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

Welcome and Introductions

Chore: Setting Expectations

|  |  |  |
| --- | --- | --- |
| 1. What is everyone’s name and current role? What would everyone like to share about themselves? | | |
|  |  | Click or tap here to enter text. |
| 1. What are each individual’s expectations and goals for studying *Doing The Chores*? | | |
|  |  | Click or tap here to enter text. |
| 1. What engagement rules should the group establish and maintain while completing the book study? | | |
|  |  | Click or tap here to enter text. |
| 1. What is the study group’s confidentiality expectations and how can compliance be maintained? | | |
|  |  | Click or tap here to enter text. |
| 1. When, where, and how will the group meet (use planner job aide)? | | |
|  |  | Click or tap here to enter text. |
| 1. What support can the group provide to ensure members complete the individual assessments prior to each group meeting? | | |
|  |  | Click or tap here to enter text. |
| 1. What organization, departmental, and individual performance measure does the group hope to impact by study *Doing The Chores*? | | |
|  |  | Click or tap here to enter text. |
| 1. What additional items need to be discussed as the group prepares for this learning journey? | | |
|  |  | Click or tap here to enter text. |

Foreword

Chore: Discuss Foreword

|  |  |  |
| --- | --- | --- |
| 1. What thoughts, feelings, or beliefs did the group discover when reading the *Foreword*? | | |
|  |  | Click or tap here to enter text. |
| 1. What memories would a group member like to share regarding those who helped build their work ethic? | | |
|  |  | Click or tap here to enter text. |
| 1. What is the group learning from each other’s stories about the influential people that impacted their life and career? | | |
|  |  | Click or tap here to enter text. |
| 1. What additional thoughts, feelings, or beliefs would the group like to share and discuss that was inspired by reading the *Foreword*? | | |
|  |  | Click or tap here to enter text. |

Creating The Groundwork For Success

Chore: Discussing Leadership and Smart Followership Skills

|  |  |  |
| --- | --- | --- |
| 1. What influential leaders quickly came to mind when questioned during *Creating the Groundwork for Success* chapter? | | |
|  |  | Click or tap here to enter text. |
| 1. What are the reasons you thought of this particular leader? Was it a bad leader or good leader? What were their accomplishments? Why or why not would you follow this leader? | | |
|  |  | Click or tap here to enter text. |
| 1. What characteristics of a leader are important to the group? | | |
|  |  | Click or tap here to enter text. |
| 1. What is the definition of smart followership and how does it apply to the group? | | |
|  |  | Click or tap here to enter text. |
| 1. What are a few examples of when smart followership skills have led to the group’s success? | | |
|  |  | Click or tap here to enter text. |
| 1. How has this chapter changed your opinion on what is “smart” followership? | | |
|  |  | Click or tap here to enter text. |
| 1. Who has watched a “Chore Chat” at <www.doingthechores.com>? Who is inspired to conduct a “*Chore Chat*” of their own? Who do you want to interview and what is holding you back from conducting the interview? | | |
|  |  | Choose an item. |
| 1. What are the group’s thoughts on the formula for organizational success? | | |
|  |  | Click or tap here to enter text. |
| 1. Did you use a positive word as a substitute for “*smart follower*” when reading the book? If so, what was the word and why did you choose it? | | |
|  |  | Click or tap here to enter text. |
| 1. What is the group’s definition of smart followership? Should we draft are own definition? If so, how would it read? | | |
|  |  | Click or tap here to enter text. |
| 1. Can you think of any “*smart followers*” in your life? What is the value of their service to others in enthusiastically and effectively providing support? | | |
|  |  | Click or tap here to enter text. |

Lesson 1: Demonstrating Responsibility

Chore: Doing the Chores

|  |  |  |
| --- | --- | --- |
| 1. Who are the leaders (*grandparents*), stakeholders (*farmhands*), and customers (*steers*) of our group? | | |
|  |  | Click or tap here to enter text. |
| 1. What is our group’s main roles that we must managed and administer responsibly? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group demonstrate 100 percent responsibility when doing their chores? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group better manage our organization’s and department’s resources (*hay and straw bales*)? | | |
|  |  | Click or tap here to enter text. |
| 1. Would anyone like to share when they regretted not following a manager’s or leader’s advice (*tasted manure*) and the lessons learned from that experience? | | |
|  |  | Click or tap here to enter text. |
| 1. What additional farming analogies did you discover that could be applied to your job while learning about this chore? | | |
|  |  | Click or tap here to enter text. |
| 1. Who would like to share their rating on the ability and willingness to demonstrate 100 percent responsibility in doing their chores? What are some reasons you selected that score? Does anyone have a best practice they would like to share to ensure we practice 100 percent responsibility? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter would inspire you to practice 100% responsibility? What can we do with this discovery? | | |
|  |  | Click or tap here to enter text. |

Lesson 2: Working Well With Others

Chore: Sorting the Cattle

|  |  |  |
| --- | --- | --- |
| 1. How can the group ensure everyone feels welcomed, valued, and respected when collaborating on difficult projects (*cleaning the barn*) or challenging processes (*sorting cattle*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What challenging project or process can the group find a common resolution (*quickly clean the barn*) to avoid or reduce strict oversight from leadership (*farmer*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What is the higher mission of the group’s work (*enrich the soil with vital nutrients to support crop growth*)? Where can the group improve cooperation to help achieve it? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group show respect and appreciation for others who have to complete unpleasant and less desirable work (*shoveling manure*)? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group have fun with others at work (*sliding in the manure*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What key stakeholders deserve the groups gratitude (*moms washing our jeans*)? How can this be accomplished? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group show trust and respect when someone makes a mistake (*incorrectly lets an undersized steer through when guarding the barn door*)? | | |
|  |  | Click or tap here to enter text. |
| 1. How can we help improve a member’s confidence when they are feeling insecure, unable, or unwilling (*get big*) when performing a new role or responsibility? | | |
|  |  | Click or tap here to enter text. |
| 1. What additional farming analogies did you discover that could be applied to your job while learning about this chore? | | |
|  |  | Click or tap here to enter text. |
| 1. Who would like to share their rating on the ability and willingness to work well with others? What are some reasons you selected that score? Does anyone have a best practice they would like to share about how to work well with others? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter would inspire you to work well with others? What can we do with this discovery? | | |
|  |  | Click or tap here to enter text. |

Lesson 3: Organizing Effectively

Chore: Planting the Crops

|  |  |  |
| --- | --- | --- |
| 1. What projects or programs (*crops*) does the group enthusiastically and effectively provide support (planting chores) for at their organization (*farm*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What different roles (*caps*) does the group wear while supporting their key projects and programs? How can they be more organized in managing these areas (*machine shed*) and in completing their task (*greasing the tractor*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What lesson did the group learn when learning about the importance of managing deadlines (*Hessian fly-free date*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What are the groups critical tasks (checking the oil)? What happens if we fail to follow through our critical tasks? How can we ensure that does not happen? | | |
|  |  | Click or tap here to enter text. |
| 1. What additional farming analogies did you discover that could be applied to your job while learning about this chore? | | |
|  |  | Click or tap here to enter text. |
| 1. Who would like to share their rating on the ability and willingness to organize effectively when doing their chores? What are some reasons you selected that score? Does anyone have a best practice they would like to share? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter would inspire you to improve your organizational skills? What can we 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 in the group’s workplace (*fields*) that need to be managed (*hoe*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What tools (*hoes and cultivators*) can the group use to remove and manage obstacles (*weeds*) in their workplace (*fields*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What skills must the group maintain or enhance (*sharpen the blade*) to ensure optimal productivity while managing the details? | | |
|  |  | Click or tap here to enter text. |
| 1. What are the minute issues (*small buttonweeds*) the group sometimes ignore? What is the impact on the business product or service (*harvest*) the group disregards them (*walk past them without hoeing them*)? | | |
|  |  | Click or tap here to enter text. |
| 8. Who would like to share their rating on the ability and willingness to pay attention to details in doing their chores? What are some reasons you selected that score? Does anyone have a best practice they would like to share? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter would inspire you to pay attention to details? What can we do with this discovery? | | |
|  |  | Click or tap here to enter text. |

Lesson 5: Developing Self and Others

Chore: Driving the Tractor

|  |  |  |
| --- | --- | --- |
| 1. How can the group support the development of each other to achieve their dream job or role (*stockbroker*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What talents does the group possess that can be shared with others (*sewing*)? How can we successfully transfer that knowledge (*driving the tractor*) to others? | | |
|  |  | Click or tap here to enter text. |
| 1. What goals do the group members have that they want to accomplish (*learn to swim*) before their careers sunset? What simple daily actions can you take in support of these goals? How can the group support? What is holding them back? How can the group support each other? | | |
|  |  | Click or tap here to enter text. |
| 1. What leaders or team members are the group members observing (*riding in a tractor*) in order to be prepared when called upon to complete an activity (*drive the tractor*)? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group feel more secure or willing to learn new roles (*drive a tractor*)? | | |
|  |  | Click or tap here to enter text. |
| 1. When a group member makes a mistake (*pop the clutch*) and causes difficulties to another; how can the group positively support the member and view the mistake as a learning opportunity? | | |
|  |  | Click or tap here to enter text. |
| 1. Who would like to share their rating on your ability and willingness develop yourself and others while doing your chores? What are some reasons you selected that score? Does anyone have a best practice they would like to share? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter would inspire you develop yourself and others? What can we do with this discovery? | | |
|  |  | Click or tap here to enter text. |

Lesson 6: Dealing With Conflict

Chore: Bailing Straw

|  |  |  |
| --- | --- | --- |
| 1. When has the group unintentionally caused conflict with a stakeholder (*baled up a skunk*) and caused them great hardship (*stunk up their haymow*)? | | |
|  |  | Click or tap here to enter text. |
| 1. How could or should the conflict be effectively dealt with in the future? | | |
|  |  | Click or tap here to enter text. |
| 1. When disagreements occur, how can the group stay focused on the larger task (*finishing the field*) to ensure successful completion of the job? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group better deal with conflict themselves without having a manager (*grandparents*) step in and handle it? | | |
|  |  | Click or tap here to enter text. |
| 1. What can the group do to ensure conflict is quickly addressed and not let it fester? | | |
|  |  | Click or tap here to enter text. |
| 1. What additional farming analogies did you discover that could be applied to your job while learning about this chore? | | |
|  |  | Click or tap here to enter text. |
| 1. Who would like to share their rating on the ability and willingness to effectively deal with conflict while doing their chores? What are some reasons you selected that score? Does anyone have a best practice they would like to share? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter would inspire you to better deal with conflict? What can we 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 the group often puts faith in (*Grandpa and my cousins*) to overcome your fears (*bedding the cattle*)? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group help each other feel secure (*three-point stance*) in taking each step (*climbing the ladder*) of becoming willing and able to complete new tasks (*chores*)? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group improve trust to help overcome new challenges (*no more rungs on the ladder*) or when the group encounters unknown danger (*bats*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What can the group do to show trust and commitment (*handshake*) with each other when faced with new challenges and obstacles (*no more rungs in the ladder*)? | | |
|  |  | Click or tap here to enter text. |
| 1. Who would like to share their rating on acting with integrity and trust? What are some reasons you selected that score? Does anyone have any insights they would like to share on the competency? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter that would inspire integrity and trust? How can the group build upon and use this information? | | |
|  |  | Click or tap here to enter text. |

Lesson 8: Controlling Persuasion

Chore: Climbing the Silo

|  |  |  |
| --- | --- | --- |
| 1. When has a group member been afraid or reluctant to complete a challenge (*climb a 60-foot silo*)? How were you persuaded to go along with the idea? Was it a good choice? Why or why not? | | |
|  |  | Click or tap here to enter text. |
| 1. Who was the first follower (*Lori*) that influenced you to go along with the idea? How did they influence you? | | |
|  |  | Click or tap here to enter text. |
| 1. Has a group member ever been 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. Would a group member like to share a story when they were too impressionable and really needed to control the persuasion? What would you say or do differently? What did you learn? What were other options other than follow along? | | |
|  |  | Click or tap here to enter text. |
| 1. What are some reasons and areas our group could or should do a better job at controlling persuasion? | | |
|  |  | Click or tap here to enter text. |
| 1. Has a group member ever been disciplined (*grounded for climbing a silo*) for not controlling the persuasion and made a poor followership choice? What about the situation and lessons learned are you willing to share? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the lessons of smart followership help the group make better choices on who to follow or who not to follow? | | |
|  |  | Click or tap here to enter text. |
| 1. Who would like to share their rating on the ability and willingness to understand persuasion while doing their chores? What are some reasons you selected that score? Does anyone have a best practice they would like to share? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter would inspire you to control persuasion? What can we do with this discovery? | | |
|  |  | Click or tap here to enter text. |

Lesson 9: Taking Initiative

Chore: Gathering Ears of Corn

|  |  |  |
| --- | --- | --- |
| 1. What inefficiencies (*a combine missing ears of corn*) is the group observing? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group take initiative to capitalize on these areas of opportunities (*salvage the missed corn*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What is holding the group back from taking initiative on these ideas? What plan is needed to move forward? Who needs to provide input and approvals? What are suggested next steps? | | |
|  |  | Click or tap here to enter text. |
| 1. What reward or gain could the group realize (*greenbacks in your wallet and Grandpa adding additional corn to your wagon*) from implementing the plan? | | |
|  |  | Click or tap here to enter text. |
| 1. Who would like to share their rating on your ability and willingness to take initiative while doing your chores? What are some reasons you selected that score? Does anyone have a best practice they would like to share? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter would inspire you to take initiative? What can we do with this discovery? | | |
|  |  | Click or tap here to enter text. |

Lesson 10: Celebrating Life

Chore: Having a Polka Party

|  |  |  |
| --- | --- | --- |
| 1. What are ways the group can celebrate life’s journey with each other in order to bring more joy at work? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group celebrate with each other more often (*attend a parade*)? | | |
|  |  | Click or tap here to enter text. |
| 1. How and where can the group showcase and celebrate our talents (*tractor pull*)? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group reward and recognize others (*apple pie with ice cream*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What can the group do to practice mindfulness (*smell the flowers along the way*)? | | |
|  |  | Click or tap here to enter text. |
| 1. What can the group do to support work-life integration? | | |
|  |  | Click or tap here to enter text. |
| 1. Who would like to share their rating on the ability and willingness to have a polka party? What are some reasons you selected that score? Does anyone have a best celebration best practice they would like to share? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter would inspire you to have a polka party? What can we do with this discovery to celebrate life throughout our journey of *Doing The Chores*? | | |
|  |  | Click or tap here to enter text. |

Lesson 11: Showing Ambition to Lead

Chore: Detasseling Corn

|  |  |  |
| --- | --- | --- |
| 1. What followership skills could place our team in a positive light among our leaders, customers, and stakeholders? | | |
|  |  | Click or tap here to enter text. |
| 1. What is each group member currently learning from doing their chores as a “*smart follower*” that will build their confidence to lead when called upon? | | |
|  |  | Click or tap here to enter text. |
| 1. What would influence you to show ambition and raise your hand to lead a project or process? | | |
|  |  | Click or tap here to enter text. |
| 1. What leadership skills has the group observed that would employ them to step up and lead a project or process? | | |
|  |  | Click or tap here to enter text. |
| 1. What is each group member’s career goals? How can ambition help realize their aspirations? | | |
|  |  | Click or tap here to enter text. |
| 1. What is each group member’s life’s ambitions? How can their career support achieving their dreams? | | |
|  |  | Click or tap here to enter text. |
| 1. What additional farming analogies did you discover that could be applied to your job while learning about this chore? | | |
|  |  | Click or tap here to enter text. |
| 1. Who would like to share their rating on showing ambition to lead while doing their chores? What are some reasons you selected that score? Does anyone have a best practice they would like to share? | | |
|  |  | Click or tap here to enter text. |
| 1. What is one stop, start, or continue action from studying this chore’s lesson are you willing to share with the group? Once implemented, how will it enhance your job performance and satisfaction? | | |
|  |  | Click or tap here to enter text. |
| 1. What influential leadership skills demonstrated in this chapter would inspire you to show great ambition to lead? What can we do with this discovery? | | |
|  |  | Click or tap here to enter text. |

Conclusion: Creating Great Memories

Chore: Taking Harvest to Market

|  |  |  |
| --- | --- | --- |
| 1. Would anyone like to share their story on how they relate to the man on the tractor in Rodney Atkin’s song? | | |
|  |  | Click or tap here to enter text. |
| 1. What lessons from *Doing The Chores* can be applied as a group to support the quest of seeing and living our lives differently? | | |
|  |  | Click or tap here to enter text. |
| 1. What is the group’s average score for each competency? What themes are appearing for the group? How can we capitalize on our strengths and improve upon our opportunities discovered in order to achieve our group’s desired success? | | |
|  |  | |  |  | | --- | --- | | 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 thought-provoking questions in the book did each group member find the most insightful, challenging, and rewarding? | | |
|  |  | Click or tap here to enter text. |
| 1. What action item or “I will” statement from each group member’s individual study guide will they work on first? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group implement the knowledge, skills, and attitudes realized from reading about completing farming chores? | | |
|  |  | Click or tap here to enter text. |
| 1. How can the group support each other in further developing their followership skills and enhancing their work ethic? Did you substitute a word for “*smart follower*”? If so, what was it? | | |
|  |  | Click or tap here to enter text. |
| 1. What leadership skills demonstrated throughout *Doing The Chores* did you find inspirational? How can they be applied when you are inspired or motivated to step up and lead? | | |
|  |  | Click or tap here to enter text. |
| 1. How can our leaders, team members, and stakeholders benefit from reading this book? | | |
|  |  | Click or tap here to enter text. |
| 1. How can we celebrate completing our group study of the book, *Doing The Chores?* | | |
|  |  | Click or tap here to enter text. |