines. When someone has proven themselves to be trustworthy and able to make good choices, it's important to move them up the Freedom V to give them the opportunity to develop their ability to self-govern.
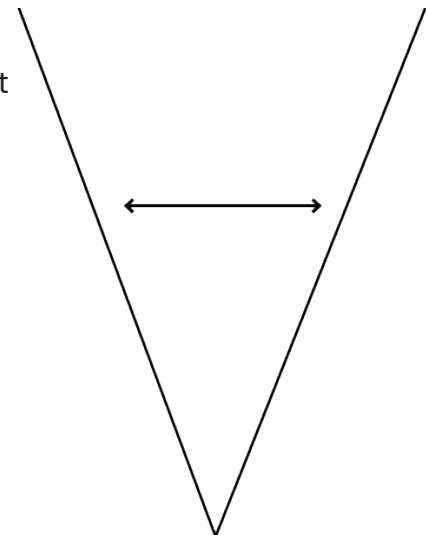
People who live at the top of the Freedom V have proven themselves to be able to set their own boundaries and understand that not every action is helpful just because the law allows it. The Freedom V we create for ourselves inside of what the law allows prevents us from slipping into self-destructive behavior. Living a self-governed life provides more opportunity to gain referent power.

The goal is for everyone to self-govern, stewarding their own boundaries within the externally imposed boundaries. As a leader, your task is to build Freedom Vs for those you lead and stick to the boundaries. However, building the structure does not guarantee that people will make the best choices within the V and may step outside of the set boundaries. You must set the boundaries but then let them make their own choices.

- Think of a time when you were moved down the Freedom V, when you had responsibility taken away from you. Did you think the change was warranted at the time? Why or why not?

- What's an example of a boundary you've placed on yourself to help you live more wisely?

LESSON TWO:
The Three Things You Can Control

When talking about influencing others, we often confuse leading with controlling, but good leaders find a way to serve others and invite them into a meaningful mission. This is accomplished in part by remembering the three things you can control:

Whom You Trust

First, we can control *whom we trust.* This can include the people we give responsibility to and also the things that we place our trust or hope in, such as God, money, or power.

You can control if you trust people with more responsibility, but, once you've made that decision, you cannot control what they do with that responsibility. What you can control, however, is how you communicate that new responsibility and the boundaries you put in place around it.

Attitude/Perspective

Second, we can control our own *attitude and perspective*. Our attitude is not something that just happens to us, but it's something we choose. Part of living out of a We There instead of a Me There mindset is understanding that you control your own perspective. You cannot control life's circumstances or the actions of others, but you can control how you react to them.

Actions/Choices

Thirdly, we can control our *actions and choices*. When mediating conflict between siblings, it's common to hear accusations like "he made me hit him" or "she made me mess up my drawing so I had to tear it up." It's easy to look at this situation and see that he has the choice to not hit his brother, even if he is angry, or that if her sister accidentally messed up her drawing she doesn't have to destroy it altogether. But we often forget this same principle in our own lives and decisions.

Poor actions often stem from a poor perspective, so you must start at the root and examine your attitude if you want to change your behavior. Sometimes certain decisions will be easier to make than others or a particular choice may be discouraged, but the choice is always ultimately ours to make.

> **The Great Paradox of Control:**
> *When you attempt to control other people's choices, the result is that they end up controlling you. As you try to get them to do what you think is in their best interest, you really attempt to take away freedom from them.*

When we leave others free to control their own actions, we are free to control ours. But when we attempt to control others, our attitude is then dependent on someone else's decisions, and we feel defeated when they don't do what we wanted. The goal is freedom for all, and the way to achieve that is to relinquish control.

- Think of a time when you tried to control something outside of 1.) Whom you trust, 2.) Your attitude and perspective, or 3.) Your actions and choices. What happened? How did the outcome make you feel?

- What's an attitude or perspective you have about an external circumstance in your life that you'd like to change? Set a smart goal to help you rewire your thought process towards this situation.

SESSION FOUR SUMMARY:

- The Freedom V is a mental model used to explain the structure by which boundaries are put in place.

- Someone lower down on the Freedom V has tighter boundaries and less choices, but they should be moved up and given more responsibility when they steward what they have been given well. However, if a boundary is overstepped, consequences will occur that may include being temporarily moved back down the Freedom V.

- Once you are at the top of the Freedom V, you should place your own inner boundaries and use self-constraint. The goal of the Freedom V is to empower people towards self-governance where they create their own guidelines within the given ones.

- The three things you can control are: 1. Whom we trust, 2. Our attitude and perspective, and 3. Our actions and choices.

- Our circumstances do not dictate our attitude or actions. We have agency over our own decisions.

- Attempting to manipulate and control others' behavior limits your freedom, as it makes you dependent on someone else's decisions instead of being self-fulfilled.

SESSION FIVE:
THE PROJECT MOOD CURVE
AND TIME MANAGEMENT

LESSON ONE:
The Project Mood Curve

To get where you want to go, you must accurately assess where you are. The Project Mood Curve is a Here tool we use to describe the moods or emotions we experience as we trek the Path from Here to There. It can be used to help determine which stage of a project you're at and anticipate obstacles.
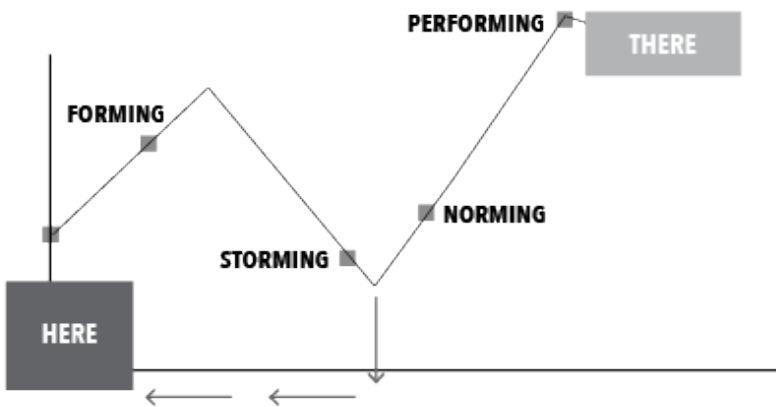
The horizontal X-axis on this graph represents time, and the vertical Y-axis is your enthusiasm or mood.

Let's go through an example Mood Curve for learning guitar:

In the *Forming Stage*, you research all the best gear and buy your supplies. There are high expectations for how this project is going to go. Anticipation builds as you think about all the songs you're going to learn.

Next comes the *Storming Stage*, where we must face the reality of what is instead of what we want to be. With learning guitar, maybe your fingers start to get sore, and you lose motivation.

In the Storming Stage, you will fall into *the Pit*. Here, you can despair at how things are going wrong, quit learning guitar, and choose a new hobby. Or you can see this as a chance to grow and pursue your There.

To get out of the Pit, we should first decide if the project is worth pursuing. Consider why you wanted to learn guitar in the first place. It is a reason that will help you get There? Remember, your Transcendent There includes personal goals as well, not just professional ones. Determining the "why" behind your action can help reinvigorate your motivation to get out of the Pit.

The Pit

Norming

In the *Norming Stage*, you will have adjusted your expectations to account for reality and are now able to move forward with clarity of purpose and action. You will act, learn, and adjust along the Path to continue heading towards your There.

For our guitar example, now you will begin to pick songs that you enjoy playing as well as some that challenge you. For the challenging pieces, you will take it slow, having accepted that it will take time and hard work to make it sound how you want it to.

Finally, you will then reach the *Performing Stage.* This is when you can play that challenging riff with ease, and you reap the fruit of all your hard work. Oftentimes, you will find that your performance is better than what you had envisioned in the Forming Stage.

When you recognize that enthusiasm is highest at the beginning of the project and that you will likely underestimate the struggles involved, you will be prepared for the inevitable twists and turns. By knowing the Project Mood Curve, we can anticipate its trajectory and choose to view the challenges as opportunities to grow, learn, trust, and gain progress toward our There.
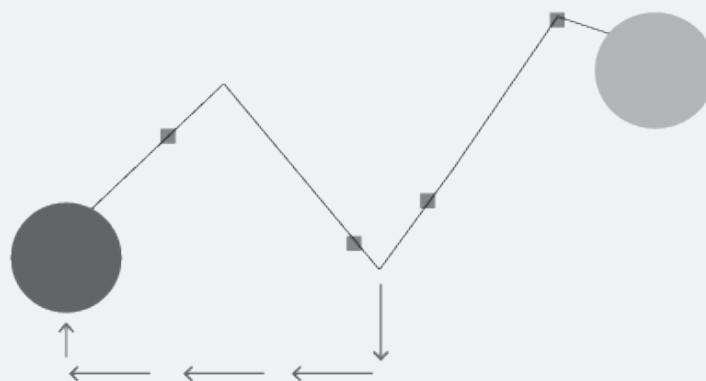
Performing

- Think of a time that you quit something. What was your motivation for quitting? How did you reach this decision?

- Pick a current project and plot where you are on the mood curve for this goal. It can be a work project, learning a new skill, or even a relationship like a marriage or close friendship.

Why did you pick that spot on the mood curve?

LESSON TWO:
Time Management

We have given you lots of tools thus far, but how can you find the time to implement them? A mantra we have here at The Crossroad is that "structure demands behavior": create the structure, and the behavior will follow. We budget our money and create a structure for how we spend it, as we understand it to be an expression of value. But what if we also budgeted our time? Budgeting your time allows you to prioritize the highest value tasks instead of what just seems the most urgent in the moment.

The time management process can be summarized in the acronym P-P-E-A: *prioritize-plan-execute-assess.*

PRIORITIZE → **PLAN** → **EXECUTE** → **ASSESS**
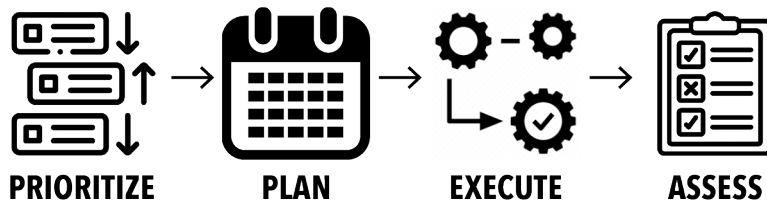
Prioritize

Prioritize:

- Decide what tasks are the most important for this week and protect and schedule time for the most important task.
- Make a SMART goal with a T (time-bound) deadline for this week.
- Decide what's the most important task to get done today and schedule and protect the time to do it in.
- Don't confuse the important for the urgent. The way to break the tyranny of the urgency cycle is to exercise our ability to choose—to decide what's important, schedule it as a priority, and do it.

Plan:

- Take the tasks that have been prioritized and put them on a calendar to schedule them for the upcoming week. This should be done in such a way as to create accountability, as it doesn't do us any good to write it down and then ignore it.
- Once you have planned your daily and weekly priorities, you can add other tasks to your calendar that are not routine or habitual.
- Writing tasks down relieves stress and gives your brain the space to think about other things instead of trying to remember it all.
- Put structures in place to avoid distraction while working on the most important tasks.

Plan

Execute:

- Starting can often be the hardest part of getting something done.
- Once you generate the willpower to start and get out of The Pit, kinetic energy is much easier to maintain.
- It is important to note that if you are in a managerial role, people are not distractions; they are the reason your job exists. This does not mean you can't have structures in place, but just that you must build in sufficient flexibility to engage with those you're seeking to lead.

Assess:

- If you set a SMART goal when prioritizing, it would have been measurable so you can now see if you met that goal.
- This is the Adjust part of ALA that allows you to stay on the Path toward achieving your There. Give yourself sufficient space to assess your Here to make the next step toward There.
- Remember, we don't assess for the purpose of blaming, as we want to build a Create-Something Culture. We assess in order to learn and adjust before we take the next action, which will enhance efficiency.

Time management will help you have an accurate view of where your efforts are going and avoid despairing in The Pit due to a perceived lack of time.

Go ahead and start putting this into practice now by completing the Prioritize and Plan steps below:

- What are the three most important tasks to complete this week?

    1.

    2.

    3.

- Out of those three, which is the most important to complete tomorrow?

- For each of those tasks, make a SMART goal for completing them that includes the time in which you will work on it this week.

For example: I will edit chapter 12 of my book from 10:00-12:00 on Wednesday and Friday, completing it by the end of day on Friday.

1.

2.

3.

- Now, in your own calendar, schedule in the time for these tasks that you've outlined in the SMART goals above.

- Finally, select two or three of the following structures that you want to put in place to avoid distraction while completing these tasks:

Use a Pomodoro Timer	*Switch up your work location for a change of scenery during your most important tasks.*
Download a distraction blocker app to your device to prohibit certain websites during work.	*Put your phone in another room*
Put on headphones or close the door to signify to others that you're working.	*Share your SMART goals with someone and have them check in at the end of the week.*

Other :

SESSION FIVE SUMMARY:

- The project mood curve is a graph used to chart the emotional cycle of any human endeavor.

- We start out excitedly creating expectations during the Forming Stage and face challenges in the Storming Stage that bring us into The Pit, where we must decide whether to quit or move forward. If we move forward, we then come to the Norming Stage where we resolve conflict and build healthy habits before the Performing Stage where we have refined our vision and goals to accurately reflect reality and work towards our There.

- This curve is a cycle that repeats over and over in every project, whether it's done as an individual or in a group. You will likely have more than one mood curve going on at a time for each project you're working on, whether it's personal or professional.

- Remember that structure demands behavior, and budget your time just like you budget your money to stop putting out fires and start working toward long term goals.

- Practice time management through the acronym P-P-E-A: Prioritize, Plan, Execute, and Assess.

SESSION SIX:
SEEK AND SHARE TRUTH

LESSON ONE:
The Moment of Truth

Oftentimes on the Path, we can lose track of the truth of our Here in the moment. The stories we tell ourselves about our reality block the truth, and it requires the help of others or a structure in our life to help us see what's really going on. The Moment of Truth tool is useful to help people clarify their Here and embrace current reality. We want our story to be formed around the facts, not the other way around.

The Moment of Truth (MOT) is a four-step process:

STEP 1	STEP 2	STEP 3	STEP 4
REALITY	STORY	PLAN	FEEDBACK
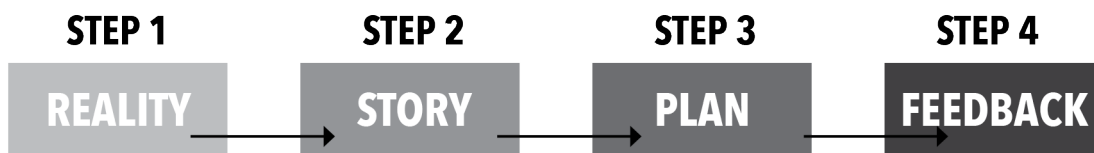
The tendency is to avoid a MOT until you're in the storming stage of the project mood curve or in the pit, but using MOT's all along the path helps avoid overly emotional responses to an unexpected MOT that could lead to unnecessary conflict. Sharing truth can create conflict, but it's worth it when you care about the person you're having a MOT with to help them grasp their HERE and make necessary changes to their behavior or actions so we can more effectively get There together.

The MOT tool can be used from three perspectives:
• From me to others (in an establish the truth culture)
• From others to me: both between people where one is in authority over another (e.g. a "parent-child" relationship) but also between peers (e.g. a "parent-parent" relationship)
• From me to me (as a personal check-in)

Let's break down the four-step process:

1. Reality

Start the Moment of Truth process by asking "yes" or "no" questions. It's our tendency to jump straight to story, but establishing the facts at the beginning of an MOT prevents the conflict from being me against you, and instead positions you against the facts.

For example, a teacher might ask a student "is it true that you turned in this assignment 2 days late?" The student may then want to provide more of an explanation as to why that's the case, but they should be gently urged to keep it to a simple "yes" or "no" answer to begin with. The teacher could say something like "I appreciate all of that, and I do want to talk about how it got this way. But can we first agree on..."

Story

2. Story

Reality gets to the "what," but story is necessary to understand "why." We need to figure out the why to be able to fix the root of the problem instead of just treating the symptoms. One approach to the MOT that's important is your attitude when approaching it, which comes in the form of another acronym, SLY: structure, leadership, and you.

85% of the time the cause of an issue in an improper Structure. 10% of the time the issue has to do with Leadership. Only 5% of the time does the root cause of a problem lie with You.

Using SLY can help you determine if all that was needed was a clarification of expectations (which would be a leadership problem) or if there's something deeper. Use open ended questions like "tell me more about…" or "how" and "what" questions to get to the source of the issue.

Plan

3. Plan

This step involves looking at the other factors that led to the issue and seeking a way to resolve the cause of the problem. This should involve a SMART goal, because the structures we put in place demand specific behaviors. This could also involve a discussion of boundaries and consequences together on the Freedom V. Whatever the plan is, be sure to write it down to avoid miscommunication.

Feedback

4. Feedback

Part of the SMART goal made in step three should involve a time frame after which to check in and see how the plan is going. This way, you can act, learn, and adjust the plan as necessary in order to reach your There.

It is often easier to share truth than to hear and accept truth from others, but both are vital when creating a culture of trust. We should desire to receive truth and approach it with humility, accepting the observations of someone you can depend on as truth until proven otherwise. As well as being willing to tell someone else the truth in a kind and respectful manner.

You also share truth with yourself when goal setting and assessing your SMART goals at the end of their time-bound period. Putting tasks in your calendar also forces you to answer if you accomplished what you set out to do. When sharing truth with yourself, first answer if you accomplished the goal, and if not, determine why. When you falter, you can make a better plan and create structures to provide accountability, both with yourself and with others.

Sharing truth with yourself is an excellent way to practice self-governance and prevents false narratives from getting the best of us.

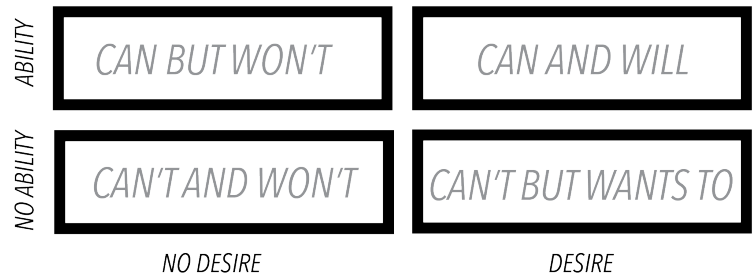Go through a MOT with yourself to practice.

1. Pick a SMART goal you've made or a task that was on your calendar for last week. Did you accomplish it?

If not, why? What was in your way: structure, leadership, or yourself?

2. Now that you've determined the root of the issue, create a SMART goal to resolve it. For example, you might have failed to complete your goal of working out 3x a week because other activities kept getting in the way. To solve this problem, you can block off time in your calendar after work so that you see it when scheduling other plans.

LESSON TWO:
The Four Squares

Usually a MOT happens because there's an expectation that someone hasn't met, and this often comes down to ability and motivation. The Four Squares is a visual model that can be used to help pinpoint why someone hasn't done something they know they're supposed to do.

	NO DESIRE	DESIRE
ABILITY	CAN BUT WON'T	CAN AND WILL
NO ABILITY	CAN'T AND WON'T	CAN'T BUT WANTS TO

Can and Will

The ***Can and Will*** Square is the ideal place to be, where you have both the desire and ability to complete a project. But the reality is that we won't be in that place all the time.

Can't and Will

The ***Can't and Will*** Square has a pretty easy solution; you just need to learn the skills necessary to do the job well! It is important to recognize the limits to your own abilities and accept help when you need it.

Can't and Won't

If you're in the ***Can't and Won't*** Square, it's worth considering if you should restart the Project Mood Curve and begin a different endeavor. If you have neither the desire or the ability to complete a project, it is likely not a good fit for you, and continuing it will only lead you further away from your There.

Can and Won't

The ***Can and Won't*** Square is arguably the most difficult square to get out of. Here, it is important to get to the core of why you got here. Do you lack the desire because the task isn't helping you get There, or is it because you are feeling apathetic about it? Understanding why you are feeling unmotivated (going back to the story step of MOT) is necessary in creating an effective plan to move forward.

- Think of a time when you were in the Can and Won't Square. Why was that, and how did you get out of the square? Did you find a way to overcome your lack of desire or quit the task when you were in the pit?

LESSON THREE:
Conflict Resolution Styles

During the MOT process, there is almost always going to be some conflict, especially when emotions are high. But conflict is a neutral entity. It is how we respond to the conflict that makes it positive or negative.

There are five ways to approach conflict: **competition, avoidance, accommodation, compromise, and collaboration.**

We all have a style that we naturally lean towards, but, with practice, we can use each style. The aim is to be able to discern which conflict style is most appropriate for a given situation in order to get There.

Competition

1. *Competition*

With this style, there is a clear winner and loser. This can be a valuable style to use when something significant is on the line that is worth fighting for. But every hill is not worth dying on.

Accommodation

2. *Accommodation*

This is where one party decides the conflict is not worth it and lets the other party have his or her way. This approach can be useful when the disagreement is insignificant, but frequent accommodators should be careful not to sacrifice truth for harmony.

Compromise

3. *Compromise*

Here, each person wins a little and loses a little. There is no winner or loser because each side sacrifices some for the sake of harmony. This resolution is helpful in letting each party have a voice, but it is not always possible.

Avoidance

4. Avoidance

Times when emotions run high often require avoidance to delay the situation until the proper time. This can allow us to Feel-Think-Act, a concept we will discuss in the next lesson, and reconvene when we are more levelheaded. But avoidance cannot be used on its own and another style must be used to complete the resolution.

Collaboration

5. Collaboration

This is a win-win situation where both parties buy into a third solution that benefits everyone. Collaboration often requires an outside third party to help come up with a new resolution, and it is not always possible to come to an agreement.

- What conflict style do you most naturally tend towards?

- Think of an example of a conflict you had recently and identify which style(s) you used to resolve it. Why did you (consciously or unconsciously) pick them in the moment?

ASSERTIVENESS

COMPETITION | COLLABORATION

COMPROMISE

AVOIDANCE | ACCOMODATION

COOPERATIVENESS
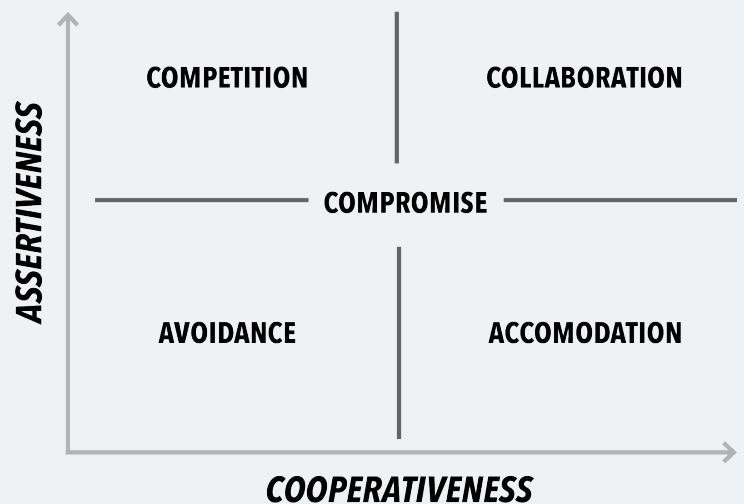
SESSION SIX SUMMARY:

- A Moment of Truth is a four-step process that prioritizes facts over the story to help you gain clarity about your Here to make a better plan of how to get There.

- You can have a Moment of Truth from yourself to others, from others to yourself, and from yourself to yourself.

- The four steps of a MOT are Reality, Story, Plan, and Feedback. In the Story stage, use the SLY approach to determine if the root cause of the issue is stemming from Structure, Leadership, or You.

- The Four Squares is a visual tool used to pinpoint why you are unable to complete a task based on the intersection of your ability and desire.

- Moments of Truth often come with conflict, so knowing the five conflict styles (competition, accommodation, compromise, avoidance, and collaboration) and being aware of which one you tend towards can help you regulate emotions and work towards a solution.

SESSION SEVEN:
HANDLING EMOTIONS

LESSON ONE:
Feel-Think-Act

Emotions are responders and are generally protective reactions to an external stimulus. Emotions are neither good nor bad on their own, but we can respond to them in helpful and unhelpful ways. Used properly, emotions are signifiers that can alert you to the need to action. Used improperly, emotions become a substitute for your will, and you become their slave.

You can choose your actions and responses, and that includes your responses to your emotions.

There are two ways to approach an emotion:

1. *Feel-**Think**-Act*
2. *Feel-**Act**-Think*

The second way, acting before you think, is the default mode of reacting. Emotions can often make you feel like an action is urgently needed. Sometimes that is true, like in an emergency situation where an emotion like fear may be telling you to escape. But most of the time you have the space to think before you act if you're intentional about it. Slowing down and thinking, allowing other members of the board like choice and intellect to have a say, before you act allows you to make decisions that align with your values and lead you down the Path to your There.
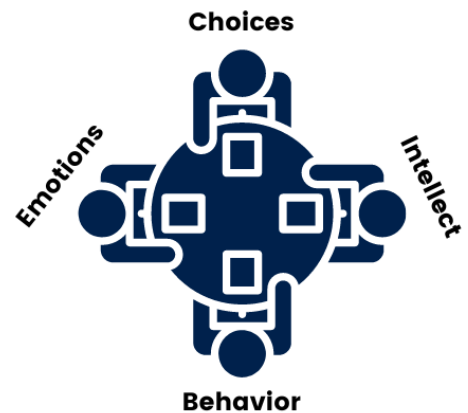
We need to find the middle ground between idolizing and ignoring our emotions. In the next chapter, we will explore a mental model you can use to listen to your emotions without jumping to conclusions.

- What is the default way that strong emotions like anger, fear, or sadness affect you? Do you tend to shut down or act out? Why do you think that is?

LESSON TWO: Listen-Investigate-Decide-Dismiss

As with all the tools we've discussed, it takes conscious effort to slow down and make an intentional decision rather than a reflexive response. An acronym you can remember to help you react to your emotions in a measured way is *LIDD* (Listen-Investigate-Decide-Dismiss). It's worth noting that this does not mean that you should suppress your emotions or "put a lid on them." Emotions are a valuable tool that should be felt, but you should control your emotions, not the other way around. *LIDD* stands for:

LISTEN   INVESTIGATE   DECIDE   DISMISS
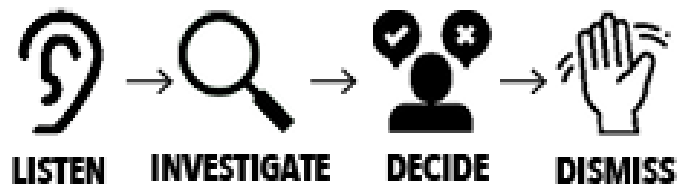
Listen

Listen:

Your emotions are telling you to take action, and you should pay attention to what they say. The alarm clock is going off: is it telling you to flee, to fight, to yell, or to hide?

Investigate

Investigate:

Before you do what it's prompting you to do, examine why you're feeling this emotion. Is it because of a wrong perspective that needs changing, an injustice that needs addressing, or perhaps a clash of your values with someone else's?

Decide
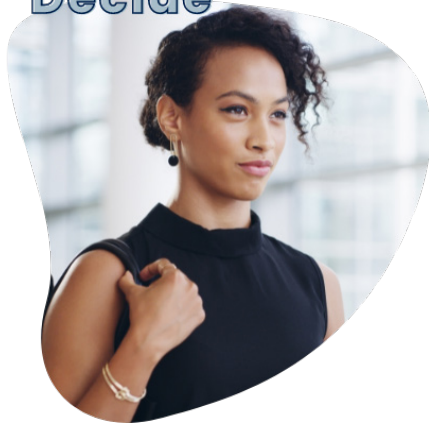
Decide:

Once you know why the emotion has arisen, you have the opportunity to take action that will help you get There by asking "what is the best action to help me fulfill my role as an effective servant leader?"

Dismiss

Dismiss:

Once you've chosen an action, you can thank your emotions for doing their job and dismiss them instead of continuing to dwell on the feeling.

Sometimes it's best to take a break from the conversation when a strong emotion arises in the midst of a conflict, using the Avoidance conflict method discussed in Session Six. But when that's not possible, asking questions of the other person allows you to examine their perspective while letting both of you slow down and think about a response.

ASSERTIVENESS

| COMPETITION | COLLABORATION |

— COMPROMISE —

| AVOIDANCE | ACCOMODATION |
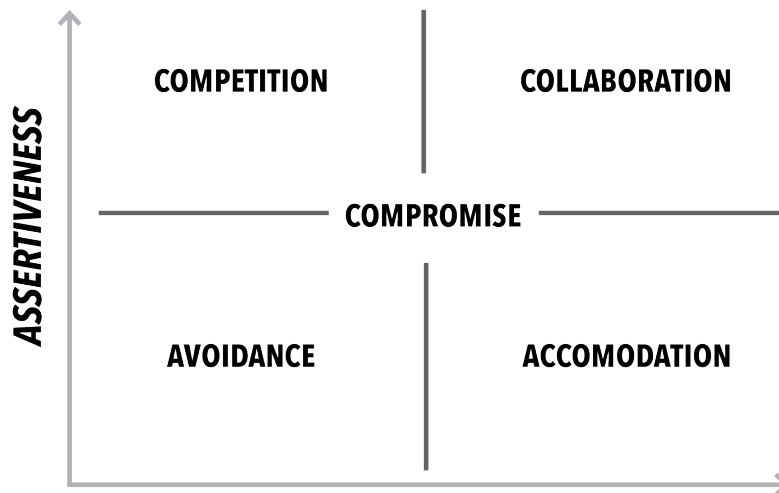
- Which of the steps in LIDD do you foresee having the most difficulty with? Why is that?

- What are environments in your life in which you are most likely to make an emotion-driven decision, and what is a structure you can put in place to help you use the LIDD acronym in this setting?
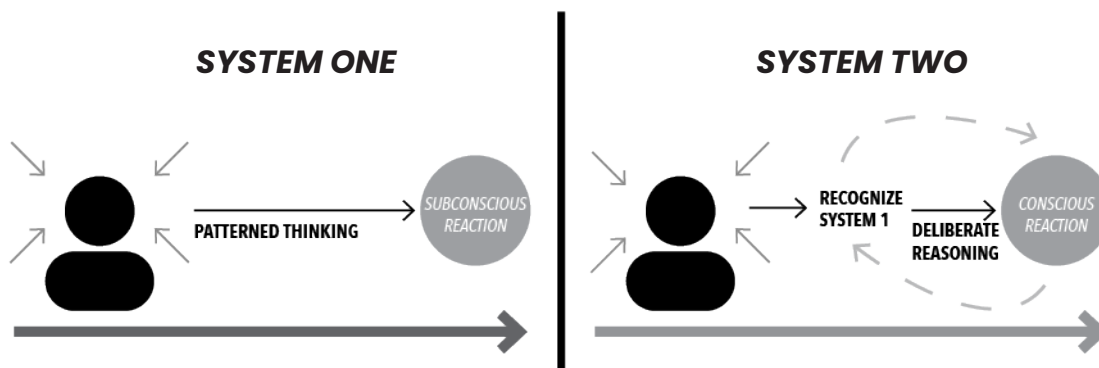
LESSON THREE:
Systems Thinking

Psychologist Daniel Kahneman has divided human consciousness into two systems to understand how we make decisions and work towards choosing our perspective, which is one of the three things we can control.

System One

System 1 thinking is the patterned thinking our brain does automatically. These patterns are developed over time and influenced by emotions and heuristics–which are mental shortcuts or biases. System 1 patterns can be intentionally created, and they rely on your brain's ability to fill in knowledge gaps with assumptions.

SYSTEM ONE

PATTERNED THINKING → SUBCONSCIOUS REACTION

SYSTEM TWO

RECOGNIZE SYSTEM 1 → DELIBERATE REASONING → CONSCIOUS REACTION

System Two

System 2 thinking is the focused mind. Here, you use your logical capabilities to choose action instead of one based on emotion or impulse. Training your System 2 thinking allows you to examine which heuristics are present in a situation and challenge them.
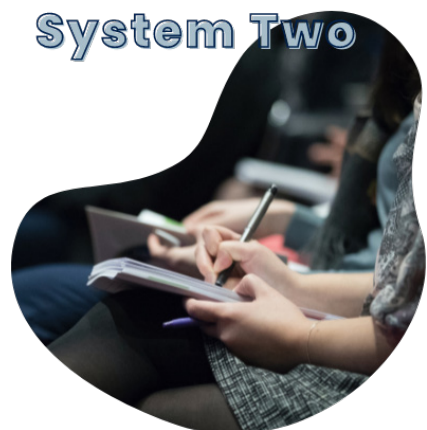
System 1 patterns can be developed through experience or through shifting into System 2 more frequently. For example, when you were first learning how to drive, it required System 2 thinking to be able to pay attention to everything you needed to. But after practicing for a while it becomes a System 1 task, and you may find yourself driving to a familiar location without even thinking about it.

The execution phase of the PPEA time management process from Chapter 6 (Prioritize, Plan, Execute, Assess) is also a place to shift into System 2 to be able to work without distractions and be highly productive.

System Three

System 3 thinking is our moral and spiritual self, and it can be relied on to evaluate and discover truth. System 1 and 2 thinking will default into self-seeking behavior with a Me There, but with System 3 the Transcendent There is at the forefront and you're able to pursue a We There, discovering that serving others to get There is actually the path of self-interest. Using System 3 thinking allows Christians to filter our thoughts through God's Word and then act on what is true.

Switching into System 3 more often will help you build a strong System 1 that is focused on serving others.

We will spend most of our time in System 1 because it allows us to avoid burnout and decision fatigue. But developing strong habits in System 2 and a healthy perspective in System 3 will help form a robust System 1 that can recognize emotional patterns and heuristics when they pop up.

Whatever System you use, emotions will still play a valuable role in signaling when one of your values has been breached, at which point you can use System 2 to LIDD (listen, investigate, decide, and dismiss).

All of the tools you've been building up to this point work together. When emotions flare, you may end up in the pit, where you might be tempted to step out of the structure of the Freedom V due to a lack of clarity. This can provide the opportunity to have a MOT and ALA (Act/Learn/Adjust) along your Path to reach your There.
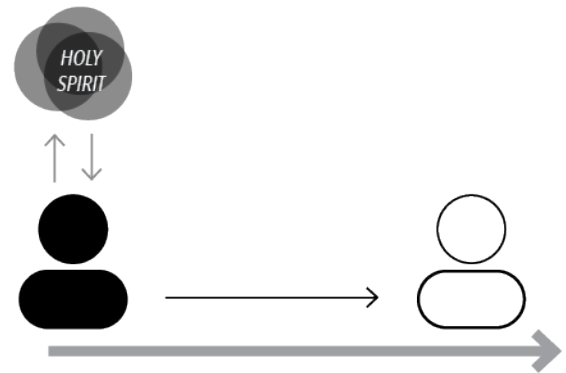
- What are structures you already have in your life and one that you want to implement to help you build System 3 thinking? This can include time spent in God's word to discern truth and other spiritual discipline structures to help you implement what you've discovered from time with God.

SESSION SEVEN SUMMARY:

- Emotions respond to the external stimulus and let you know when one of your values is at risk of being compromised. However, most of the time it is best to Feel-Think-Act instead of the default mode of response, which is Feel-Act-Think.

- In order to slow down your decision-making process to think first, remember the acronym LIDD: Listen, Investigate, Decide, Dismiss.

- Our consciousness can be split up into three systems that allow us to examine how we make decisions.

- System 1 is used for actions that are automatic. This is where we will spend most of our time, which helps avoid burnout and decision fatigue.

- However, sometimes we use System 1 for tasks when we should be switching to System 2, which requires us to be thoughtful about our actions and cognizant of how heuristics (mental shortcuts) or biases may play into our decisions.

- System 3 involves our moral and spiritual selves, and developing this system helps you filter your thoughts and actions through God's truth and build a System 1 focused on serving others.
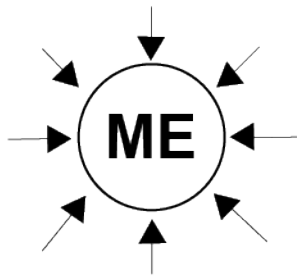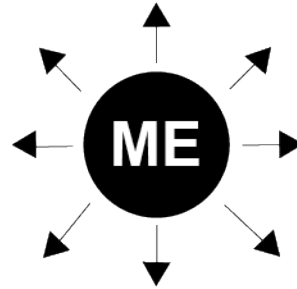
SESSION EIGHT:

Perspective

LESSON ONE:
The Two Circles

The two circles represent a perspective you choose about the orientation of your circumstances. Remember, you can't control your circumstances, but your perspective is one of the three things you can control.

The Victim Circle:

- **You think circumstances just happen to you and that you are helpless in the wake of them.**

- **You view circumstances as the core of your reality and don't think you have the agency to choose another way.**

- **Your circumstances dictate your actions, and all you can do is react and respond to what happens to you**

- **You are not self-governed and need direction from circumstance, emotions, or other external stimuli.**

- **The locus of control is external, where you feel you have no influence over what happens to you.**

- **Involves living out of a Me There.**

We can slip into the victim circle when we use System 1 thinking to process an emotional reaction and Feel-Act-Think instead of slowing down into System 2 to Feel-Think-Act and take control of our actions based on our values.

The victim circle can also be addicting, as we often get attention from others by living with a "poor me" attitude. But there is another way to live.
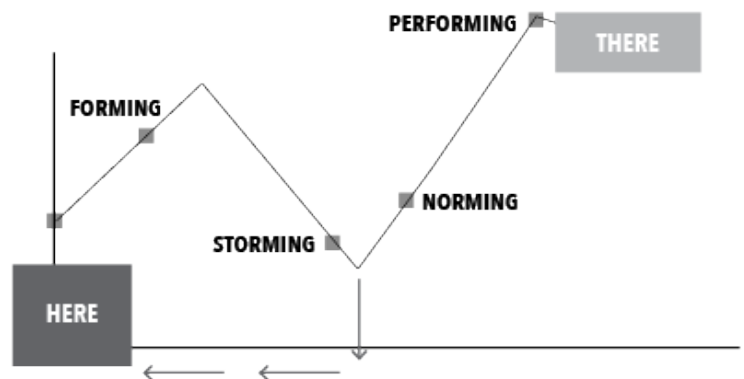
Circle of Choice

The Circle of Choice:

- **You take responsibility to make choices that positively affect your life and influence people in a positive way.**

- **You accept that you can control your actions but not your circumstances.**

- **You view circumstances as opportunities for growth.**

- **You are capable of proactivity, self-directedness, and self-governance.**

- **The locus of control is internal, where you believe you have the agency to act in a way that will result in positive or negative consequences.**

- **Involves living out of a We There.**

You don't have to be in a negative headspace to be in the victim circle. If the circumstances in your life are going your way, maybe you got a promotion at work or entered a new relationship, living in the Victim Circle means that, though you may feel happy now, your positivity would immediately change if any of those things were taken away from you. Living with a true perspective in the Circle of Choice allows you to maintain a positive perspective whether things are going your way or not.

The expectation is not that you will never be in the Victim Circle, but that you will be able to recognize when you are in it and get yourself out. For example, you will probably find yourself in the Victim Circle when you are in the pit on the Mood Curve. Continued use of System 2 to place yourself in the Circle of Choice will help you develop a Circle of Choice System 1.

PERFORMING

THERE

FORMING

NORMING

STORMING

HERE

To hone your perceptions skills: determine which of the following people is in the Victim Circle and who is in the Circle of Choice and explain why:

1. Sam just got a raise so he's finally able to buy the car that he's always dreamed of getting. He and his wife are involved in their church, and their kids are doing well in school. A year ago Sam was out of work and feeling depressed, so he's glad to be doing better.

2. Kendra is experiencing conflict at work with her boss and has asked her close friends for advice on how to move forward. She's eager about the future and wants the best possible, so she's willing to put in the work to mend the relationship.

SESSION EIGHT SUMMARY:

- The two circles represent two different perspectives you can choose on how you interact with your circumstances.

- In the Victim Circle, you view your circumstances as things that happen to you that you have no agency over. You adopt a "poor me" mentality and live out of a Me There, helpless to change your Here.

- In the Circle of Choice, you take control over your actions and perspective, the things that you can control, and view your uncontrollable circumstances as a learning opportunity. You live out a We There and believe that you have agency over your actions.

SESSION NINE:

EFFECTIVE COMMUNICATION

LESSON ONE: Elements of Communication

Communication is the central ingredient for establishing culture. We cannot build a Create-Something Culture if we do not know how to effectively communicate our There, share our Here accurately, or communicate progress and challenges along the Path. The Four Elements of Effective Communication will help you convey and live out the truth.

MESSAGE

MEDIUM

SENDER

BARRIERS

RECEIVER

MEDIUM

FEEDBACK
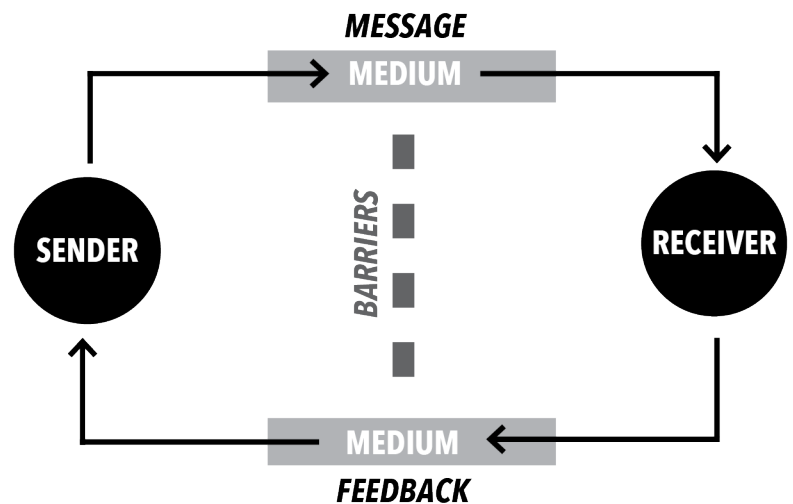
Sender

1. The Sender (*person sending the message*)

Communication begins when the sender decides they have something of value to say. Throughout the following elements, the sender needs to use System 2 to gain internal clarity of the content of the message, and to consider the barriers to communication, the medium in which to transmit the message, and to whom to send the message.

2. Barriers

Barriers to communication are anything that can confuse your meaning. They can include differences between the sender and receiver such as language, culture, generational thinking, experiences, and positional authority. For example, a subordinate might be hesitant to provide open feedback to their supervisor due to a concern about how they will be perceived. Or an older person might not understand the vernacular that a young person is using. There will be innumerable barriers to a single line of communication, but a sender should seek to circumvent some of them by considering the receiver's perspective and tailoring the message to them.

Barriers

Medium

3. Medium (avenue for transmitting the message)

One way to knock down barriers is to pick the best medium for the situation. Each medium has advantages and disadvantages that should be considered to maximize effectiveness. Rather than defaulting to what is easiest to you, consider which medium is best for the specific message.

Face-to-face communication is the best when a substantial amount of two-way communication is needed so participants can collaborate in real-time.

Written communication is great for giving a directive as the receiver can easily look back to see what was said. It can also be advantageous to have the ability to proof-read an email or text before sending, but, even so, tone can easily be misread. Therefore, you should shift into System 2 to think through how the tone of a message may be interpreted before sending it.

4. The Receiver (the intended audience for the message)

If you want to be an excellent receiver, you must have the humility to see reality as it is instead of how you want it to be. One of the three things you can control is your perspective, and in choosing your perspective you can choose to "stay in your own shoes" or "step over into the shoes of the sender and see what they see." Seeking to understand the sender's message and Here instead of replacing it with your own requires being an active and observational listener.

Receiver

As a sender, your There is to help the receiver understand the message sufficiently to make a decision and take an action. Sometimes this takes repetition and may require you to be proactive in asking for feedback if you perceive the receiver may be hesitant to give it.

- What communication medium do you default to? Can you think of any situations where a different medium would work better instead?

LESSON TWO:
The Formula for Listening

We must be intentional about listening well, or else we will become too focused on what we want to say next instead of understanding what the sender wants to communicate. The following formula for listening will help you build awareness of your current listening tendencies and work towards active and observational listening.

| HUMILITY | + | FOCUS | + | CURIOSITY | = | LISTENING |

You must have humility to be a good listener. You have to believe that the sender has something valuable to say that you can learn from, even if you have Positional or Expert Power over them.

But even if you have the humility to understand that you have something to gain from the other person's insights, you will not receive them if you are not focused on the message. You must guard against distraction and show them that you value what they have to say by focusing on it.

The final element in the formula for listening is curiosity. Being a learner who is curious about the world will also help you focus because then you will be genuinely interested in the sender's message. Everyone carries a spark of the truth with them, so be curious to find out what that is about every person you speak with. Developing a sense of curiosity will also help build your Mental/ Emotional Pillar.

There are two strategies you can use to help you put the formula for listening into practice: active listening and observational listening.

Observational Listening

Observational listening occurs when you focus on the sender's message and makes a mental movie in your head, creating a story out of the message being conveyed. This feeds your curiosity by creating a narrative that provides clarity. It also gives you something to focus on as you listen so that you can stay engaged to what the speaker is saying.

Active Listening

Active listening helps you improve by being curious and asking questions. This can involve restating the message back to the sender in your own words or asking clarifying questions. This creates a feedback loop throughout the conversation for clarity and mutual understanding. By practicing active listening, the receiver becomes the sender and both help overcome barriers to communication together.

- What feedback is most helpful for you to receive as a sender? Do you find that you give that feedback to others when you are a receiver?

SESSION NINE SUMMARY:

- There are four elements of effective communication: the sender, the barriers, the medium, and the receiver.

- It is the sender's job to consider the pros and cons of which medium to use when sending a message and to proactively think about any barriers to communication such as language, culture, generational thinking, and positional authority.

- It is the receiver's job to use active listening (asking questions) and observational listening (creating a movie in your head of the message as the sender speaks) in order to perceive what the sender's actually saying instead of what the receiver wants to hear.

- After the message has been communicated, the sender and receiver switch roles so the receiver can provide feedback by asking clarifying questions or repeating what the message is back in their own words to ensure that all parties understand the message clearly.

SESSION TEN:
MOVING FORWARD

LESSON ONE:
Seven Tools in One

The tools discussed in this book are not meant to be used individually on their own. Rather, they are all interconnected and are best used with the others in mind.
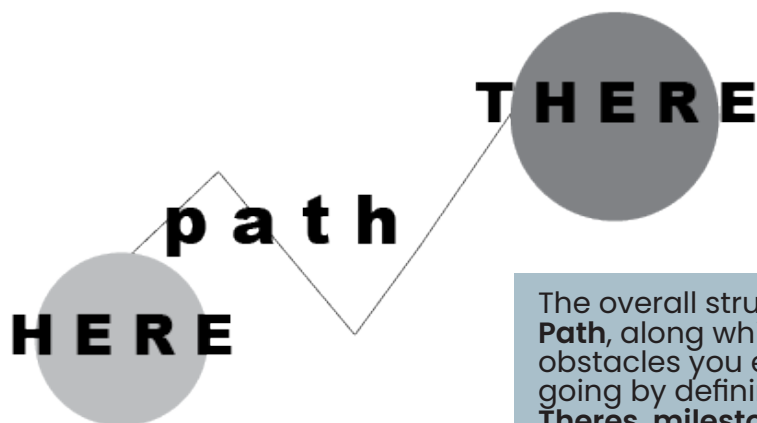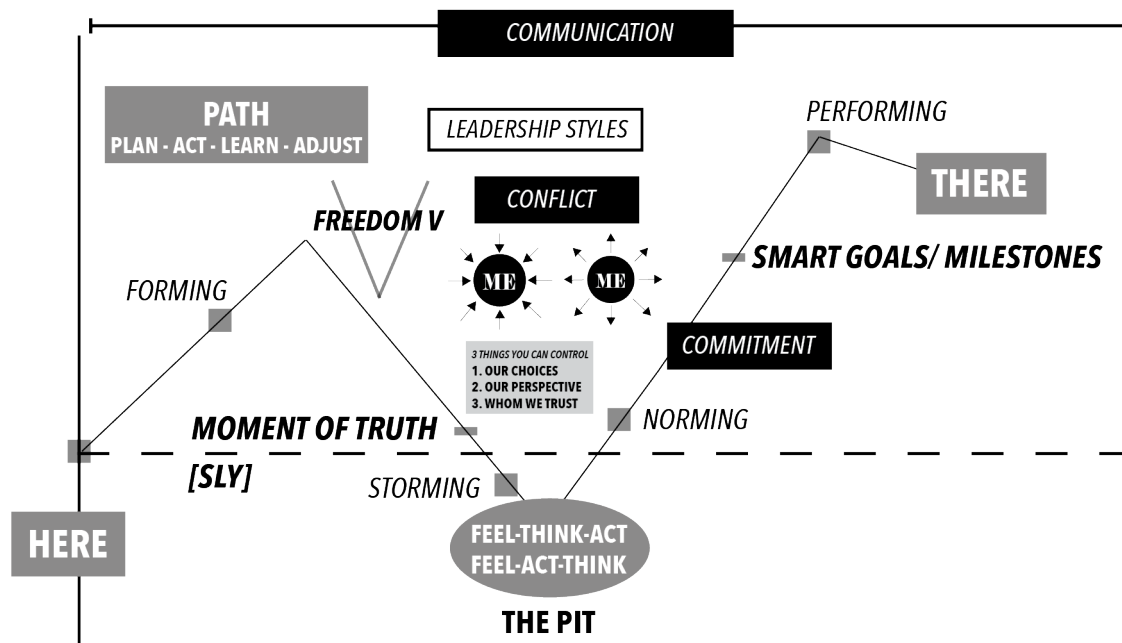
The overall structure for this image is the **There-Here-Path**, along which you **Act, Learn, and Adjust** to navigate obstacles you encounter. You must know where you're going by defining your **Transcendent, and then Strategic Theres, milestones, and SMART goals** (Specific, Measurable, Achievable, Relevant, and Time-bound) that act as guideposts.

Most of the tools focus on understanding your Here, as it changes every time you act. Effective communication, proper use of emotions, conflict-resolution styles, self-governing in the Freedom V, and MOT's help us serve one another by staying in current reality.

Along the Path, we will encounter **the Pit**. Expecting and planning for the pit by reminding yourself of what you can control can help you choose your perspective and operate out of the **Circle of Choice** instead of the Victim Circle. In the Pit, use System 2 to **Feel-Think-Act** instead of Feel-Act-Think and **LIDD** your emotions (Listen, Investigate, Decide, and Dismiss).
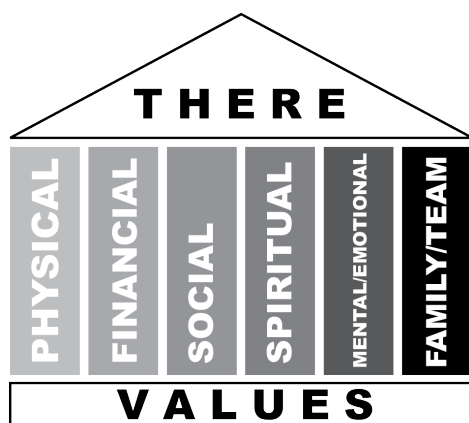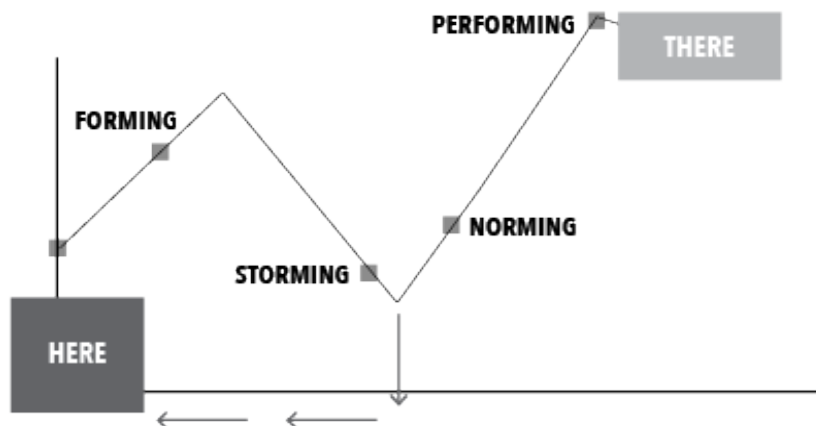
Part of your reality is your capacity to **influence**, of which there are five kinds: Positional, Coercive, Reward, Expert, and Referent. Your ability to exercise **Referent Power**, which is the most influential of the five, depends on the strength of your personal **pillars**–Physical, Social, Mental/Emotional, Family/Team, Spiritual, and Financial–which are built on your values. Then, you utilize your influence to take leadership, of which there are five styles: Directive, Transactional, Participative, Delegative, and Transformational.

As a leader, you can help others find their **Transcendent There** and learn to **self-govern**, setting their own goals and boundaries. We are all searching for a feeling of belonging to a great purpose. You don't have to be in a life-or-death situation to have circumstances that drive intensity. Each choice we make is a choice between spiritual well-being and spiritual bondage, between living in the Victim Circle or in the Circle of Choice.

Creating structures focused on service and truth can help you find purpose and belonging. Structures can be anything from legal structures, organizational structures, and mental models like those in the servant leadership toolbox. Often structures are externally imposed, and it can be helpful to fall in line and find fulfillment in that. But when there is no structure holding you up, building your own creates value and meaning in your life.

- What tools have you begun to implement into your life since starting this course? How has that process been?

- Which of the servant leadership tools do you want to implement next and why? Create a SMART goal to help you integrate it into your life.

- Who is a leader that you admire? What servant leadership tools do they use well and which one could they grow/ have grown in?

SESSION TEN SUMMARY:

- All the servant leadership tools work together along the There-Here-Path of life.

- Define your Transcendent There to know where you're going and set Strategic Theres, milestones, and SMART goals along the path.

- When you reach the pit on the Project Mood Curve, navigate through it by acknowledging what you cannot control and choosing wisely what you can in order to live in the circle of choice instead of the victim circle.

- Remember to use System 2 to Feel-Think-Act when confronted with emotional situations and use the five conflict styles to communicate effectively.

- Identify where you are on the four squares and use that information to self-impose boundaries to live in the Freedom V.

- Your Here changes every time you act, so use MOT's to check in and reevaluate where you are on the Path so you can Act/Learn/Adjust to new circumstances and obstacles.

- Use the servant leadership toolkit to build structures that help provide meaning and purpose in your own life, and then utilize them in your spheres of influence to invite others to join you in pursuing a common There.

ADDITIONAL RECOMMENDED RESOURCES:

SESSION ONE: The Structure of Leadership & the Framework for Life
- *Servant Leadership* by Dave Kuhnert
- "Framework of Life" [video](#)
- *Man's Search for Meaning* by Victor Frankl
- *Creativity, Inc.* by Ed Catmull

SESSION TWO: Vision-Casting, Goal-Setting, & the Two Theres
- *The Path of Least Resistance* by Robert Fritz
- "Values" [video](#)
- *Atomic Habits* by James Clear
- "Nesting Theres" [video](#)

SESSION THREE: Method and Means of Leadership
- *How to Win Friends and Influence People* by Dale Carnegie
- *The 5 Levels of Leadership* by John C Maxwell

SESSION FOUR: Freedom vs. Control
- "Freedom V" [video](#)
- *Yellow Balloons* by Tim Dunn

SESSION FIVE: The Project Mood Curve and Time Management
- "Project Mood Curve" [video](#)
- *Deep Work* by Cal Newport

SESSION SIX: Seek and Share Truth
- *Managerial Moment of Truth* by Robert Fritz
- "Moment of Truth" [video](#)
- *Fierce Conversations* by Susan Scott
- "Conflict Resolution" [video](#)

SESSION SEVEN: Handling Emotions
- "Proper Use of Emotions" [video](#)
- *Never Split the Difference* by Chris Voss
- *Thinking Fast and Slow* by Daniel Kahneman

SESSION EIGHT: Perspective
- *Mindset* by Carol Dweck
- "The Two Circles" [video](#)

SESSION NINE: Effective Communication
- "Communication" [video](#)

SESSION TEN: Moving Forward
- Tools Flashcards