

Audiobook Companion

For listeners of *The Leader Lab: How to Become a Great Manager Faster*

How to Use This Doc

Hello, dear listener!

We designed this audiobook companion doc just for you. We've gathered all key visuals and Lab Reports from the printed version of the book so that you don't miss out. As you listen to the book, review the corresponding chapter in this doc to follow along with the recording.

For more resources visit LeaderLab.LifeLabsLearning.com!

PART I: The Core BUs

Chapter 1: Q-step



Chapter 2: Playback



Chapter 3: Deblur



Chapter 4: Validate



Chapter 5: Link Up



Chapter 6: Pause



Chapter 7: Extract



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CHAPTER 1: Q-Step

PRACTICE STATION

Take a look at the scenarios below and decide how you would respond if you went into Telling Mode, then pivot to a Q-step by asking at least one question:



TELLING MODE	Q-STEP
Someone suggests an idea that has not worked in the past.	
<i>Sample tell: That'll never work.</i>	<i>Sample Q-step: What options have you considered? How did you decide on this one?</i>
Your manager tells you to cut your budget in half.	
<i>Sample tell: I don't even have enough of a budget as it is!</i>	<i>Sample Q-step: Can you share what led to the budget cut? What is it meant to achieve?</i>
Your co-worker tells you your team members are difficult to work with.	
<i>Sample tell: Yep, I think so too.</i>	<i>Sample Q-step: What makes you say that? Would you share an example?</i>



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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly Q-step before telling:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If someone asks me a question, then I'll Q-step by asking: <i>"What are your thoughts?"</i> • If I want to give advice, then I'll Q-step first. • If someone makes a suggestion I disagree with, then I'll Q-step.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 2: Playback

Playback Types	
Content Playback	Playback the key information you heard. <i>Example: It sounds like you said _____. Did I get that right?</i>
Split-track	Playback and separate points when speakers bring up multiple topics. <i>Example: I think I heard two things: _____ and _____. Is that right? Which of those should we talk about first?</i>
Feelings Playback	Playback the feelings you sense the speaker is experiencing. <i>Example: Sounds like you're feeling _____.</i> <i>(excited, energized, motivated, hopeful, proud, connected, unsure, hurt, angry, left out, disappointed, sad, worried, insecure, stuck)</i>
Needs Playback	Playback the underlying need the speaker seems to have. <i>Example: So, it seems like what you're needing is more _____.</i> <i>(reassurance, connection, clarity, meaning, security, respect, recognition, trust, understanding, spontaneity, growth, freedom)</i>
Playback pull	Ask someone to playback what you said to ensure understanding. <i>Example: I know I just said a lot. Would you mind playing back what we discussed to make sure we're seeing it the same way?</i>

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PRACTICE STATION

Try doing at least three different types of Playbacks with this message:

“I don’t think this salary is right given the amount of experience I bring to the team. It’s not like I’m just starting out in this role. I’ve been doing this work for many years. By now, I was hoping my title would demonstrate the leadership responsibilities I have on the team. It just doesn’t seem fair.”

Come up with your own responses before reading the samples below.

Sample Playbacks:

Split-track: Sounds like three things: the salary, the title, and the fairness of the situation.

Feelings: Sounds like you’re feeling overlooked.

Needs: Sounds like you’re needing a sense of respect and recognition.



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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly Playback what I hear:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If I'm confused, then I'll do a Playback. • If I hear multiple points, then I'll Split-track. • If someone is upset, then I'll do a Playback.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 3: Deblur**Sample Deblurring Questions**

- What does _____ mean to you?
- Can you share an example?
- What's your definition of _____?
- What do you see as the impact of _____?
- How would we measure that?
- How would we know we've succeeded?

PRACTICE STATION

Take a look at the comment below, and mentally (or physically) underline the blur words you spot:

I don't recommend hiring this candidate. She was closed-off and standoffish the entire time. The other candidates we interviewed were much warmer. I wouldn't even suggest inviting her to the next interview round. The other candidates were also much more qualified.

Which words in this example are blurry? Here are the biggest blur words:

I don't recommend hiring this candidate. She was closed-off and standoffish the entire time. The other candidates we interviewed were warmer. I wouldn't even suggest inviting her to the next interview round. The other candidates were also more qualified.

PRACTICE STATION

Describe someone you enjoy working with. What makes them a great coworker? Jot down your description, underline each blur word you used, then convert them to specific language:



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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly Deblur unclear words:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If I hear a blur word, then I'll ask a Deblurring question like "What does __ mean to you?" • If I use a blur word, then I'll Deblur myself. • If I'm delegating, then I'll Deblur the request.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 4: Validate


PRACTICE STATION



One helpful way to visualize this dual-processing tendency is to picture:

- (1) Information about the situation flowing over one shoulder.
- (2) Signals about how you feel about the person flowing over your other shoulder.

These two sides of the conversation are always present, even when you don't acknowledge them. For example, in the midst of a disagreement with your manager, you might be consciously (or unconsciously) asking the questions below:

SITUATION		PERSON
<p>Do you understand what happened? Do you have the information you need? Am I making myself clear?</p>		<p>Do you see me? Do you want to hear from me? Do you respect me? Do you care about me and want what's best for me?</p>

Practice noticing these two 'shoulders.' Think about the last time you felt hurt. What happened over the 'situation shoulder'? What message did you pick up over the 'person shoulder'?

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Validation Types	
Care statement:	<i>Example: I want to find a solution you're happy about.</i>
Normalizing statement:	<i>Example: Your reaction makes sense.</i>
Acknowledgement:	<i>Example: This stuff is hard.</i>
Thanks:	<i>Example: Thank you for bringing this up to me.</i>

PRACTICE STATION

Come up with Validation statements of your own (care, normalizing, acknowledgement, thanks) in response to each of the comments below:

Comment	Validation
I'm nervous about the presentation.	<i>Example: Yeah, I get that it's a lot of pressure.</i>
It seems like my opinion doesn't count.	<i>Example: I can see why it feels that way. Your opinion really does matter to me.</i>
I hate to admit it, but I think I made a mistake.	<i>Example: Thank you for telling me.</i>

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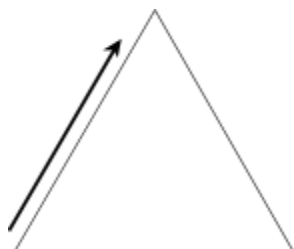
MY LAB REPORT	Today's Date:
My takeaways:	
I regularly Validate others:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If someone feels worried, then I will share a care statement. • If someone is insecure, then I will offer a normalizing statement. • If someone brings up a difficult topic with me, then I will thank them.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 5: Link Up

Visualize Linking Up



Link Up Types	
Framing Link-up:	<i>The reason I ask is...</i> <i>My intention in doing this is...</i> <i>Can you help me understand your reasoning?</i>
Impact Link-up:	<i>The impact of doing this is...</i> <i>I mention it because...</i> <i>What do you see as the impact of this?</i>
Benefit Link-up:	<i>This will help us achieve...</i> <i>What's good about this is...</i> <i>What's important to you about it?</i>
Outcome Link-up:	<i>The end result should be...</i> <i>We're measuring success by...</i> <i>What's your definition of "done"?</i>
Passion Link-up:	<i>I'm really excited about this because...</i> <i>I love the idea of doing this since...</i> <i>What's most exciting to you about it?</i>
Overall Link-up:	<i>This links up to...</i> <i>What does this link up to?</i>

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PRACTICE STATION



Get some practice Linking up your work to why it matters.
For each prompt below, figure out your Link-up:

Item	Link-up
For an item on your to-do list:	<i>Example: Getting this done will achieve...</i>
For a recent decision you made:	<i>Example: This was the right decision because...</i>
For a goal your team is trying to achieve:	<i>Example: This goal is important because...</i>
For your work as a manager:	<i>Example: My work matters because...</i>

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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly share and ask for Link-ups:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If I delegate, then I'll Link Up to the goal. • If I give feedback, then I'll share the impact. • If someone makes a suggestion, then I'll ask a Link-up question.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 6: Pause

PRACTICE STATION



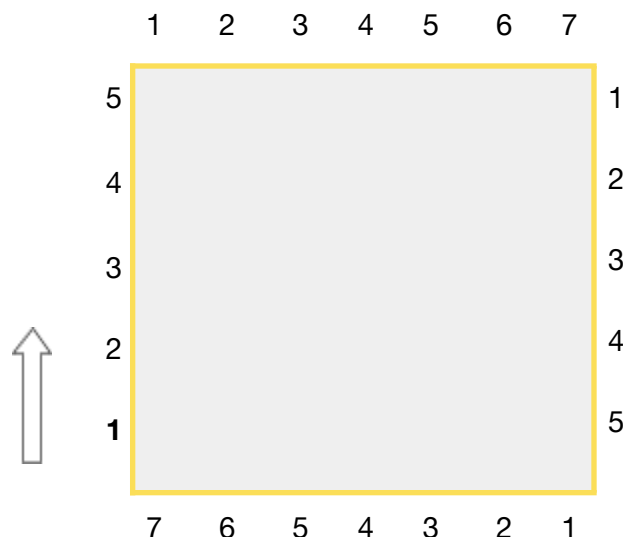
Try an exercise (from the Benson-Henry Institute for Mind-Body Medicine) that's popular among a wide range of professions from Yogis to Navy Seals.

Starting with the lower left hand corner of the rectangle below, use one finger to trace the left, vertical line up to the left hand corner, while slowly inhaling and counting to five.

Next, trace your finger from the upper left hand corner to the right hand corner, while slowly exhaling and counting to seven.

Then, inhale slowly while tracing down the right side for five counts. And exhale slowly while tracing across to the left side for seven counts.

Make your way around three times:



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<p>Micro Pauses <i>(a few seconds or minutes)</i></p>	<p>Examples:</p> <ul style="list-style-type: none"> ● Pause to Q-step before answering a question. ● Pause to breathe before responding when hurt or angry. ● Pause to Link up before starting a new task or project. ● Pause to stretch, get up, or take a mini-dance break.
<p>Meso Pauses <i>(one or more hours)</i></p>	<p>Examples:</p> <ul style="list-style-type: none"> ● Pause to exercise. ● Pause to eat an uninterrupted meal. ● Pause to move away from a challenge when stuck. ● Pause to reflect on the week's goals.
<p>Macro Pauses <i>(one or more days)</i></p>	<p>Examples:</p> <ul style="list-style-type: none"> ● Pause for a full day to Extract learnings from the year. ● Pause for several days to do long-term planning. ● Pause to 'unplug' pre/post work and on the weekends. ● Pause to take a full-blown vacation.

PRACTICE STATION

Plan out your Pauses in advance. Write down one Pause ritual idea for each Pause type:



Micro Pauses (a few seconds or minutes):

Meso Pauses (one or more hours):

Macro Pauses (one or more days):



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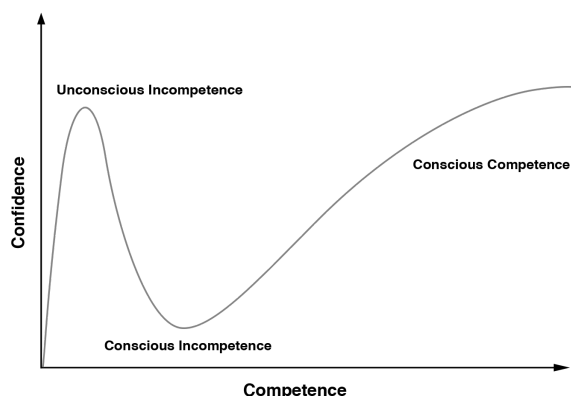
MY LAB REPORT	Today's Date:
My takeaways:	
I regularly take the time to Pause:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If it's the start of my day, then I will Pause to create a plan.. • If I've been sitting for an hour, then I will stretch and take a deep breath. • If I notice someone is upset, I will Pause and listen rather than speak.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 7: Extract

The Dunning-Kruger Effect



Extraction Types	
Reflect and apply	<p>Ask yourself and others what you can learn from an experience and how you can apply the lessons learned in the future.</p> <p>Example: <i>I want to make sure we're getting the most out of this experience. What would you say your biggest learnings were? How can we apply these in the future?</i></p>
Pull for feedback	<p>Ask what you did well and not so well.</p> <p>Example: <i>So that I can keep learning, would you share what you thought went well and what could be better, even if it's just a 10% improvement?</i></p>
Demarcate	<p>Give a <u>label</u> to a learning moment to make it more tangible.</p> <p>Example: <i>I noticed that interaction you had with the customer. Nice job using your <u>influence skills</u>. What did you learn from that exchange?</i></p>
Do a pre-mortem <i>Source: Gary Klein</i>	<p>Before a project begins, assume it will be an epic failure. Work backwards to determine the cause of the failure and generate ideas to prevent it.</p> <p>Example: <i>Let's imagine this is a total flop. What could lead to the initiative failing? What can we do now to avoid those issues?</i></p>



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PRACTICE STATION



Take a moment now to choose an Extraction cue for yourself.
For example, every time you get into the elevator at work, ask: *“What did I learn today?”*

PRACTICE STATION

Set a reminder on your phone or calendar now to ask these Extraction questions:

Week 1: Q-step	When did I tell instead of asking? What can I repeat or do differently next time?
Week 2: Playback	How effectively did I Playback what I heard? What can I repeat or do differently next time?
Week 3: Deblur	What blur words did I catch and Deblur? What can I repeat or do differently next time?
Week 4: Validate	How effectively did I Validate people in the conversation? What can I repeat or do differently next time?
Week 5: Link up	How clear were the Link-ups for everyone involved? What can I repeat or do differently next time?
Week 6: Pause	When did I rush where a Pause could have helped? What can I repeat or do differently next time?
Week 7: Extract	How effectively did I Extract the learning? What can I repeat or do differently next time?



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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly Extract learnings:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> ● If I've had a tough conversation, then I will Extract the learning. ● If someone does something well, then I will ask them how they did it. ● If my team has completed a project, then I will schedule a retrospective.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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PART II: The Core Skills

Chapter 8:	Coaching Skills
Chapter 9:	Feedback Skills
Chapter 10:	Productivity Skills
Chapter 11:	Effective One-on-ones
Chapter 12:	Strategic Thinking
Chapter 13:	Meetings Mastery
Chapter 14:	Leading Change
Chapter 15:	People Development



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Leadership Scenarios Self-Assessment (Pre-test)	Score 1-10 (10 = highest)
<p>1. Imagine you have a team member who is demotivated by their work. <i>How confident are you that you'd know how to coach them to find more motivation?</i></p>	
<p>2. Let's say someone on your team comes across as dismissive when others share ideas. <i>How confident are you that you'd know how to give them feedback?</i></p>	
<p>3. Assume that one of your team members is constantly overwhelmed, falling behind on deadlines, and having trouble focusing. <i>How confident are you that you'd know how to help?</i></p>	
<p>4. Effective one-on-one meetings increase engagement, development, and productivity. <i>How confident are you that you know how to achieve these results with the one-on-ones you have with each person on your team?</i></p>	
<p>5. Imagine that your team is working on a large, complex, cross-functional project. <i>How confident are you that you know how to help them think strategically and avoid common strategic thinking mistakes?</i></p>	
<p>6. Let's say you are leading a meeting where some people are going off topic, some are overtalking, and it's unclear how the group should make a decision. <i>How confident are you that you know how to course-correct and get the meeting back on track?</i></p>	
<p>7. When change happens, team members often resist it or avoid it. <i>How confident are you that you know how to gain buy-in?</i></p>	

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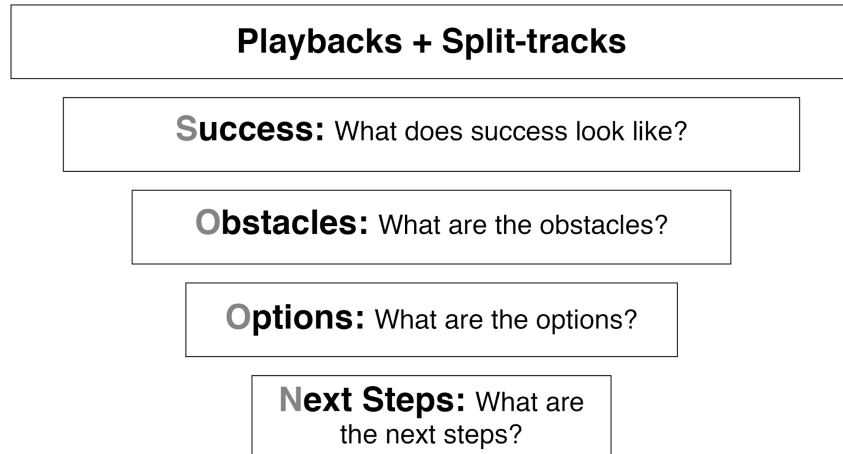
<p>8. Assume that one of your team members feels like they are not learning and growing. <i>How confident are you that you know how to help them develop in ways that are meaningful to them and helpful for the company?</i></p>	
<p>9. Great managers know how to leverage their team’s diversity, mitigate bias, and make each person feel valued and respected. <i>How confident are you that you know how to be inclusive?</i></p>	
<p>10. Great leaders are also great learners. <i>How confident are you that you know how to keep learning and growing as a manager?</i></p>	
<p>Total leadership confidence score:</p>	

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CHAPTER 8: Coaching Skills

The LifeLabs Learning SOON Funnel

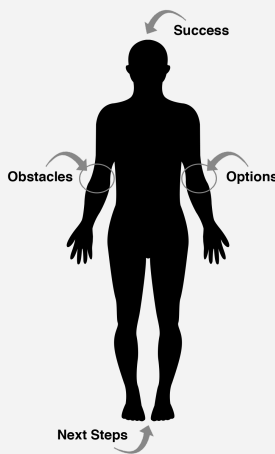


PRACTICE STATION

Want an easy way to remember the *SOON Funnel*? Our memories are strengthened when we have a kinesthetic anchor (Casasanto and de Bruin 2019).



Remember *SOON* by associating each letter with a part of your body:




- Touch your forehead to remember to start with **S**uccess questions because it's where you visualize success.
- Touch your left elbow to ask **O**bstacles questions -- since bent elbow tips look like Os.
- Touch your right elbow to ask **O**ptions questions.
- Stomp your foot to remember **N**ext steps questions.



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PRACTICE STATION

To level up your Q-stepping ability, let's do an exercise we introduced in Chapter 1, this time using some sample coaching moments. 

For each situation, consider what you would say if you went into the ever-tempting Telling Mode. Then, decide how you'd respond with a Q-step:

TELLING MODE	Q-STEP
I have no idea how to go about solving this problem. Can you help?	
<i>Sample tell: Sure! I know exactly where to start. Let me show you.</i>	<i>Sample Q-steps: What is your goal? What have you tried so far? Where are you stuck?</i>
Ugh. I never have enough time to get through all of my email. How does anyone do it?	
<i>Sample tell: You have to set aside an hour in the morning to batch process email.</i>	<i>Sample Q-steps: What's important to you about that? When is it less of a problem?</i>
This client is a nightmare. They're not happy with any of our revisions. How do I respond?	
<i>Sample tell: You have to be firm but polite. Don't let them boss you around.</i>	<i>Sample Q-steps: What options have you considered? What are the pros/cons of each?</i>



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PRACTICE STATION



Take a look at the pseudo-questions below, and decide how to convert each one to an authentic Q-step that lets both people learn:

PSEUDO-QUESTION	AUTHENTIC QUESTION
The customer success department asked me to help them interview candidates.	
<i>Don't you think someone else should do that?</i>	<i>How do you feel about that?</i>
I'm so sick of putting together this report every week. It's so draining.	
<i>Have you thought about delegating it?</i>	<i>What options have you considered?</i>
I'm thinking about switching my work hours to start 2 hours earlier.	
<i>Why would you even think of that?</i>	<i>What do you hope that would do?</i>



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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly coaching others:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> ● If someone comes to me for advice, then I will Q-step by asking: <i>“What are your thoughts?”</i> ● If I’m helping someone solve a problem, I’ll first ask, <i>“What does success look like?”</i> ● If someone commits to next steps, then I will write them down to create accountability.
One small experiment I’ll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 9: Feedback Skills

LifeLabs Learning Q-BIQ Method			
Question	Behavior	Impact	Question

PRACTICE STATION



The Deblurring BU lets you capture behavior the way a camera would.

Take a look at the feedback examples below and physically (or mentally) underline the blur words:

- *You are so inconsiderate! You constantly dismiss people when they bring up new ideas.*
- *I just love how creative you are! Your client presentations always have that wow factor.*
- *You're not putting in enough effort. Your completion rate is much worse than average.*

Here are the feedback examples again with the blur words underlined:

- *You are so inconsiderate! You constantly dismiss people when they bring up new ideas.*
- *I just love how creative you are! Your client presentations always have that wow factor.*
- *You're not putting in enough effort. Your completion rate is much worse than average.*

Now, try converting these blurry pieces of feedback into behaviors that a camera could capture. You'll see our samples to the right. Come up with at least one for each example:

Blurry	Deblurred Behavior
You are <u>so inconsiderate!</u> You <u>constantly dismiss people</u> when they bring up new ideas.	<i>I noticed when the intern suggested an idea in yesterday's team meeting, you rolled your eyes and said "that will never work."</i>
I love how <u>creative</u> you are! Your client presentations <u>always</u> have that <u>wow factor</u> .	<i>I love that you used full screen images and videos in your client presentation!</i>
You're not putting in <u>enough effort</u> . Your <u>response time</u> is <u>much worse</u> than <u>average</u> .	<i>In this past month, your response time was 30 minutes, and our team standard is 10 minutes.</i>



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Their Motivator:	Feedback Example: <i>I noticed you prepared pre-reading materials and an agenda.</i>
Personal growth	<i>I mention it because I know you've been working on your meeting skills, and this was such a great example of a well-run meeting!</i>
Team support	<i>I mention it because it allowed everyone on the team to feel included, prepared, and show up with their best ideas.</i>
End-user impact	<i>I mention it because it helped us make rapid progress in the meeting, which means our users will be able to benefit from getting those new features faster.</i>

PRACTICE STATION



Below are a couple of examples of feedback delivered using the LifeLabs Learning Q-BIQ Method. To make this tool even easier to remember, we use the feedback template “I noticed that... I mention it because...” (but in the real world use any language that feels most natural to you).

Question	Behavior	Impact	Question
Can I share my reaction to your announcement?	I noticed that you gave credit to each person on the team.	I mention it because I felt valued and motivated.	How did you manage to keep track of everyone involved?
Would you be open to hearing my thoughts on your presentation?	I noticed that each slide had several sentences of text.	I mention it because I found myself reading rather than fully listening.	What do you think?

Your turn! Write the feedback message you thought about at the start of this chapter:

Question	Behavior	Impact	Question

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PRACTICE STATION



Want a playful way to remember the four steps of receiving feedback well?
Try the LifeLabs Learning *Feedback Salsa* (as in the dance, not the delicious condiment).



1. Playback: Begin in what dancers call the 'starting position' -- stand together, fully aligned.
(Ex: *Thanks for the feedback! So, it sounds like the issue is _____. Is that right?*)



2. Step back: Ask questions to understand *past* behavior that led to their perspective.
(Ex: *Just to make sure I understand, can you share an example?*)



3. Playback: Get aligned on a shared reality.
(Ex: *Got it. So, the impact of my actions was _____. Is that how you saw it?*)



4. Step forward: Explore ideas for how to apply their feedback in the *future*.
(Ex: *I definitely want to make sure that in the future _____. How about next time I do _____?*
Or: *I want to apply your feedback, but I'm struggling with _____. Can we talk through that?*)

You don't have to break out into an actual dance whenever you get feedback.
(Then again... doing that might make you an even more popular feedback target.)



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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly give feedback:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If I notice someone doing something well, then I will give them feedback. • If I am new to working with someone, then I will ask how they like to exchange feedback. • If it is Friday, then I will ask for feedback.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 10: Productivity Skills

Productivity Challenge	Symptoms
1. Time awareness: knowing where time is going, how much time something will take, and how to communicate time to others	<i>Chronic lateness, missed deadlines, meetings starting late or running too long</i>
2. Prioritization: identifying the most important thing in a sea of important things	<i>Being too busy, over-perfecting work, spending time on work that should be delegated to others</i>
3. Organization: having an efficient system for getting things done	<i>Missed commitments, worrying about things slipping through the cracks, searching for notes or to-do items</i>
4. Focus: stay on-task without interruptions	<i>Frequent context switching, getting distracted, rarely feeling a sense of flow</i>

PRACTICE STATION



Take two minutes now to diagnose each person on your team.
Which of the four challenge areas above describes their biggest productivity challenge?

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Sample Time Audit

Time	Activity	Planned/Reactive	Energized/Drained
8am - 8:30am	Checked email	Reactive	Neutral
8:30am - 9:00am	Helped coworker	Reactive	Energized
9:00am - 9:30am	Finance meeting	Planned	Drained
9:30am - 10:00am	Finance meeting	Planned	Drained

The Quadrant Method

Quadrant 1: Fires

More Urgent & More Important
Big client canceling, homepage crash, high-performer quitting

Quadrant 2: Investments

Less Urgent & More Important
Giving feedback, having one-on-one, improving process, developing new skill

Quadrant 3: Deception

More Urgent & Less Important
Low value email and meetings, perfecting a presentation, doing work you could have delegated

Quadrant 4: Recharge

Less Urgent & Less Important
Taking breaks, moving/stretching, chatting with coworkers

Sample Bucket Method

1. Build app	2. Onboard new hires	3. Develop my team
Goal this quarter: add 3 new features	Goal this quarter: 4 weeks to proficiency	Goal this quarter: engagement score of 90%
Tasks for today: <ul style="list-style-type: none"> Interview sales team to understand client needs 	Tasks for today: <ul style="list-style-type: none"> Create checklist for first week of onboarding 	Tasks for today: <ul style="list-style-type: none"> Give feedback to each team member Announce shadowing program



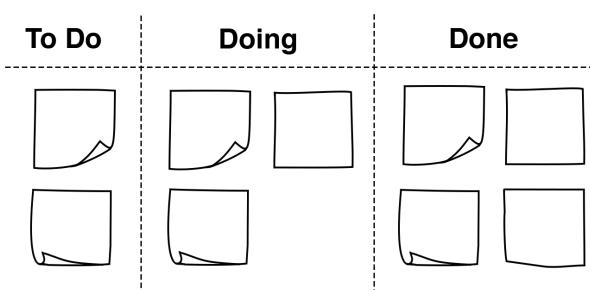
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Sample If-Thens

Distraction	If	Then
Morning news/social media	If I open my laptop -	Then I'll write my MITs.
Someone coming to you with a "quick" question	If someone asks a complicated question -	Then I'll ask to schedule time to discuss it.
Alerts and notifications	If I need to focus -	Then I will turn off all alerts.
New email	If it's 12PM -	Then I'll batch-process email.
Frequent meetings	If it's Monday -	Then we have no meetings.
Shoulder taps from coworkers	If someone on our team has headphones on -	Then we'll email them.
Instant messages from coworkers	If someone has their status set to 'away' -	Then we won't message them until they're back.
Anything	If I/we complete this task -	Then I/we will get a point / high five / treat.

Kanban System



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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly help my team make the best use of their time:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If I'm speaking about time, then I will use precise (blur-word free) language. • If we have a team meeting, then I will ask everyone to share their MITs. • If someone commits to doing something, then I will ask, "<i>where shall we capture that?</i>"
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 11: Effective One-on-Ones

LifeLabs Learning CAMPS Model

- **Certainty**
- **Autonomy**
- **Meaning**
- **Progress**
- **Social inclusion**

SAMPLE TASK BOX: Write a blog post					
1. Create outline	2. Ask for feedback	3. Write a draft	4. Edit it	5. Select photo	6. Publish post

PRACTICE STATION 

Take a moment to diagnose your own engagement using the LifeLabs Learning *CAMPS Model* (so you are more likely to remember it). Rate your satisfaction with each of the following at work in the past month (*10 = highest*):

Certainty	1	2	3	4	5	6	7	8	9	10
Autonomy	1	2	3	4	5	6	7	8	9	10
Meaning	1	2	3	4	5	6	7	8	9	10
Progress	1	2	3	4	5	6	7	8	9	10
Social Inclusion	1	2	3	4	5	6	7	8	9	10

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SAMPLE ONE-ON-ONE AGENDA TEMPLATE

Goals this quarter	Current results	Projected results

DATE: _____

WINS: *What went well or was a highlight this week?*

PRIORITIES ALIGNMENT CHECK: *My MITs for this week are...*

MY CAMPS SCORE (1-10): *Fill it in and flag it if there's something you'd like to discuss!*
 Certainty ____ Autonomy ____ Meaning ____ Progress ____ Social inclusion ____

ROADBLOCKS OR CONCERNS: *A place I'm stuck or need input is...*

DELIBERATE DEVELOPMENT:

Individual Development:

- Skill or knowledge area I am working on:
- Action I took last week to build this skill/knowledge area:
- Action I will take this week:

Feedback:

- What my manager thinks I did well or could improve:
- What I think my manager did well or could improve:

STRETCH QUESTION: *Your manager will ask you a different question each time!*

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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly hold effective one-on-ones:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If I'm in a one-on-one meeting, then I'll start by asking about small wins. • If my team member seems disengaged, then I will ask <i>CAMPS</i> questions. • If we're focusing on status updates, then I will suggest a different forum.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 12: Strategic Thinking

Gap Analysis

Start	Gap	Goal
-------	-----	------

Sample Lead Indicator (Early Sign)	Lag Indicator (Ultimate Goal)
Midterm exam grade	Final semester grade
Pop quiz grade	Midterm exam grade
Number of prospects per quarter	Revenue at the end of the year
Post-call client satisfaction score	Number of client referrals
Quarterly engagement survey score	Annual employee retention

PRACTICE STATION

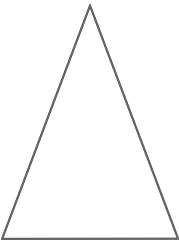
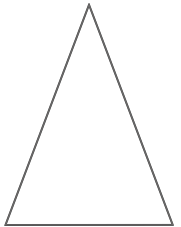
For each goal below, come up with several ideas for how you could measure the gap. You don't need a perfect measurement, just something that gives you sufficient guidance to make informed decisions. Then, jot down your actual goal and your best guess about the current state:



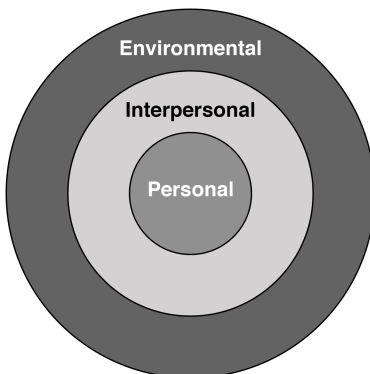
Goal	Measurement ideas
Team productivity Goal:	<i>Sample: average time spent on work versus value of the work</i> Current state:
Team trust Goal:	<i>Sample: trust survey, # of times people ask each other for help</i> Current state:
Your skill as a manager Goal:	<i>Sample: self-report on scale of 1-10, % of team goals accomplished</i> Current state:

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Kofi's Implicit Link-Up		Mia's Implicit Link-Up	
	3. To improve sales close rate		3. To increase sense of meaning
	2. To build client credibility		2. To show the team's impact
	1. Create case studies		1. Create case studies

LifeLabs Learning 3 Lenses Model




- **Lens #1: Personal.** Ask: “How are they contributing to the situation?” For example: does this person lack the skill or will necessary to achieve this goal?
- **Lens #2: Interpersonal.** Ask: “How am I contributing to the situation?” For example: have I failed to set clear expectations or model and reinforce the desired behavior?
- **Lens #3: Organizational.** Ask: “How is our team and/or company contributing to the situation?” For example: are there resource constraints or problematic org-wide norms?




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PRACTICE STATION 

Put on your most pessimistic, future-proofing glasses and consider the unintended consequences of the following actions. What might go wrong? Who might be impacted?

Action	Unintended Consequences
You designate Fridays as a meeting-free day.	<i>Sample: Coworkers in some time zones have too little time together.</i>
You film and share all company meetings.	<i>Sample: People miss important announcements because the videos are too long to watch.</i>
You only hire college graduates.	<i>Sample: You narrow your candidate pool and limit your team's diversity.</i>
You host a team retreat in Hawaii.	<i>Sample: Coworkers with young children can't attend. Mongooses eat all your birds.</i>

PRACTICE STATION 

Take a look at the Inclusive Planning grid below and predict what will go wrong:

Stakeholders	Phase 1 Define goal	Phase 2 Analyze problem	Phase 3 Explore solutions	Phase 4 Pick solution	Phase 5 Execute
Ally	X	X	X	X	
Jorge	X	X		X	
Rio					X

Even at a glance, you likely noticed that Rio (the person doing all the executing) is getting involved much too late in the process. There are bound to be challenges Ally and Jorge did not anticipate, and Rio will feel little ownership over the work. Ally also misses out on benefiting from diverse perspectives in the exploration phase. And having two people involved in Phase 4, making the ultimate decision, might cause confusion and delays without a plan for what they will do if they disagree.

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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly think strategically:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If someone suggests an improvement idea, then I will ask about their gap analysis. • If I notice interpersonal tension, then I will diagnose it using the 3 Lenses Model. • If I am starting a project, then I will create and share an inclusive planning grid.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 13: Meetings Mastery

Sample Meeting Agenda

Meeting 4Ps:

Purpose: Help our Facilities Team select a new office location.

Product: A list of our top five office recommendations.

Personal benefit: Move into an office we're excited to come to every day!

Process: See agenda below. *Meeting norms: share the floor: help get all voices into the conversation; stay present: no multitasking; off-topic points go in the parking lot*

1. Share one thing you like about our current office [30 seconds each, 3 minutes total]
2. Review the list of office options in silence and jot down your questions [5 minutes]
3. Discuss office questions [15 minutes]
4. Vote on our top office picks to get the list down to five [2 minutes]

PRACTICE STATION

Pick a meeting you will be leading in the near future.

Write down your 4P Opener:



Purpose:

Product:

Personal benefit:

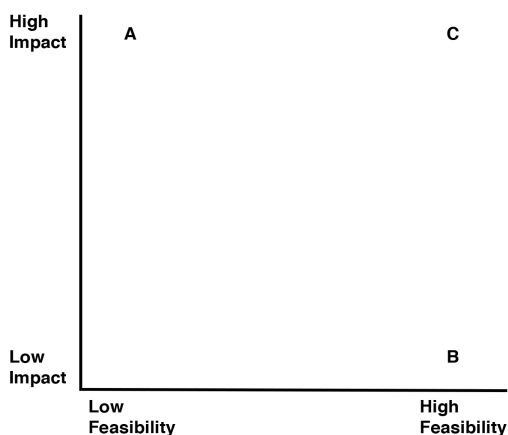
Process:



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Impact/Feasibility Map



PRACTICE STATION

Below are some common meeting challenges. For each one, practice what you would say to course-correct, including a behavior observation, impact statement, and process suggestion. Compare your answer to our samples:



Meeting Challenge	Sample Course Correction
There is very little discussion.	<i>It seems we're quiet today, which means it's hard to tell if we're aligned. How about we take five minutes to q-storm in silence so we can all gather our thoughts, then share?</i>
A few people are doing most of the talking.	<i>I'm noticing we're not hearing from everyone, so we're not getting the benefit of different perspectives. Let's go round-robin (and say "pass" if you prefer not to share).</i>
People are straying from the topic.	<i>Since we only have 10 minutes left and this is our chance to make a decision that impacts all of us, should we go back to the agenda and add the other topic to the parking lot?</i>



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<p>People are shooting down one another's ideas.</p>	<p><i>It looks like some of us are coming up with ideas and some of us are evaluating them, so we're not making progress. Let's defer judgement for this meeting, then we can look at pros and cons of each idea next week.</i></p>
<p>There is no clear decision maker or process.</p>	<p><i>I'm realizing we don't have a clear process to make this decision, so we're not using our time well. How about we take 10 minutes to align on the DACI?</i></p>

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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly lead effective meetings:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If I have a meeting, then I'll start with the 4Ps. • If I notice entanglement, then I'll point it out. • If we go off track, then I will course-correct.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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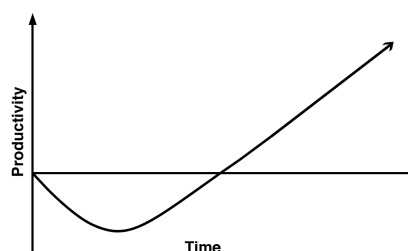
CHAPTER 14: Leading Change

Sample CAMPS listening tour questions:	
Overall	<i>What is your overall reaction to the change?</i>
Certainty	<i>What feels unclear or uncertain about it? What concerns do you have about it, if any?</i>
Autonomy	<i>What recommendations do you want us to consider? In which ways, if any, would you like to be involved?</i>
Meaning	<i>What about this change do you find exciting or important? How might you/your team help make it a success?</i>
Progress	<i>What can make this change at least 10% easier for you? Have you done any past work we can build on or learn from?</i>
Social inclusion	<i>Is there anyone else who might be impacted by the change? Who else do you think we should involve before making the change?</i>

Change Vision Statement

Validation	Heart	Head	Urgency
<i>I realize that X will be a risk/challenge...</i>	<i>But imagine if... Consider the story of...</i>	<i>Research shows that... The numbers are...</i>	<i>We have to act now because...</i>

Change Curve



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PRACTICE STATION



A tough change one of the great managers we studied had to lead was helping her team adjust to their new company-wide policy of becoming entirely plant-based.

Imagine you had to craft a *vision statement* to help your team embrace this change. Come up with your version before reading the sample below.

Validation	Heart	Head	Urgency
<i>Sample: I realize many of you had your favorite foods to buy at work, and it feels bad to lose those options. But here's why I think this change is worth it --</i>	<i>We all believe in making this world better. What if we could make it better for animals too -- animals just like Eva's pet pig who is so loving and funny.</i>	<i>This year alone, we could save the lives of 3,000 animals, plus 45 million gallons of water and reduce each person's carbon footprint from food by up to 73%.</i>	<i>If we make this change by next month, we would even be up for the Most Eco-Friendly Companies award, which would get us great press attention.</i>

Depending on the person, a better strategy might be to focus on saving the planet, becoming healthier, saving money, or coming across as innovative to others. Tailor your message to the person or share multiple *vision statements* when presenting to a group.

Now, think of a change you are leading or would like to lead. Create a first draft of your *vision statement*, using what you already know about your stakeholders:

Validation	Heart	Head	Urgency



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MY LAB REPORT	Today's Date:
My takeaways:	
I regularly introduce small changes:	1 2 3 4 5 6 7 8 9 10 (strongly disagree) (strongly agree)
Experiment idea bank:	<ul style="list-style-type: none"> • If a change is coming up, then I will schedule a CAMPS listening tour. • If I want people to change, then I will create at least 10 reminders or cues. • If my team hasn't felt change in a while, then I'll suggest learning something new.
One small experiment I'll try to increase my score by 1 point:	
Post-experiment Learning Extractions:	

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CHAPTER 15: People Development

PRACTICE STATION

Create a first draft of a *capability map* for your team.



In the column on the right, jot down the skill, knowledge, and experience areas your team most needs. Circle the top priorities:

Current state: What knowledge, skills, or experiences would help your team achieve current goals faster and create backup?

Sample: managing large accounts, X software

Future state: What skills, knowledge, and experiences will your team need in 1-2 years to achieve your goals or reduce risk?

Sample: leading change, statistical analysis

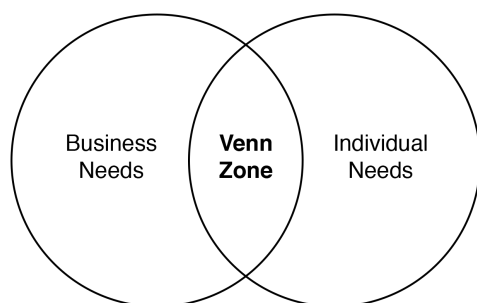


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Zoom Out Guide	
Loves & loathes	What types of work do you want to do more of, less of, and why?
Strengths	What do you see as your biggest strengths? How often do you use them?
Energizers	What challenges or goals excite you or matter to you most and why?
No-go list	What types of work are you pretty sure you do <u>not</u> want to do?
Priorities	What are your career priorities (for example: more responsibility, using strengths and energizers more, more pay, more flexibility, less stress)?
Role models	Whose work do you admire or are you curious to learn more about?
Mastery	In what ways can you become even more effective in your current role?
Goals	What responsibilities or roles might you want to take on in 1-5 years?
Gaps	What might hold you back from attaining your goals?
Capabilities	Let's Extract the learning: what skills, knowledge, or experiences might help you do more of the work you want and achieve your career priorities?

The Venn Zone



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INDIVIDUAL DEVELOPMENT PLAN	SAMPLE ANSWERS
Capability: What is the development area?	<i>Communication skills</i>
Link up: Why is it important to you to develop in this area? (<i>How will it help you and others?</i>)	<i>I'll help build more alignment on our team. Communication skills will also help me with my goal of taking on a leadership role.</i>
Focus: What's a specific BU, skill, or knowledge area you want to grow?	<i>Playbacks and split-tracks</i>
Self assessment: What is your current capability level on a scale of 1-10?	6
Manager assessment: What is your manager's assessment of your level on a scale of 1-10?	7
Success criteria: How would a 10 look?	<i>Using playbacks and split-tracks in most one-on-one and team conversations</i>
3E ideas to increase your score by 1 point:	
Education (book, article, podcast, class)	<i>Read The Leader Lab</i>
Experience (projects, practice)	<i>Give myself a point for each playback I do</i>
Exposure (interview, shadow)	<i>Observe how Dean does this in meetings</i>
Next steps: What (specifically) will you do? Pick ideas from the 3E idea bank.	<i>Read The Leader Lab!</i>
Timeline: When will you do it?	<i>Start tomorrow, finish one month from today.</i>
Check points: When and how will we check in about it?	<i>I will put it on our one-on-one agenda one month from now.</i>

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Leader Lab Wrap Up

Do a quick scan of each of the Behavioral Units, skills, and tools you've added to your manager toolbox. Quiz yourself to see if you remember them and consider how you've applied each one:

Core Behavioral Units						
Q-step	Playback	Deblur	Validate	Link Up	Pause	Extract
Core skills and tools						
Coaching	<i>SOON Funnel</i>					
Feedback	<i>Q-BIQ Method, Feedback Salsa</i>					
Productivity	<i>Time language, stop/start meetings on time, time audit, MITs, Quadrants, Buckets, CCS, Closed Loop Culture, If-thens, Pomodoro, Kanban</i>					
One-on-Ones	<i>CAMPS Model</i>					
Strategy	<i>Gap analysis, 3 Lenses Model, UC Check, Inclusive Planning</i>					
Meetings	<i>4P Opener, q-storm, round-robins, rotate roles, defer judgement, idea quotas, cross-pollinate, DACI, Impact/Feasibility Map, pros/cons/mitigations</i>					
Change	<i>CAMPS listening tour, vision statement, simplify the plan, plan early wins, overcommunicate, behavioral cues, normalize change</i>					
Development	<i>Capability Mapping, Zoom Out, Venn Zone, IDPs, 3E Model</i>					



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Leadership Scenarios Self-Assessment (Re-test)	Score 1-10 (10 = highest)
<p>11. Imagine you have a team member who is demotivated by their work. <i>How confident are you that you'd know how to coach them to find more motivation?</i></p>	
<p>12. Let's say someone on your team comes across as dismissive when others share ideas. <i>How confident are you that you'd know how to give them feedback?</i></p>	
<p>13. Assume that one of your team members is constantly overwhelmed, falling behind on deadlines, and having trouble focusing. <i>How confident are you that you'd know how to help?</i></p>	
<p>14. Effective one-on-one meetings increase engagement, development, and productivity. <i>How confident are you that you know how to achieve these results with the one-on-ones you have with each person on your team?</i></p>	
<p>15. Imagine that your team is working on a large, complex, cross-functional project. <i>How confident are you that you know how to help them think strategically and avoid common strategic thinking mistakes?</i></p>	
<p>16. Let's say you are leading a meeting where some people are going off topic, some are overtalking, and it's unclear how the group should make a decision. <i>How confident are you that you know how to course-correct and get the meeting back on track?</i></p>	
<p>17. When change happens, team members often resist it or avoid it. <i>How confident are you that you know how to gain buy-in?</i></p>	

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<p>18. Assume that one of your team members feels like they are not learning and growing. <i>How confident are you that you know how to help them develop in ways that are meaningful to them and helpful for the company?</i></p>	
<p>19. Great managers know how to leverage their team’s diversity, mitigate bias, and make each person feel valued and respected. <i>How confident are you that you know how to be inclusive?</i></p>	
<p>20. Great leaders are also great learners. <i>How confident are you that you know how to keep learning and growing as a manager?</i></p>	
<p>Total leadership confidence score:</p>	

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Dedication

This book is dedicated to our Labmates: the brilliant, playful, strange, and passionate catalysts at LifeLabs Learning who help people master life's most useful skills every day.



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Our clients and learners -- for inspiring us every day with your commitment to transform the workplace into a practice lab for mastering life's most useful skills.

The many managers who joined our research -- for allowing us to learn everything we've shared in this book and helping more people become great managers faster.



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