|  |  |  |  |
| --- | --- | --- | --- |
| Name | Click or tap here to enter text. | Date | Click or tap to enter a date. |

Creating The Groundwork For Success

Chore: Discussing Leadership and Smart Followership

|  |  |  |
| --- | --- | --- |
| 1. What leaders or managers quickly came to mind? | | |
|  |  | Click or tap here to enter text. |
| 1. What were their achievements? | | |
|  |  | Click or tap here to enter text. |
| 1. Who were their followers? | | |
|  |  | Click or tap here to enter text. |
| 1. What impact did their accomplishments have on others? | | |
|  |  | Click or tap here to enter text. |
| 1. What are some reasons you would or would not choose to follow these leaders, or contribute under these managers, based on their people skills? | | |
|  |  | Click or tap here to enter text. |
| 1. What are some personal insights can you add to the list of characteristic of a successful leader? | | |
|  |  | Click or tap here to enter text. |
| 1. What is Rost’s 21st Century definition for leadership? How did Chodkowski amend this definition and why? | | |
|  |  | Click or tap here to enter text. |
| 1. What is the formula for organizational success? | | |
|  |  | Click or tap here to enter text. | |
| 1. Are you going to select your own positive word to substitute for “*smart follower*”? If so, what is it? | | |
|  |  | Click or tap here to enter text. |
| 1. What is the definition of smart followership? | | |
|  |  | Click or tap here to enter text. |
| 1. Can you list any professionals, individual contributors, or workers who are “*smart followers”* and their value in enthusiastically and effectively providing support? | | |
|  |  | Click or tap here to enter text. |

Lesson 1: Demonstrating Responsibility

Chore: Doing the Chores

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. What position do you hold at your business or organization (farm)? Who is your manager or authority figure (Grandparents)? Co-workers (farmhands)? Customers (steers)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. What are your main roles and responsibilities (chores) that provide customer support (raising steers) to ensure success of your business or organization (farm)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. What job duties (smaller chores) must you complete daily and responsibly to ensure your customers (steers) are gratified (fed)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. How do you demonstrate 100% responsibility when following your manager’s or authority figure’s (farmer) instructions to ensure he/she does not practice micromanagement when you are working (feeding and bedding) with your customers (steers)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. How do you responsibly manage business or organizational resources (hay and straw bales) in a manner (allocate correctly per haymow hole) that ensures they are used wisely (spread evenly on the barn floor) and sustainably through tough business cycles (winter)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. Have you ever regretted not following a manager’s or someone with authority’s advice (tasted manure)? What lessons did you learn and how was it remedied (chewing Juicy Fruit gum)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. When reading about the chapter: It’s time to do the chores – Demonstrating Responsibility, what additional farming analogies did you realize could be applied on your job? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. On a scale from 1(lowest score) to 10 (highest score), how would you rate your ability and willingness to demonstrate 100 percent responsibility in doing your chores? What are some reasons you selected that score? | | | | |
|  |  | Choose an item. | Click or tap here to enter text. |
| 1. What are some personal actions you should stop, start, or continue that help improve your score? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. What people skills demonstrated in this chapter would inspire you to practice 100% responsibility? What can you do with this discovery? | | | | |
|  |  | Click or tap here to enter text. | |

Lesson 2: Working Well With Others

Chore: Sorting the Cattle

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. How can you make everyone feel accepted, respected, and appreciated for their true self when collaborating on difficult projects (cleaning the barn) or challenging processes (sorting cattle)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. With what project or process can you find a common resolution (*quickly clean the barn*) with your co-workers to rally around to avoid or reduce strict oversight of a manager? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. What is the higher mission of this work (*enrich the soil with vital nutrients to support crop growth*)? How does effective cooperation with others help achieve it? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. How do you show respect and appreciation for your team members who have been asked to complete unpleasant and less desirable tasks (*shoveling manure*)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. How can you have fun with others at work (*sliding in the manure*)? Who are the impacted stakeholders that deserve your gratitude (*moms washing our jeans*)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. How can you show trust and respect when someone makes a mistake that impacts the whole team (*incorrectly lets an undersized steer through when guarding the barn door*)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. What knowledge and experiences can you share with your co-workers to give them confidence when he or she is feeling insecure, unable, or unwilling (*get big*)? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. While reading the chapter, *Working well with others: Sorting the cattle*, what additional farming analogies did you realize that could be applied on your job? | | | | |
|  |  | Click or tap here to enter text. | |
| 1. On a scale from 1(lowest score) to 10 (highest score), how would you rate your organizational skills and think of two to three ways you can improve that score in the form of “I will” statements. | | | | |
|  |  | Choose an item. | Click or tap here to enter text. |
| 1. What people skills demonstrated in this chapter would inspire you to work well with others? What can you do with this discovery? | | | | |
|  |  | Click or tap here to enter text. | |

Lesson 3: Organizing Effectively

Chore: Planting the Crops

|  |  |  |
| --- | --- | --- |
| 1. What projects or programs (planting crops) do you enthusiastically and effectively provide support for (planting chores) at your organization (farm)? | | |
|  |  | Click or tap here to enter text. |
| 1. What are your precise roles (*caps*) in supporting these projects and programs? What specifically can you to do be more organized to enhance support of these responsibilities? | | |
|  |  | Click or tap here to enter text. |
| 1. What are key dates that impact the critical path of the project or program you support (*Hessian* *Fly*)? How can you apply effective organization skills to ensure timely success? What happens if you miss these deadlines? | | |
|  |  | Click or tap here to enter text. |
| 1. What are the resources (*parts and tools*) you meticulously maintain to ensure an organized work area (*machine* *shed*)? When properly upheld, what are the extrinsic and intrinsic rewards? | | |
|  |  | Click or tap here to enter text. |
| 1. Do you always need a manager or authority figure to remind you to complete your assigned daily tasks (grease the tractor)? What organizational skills can you leverage | | |
|  |  | Click or tap here to enter text. |
| 1. What happens if you fail to follow through with a critical task (*checking the oil*)? How can you ensure that does not happen? | | |
|  |  | Click or tap here to enter text. |
| 1. When reading the chapter: *Organizing Effectively: Planting the crops*, what additional farming analogies did you realize could applied on your job? | | |
|  |  | Click or tap here to enter text. |
| 1. On a scale from 1(lowest score) to 10 (highest score), how would you rate your organizational skills. Why did you select that score? Take some time to think of stop, start, and continue actions that will help improve this score. | | |
|  |  | Choose an item. |
| 1. What people skills demonstrated in this chapter would inspire you to practice solid organizational skills? What can you do with this discovery? | | |
|  |  | Click or tap here to enter text. |

Lesson 4: Paying Attention to Details

Chore: Hoeing the Weeds

|  |  |  |  |
| --- | --- | --- | --- |
| 1. What issues or problems (*weeds*) occur at your workplace (*fields*) that you need to address (*hoe*)? | | | |
|  |  | Click or tap here to enter text. | |
| 1. What tools or software (hoes and cultivators) do you use to remove and overcome obstacles (weeds) in your workplace (fields)? | | | |
|  |  | Click or tap here to enter text. | |
| 1. What skills must be maintained or enhanced (*sharpen the blade*) to ensure optimal productivity when managing the details? | | | |
|  |  | Click or tap here to enter text. | |
| 1. What are the minute issues (*small buttonweeds*) do you sometimes ignore? What is the impact on the business product or service (*harvest*) if you disregard them (*walk past them without hoeing them*)? | | | |
|  |  | Click or tap here to enter text. | |
| 1. What other analogies did you find while reading about this chore? | | | |
|  |  | Click or tap here to enter text. | |
| 1. On a scale from 1(lowest score) to 10 (highest score), how would you rate your attention to detail (*hoeing the weeds*)? Think of two or three ways you can improve your score. | | | |
|  |  | Choose an item. | Click or tap here to enter text. |
| 1. What people skills demonstrated in this chapter would inspire you to practice solid organizational skills? What can you do with this discovery? | | | |
|  |  | Click or tap here to enter text. | |

Lesson 5: Developing Self and Others

Chore: Driving the Tractor

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. What is your dream job (*stockbroker*)? What type of development do you need to get there? Who can help you (*Lori*)? | | | | |
|  |  | Click or tap here to enter text. | | |
| 1. Do you know someone who wants to learn a new skill that you possess (*sewing*)? Are you helping them learn? Why or why not? | | | | |
|  |  | Click or tap here to enter text. | | |
| 1. What new skill could you teach someone quickly (drive the tractor)? What would you say or do (six steps of entertraining) when training them? | | | | |
|  |  | Click or tap here to enter text. | | |
| 1. What goals do you want to accomplish (*learn to swim*) before your life sunsets? What simple daily actions can you take in support of these goals? What is holding you back from taking that first step (*joining a gym with a pool)?* | | | | |
|  |  | Click or tap here to enter text. | | |
| 1. What task or skill (*cursive handwriting*) do you need to practice repeatedly to master? | | | | |
|  |  | Click or tap here to enter text. | | |
| 1. Are you observing your manager or authority figures (*riding in a tractor)* in order to be prepared when called upon to complete an activity (*drive the tractor*)? What are you learning? | | | | |
|  |  | Click or tap here to enter text. | | |
| 1. Have you ever felt insecure or unwilling to quickly learn a new task or skill (*drive a tractor*) when asked? If so, how could you overcome your hesitation? | | | | |
|  |  | Click or tap here to enter text. | | |
| 1. When training others and they make a mistake (*pop the clutch*), how can you ensure you react with support when it negatively impacts you (*causes you to fall*)? | | | | |
|  |  | Click or tap here to enter text. | | |
| 1. What additional analogies did you find from reading about the importance of educating yourself and others on the farm? How can these be applied to your workplace? | | | | |
|  |  | | Click or tap here to enter text. | |
| 1. On a scale from 1(lowest score) to 10 (highest score), how would you rate your ability to educate self and others (driving a tractor)? What are two or three ways you can improve this score? | | | | |
|  |  | | Choose an item. | Click or tap here to enter text. |
| 1. What people skills demonstrated in this chapter would inspire you to develop yourself and others? What can you do with this discovery? | | | | |
|  |  | Click or tap here to enter text. | | |

Lesson 6: Dealing With Conflict

Chore: Bailing Straw

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Describe a time when you unintentionally caused a conflict with a co-worker (*baled up a skunk*) and they were upset about it because the situation caused them great hardship (*stunk up their haymow*)? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. How could or should the conflict (*who should work in the smelly haymow)* be effectively dealt with to avoid having a manager or authority figure have to step in and manage the conflict (*farmer*)? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. How were your co-workers (*farmhands*) impacted? What was their reaction? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. How did you stay focused on the larger task (*finishing the field*) when determining an agreement (*rotating turns in the haymow)?* What could you do better next time? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. How can you ensure you do not always need a manager or authority figure (*grandparents*) to step in and dealing a conflict among co-workers (*farmhands*)? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. What can you personally do to ensure conflict is quickly addressed and that it does not fester? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. Did you find any additional analogies about how to deal with conflict? How can these be applied to your work? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. On a scale from 1(lowest score) to 10 (highest score), how would you rate your ability to deal with conflict? Think of two to three ways you can improve that score in the form of “I will” statements. | | | | | | |
|  | |  | | Choose an item. | | Click or tap here to enter text. |
| 1. What influential people skills demonstrated in this chapter would inspire you effectively deal with conflict? What can you do with this discovery? | | | | | | |
|  |  | | | | Click or tap here to enter text. | |

Lesson 7: Acting With Integrity and Trust

Chore: Bedding the Cattle

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Who has the integrity and trust you could put your faith in (*Grandpa and my cousins*) to overcome your fears (*bedding the cattle*)? What is your first step (*shooing the cattle*) in this process? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. How can you feel secure (*three-point stance*) as you take each step (*climb the ladder*) to become willing and able to complete a new task (*chore*)? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. What do you do when you are faced with new challenges (*no more rungs on the ladder*) or previously unknown danger (*bats*)? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. On whose advice and commitment (*handshake*) can you rely confidently when faced with new obstacles (*no more rungs in the ladder*) and why? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. What additional analogies did you discover about “bedding the cattle”? How can these be applied to your work? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. On a scale from 1(lowest score) to 10 (highest score), how would you rate your ability to be a person of integrity and trust. Think of two to three ways you can improve that score in the form of “I will” statements. | | | | | | |
|  | |  | | Choose an item. | | Click or tap here to enter text. |
| 1. What influential people skills demonstrated in this chapter would inspire you to always act with integrity to be someone others can trust? What can you do with this discovery? | | | | | | |
|  |  | | | | Click or tap here to enter text. | |

Lesson 8: Controlling Persuasion

Chore: Climbing the Silo

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Were you ever convinced to do something you were afraid or reluctant to do (*climb a 60-foot silo*)? What specifically did the leader say or do to persuade you go along with their idea? Was it a good choice? Why or why not? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. Were you inspired by the first follower? How did they do to convince you to participate in the challenge (*climb the silo*)? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. Were you ever the first follower that inspired others to complete a challenge (*climb a silo*) and how did you persuade others to participate? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. Reflect on a time when you were too impressionable and really needed courage to say no. What would you say or do differently to control the persuasion? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. What are some areas in your life and career where you need to do a better job at controlling the persuasion? Where can you get support in order to effectively make better followership choices? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. Have you ever been disciplined (*grounded for climbing a silo*) for making poor followership choices? What lessons did you learn? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. What additional analogies and lessons did you learn from reading the chapter: Climbing the Silo? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. On a scale from 1(lowest score) to 10 (highest score), how would you rate your ability to persuade others. Think of two to three ways you can improve that score in the form of “I will” statements. | | | | | | |
|  | |  | | Choose an item. | | Click or tap here to enter text. |
| 1. What influential people skills demonstrated in this chapter would inspire you to better understand persuasion in order make better followership choices? What can you do with this discovery? | | | | | | |
|  |  | | | | Click or tap here to enter text. | |

Lesson 9: Taking Initiative to Lead

Chore: Gathering Ears of Corn

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Have you observed any dissatisfaction or inefficiencies (a combine missing ears of corn) when reflecting on your own performance and that of others at work (harvesting crops on your farm)? What opportunities for meaningful change does this present? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. What ways could you step up as a leader to address these areas of concern (salvage the missed corn)? What is the purpose and mutual benefits everyone could realize? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. How will you pitch your idea and gain approval from your manager or authority figure to move forward (husk the ears of corn)? Who and how can your team members (farmhands) cooperate and contribute? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. What could your project plan be? What are the resources needed (tractor and wagon) to begin? What are the time constraints (pick up the corn before it molds or rots on the ground) and how are they managed? Does this relationship meet Rost’s four elements? If so, how? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. What reward or additional gain do you hope to realize (greenbacks in your wallet and Grandpa adding additional corn to your wagon)? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. What additional analogies did you discover about “picking up the corncobs”? How can these be applied to your work? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. On a scale from 1(lowest score) to 10 (highest score), how would you rate your ability to find and take initiative. Think of two to three ways you can improve that score in the form of “I will” statements. | | | | | | |
|  | |  | | Choose an item. | | Click or tap here to enter text. |
| 1. What influential people skills demonstrated in this chapter would inspire you to take initiative? What can you do with this discovery? | | | | | | |
|  |  | | | | Click or tap here to enter text. | |

Lesson 10: Celebrating Life

Chore: Having a Polka Party

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. What ways can you celebrate life’s journey with your co-workers or team members (farmhands) and important stakeholders (family and friends)? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. When and where could you have a celebration (*polka party*) to reward yourself and others for completing important milestones (*chores*)? Who would you invite to the festivities? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. When have you ever been intrinsically motivated and driven to participate in a competition (tractor pull) to showcase and celebrate your talents? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. How do you reward yourself and others (*apple pie with ice cream*)? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. How can you practice mindfulness during your work’s journey (*smell the flowers along the way*)? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. How can you slow down (*listen to God’s music)* to ensure a positive work-life integration and what do you need to change to do so? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. What additional analogies did you discover about “*have a polka party*?” How can these be applied to your work? | | | | | | |
|  | | |  | | Click or tap here to enter text. | |
| 1. On a scale from 1(lowest score) to 10 (highest score), how would you rate your ability to celebrate life. Think of two to three ways you can improve that score in the form of “I will” statements. | | | | | | |
|  | |  | | Choose an item. | | Click or tap here to enter text. |
| 1. What influential people skills demonstrated in this chapter would inspire you to celebrate life through all seasons? What can you do with this discovery? | | | | | | |
|  |  | | | | Click or tap here to enter text. | |

Lesson 11: Showing Ambition to Manage

Chore: Detasseling Corn

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. What knowledge, skills, and attitudes do you consistently demonstrate that help your manager see you as someone who is hungry, humble, and smart? | | | | | |
|  | |  | | Click or tap here to enter text. | |
| 1. What are you observing and learning today as a contributor (smart follower) that will give you the confidence to step up and manage others? | | | | | |
|  | |  | | Click or tap here to enter text. | |
| 1. What are some ways you can show ambition to manage others in your job? What do you hope to gain in return? | | | | | |
|  | |  | | Click or tap here to enter text. | |
| 1. What would motivate you to volunteer to step up to manage or lead a project or process? | | | | | |
|  | |  | | Click or tap here to enter text. | |
| 1. What people skills have you observed from your manager that you could employ if called upon to lead or manage a project or process? | | | | | |
|  | |  | | Click or tap here to enter text. | |
| 1. What are your short-term and long-term career goals and how can you apply ambition to realize them? | | | | | |
|  | |  | | Click or tap here to enter text. | |
| 1. What are your life’s ultimate desires? How can they be supported by your career? | | | | | |
|  | |  | | Click or tap here to enter text. | |
| 1. When reading the chapter, *Detasseling Corn: Showing ambition to manage others,* what other analogies did you realize could be applied to your life and job? | | | | | |
|  | |  | | Click or tap here to enter text. | |
| 1. On a scale from 1 (lowest score) to 10 (highest score), how would you rate your ability and willingness to show ambition to manage others? | | | | | |
|  |  | | Choose an item. | | Click or tap here to enter text. |
| 1. What are some personal actions you should stop, start, or continue that would help improve your score? | | | | | |
|  | |  | | Click or tap here to enter text. | |
| 1. What influential people skills demonstrated in this chapter would inspire you to show ambition to manage others? What can you do with this discovery? | | | | | |
|  | |  | | Click or tap here to enter text. | |

Conclusion: Creating Great Memories

Chore: Taking Harvest to Market

|  |  |  |
| --- | --- | --- |
| 1. Are you similar to the man on the tractor in Rodney Atkin’s song? If so, how? | | |
|  |  | Click or tap here to enter text. |
| 1. What chore’s lesson can you start applying to ensure you start living your life differently? | | |
|  |  | Click or tap here to enter text. |
| 1. What is your overall score when rating each individual competency and what themes appeared? | | |
|  |  | |  |  | | --- | --- | | Self-Rating | Competency: Chore | | Choose an item. | * Demonstrating responsibility: Doing the chores. | | Choose an item. | * Working well with others: Sorting the cattle. | | Choose an item. | * Organizing effectively: Planting the crops. | | Choose an item. | * Paying attention to details: Hoeing the weeds. | | Choose an item. | * Developing self and others: Driving the tractor. | | Choose an item. | * Dealing with conflict: Baling straw. | | Choose an item. | * Acting with integrity and trust: Bedding the cattle. | | Choose an item. | * Controlling persuasion: Climbing the silo. | | Choose an item. | * Taking initiative: Gathering ears of corn. | | Choose an item. | * Celebrating life: Having a Polka Party! | | Choose an item. | * Showing ambition to lead: Detasseling corn. | | Choose an item. | Final Average | |
| 1. What questions presented at the end of each chapter were the most revealing, challenging, and rewarding? | | |
|  |  | Click or tap here to enter text. |
| 1. What action items and “I will” statements that you noted on the assessment guide will you work on first? | | |
|  |  | Click or tap here to enter text. |
| 1. What support do you need in creating the groundwork for success for yourself and others? | | |
|  |  | Click or tap here to enter text. |
| 1. How will you and others benefit from applying smart followership and a solid work ethic at your job? | | |
|  |  | Click or tap here to enter text. |
| 1. What people skills demonstrated throughout Doing The Chores did you find inspirational and could apply when you must step up and lead? | | |
|  |  | Click or tap here to enter text. |
| 1. How can you share with others the lessons learned from reading this book? | | |
|  |  | Click or tap here to enter text. |
| 1. How will you and others (farmers and farmhands) celebrate completing the book, Doing The Chores? . | | |
|  |  | Click or tap here to enter text. |