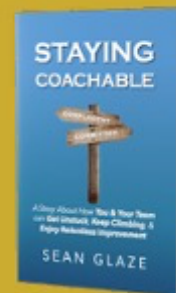
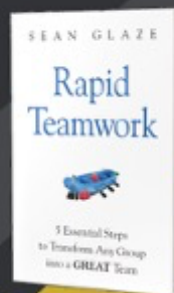


THE sticky cultures PLAYBOOK

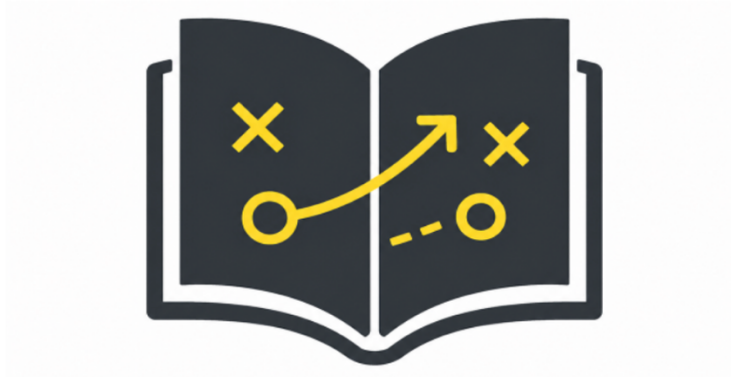


An implementation guide to grow
your impact as a leader



SEAN GLAZE

THE
sticky cultures
PLAYBOOK



Contact Sean!

Book Sean as a Speaker to **Accelerate
the Growth of Your Team** at Your
Next Corporate Event or Conference

Visit Him Online at:

<https://stickycultures.com>

or

<https://greatresultsteambuilding.net/>

Copyright 2026 by Sean Glaze

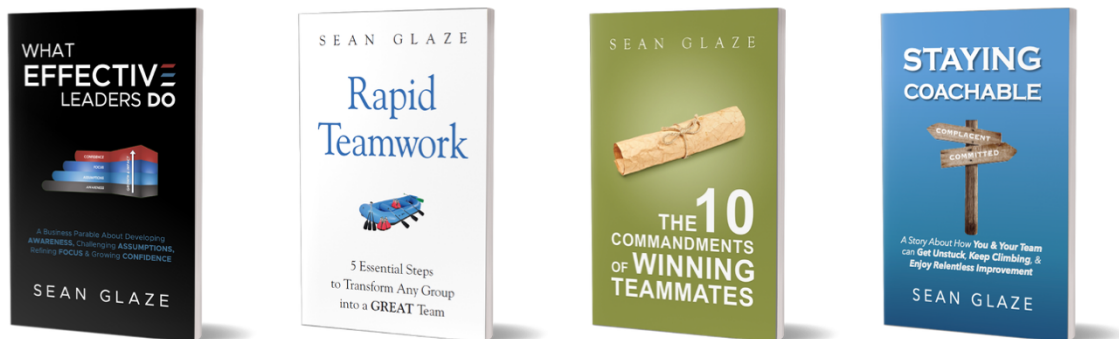
* * *

All rights reserved. Without limiting the rights under copyright reserved above, no part of this publication may be reproduced, stored in or introduced into a retrieval system, or transmitted, in any form, or by any means (electronic, mechanical, photocopying, recording, or otherwise) without the prior written permission of the copyright owner of this book.

This is a work of fiction. Names, characters, places, brands, media, and incidents are either the product of the author's imagination or are used fictitiously. The author acknowledges the trademarked status and trademark owners of various products referenced in this work of fiction, which have been used without permission. The publication/use of these trademarks is not authorized, associated with, or sponsored by the trademark owners.

Table of Contents

Why This Playbook Exists	5
What Effective Leaders DO Activities	7
Rapid Teamwork GREAT Culture Activities	51
Winning Teammates Activities	91
Staying Coachable Activities	136
About the Author	177



Why This Playbook Exists

Most leaders read a good book, nod their heads, and then go back to doing exactly what they were doing before.
Not because the ideas weren't good.

Because reading and *growing* are two completely different things.

This collection exists for people who want to close the gap between knowing and doing. The Sticky Culture Playbook brings together four workbooks, each one drawn from one of my books — *The 10 Commandments of Winning Teammates*, *Staying Coachable*, *What Effective Leaders DO*, and *Rapid Teamwork*.

Each book tells a story. Each story carries lessons.
And each workbook gives you the activities, reflections, and conversations that turn those lessons into real, lasting change.

You can work through these on your own as a personal growth challenge. Or you can work through them with a partner, a peer, or an entire team. Either way, the goal is the same: grow your self-awareness and expand your impact — as a leader, as a teammate, and as the person others choose to follow.

Here's what you'll find inside:

Part One (from *The 10 Commandments of Winning Teammates*) challenges you to examine your contribution to the people around you. Being a great teammate isn't a title. These activities will show you exactly where you're showing up and where you're not.

Part Two (from *Staying Coachable*) confronts the comfortable lie most of us believe: that we're already open to growth. These activities will test that assumption and help you build a genuine commitment to climbing, even when it's uncomfortable.

Part Three (from *What Effective Leaders DO*) targets the four areas where leaders make the costliest assumptions. Awareness, purpose, people, and culture become personal and specific to the team you're responsible for.

Part Four (from *Rapid Teamwork*) walks you through the five essentials of a GREAT team culture: Goals, Relationships, Expectations, Accountability, and Thanks. These activities help you move from knowing the recipe to actually using it

I spent over twenty years coaching basketball before I ever set foot on a stage.

One thing I learned on those courts was that the teams who won consistently weren't always the most talented. They were the most intentional — about how they prepared, how they communicated, and how they pushed each other to be better.

That's what this playbook asks of you.
Not perfection. Intention.

Work through it honestly. Share it generously. Come back to it often.

Because a sticky culture — one where great people want to stay and give their best — doesn't happen by accident. It's built, one reflection at a time, by leaders and teammates who decide to take their growth seriously.

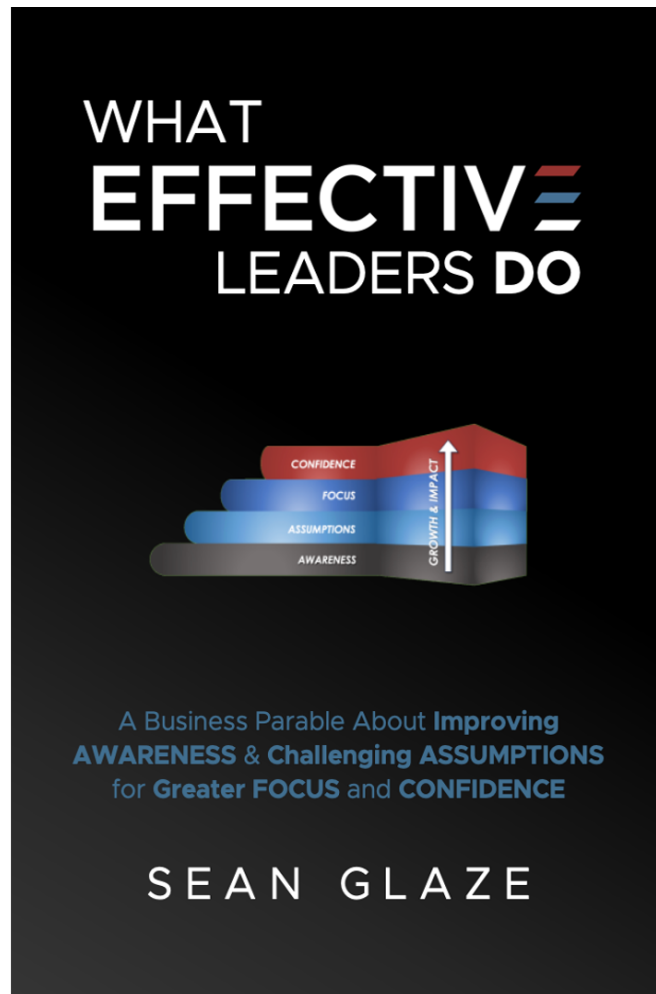
That's you. Let's get to work.

— Sean Glaze Speaker | Author | Culture Coach
StickyCultures.com | *GreatResultsTeambuilding.com*



WHAT EFFECTIVE LEADERS DO

Leadership Development Workbook



Sean Glaze

Keynote Speaker • Team Building Facilitator • Executive Coach
GreatResultsTeambuilding.com • StickyCultures.com

HOW TO USE THIS WORKBOOK

This workbook is your personal companion to What Effective Leaders DO.

Whether you are moving through it on your own or as part of a group experience, it is designed to help you do more than understand good leadership - it is designed to help you practice it.

Tony, the mentor in the story, gave Jenn a red spiral-bound notebook and told her: "Notebooks always remember much better than we can." This workbook is your notebook. Write in it.

Dog-ear the pages. Come back to it. The more you put into it, the more it will give back.



The Structure

The workbook follows the same four lessons Tony shared with Jenn over coffee:

Each Module Contains:

- A clear explanation of the core concept with key frameworks from the book
 - Notebook Moments - directed prompts to write down and apply the key ideas
 - Reflection exercises to connect the content to your real leadership situation
 - Activities drawn directly from the tools Tony shared with Jenn
 - A Tony's Wrench Commitment page - one specific adjustment you commit to making
-

MODULE 1	AWARENESS	<i>The Ladder of Awareness • Cycle of Culture • The Interaction Matrix</i>
MODULE 2	ASSUMPTIONS	<i>Purpose • Principles • People • Politeness (N.I.C.E.)</i>
MODULE 3	FOCUS	<i>Stuff • Staff • Self • Systems</i>
MODULE 4	CONFIDENCE	<i>Courage • Clarity • Cultivation • Competence</i>

At the beginning, you'll complete a Leadership Snapshot self-assessment.

At the end, you'll revisit it to see how your awareness has grown.

The final page is your What Effective Leaders DO Action Plan - a one-page reference you will return to again and again.



LEADERSHIP SNAPSHOT - PRE-ASSESSMENT

Before you begin, take an honest look at where you are today. Rate yourself on each behavior below using a scale of 1–5, where 1 = rarely or never and 5 = consistently and confidently. There are no right or wrong answers - only honest ones.

Complete the START column now. You will return to complete the END column after finishing the workbook.

Leadership Behavior	START (1–5)	END (1–5)
I understand what culture really is and how my leadership directly creates it.		
I recognize the difference between a symptom and the real problem on my team.		
I consistently have productive (considerate & compelling) interactions with my team.		
I have defined what success is as a leader - not as an individual contributor.		
My team has shared examples of what our values look like as specific behaviors.		
I challenge the stories I tell myself about team members before acting on them.		
I address performance issues directly and kindly rather than avoiding them.		
I hold regular one-on-one conversations with each person on my team.		
I ask for input and feedback from my team to grow as a leader.		
I delegate effectively as a development tool, not just task offloading.		
My team meetings are engaging and build connection and accountability.		
I build psychological safety so my team feels comfortable sharing ideas & mistakes.		
I practice daily reflection to learn from my leadership experiences.		
I take deliberate action in uncomfortable situations to build confidence.		
I see my role as serving, supporting, caring for, and developing my people.		

NOTEBOOK MOMENT

Looking at your ratings, which 2–3 areas feel most urgent to you right now? What do you hope this workbook helps you change?

MODULE 1: AWARENESS

"Awareness is the key to your success - not just in growing yourself, but in building a culture where your people can thrive."

- Tony Estrada

This is where every leader's journey begins.

Not with a new strategy or a better system - but with a willingness to see more clearly.

Tony's first lesson to Jenn covered three foundational frameworks that reshape how you understand your role, your team, and your culture.

PART 1: THE LADDER OF AWARENESS

Most leaders spend their days reacting to symptoms - the missed deadline, the frustrated team member, the project that's falling behind.

The Ladder of Awareness teaches you to climb past the symptom to find the real problem - and ultimately, the solution.



STEP 4: SOLUTION AWARE

You understand what needs to change and have a clear path forward.

STEP 3: PROBLEM AWARE

You have identified the real cause behind what you are seeing.

STEP 2: SYMPTOM AWARE

You notice that something is wrong, but you don't yet know why.

STEP 1: UNAWARE

You don't yet see that there is an issue affecting your team.

KEY INSIGHT

Experience alone does not develop more effective leaders. It is what you NOTICE during your experiences that increases your awareness. Greater awareness is what allows you to become more effective.

NOTEBOOK MOMENT

Think of a current challenge on your team. Where are you on the Ladder of Awareness for that issue? What would it take to climb one rung higher?

The challenge I'm thinking of:

I am currently at this level on the Ladder:

The real problem (not just the symptom) is likely:

A possible solution I haven't considered yet:

PART 2: THE CYCLE OF CULTURE

Tony drew a circle on the page and changed the way Jenn understood her entire role as a leader. Culture is not the snacks, the perks, or the time off. Culture is simply the sum of the behaviors that are allowed and repeated on your team - and those behaviors begin with you.



1. AWARENESS:

What are you noticing?

2. BELIEFS:

What story are you telling?

3. BEHAVIORS:

What are you doing?

4. EXPERIENCES:

What are your results?

“Culture is always a symptom of Leadership.”

- Tony Estrada

THE CYCLE OF CULTURE

EXPERIENCES → AWARENESS → BELIEFS → BEHAVIORS → EXPERIENCES

Your team experiences the culture you create. Those experiences form their awareness. That awareness shapes their beliefs. Their beliefs drive their behaviors. And those behaviors become the culture. The cycle spirals UP or DOWN based on the quality of your leadership interactions.

CRITICAL DISTINCTION

Culture is not a flat cycle - it is dynamic. Like a slinky, it is always moving either UP or DOWN based on your interactions as a leader. Every interaction you have either improves the culture or degrades it. There is no neutral.

NOTEBOOK MOMENT

Look at the cycle in reverse on your team. What behaviors are you currently seeing that concern you? What beliefs might be driving those behaviors? What experiences may have created those beliefs?

Behaviors I'm currently seeing:

Beliefs that might be driving them:

What experiences - that I may have created - could have contributed to those beliefs?

What would I need to change about my interactions to begin shifting this cycle upward?

PART 3: WHAT LEADERSHIP ACTUALLY IS

“Leadership is less about your position and more about your influence. Leadership is the influence our interactions have on the behavior of others.”

- Tony Estrada

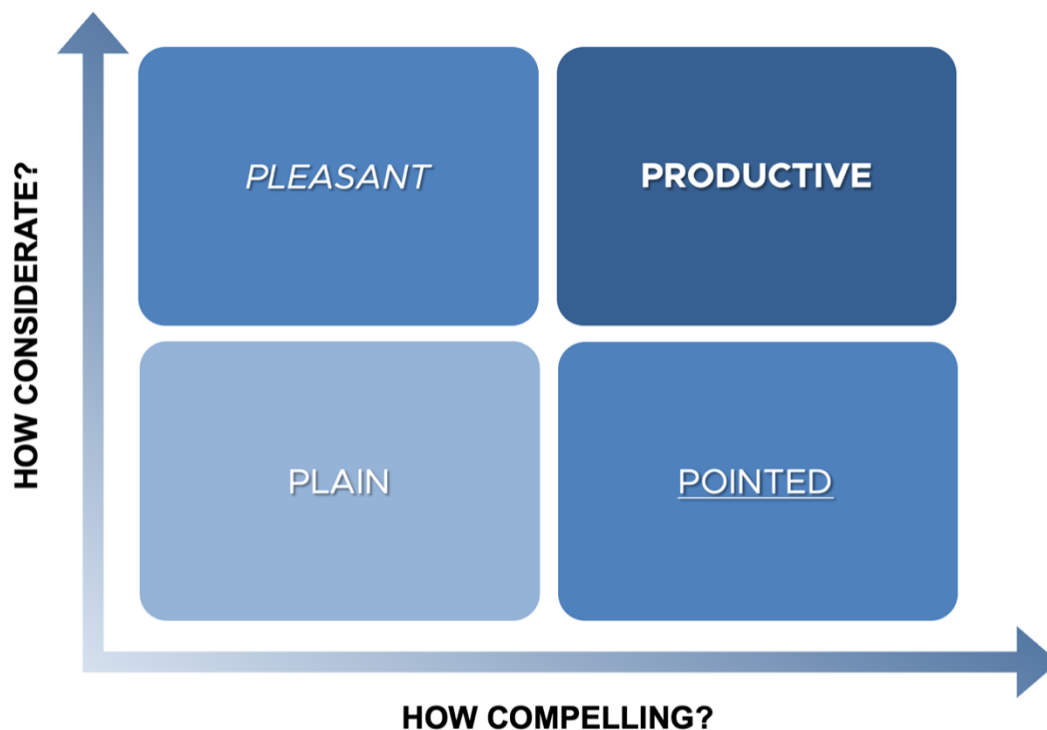
Your title gives you authority. Your interactions give you influence.

And influence - not authority - is what actually moves people.

This means that your effectiveness as a leader is measured every single day, in every conversation, in every response (or non-response) you have with your team.

Tony reminded Jenn: even choosing NOT to send a message or have a meeting is a message. Your team is always interpreting your actions - and your silences.

INTERACTION MATRIX FOR EFFECTIVE LEADERS



NOTEBOOK MOMENT

Think about the last 5 interactions you had with your team members. Were they productive? Use the Interaction Matrix below to evaluate them.

	NOT COMPELLING (Low action)	COMPELLING (Drives action)
CONSIDERATE (Kind & respectful)	PLEASANT <i>Kind but not moving people to act</i>	★ PRODUCTIVE ★ Both considerate AND compelling - AIM HERE
NOT CONSIDERATE (Blunt or cold)	PLAIN <i>Neither kind nor driving action</i>	POINTED <i>Gets action but at the cost of the relationship</i>

Think about your most common interaction style right now.

Which quadrant describes most of your conversations with your team?

What would you need to adjust to move more of your interactions into the PRODUCTIVE quadrant?

THE WRENCH PRINCIPLE

Tony always kept an adjustable wrench in his back pocket as a reminder: it is YOUR responsibility to adjust to your clients and coworkers if you want to have better interactions. An adjustable wrench is the most useful tool in the world because it fits every situation. Effective leaders DO the same.



Tony's Wrench - Module 1 Commitment

Awareness: The Ladder, The Cycle, The Interaction Matrix

The ONE specific adjustment I commit to making as a result of this module:

I will take this first step by:

MODULE 2: ASSUMPTIONS

"Most people protect the assumptions they have rather than questioning or improving them. But you are someone who wants to be better."

- Tony Estrada



Beliefs are the roads we travel on. If we believe something - about our role, our values, our people, or our relationships - every experience becomes evidence to support that belief and send us down the same road to the same destination.

Tony's second lesson is about challenging the four assumptions that quietly limit most leaders.

STEP 4: POLITENESS

The assumption that being 'nice' is the same as being kind. (N.I.C.E. = Neglected Issues Crippling Excellence)

STEP 3: PEOPLE

The stories we tell ourselves about the people on our team.

STEP 2: PRINCIPLES

Assuming your team shares your understanding of values and expectations.

STEP 1: PURPOSE

Assuming your job is still about giving right answers and managing tasks.

PART 1: CHALLENGE YOUR ASSUMPTION ABOUT PURPOSE

“Effective leaders understand that the promotion requires a shift - from giving right answers to asking better questions. Success in your new role is less about technical skills and more about interpersonal skills.”

- Tony Estrada

Most leaders get promoted because they were excellent individual contributors. The dangerous assumption is that what made you great before will make you great as a leader. It won't. Your role has fundamentally changed.

Individual Contributor	Effective Leader
Success = giving the right answers Focus on tasks and deliverables Technical skills drive results You complete the work yourself	Success = asking better questions Focus on serving and developing people Interpersonal skills drive results Results come through other people

NOTEBOOK MOMENT

Write down how you have been defining success in your role. Has it been about managing every detail - or about serving, supporting, caring for, and developing the people responsible for team results?

I have been defining my success as a leader by:

A more effective definition of my success as a leader would be:

PART 2: CHALLENGE YOUR ASSUMPTION ABOUT PRINCIPLES

“Words on walls or websites don’t drive behaviors. Example is the greatest tool for that. And you only prove your commitment to the values you’ve chosen when you are willing to let go of clients or colleagues who violate them.”

- Tony Estrada

Tony’s index card activity revealed the truth: every person on the team can recite the values on the poster, but each person’s mental image of what those values look like in behavior is entirely different. Values without examples are just decoration.

The Index Card Values Activity

Do this exercise right now. In the space below, write down your organization’s or team’s values. Then, for each value, write a specific example of what that value looks like as a behavior in your workplace - not a definition, but a concrete behavior you could point to.

Value 1:

What this looks like as a specific behavior on our team:

Value 2:

What this looks like as a specific behavior on our team:

Value 3:

What this looks like as a specific behavior on our team:

Value 4:

What this looks like as a specific behavior on our team:

✎ NOTEBOOK MOMENT

Now ask yourself: if you gave this same exercise to each person on your team, how different would their answers be from yours?

What does that gap tell you about what you need to do next?

The gap I am most concerned about on my team:

One concrete step I can take to get my team aligned on what our values look like in practice:



PART 3: CHALLENGE YOUR ASSUMPTION ABOUT PEOPLE

When we lack information about why someone is behaving a certain way, we default to negative stories. Tony called this out directly: the stories we tell ourselves about our people become the lenses through which we see every interaction with them. Once you believe someone is lazy or disrespectful, every email, every late deliverable, every silence becomes evidence of that story.

“Beliefs are the roads we travel on. We continue to look for evidence to support an assumption instead of examining the assumption itself.”

- Tony Estrada

The Story-Checking Question

Tony gave Jenn one powerful question to ask herself whenever she felt herself building a story about a team member:

“What evidence do I have to support this story... and what other reasons might help explain the same behavior?”



✎ NOTEBOOK MOMENT

Think of a team member whose behavior has frustrated you recently. Apply the story-checking question below.

The team member I am thinking of (first name or initials):

The story I have been telling myself:

Other reasons that might explain the same behavior:

What I actually know vs. what I have been assuming:

One question I could ask this person to replace my assumption with real information:

PART 4: CHALLENGE YOUR ASSUMPTION ABOUT POLITENESS

This was one of Tony's most important lessons. Jenn thought she was being professional by avoiding tough conversations. Tony showed her she was actually being neglectful. There is a fundamental difference between being nice and being kind.

Being NICE	Being KIND
<p><i>Pretending the crack in the pipe isn't there because you don't want to upset the homeowner.</i></p> <p>Avoiding tough conversations. Excusing poor performance. Letting small problems grow into big ones.</p>	<p><i>Pointing out the crack and fixing it before the system fails and the house floods again.</i></p> <p>Caring enough to address issues. Giving honest feedback. Challenging people to be better, even when it's uncomfortable.</p>

N.I.C.E. = Neglected Issues Crippling Excellence

Being 'nice' might feel good in the moment, but it is toxic to your team.

✍ NOTEBOOK MOMENT

What issue on your team have you been 'nice' about instead of kind? What has that cost your team? What would a kind leader do instead?

The issue I have been avoiding (being 'nice' about):

What it has cost my team to leave this unaddressed:

What a kind leader would do instead:

Tony's Wrench - Module 2 Commitment

Assumptions: Purpose, Principles, People & Politeness

The ONE specific adjustment I commit to making as a result of this module:

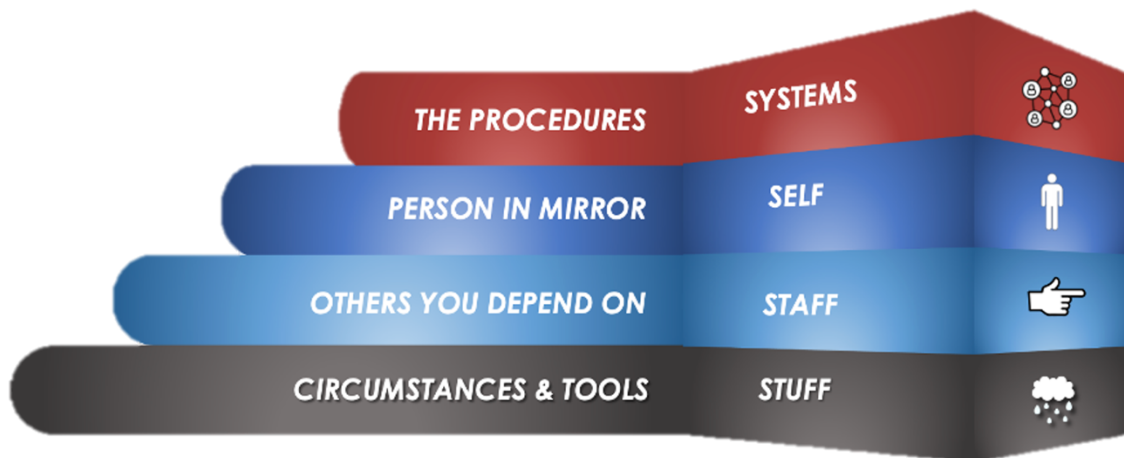
I will take this first step by:



MODULE 3: FOCUS - THE EVOLUTION OF LEADERS

"Our evolution as leaders is demonstrated by what we choose to focus on."

- Roberto Estrada



Tony's third lesson is the most extensive because it is the most practical. Effective leaders move through four stages of focus as they grow. Most struggling leaders are stuck at the first stage. The best leaders have learned to operate at all four levels.

STEP 4: SYSTEMS

Designing consistent processes that allow the team to perform at a high level without you doing it all yourself.

STEP 3: SELF

Growing your own awareness and effectiveness as a leader through reflection, feedback, and coaching.

STEP 2: STAFF

Building relationships, trust, and the skills of the individuals on your team.

STEP 1: STUFF

Managing tasks, processes, deliverables, and the administrative work of the role.

PART 1: GETTING PAST STUFF

Every new leader defaults to stuff. It is comfortable. A spreadsheet doesn't judge you or ask questions you don't know the answer to yet. But staying focused on stuff costs your team. You can manage every process and still fail as a leader because leadership is not about the work you do - it is about the people you develop.

“People need good tools to help them in their jobs. But supplies and software are only as effective as the people who are using them.”

- Roberto Estrada

✍ NOTEBOOK MOMENT

How much of your current week is spent on STUFF (tasks, corrections, administrative work) vs. STAFF (conversations, relationships, development)? Be honest.

Time I currently spend on STUFF:

Time I currently spend on STAFF:

Where is focusing on stuff costing me the most right now?

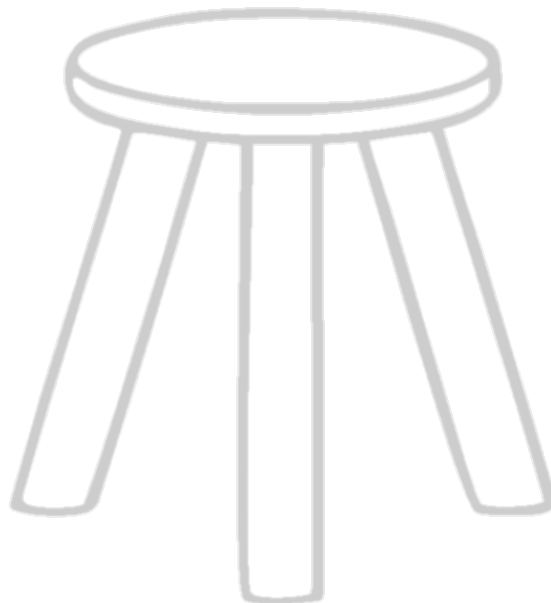
PART 2: FOCUSING ON YOUR STAFF

The three-legged stool of trust, the one-on-one conversation map, intentional team building, and the POINT model for giving feedback - these are the core tools Tony shared for focusing effectively on your staff.

The Three-Legged Stool of Trust

Trust is not built through authority. It is built through three consistent demonstrations over time. Remove any one of these legs and the stool falls.

<p>LEG 1</p> <p>COMPETENCE IN YOUR ROLE</p> <p>People trust you when they believe in your expertise. But this leg has the least impact - people will give you grace to grow if the other two legs are strong.</p>	<p>LEG 2</p> <p>CONCERN FOR OTHERS</p> <p>They need to feel valued as a person, not just for their performance. Listen. Check in. Celebrate wins. Remember details about their lives.</p>	<p>LEG 3</p> <p>COMMITMENTS YOU KEEP</p> <p>If you say you will do something, follow through. Reliability is the foundation of every relationship on your team.</p>
---	---	---



NOTEBOOK MOMENT

Rate the strength of each trust leg with your team right now (1=weak, 5=strong). Which leg most needs your attention, and what specific action will you take to strengthen it?

My ratings (Competence / Concern / Commitments):

The leg that needs the most work and why:

The One-on-One Conversation Map

Tony told Jenn: the best one-on-one conversations meander - they aren't a straight line if you are truly listening. But there is a path. Schedule these weekly or at least every two weeks, 30 minutes each. They are the foundation of your leadership.

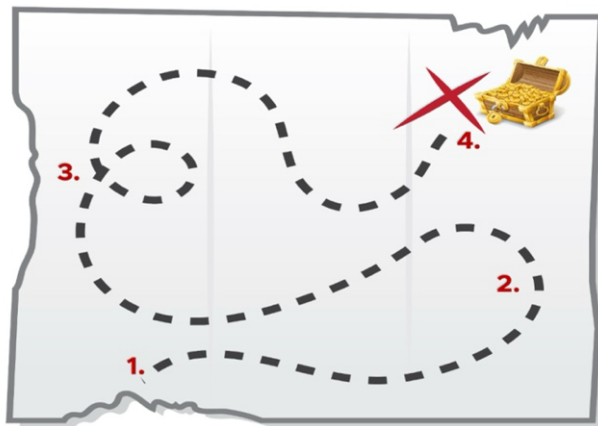
1	CONNECTION	Ask: "What's on your mind?" or "What's got you excited this week?" First conversation: "Tell me about your family" or "What excites you about this job?" Spend the first third of your time just learning about them as a person.
2	CHALLENGES	Ask: "What's the biggest challenge you are dealing with right now?" Invest time in helping them identify the real obstacle. Listen before you advise.
3	CLARITY	Ask: "What do you see as possible solutions?" Resist the urge to tell them what to do. Help them gain clarity for themselves. Then ask: "What might get in the way of your plan?"
4	COMMITMENT ★ THE TREASURE	Ask: "What specific action will you take before our next conversation, and how can I support you?" The treasure is the trust and development you build with every conversation.

NOTEBOOK MOMENT

Which team member most needs a one-on-one conversation this week? Schedule it before you close this workbook. Write their name and when you will meet below.

Team member: _____ Date/time I will meet with them:

Questions I want to make sure I ask in our conversation:



- 1. CONNECTION (10 min)**
- FOCUS ON THEM AND WHAT IS ON THEIR MIND
- 2. CHALLENGES (10 min)**
- IDENTIFY PROGRESS AND OBSTACLES OR ISSUES
- 3. CLARITY (5 min)**
- GET THEIR IDEAS ABOUT OPTIONS AND NEXT STEPS
- 4. COMMITMENT (5 min)**
- DEFINE WHO WILL DO WHAT AND BY WHEN

ACTIVITY: Team Member Operating Instructions

The more you know about your team, the better you can adjust to their needs...

1. What are you most proud of in your work right now?

2. What excites you most about your job / this team?

3. What is your biggest challenge or frustration at work right now?

4. How do you prefer to receive feedback - directly, gently, in writing, in person?

5. What does your ideal working environment look and feel like?

6. What is something your teammates would be surprised to learn about you?

7. What motivates you most: recognition, growth, autonomy, relationships, something else?

8. When you are stressed or overwhelmed, how do others see it - and what helps you?

9. What is something you wish your leader knew about what you need from them?

10. What skill or area would you most like to develop in the next year?

11. What is something outside of work that is important to you right now?

12. What is one thing this team could do differently that would make your job better?

Intentional Team Building: Profitable Fluff

“You think you can depend on accidental connections driving collaboration? Not gonna happen. An effective leader has to schedule and engineer experiences to help those things happen.”

- Tony Estrada

Tony introduced Jenn to the concept of Profitable Fluff: intentional team building activities that seem informal but produce real returns in trust, communication, and collaboration.



✂ NOTEBOOK MOMENT

When is the last time you gave your team an opportunity to connect as people - not just as coworkers? What is one intentional experience you could plan in the next 60 days?

A team building experience I could schedule in the next 60 days:

The POINT Model: Giving Feedback That Works

Tony taught Jenn that the problem with most feedback is that it feels like an attack on the person rather than attention to the problem. When you build strong relationships first, you earn the right to point at problems without hurting people. The POINT model gives you a framework to do exactly that.

IMPORTANT TIP FROM TONY

Before you use POINT to address a problem, spend your first two weeks using it to acknowledge POSITIVE behaviors. Get comfortable with the process in a low-stakes situation first. Both you and your team will be ready for the tougher conversations when they arrive.

P

PERMISSION & PURPOSE

Meet with them individually. Share that you've noticed something that could help them accomplish a goal they feel is important, then ask: "Is it okay if I share an idea with you?" Opening the door is better than barging in.

O

OBJECTIVELY DESCRIBE THE OBSERVED BEHAVIOR

Share only factual descriptions of what you saw or what the data shows. No opinions. No emotions. No dancing around the issue. Be specific and direct.

I

IDENTIFY THE IMPACT ON THE TEAM

Help them see how their behavior affected a teammate, a client, or the overall team. Build empathy. Empathy is the foundation of accountability.

N

NEGOTIATE NEXT STEPS

Instead of telling them what to do, ask for their ideas on how to improve: "What do you think needs to happen to move forward?" When they are part of the solution, they own it.

T

TRACK THEIR PROGRESS

Set a date to circle back and check on their progress. When they make progress, acknowledge it. A simple thank you goes a long way.

✍ NOTEBOOK MOMENT

Prepare a POINT conversation you need to have. Write out what you would say for each step below - before you have the conversation.

P – How I will open and ask permission:

O – The specific behavior I will describe (facts only):

I – The impact on the team I will share:

N – The question I will ask for next steps:

T – When I will follow up:

PART 3: FOCUSING ON YOURSELF

“What part of my leadership led to that result?”

- Tony Estrada - the most important question a leader can ask themselves

The most powerful wrench in your toolbox is the one you turn on yourself.

Focusing on self means developing the awareness and habits that make you a better leader, and Tony shared three tools for growing yourself: reflection, feedback, and coaching.

Tool 1: Daily Reflection Routines

Tony’s most important personal habit. Writing is the refining part of thinking. It clarifies what matters and surfaces patterns you would otherwise miss.

MORNING (5 minutes)

1. What’s one thing I’m grateful for today?
2. What’s something I’m excited about?
3. What’s the thing I want to avoid?
4. What’s the one thing I absolutely need to get done today?

EVENING (10 minutes)

1. What were my two biggest wins or insights?
2. What didn’t go as well as I’d hoped, and how can I improve?
3. Who did I connect with, encourage, or praise today?
4. What’s on the agenda for tomorrow?

FOR ONGOING GROWTH

The Effective Leader Awareness Journal by Sean Glaze provides daily reflection prompts and activities specifically designed to accelerate your leadership growth.

If you want a structured daily practice that builds on everything in this workbook, the journal is a powerful next step. Visit greatresultsteambuilding.net to learn more.



Tool 2: Asking for Feedback (Asking for Advice)

Lucia Estrada taught Jenn that EGO = Eliminates Growth Opportunities.

Most leaders are willing to give feedback to correct the flaws they see in others - but never ask for feedback to address the flaws in themselves.

The leaders who grow fastest are the ones who ask.

“EGO = Eliminates Growth Opportunities. When you really focus on improving yourself, you realize that in many ways you are the problem. And you start asking for help to fix what you need to fix.”

- Lucia Estrada

Lucia's 5-step process for asking for advice (not just 'feedback'):

1

CHOOSE THE RIGHT PEOPLE

Ask the people whose opinions you genuinely respect - those who will be honest, not just supportive. Thoughtful people who have seen you handle different situations over time.

2

ASK FOR THEIR HELP TO GET BETTER

Let them see your vulnerability. Say: "I'm committed to improving and I value your perspective." People give better insights when they know you're genuinely trying.

3

SHARE ONE SPECIFIC QUESTION

Don't ask more than one thing. Vague questions get vague answers. Instead of "How am I doing?" ask: "What is one thing I'm doing that's been hurting the team?" Ask for an example if they mention something.

4

TAKE NOTES AND BE GRATEFUL

Write down what they say. Listen without getting defensive. Say thank you. Sincerely. This is your chance to learn, not explain.

5

FOLLOW UP WITH WHAT YOU DID

Go back later and let them know what you did with their advice. You don't have to implement everything, but showing you considered it builds trust and makes them feel valued.

✎ NOTEBOOK MOMENT

Who is one person you could ask for advice this week? What specific question - one question only - would give you the most useful insight right now?

The person I will ask:

The one specific question I will ask them:



PART 4: BUILDING BETTER SYSTEMS

Systems are organized processes designed for a team to achieve quality results consistently. Tony described them like the pipes in a house: when you have the right systems in place, things flow where they are supposed to go.

When a system is broken, you see leaks - damage, delays, confusion.

“If you want people to do the right thing, the right way, at the right time - you need the right system in place to make it easy for them to do that.”

- Tony Estrada

Building a System: The 3-Step Process

1. PLAN IT

What process needs to be documented? What platform will house it? Key questions: What do we need to document? Where will we keep it? What does great look like?

2. PRODUCE IT

Map out the steps, explain the why, add checkpoints or visuals. A new hire should be able to follow it without help. Key question: Are the steps clear and easy to follow?

3. PERFECT IT

Check in annually. Get your team's input to update what needs it. Key question: Is this system still relevant and effective for how we work today?

System 1: The Starting Five Daily Priorities

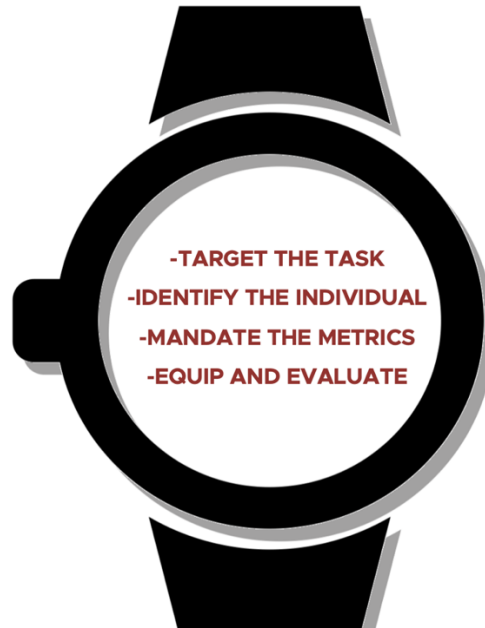
Tony's daily productivity system. Not a long to-do list - a focused list of your five most important tasks, ranked by priority. Work on ONE task at a time until you finish it. Use 20-minute focused work sprints with your phone on silent.

#	My goal right now: _____
1	
2	
3	
4	
5	

System 2: Delegation - The T.I.M.E. Framework

Tony's key insight on delegation: it is less about saving your time and more about investing your time in others. Poor leaders treat delegation like throwing a wedding bouquet - they toss it blindly and don't follow up.

Effective leaders treat it like a baton handoff in a relay race - deliberate and careful.



T

TARGET APPROPRIATE TASKS

Is this task too risky to hand off? Can someone else complete it successfully? Does it provide a development opportunity? Is there enough time to delegate effectively?

I

IDENTIFY THE RIGHT INDIVIDUAL

Who has the right mix of skills AND available time? Delegating to the wrong person sets them up to fail, not succeed.

M

MANDATE IMPORTANT METRICS

Be crystal clear about what success looks like: the timeline, the quality standards, and the WHY behind the task. If they don't understand why it matters, they won't own it.

E

EXTEND RESOURCES & EVALUATE PROGRESS

Give them what they need to succeed. Share information, be available for questions, and set check-in points. At the end, ask: "What did you learn from this, and what would you do differently?"

System 3: The Six-Part Meeting Template

WAYSTID

Make every team meeting a WAYSTID opportunity: go into every meeting with the intention of asking “What Are You Seeing That I Don’t?” Your team has perspectives you need. Meetings are your best chance to collect them.

1 LOGISTICS & INVITATION

Who needs to be there? When and where is it? Only invite the people who need the information or have something valuable to share. Send a reminder the day before.

2 PURPOSE & NORMS REVIEW

Start every meeting by reminding the team WHY you are meeting and reviewing any team standards of behavior. This keeps everyone focused and reinforces your culture.

3 CONNECTION ACTIVITY (5–10 min)

Ask a fun question for everyone to answer: “What is a vacation you will never forget?” or “What was your first concert?” Small moments of sharing build the trust that makes the rest of the meeting better.

4 CELEBRATE VALUES IN ACTION

Highlight a recent example of someone living out a team value. Recognize specific behaviors you want to see repeated. Reinforce the culture you are trying to build.

5 AGENDA & TEAM INPUT (WAYSTID)

Walk through agenda items - framed as questions, not announcements. Ask for input. Make sure everyone has a chance to contribute. Build psychological safety by welcoming disagreement and new ideas.

6 COMMITMENTS & NEXT STEPS

Wrap up by confirming who is doing what by when. Follow up with a brief email recap of decisions and action items. Confirm the next meeting time.

PSYCHOLOGICAL SAFETY

Psychological safety is the feeling that it is okay to share an idea, admit a mistake, or ask a question without getting punished for it. Trust makes one person feel safe. Psychological safety makes everyone on the team feel safe. End each meeting by inviting people to email you: “What needed to be said today that wasn’t?” Then acknowledge every response publicly at the next meeting.

 **NOTEBOOK MOMENT**

Review the six parts of the meeting template. Which element is most missing from your current team meetings? What would be the impact of adding it?

The element most missing from my current meetings:

What I will add or change in my next team meeting:



Tony's Wrench - Module 3 Commitment

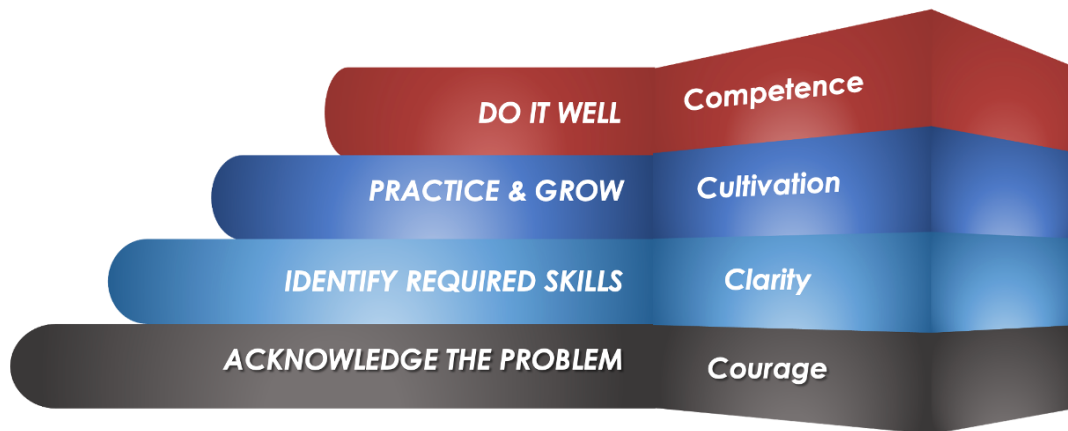
Focus: Stuff → Staff → Self → Systems

The ONE specific adjustment I commit to making as a result of this module:

I will take this first step by:

MODULE 4: CONFIDENCE

Tony saved confidence for last because it cannot be taught - it can only be earned. You can read about swimming all day. You can talk about it, think about it, diagram it. But you will never grow confident in your ability to swim if you stay dry. The same is true in leadership.



“Teams don’t change because of what leaders think. They change because of how leaders act. All confidence comes from action.”

- Tony Estrada

STEP 4: COMPETENCE

Knowing you have done something well before - so you believe you can do it again. Comes from repetition and proving yourself even in adversity.

STEP 3: CULTIVATION

Practicing and staying in the struggle long enough to get better. Nobody nails it the first time. Confidence belongs to those who kept trying when it felt awkward.

STEP 2: CLARITY

Getting clear on the specific skills and tools you need to succeed in your current role. A plumber needs the right wrench. A leader needs the right skills.

STEP 1: COURAGE

Any confidence you want is on the other side of discomfort. Acknowledge that reality and step into it. Avoiding challenges just makes them harder later.

PART 1: COURAGE - STEP INTO THE DISCOMFORT

Courage is not the absence of fear or discomfort. Courage is the willingness to act despite it. Every skill you have now - driving, reading, leading a meeting - once felt uncomfortable and difficult. You built confidence in those things by doing them badly long enough to get better. Leadership is no different.

TONY'S REMINDER

You must be willing to be bad long enough to get better. Defective leaders are people who complain about the lack of results that their own lack of action created. Effective leaders step in, take action, and learn as they go.

NOTEBOOK MOMENT

*What is one leadership situation you have been avoiding because it feels uncomfortable?
What is the cost of continuing to avoid it?*

The situation I have been avoiding:

What avoiding it is costing my team or my effectiveness:

The first small step I could take THIS WEEK to face it:

PART 2: CLARITY - KNOW WHAT SKILLS YOU NEED

Tony used a simple analogy: a plumber showing up to a job has to figure out what tools are needed. If he doesn't have the right tool, he needs to get it.

You cannot build confidence in a skill you are not developing.

Clarity is knowing exactly which capabilities you need to grow as a leader.

NOTEBOOK MOMENT

Based on everything you have covered in this workbook, identify the top 3 skills or leadership capabilities you most need to develop. Be specific - not just 'communication' but 'having difficult conversations without being defensive.'

Skill 1 I need to develop:

How I will practice or develop this skill:

Skill 2 I need to develop:

How I will practice or develop this skill:

Skill 3 I need to develop:

How I will practice or develop this skill:

PART 3: CULTIVATION - STAY IN THE STRUGGLE

This is the part most people skip or rush. Cultivation is the unglamorous middle - the place where you practice the awkward one-on-one conversation, run the meeting that doesn't go perfectly, have the POINT conversation for the first time and stumble through it. The leaders with the most confidence got there by staying in the struggle long enough to get better.

“Nobody walks into a new role, a new skill, or a tough situation and nails it perfectly the first time. The people with the most confidence are the ones who kept trying when they felt awkward or got frustrated.”

- Tony Estrada

NOTEBOOK MOMENT

Think back to something you are now confident in - in work or in life. How long did it take? What did the cultivation phase look like? What can you take from that experience into your leadership development now?

Something I am confident in today that once felt impossible:

What the cultivation phase looked like (what did I have to go through to get there):

What this teaches me about staying patient with my leadership development:

PART 4: COMPETENCE - PROVE IT TO YOURSELF

Competence is the destination you earn through courage, clarity, and cultivation.

It is not perfection. It is the evidence you have accumulated that you can handle this - because you have handled it before.

Competence is the foundation of the confidence that inspires your team to believe in you.

PROGRESS OVER PARALYSIS

Effective leaders don't wait until they have all the answers. They step in, take action, and learn as they go. The goal is not perfection - it is progress. Each conversation you have, each meeting you lead, each commitment you keep adds another piece of evidence to the case you are building for yourself.

"Confidence is the souvenir of past success that inspires positive expectations. You don't get confidence. You earn it."

- Tony Estrada



 **NOTEBOOK MOMENT**

What leadership wins can you already point to - even small ones - since you started working through this material? Write them down. These are the first pieces of evidence building your competence as a leader.

Leadership wins I can already point to:

The version of me I am working toward - as a leader - looks like:

 **Tony's Wrench - Module 4 Commitment**

Confidence: Courage → Clarity → Cultivation → Competence

The ONE specific adjustment I commit to making as a result of this module:

I will take this first step by:

LEADERSHIP SNAPSHOT - POST-ASSESSMENT

You started this workbook by completing the START column of the Leadership Snapshot. Now it is time to complete the END column. Return to the pre-assessment on the earlier page, complete the END ratings, and then answer the reflection questions below.

NOTEBOOK MOMENT

After comparing your START and END ratings, answer these questions honestly.

The area where my awareness grew the most:

The behavior or habit I am most committed to changing as a result of this workbook:

The concept or tool from the book that I know will have the biggest impact on my team:

One person I want to share something I learned with:

WHAT EFFECTIVE LEADERS DO - MY ACTION PLAN

This is your one-page reference. Tear it out. Pin it up. Come back to it. The insights in this workbook only become leadership if you DO them. What you practice is what you become.

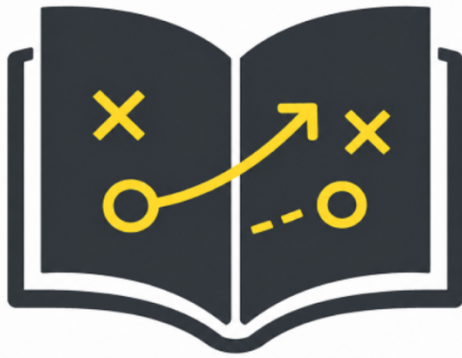
MODULE 1 AWARENESS	My most important insight: <hr/>	My one committed action: <hr/>
MODULE 2 ASSUMPTIONS	My most important insight: <hr/>	My one committed action: <hr/>
MODULE 3 FOCUS	My most important insight: <hr/>	My one committed action: <hr/>
MODULE 4 CONFIDENCE	My most important insight: <hr/>	My one committed action: <hr/>

Sean Glaze • Great Results Teambuilding • Sticky Cultures

greatresultsteambuilding.net • stickycultures.com

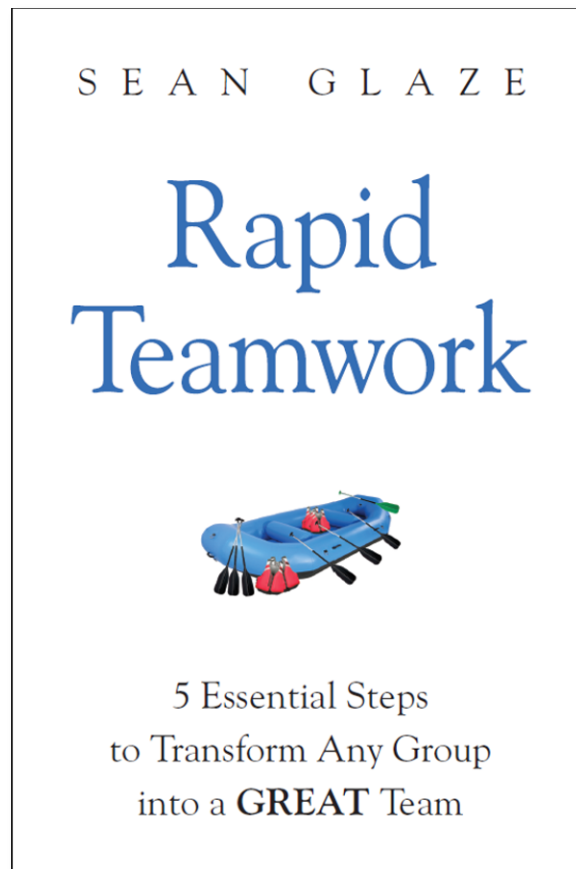
Book Sean to speak at your next event or facilitate a team building experience for your organization.

THE
sticky cultures
PLAYBOOK



BUILD A GREAT TEAM CULTURE

A Leadership Development Workbook



Sean Glaze

Keynote Speaker • Team Building Facilitator • Executive Coach
GreatResultsTeambuilding.com • StickyCultures.com

How to Use This Workbook

This workbook is a direct companion to Sean Glaze's leadership parable, Rapid Teamwork. It is designed to move you from knowing the GREAT recipe to actually applying it - because knowing isn't doing.



For Individual Self-Study

Work through one lesson per week. Read the core concept, complete the self-assessment, and answer the reflection questions before moving to the activities. Do the commitment step - every lesson ends with one concrete action to take within seven days.

For Group or Cohort Use

Assign the reading and self-assessment sections before your group session. Use the reflection questions as discussion prompts. Complete the activities together or in pairs. Share commitment steps at the start of each subsequent session.

Workbook Structure

Each of the five lessons follows the same structure:

- Core Concept - the why behind each GREAT element
- Key Quotes & Principles - drawn directly from the book
- Self-Assessment - rate yourself honestly before you read
- Reflection Questions - dig deeper into your real situation
- Application Activities - tools you can use immediately
- Commitment Step - one specific action in the next 7 days

GOALS

Define a compelling common purpose

RELATIONSHIPS

Create connections among teammates

EXPECTATIONS

Clarify team roles and responsibilities

ACCOUNTABILITY

Inspire ownership and initiative

THANKS

Recognize and applaud effort



The Core Premise: U Are Responsible

At the end of the river journey in Rapid Teamwork, guide Sophia Mitchell hands each leader a horseshoe keychain. It doesn't stand for luck. It stands for YOU.

"U matter - because you leave ripples on the water." - Sophia Mitchell, Rapid Teamwork

Before You Begin: Pre-Workbook Culture Diagnostic

Rate yourself honestly on each of the five GREAT elements.
 Circle a number from 1 (needs significant work) to 5 (a genuine strength on your team).
 You'll return to this at the end of the workbook to measure your growth in awareness.

Statement	Rating 1 – 2 – 3 – 4 – 5
G - My team has a clear, compelling, consistently communicated goal that everyone can state.	○ ○ ○ ○ ○
R - I have intentionally built rapport and meaningful relationships with each person I lead.	○ ○ ○ ○ ○
E - My team's expectations are explicit, written, and shared - and we respond well to mistakes.	○ ○ ○ ○ ○
A - I have productive accountability conversations that develop people rather than just correct them.	○ ○ ○ ○ ○
T - I regularly and specifically recognize team members in ways that matter to them individually.	○ ○ ○ ○ ○

Initial Reflection: Based on your ratings above, which area needs the most attention right now? Why?

G GOALS & GEAR

Lesson 1 of 5 • “Know why you’re getting in the boat.”

1A - Core Concept: The Problem With Drifting

Greg Sharpe’s company had all the pieces - capable people, a nice facility, good processes. But the team didn’t click. Sound familiar? The problem wasn’t the parts.

It was the connection. And under the hood, the root issue was simple: nobody knew with clarity why they were all rowing in the same direction.

Sophia Mitchell, the river guide, makes this the very first lesson on the water: before you put the raft in, everyone must be crystal clear about why they’re here.

“Teamwork is the coordinated activities of a cohesive group contributing diverse skills and resources to accomplish a compelling common goal.”

One Word Is Not a Goal

“Teamwork” is not a goal. Neither is “excellence” or “results” or “growth.” One word can be misunderstood. Your team needs a sentence - a memorable phrase that defines what you are all working to accomplish together.

“What we think about enough eventually becomes our reality. Repetition is the key to learning anything.”

1B - The Gear Trap

Gear is important - the right tools make any job easier. But poor leaders sometimes throw money at a problem and think that’s the solution.

Nice offices, new laptops, and fancy programs can create comfort without commitment - and comfort without commitment produces complacency.

“Comfort without commitment produces complacency.”

“Problems are solved with focus more than funding.”

Ask yourself: is the gear your people want moving them closer to the goal - or distracting them from it? Gear exists to serve the goal.

The goal is what everyone should think about each day.

1C - Self-Assessment: Goals Clarity

Rate each statement from 1 (not true of my team) to 5 (consistently true):

Statement	Rating 1 – 2 – 3 – 4 – 5
I can state our team’s primary goal in one clear sentence right now.	○ ○ ○ ○ ○
If I asked three members of my team tomorrow, they would say essentially the same thing.	○ ○ ○ ○ ○
We refer to our team’s goal regularly - in meetings, conversations, and decisions.	○ ○ ○ ○ ○
Our time, money, and tools are aligned with our stated goal.	○ ○ ○ ○ ○
Every person on my team knows what success looks like - specifically.	○ ○ ○ ○ ○



1D - Reflection Questions

Take time with each question. These are not rhetorical - they are diagnostic.

1. What is the current compelling goal of your team? Write it as a full sentence.

2. If you asked three people on your team, would they say the same thing? What gaps exist?

3. What gear (tools, programs, spaces, perks) might be creating distraction instead of direction on your team?

4. What is one recurring activity your team does that does NOT connect back to the main goal?

1E - Application Activity: Build Your Team Mission (Goal) Sentence

The Goal Sentence Test

A great goal sentence passes three tests:

1. It describes a specific outcome or result - not just a value or a feeling.
2. It explains “what we do, for who, so that...”
3. It gives people a reason to care - it answers the question WHY are we doing this?

Draft 1: Your first attempt at a goal sentence for your team:

Draft 2: A second version. Make it more specific. What result will you accomplish?

Draft 3: Make it simple enough to say from memory. Test it: would your team rally behind this?

Now: How often will you repeat this goal? Build a simple plan below.

- I will open team meetings by stating this goal beginning: _____
- I will reference this goal in 1-on-1s when: _____
- I will post this goal in a visible location: _____

R RAPPORT & RELATIONSHIPS

Lesson 2 of 5 • “Leadership occurs one conversation at a time.”

2A - Core Concept: Connections Are Structural

Sophia took an oar and drew lines in the dirt connecting six people in a circle. Three lines. “See that?” she said. “All you have right now are three connections. Three lines that hold you together. But that isn’t enough to survive the storms that come.”

She kept drawing. Lines everywhere. Then she pointed to Cory: “The more connections your team can create amongst each other - the harder it is to tear that team apart.” Think of Aesop’s bundle of sticks. One alone snaps. Bound together, they’re unbreakable.

“Goals and gear are important. But they are never enough alone. Rapport and relationships are vital - they are the connections that allow your team to survive the conflict and adversity that will come.”

The Two-Prong Plug

Think about an electrical plug. If one prong is missing, you get no power. Great teams establish a strong connection and lots of energy, because they care about two things: the goal they’ve set AND the teammates they’re working with. Goals without relationships are just plans. Relationships without goals are just friendships. You need both prongs.

2B - The Conversation Problem

Most conversations in leadership are about authority, not awareness. Most managers give orders, set deadlines, and review results. Very few take time to be genuinely curious about the people they lead.

“The real problem is that most conversations are about authority instead of awareness. Are you giving orders or asking questions?”

“A young leader sees conversations as contests to be won. As experience turns into wisdom, you realize that questions that sincerely seek to learn about the other person are the key to building relationships.”

Wise leaders know: every conversation is an opportunity to connect. You can build relationships in five-minute hallway conversations if you’re asking the right questions and actually listening to the answers.

2C - On Cliques and Silos

Cliques aren't the enemy. They are simply strong connections between people who have things in common. The goal isn't to destroy them - it's to multiply them. Help people discover what they have in common with people in other departments, other roles, other life stages.

“Caring about others begins with knowing about others.”

Sophia pointed out: not everyone comes to work having had a great morning.

Some of your team members are carrying weight you know nothing about. If you don't take time to learn what's happening in their world, you lose the opportunity to lead them through it.

2D - Self-Assessment: Relationship Depth

Rate each statement from 1 (not true of my team) to 5 (consistently true):

Statement	Rating 1 – 2 – 3 – 4 – 5
I know what motivates each person on my team personally, not just professionally.	○ ○ ○ ○ ○
I have had at least one non-work conversation with each team member in the past 30 days.	○ ○ ○ ○ ○
My team members know something meaningful about other's lives outside work.	○ ○ ○ ○ ○
I regularly ask questions rather than give directives in my conversations.	○ ○ ○ ○ ○
I know which team members feel connected to each other, and which don't.	○ ○ ○ ○ ○

2E - Reflection Questions

1. Draw (or describe) your team connection map. Who is connected to whom? Who depends on each other? Where are the gaps?

2. Who on your team do you know the least about personally? What's one step to change that?

3. In your last five 1-on-1 conversations, what percentage were about tasks vs. the person? What does that tell you?

4. "Rules without relationships lead to rebellion." Where have you seen this show up in your team or organization?

2F - Activity: The Question Cards Exercise

From the Book

On the van ride to the river, Sophia gave each team member a card with a question.

Their job: get everyone to answer each question before they arrived.

Purpose: learn about beliefs, experiences, and desires - the three things that build real rapport.

Sophia's formula: "If you take the time to get those three things out in the open, what you have in common with your teammates is far more influential than your differences."

Write 3 questions you could use in your next meeting or 1-on-1 to learn something meaningful:

Question 1 (about their beliefs - what they value or believe that shapes how they work):

Question 2 (about an experience - something from their past that shaped who they are):

Question 3 (about their desires - what they most want to accomplish or become):

2G - Activity: Connection Audit

For each team member, answer the four questions below.

Be honest about what you currently know - and what you don't.

Team Member 1: Name _____ What motivates them beyond their salary? What do I know about their life outside work? When did we last have a non-task conversation? One thing we have in common:

Team Member 2: Name _____ What motivates them beyond their salary? What do I know about their life outside work? When did we last have a non-task conversation? One thing we have in common:

Team Member 3: Name _____ What motivates them beyond their salary? What do I know about their life outside work? When did we last have a non-task conversation? One thing we have in common:

(Continue on separate pages for additional team members as needed.)

2H - Commitment Step

MY COMMITMENT

This week I will have a conversation with _____ that is focused on curiosity about them - not tasks or performance.

E EXPECTATIONS & ENCOURAGEMENT

Lesson 3 of 5 • “It is unkind for leaders to be unclear.”

3A - Core Concept: Right Seats, Clear Vocabulary

Before the raft ever touched the water, Sophia taught commands. Forward paddle. Back paddle. Right turn. Left turn. She explained: “Everything that happens on the boat will be my responsibility. I know that if my expectations aren’t clear, I am setting our team up to fail.”

Jim Collins said leaders need to get the right people on the bus and the right people in the right seats. High performance means everyone contributing according to their strengths. But none of that is possible if your people are guessing about what’s expected.

| “It is unkind for leaders to be unclear.”

Your team needs a shared vocabulary - the terms, standards, and norms that everyone understands the same way. Without it, even willing people will miss the turn.

3B - The CLAP Framework: Responding to Mistakes

Mistakes will happen. They happen on every team. What separates great teams from average ones is how quickly and effectively they respond. Sophia taught the CLAP framework as a physical metaphor: when something goes wrong, don’t point backward - clap forward.

C.L.A.P. - Your Response-to-Mistakes Protocol

C - CLAIM Responsibility. You can’t fix it if you don’t own it. Ask: how did my leadership contribute to this?

L - LEARN from it. Think deliberately about how to prevent recurrence. Stop making the same mistakes.

A - AFFIRM your ability. Don’t let one mistake derail confidence. Recall past wins. That’s not who we are.

P - PLAY on. Focus on the next play. Life is a next-play sport. Mistakes are fuel, not anchors.

"Criticism looks backward to blame. Encouragement looks ahead."

"Every team makes mistakes. What separates great teams is how quickly they respond."

3C - Delegate to Develop

Sophia told the story of two kids at a dinner table: one who eats his vegetables, one who doesn't. You want the second child to eat them, so you make the first child's ice cream conditional on the second eating his vegetables. You delegate peer responsibility.

“When you are on a team, you are 200% responsible - for yourself AND your raft-mates. Everybody sinks or swims together.”

The way to develop people is to delegate responsibility. Grow your strongest performers into peer leaders who own outcomes beyond their own performance. This is how you scale accountability without micromanaging.

THE EFFECTIVE LEADER'S TASK DELEGATION TEMPLATE

Follow this simple conversation structure to quickly prepare for delegation conversations with your team. It's designed to be completed in under ten minutes, helping you ensure clarity as you develop your people!

TARGET THE IMPORTANT TASK:
THE TASK IS:

IDENTIFY THE INDIVIDUAL:
I CHOSE YOU BECAUSE:

MANDATE IMPORTANT METRICS
SHOULD BE COMPLETED BY:

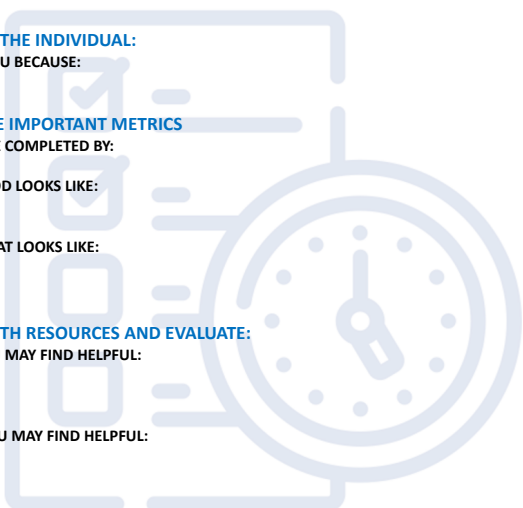
WHAT GOOD LOOKS LIKE:



WHAT GREAT LOOKS LIKE:

EQUIP WITH RESOURCES AND EVALUATE:
TOOLS YOU MAY FIND HELPFUL:

PEOPLE YOU MAY FIND HELPFUL:

OUR NEXT PROGRESS CHECK-IN WILL BE:



3D - Self-Assessment: Expectations & Encouragement

Rate each statement from 1 (not true of my team) to 5 (consistently true):

Statement	Rating 1 – 2 – 3 – 4 – 5
Every person on my team knows exactly what is expected of them in their role.	○ ○ ○ ○ ○
We have a shared vocabulary - key words and phrases that mean the same thing to everyone.	○ ○ ○ ○ ○
I have defined what success looks like for each person in measurable, behavioral terms.	○ ○ ○ ○ ○
When mistakes happen on our team, the default response is forward-looking, not blame-driven.	○ ○ ○ ○ ○
I regularly catch people doing things right and acknowledge it in the moment.	○ ○ ○ ○ ○



3E - Reflection Questions

1. Think of a recent mistake on your team. Walk through CLAP: how would it have looked to handle it this way?

2. Are your team's expectations written and shared - or assumed? What is one assumption that needs to become explicit?

3. Where does your team have gaps in shared vocabulary? What terms mean different things to different people?

4. Who is your highest performer right now? Are you developing them as a peer leader? What could that look like?

3F - Activity: The Work Agreement Builder

Create a Work Agreement for one of your team members.
This becomes a template that replaces assumption with clarity.

Name / Role: _____ **Role Clarity:** What does this person own? What is uniquely theirs to drive?

Success Definition: What does great performance look like in the next 90 days? Be specific and behavioral.

Shared Vocabulary: What are the 5–10 terms, phrases, or standards we use that this person must understand the same way I do?

Mistake Protocol: When something goes wrong, what do we do? (Insert CLAP here - write it in your own words.)

Recognition Preference: What does this person value when they do great work? (Not what's easiest for you to give.)

TEAM MEMBER OPERATING INSTRUCTION QUESTIONS

Name _____ ***Animal Type** _____

- 1 - What are 2-3 of your strengths as a team member?**
- 2 - What are your preferred times for team communication?**
- 3- What is the best way to contact you during the day?**
- 4 – What is the most effective way to give you feedback?**
- 5 – How do you prefer to be recognized for doing great work?**
- 6 – What is something the team should know about you that has sometimes been misunderstood by your previous coworkers?**
- 7 – What is something you need that you're not getting enough of?**
- 8 – What is something you struggle with at times?**
- 9 - What is your favorite snack food and candy?**
- 10 – What is a pet peeve of yours that the team should know about?**
- 11 – What is something someone could do to make your day better?**
- 12 – Why are you excited about being part of this team?**



3G - Activity: CLAP Scenario Practice

Think of a real situation where your team responded poorly to a mistake - with blame, defensiveness, or avoidance. Rewrite the situation using the CLAP framework below.

The situation: What happened? What was the impact?

C - Who should have claimed responsibility? What would that have sounded like?

L - What was the lesson? What specific change would prevent recurrence?

A - What affirmation was needed? What past success or strength was relevant here?

P - What was the “next play”? How do you move the team forward from here?

3H – Team Meetings

Every meeting is a culture-building event.

Most leaders think meetings are just logistical updates. They're not. Every time your team gathers — in person or remotely, daily or weekly — you're either reinforcing the culture you want or drifting away from it. The meeting itself is the message. A well-run meeting tells your team: we are intentional, we are connected, and we move forward together. A poorly run one tells them the opposite.

The good news? It doesn't take a total overhaul. It takes a better template.

Check each item your meetings consistently do well.

Be honest - Partial credit doesn't count.

1 You tell people when and where — in advance

Only invite people who need to know or share something. Give them enough lead time to prepare. Ambiguity about logistics signals disorganization before the meeting even starts.

2 You open by reviewing your team mission and norms

Every meeting is a chance to remind your team WHY they're there and HOW they're expected to show up. Without this, mission drift is inevitable.

3 You state the main reason you're meeting

If there's no clear reason, don't meet. Set expectations upfront — what will be accomplished, what's needed from attendees. A purpose statement takes 30 seconds and saves 20 minutes of confusion.

4 You include an activity to build relationships

Team connection drives team productivity. Even 5–10 minutes for a conversation builds trust and empathy. Research consistently shows that high-performing teams invest in knowing each other.

5 You celebrate a value or a win

Your stated values only matter if you reinforce them publicly. What behaviors happened recently that deserve recognition? What got done that moved you toward a shared goal? Name it. Out loud.

6 You invite everyone to contribute — not just the loudest voices

The heart of any meeting is making people feel valued. Actively ask for input from every person in the room. When people contribute, they own outcomes. When they're invisible, they disengage.

7 You close with clear commitments and next steps

Every meeting should end with WHO will do WHAT by WHEN — and a follow-up reminder to the group. No commitments means no accountability.

MEETINGS are Culture-Building Events!

An Opportunity for you to:

- CLARIFY MISSION
- CONNECT PEOPLE
- COLLECT IDEAS
- CELEBRATE VALUES
- CONFIRM NEXT STEPS

TEAM MEETING TEMPLATE

Date: _____ Time: _____ Place: _____

OUR MISSION: (what, for, why?)
"To bring inspiration and innovation to every workplace in the world" (3M)

OUR NO-NOS: (to set standards)
1. be on time and prepared
2. no cell or computer use
3. confidentiality will need to be shared

TEAM'S MAIN OBJECTIVES:
1. _____
2. _____
3. _____

CONNECTION ACTIVITY/QUESTION:
What is your most memorable travel experience?

CELEBRATION/RECOGNITION:
Person: _____
Reason: _____

MEETING AGENDA:

Time	Item	Action Required
8:00	-	-
8:15	-	-
8:30	-	-
8:45	-	-

NEXT MEETING DATE: _____ **TIME:** _____

COMMITMENTS (WHO, WHAT, BY WHEN?)

Who	What	By When

STICKYCULTURES.COM

sticky cultures

STICKYCULTURES.COM

3I – Commitment Step

MY COMMITMENT

This week I will set or clarify one expectation with _____ and make sure they know exactly what success looks like.

A ACCOUNTABILITY & ADJUSTMENTS

Lesson 4 of 5 • “If you focus on people, you get your numbers.”

4A - Core Concept: Ripples, Not Punishment

Andy’s paddle dipped into the water and Sophia pointed at the ripples spreading outward from it. “See those ripples? That’s accountability.” Accountability isn’t about punishment or consequences. It’s about understanding the impact of your efforts on the people around you.

“Accountability is empathy that inspires personal action.”

“Rules without relationships lead to rebellion. People only follow rules when they understand the impact that breaking them might have on people they care about.”

True accountability is created with emotional connections. It requires relationships. This is why the GREAT recipe is given in a specific order: you cannot build genuine accountability before you have built genuine rapport.

4B - Three States of Team Members

Sophia identified three conditions that describe most people on any team:

Unwilling • Compliant • Committed

UNWILLING - They are disengaged, disruptive, or simply wrong for the role. They eventually remove themselves or need to be removed. Don’t invest energy trying to convert them - make the decision.

COMPLIANT - The majority. They do enough to stay out of trouble. Motivated primarily by consequences. They’re not focused on ripples - they’re focused on avoiding problems.

COMMITTED - They think about the impact of their actions on others. They are internally motivated. Your job as a leader: move people from compliant to committed.

“Consequences rarely do more than teach people to be compliant.”

The path from compliant to committed starts with empathy - not policies and penalties.

4C - EGO: The Accountability Killer

“*EGO = Eliminates Growth Opportunities.*”

Good ego is believing you have skills to contribute. Bad ego is arrogance - refusing to learn or grow. When team members dig in and get defensive instead of adjusting, it's usually fear at the root. Create safety, then name the elephant.

And if someone is consistently unhappy, unproductive, and unwilling to change? Patterson's principle: a squeaky wheel gets repaired or replaced. But it is never ignored.

4D - The Accountability Conversation Framework

Sophia gave Greg a clear sequence for productive accountability conversations. Notice: it starts long before the conversation itself.

7-Step Accountability Conversation Framework

1. FOUNDATION - Both parties know what they're working toward.
2. RELATIONSHIP - Enough connection exists that the person feels safe, not threatened.
3. NAME IT - Identify the behavior or issue clearly (the “elephant in the room”). Be specific.
4. SHOW IMPACT - Describe how this behavior affected the team, client, or culture.
5. ASSUME THE BEST - Ask what they think led to the behavior. Curiosity, not accusation.
6. OFFER SUPPORT - Ask how you can help them close the gap from where they are to where they need to be.
7. COMMIT TO ACTION - Ask them to identify specific steps. Changed behaviors lead to changed results.

"People don't mind naming elephants as long as they feel like we're there to help them tame them."

The Index Card Tool (from Patterson)

After a loss or a missed outcome, have team members write the 2–3 reasons WHY they think it happened on one side of an index card.

Then flip it: what specifically needs to happen to fix it?

This creates ownership instead of blame, and gives you a roadmap for the conversation.

“POINT” AT PROBLEMS TO INSPIRE GROWTH

P = PREPARE WITH PERMISSION & PURPOSE

O = OBJECTIVELY DESCRIBE THE BEHAVIOR

I = IDENTIFY THE IMPACT ON TEAM

N = NEGOTIATE NEXT STEPS

T = TRACK THEIR PROGRESS

sticky cultures STICKYCULTURES.COM

4E - Self-Assessment: Accountability Culture

Rate each statement from 1 (not true of my team) to 5 (consistently true):

Statement	Rating 1 – 2 – 3 – 4 – 5
I have accountability conversations focused on growth and development, not just correction.	○ ○ ○ ○ ○
My team members understand how their work and behavior impacts everyone around them.	○ ○ ○ ○ ○
I help people see the ripples of their actions - positive and negative - regularly.	○ ○ ○ ○ ○
I address performance issues promptly rather than letting them fester.	○ ○ ○ ○ ○
When I raise a concern, the person I’m talking with feels supported, not attacked.	○ ○ ○ ○ ○

4F - Reflection Questions

1. Think of someone on your team who is compliant but not committed. What do they care about? What would help them see their ripple?

2. Walk through the 7-Step Framework for a real accountability conversation you are currently avoiding. What's getting in the way?

3. "How you paddle determines the kind of ripples you create." How would your team describe YOUR intent when you address performance issues?

4. What is the elephant in your team right now that nobody is naming? What would it take to name it with care?

4G - Activity: The Index Card Exercise

Think of a current or recent team problem - a missed deadline, a communication breakdown, a performance gap.

SIDE 1 - Why did this happen? Write 2–3 honest reasons. Avoid blaming the “current.”

SIDE 2 - What specifically needs to happen to fix it? What behaviors would close this gap?



4H - Activity: Commitment Conversation Planner

Plan a real accountability conversation you need to have using the 7-step framework.

Shared Goal: What goal have you both agreed on that this conversation connects to?

Relationship Foundation: How safe does this person feel with you right now? What's your honest assessment?

The Elephant: What specific behavior or issue needs to be named?

The Impact: How did this behavior affect the team, client, or culture? Be concrete.

Your Opening Question: What will you ask first to invite them to identify causes?

Your Support Offer: How will you offer genuine help? What changes can you make?

The Commitment Ask: What specific action will you ask them to commit to?

ACCOUNTABILITY

**CANNOT BE
COMMANDED.**

**IT CAN ONLY
BE INSPIRED
BY EMPATHY**

sticky cultures

STICKYCULTURES.COM

4I - Commitment Step

MY COMMITMENT

I will have the accountability conversation I have been avoiding with _____ by [date], with a development focus - not a blame focus.

T TOASTS & TRANSFER

Lesson 5 of 5 • “What gets rewarded gets repeated.”

5A - Core Concept: AA Batteries and the Recognition Gap

Near the end of the river trip, Sophia asked if anyone had ever owned a Game Boy. Then she explained: sometimes it just quit working. Not because it was broken - it just needed new batteries. For teams, those batteries are applause and appreciation.

Without them, even the best people run out of energy.

“Honest praise or a specific grateful observation can have an incredible impact on your teammates. Mark Twain said he could live two months on a good compliment.”

AA batteries: “Applaud and Appreciate.” This is the fuel that keeps commitment alive.

And yet most leaders dramatically underestimate how rare and powerful recognition feels to the people they lead.

5B - Recognition Is Not a Plan. It’s a Priority.

Patterson thought the end-of-year banquet was enough. Sophia’s candy bars changed his mind. The lesson: recognition has to happen along the way - for small things, specific things, in the moment.

“There is a big difference between a plan and a priority. Just because you think you are doing it well doesn’t mean your people have the same perception.”

“Positive reinforcement drives performance and moves people from compliance to commitment.”

The goal is to “catch people doing things right” - and say something.

Not at the quarterly review. Right then.

But recognition must be personalized. One size does not fit all.

You have to know what each person values.

5C - Transfer: Your Leadership Legacy

Most jobs today are stepping stones. People move. Careers shift.

Sophia's last gift to the team was a question more than a lesson: when people leave, what will they take with them because of their time with you?

“When people have to leave, what memory of you will they leave with? What values and beliefs and skills will you pour into them, so they are better for having had you in their life?”

Transfer means intentionally developing your people for their next stage - not just managing them through their current one.

The best part of being a guide, Sophia said, is creating more guides. That is the deepest form of leadership recognition: leaving people more capable than you found them.

5D - Self-Assessment: Recognition & Development

Rate each statement from 1 (not true of my team) to 5 (consistently true):

Statement	Rating 1 – 2 – 3 – 4 – 5
I regularly recognize team members for specific behaviors and contributions - not just results.	○ ○ ○ ○ ○
I know what each person on my team actually values in terms of recognition (not just what's easiest for me).	○ ○ ○ ○ ○
I acknowledge wins in the moment - not just at reviews or end-of-quarter.	○ ○ ○ ○ ○
I actively invest in the professional growth of each person on my team.	○ ○ ○ ○ ○
If a team member left today, they would say I helped them become better for working with me.	○ ○ ○ ○ ○

5E - Reflection Questions

1. When did you last specifically and publicly recognize someone on your team? What was the impact? What did you say?

2. List each person on your team. Next to each name, write what THEY value in recognition - not what's easiest for you to give.

3. Think of someone who has left your team. What did they carry with them? What leadership lessons did you pour into them?

4. Who on your team is ready to be developed as a leader? What does the first step look like?

5F - Activity: The Recognition Inventory

Complete this for each team member. Use it as a weekly reference to build a culture of recognition.

Team Member: _____ **Recent contribution worth acknowledging:** _____ **Best form of recognition for this person (public, private, opportunity, development, etc.):** _____ **Last time I recognized them:** _____ **One specific action this week to “toast” them:** _____

Team Member: _____ **Recent contribution worth acknowledging:** _____ **Best form of recognition for this person:** _____ **Last time I recognized them:** _____ **One specific action this week to “toast” them:** _____

(Continue for each team member. Make this a regular practice - review it weekly.)

5G - Activity: The Transfer Letter

Instructions

Write a letter to one team member as if it were their last day working with you. You don't have to give this letter. But writing it is a powerful diagnostic: it will tell you exactly how well you have invested in this person - and what's still unfinished.

Include: the skills they developed, the values you hope they carry forward, what they meant to the team, and the specific contributions you want them to feel proud of.

To: _____

As you move forward from our time working together, I want you to know...

(Write your Transfer Letter below)

”

**“RECOGNITION NOT ONLY BOOSTS
INDIVIDUAL EMPLOYEE ENGAGEMENT, BUT IT
ALSO HAS BEEN FOUND TO INCREASE
PRODUCTIVITY AND LOYALTY TO THE
COMPANY, LEADING TO HIGHER RETENTION.”**

- GALLUP, 2024

[HTTPS://WWW.GALLUP.COM/WORKPLACE/236441/EMPLOYEE-RECOGNITION-LOW-COST-HIGH-IMPACT.ASPX#](https://www.gallup.com/workplace/236441/employee-recognition-low-cost-high-impact.aspx#)



154

5H - Commitment Step

MY COMMITMENT

This week I will recognize _____ for _____ specifically, in a way that matters to them personally.

Rowing Together: Your GREAT Commitment Plan

You've worked through all five elements of the GREAT recipe. Now it's time to row together - to take what you've learned and choose to act differently because of it. Sophia's final lesson: "Knowing isn't doing. You can't win games or build a business with knowledge alone. Doing is what determines your progress."

Post-Workbook Culture Diagnostic

Re-rate yourself on the same five areas from page one. Compare your scores. Where did your thinking or self-awareness shift?

Statement	Rating 1 – 2 – 3 – 4 – 5
G - My team has a clear, compelling, consistently communicated goal.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
R - I have intentionally built rapport and meaningful relationships with each person I lead.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
E - Expectations are explicit, shared, and we respond well to mistakes.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
A - I have productive accountability conversations that develop rather than just correct.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
T - I regularly recognize team members in ways that are specific and meaningful to them.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Where did your awareness change the most? What did you learn about yourself as a leader?

Your 30-Day GREAT Plan

Write one specific, behavioral commitment for each element below. Be as concrete as possible.

G - GOALS: In the next 30 days, I will _____ to clarify and communicate our team's compelling goal.

R - RAPPORT: In the next 30 days, I will _____ to intentionally build or strengthen one relationship on my team.

E - EXPECTATIONS: In the next 30 days, I will _____ to make expectations clearer and encourage people more specifically.

A - ACCOUNTABILITY: In the next 30 days, I will _____ to have a more effective accountability conversation.

T - TOASTS: In the next 30 days, I will _____ to recognize my people in ways that genuinely fuel them.

GREAT RESULTS... AND RETENTION!

GOALS

Define a compelling common purpose

PURPOSE



RELATIONSHIPS

Create connections among teammates

PEOPLE



EXPECTATIONS

Clarify team roles and responsibilities

PARAMETERS



ACCOUNTABILITY

Inspire ownership and initiative

PROGRESS



THANKS

Recognize and applaud effort

PRAISE



The Horseshoe Reminder

Sophia gave each leader a horseshoe keychain at the end of the river trip.
Not for luck. For YOU.

You decide whether your team has a compelling goal and the gear to accomplish it.
You determine whether your team has built rapport and strengthened relationships.
You influence whether expectations are clear and mistakes are met with encouragement.
You choose whether accountability conversations develop people or just correct them.
You decide what gets recognized and what skills your people carry into their next season.

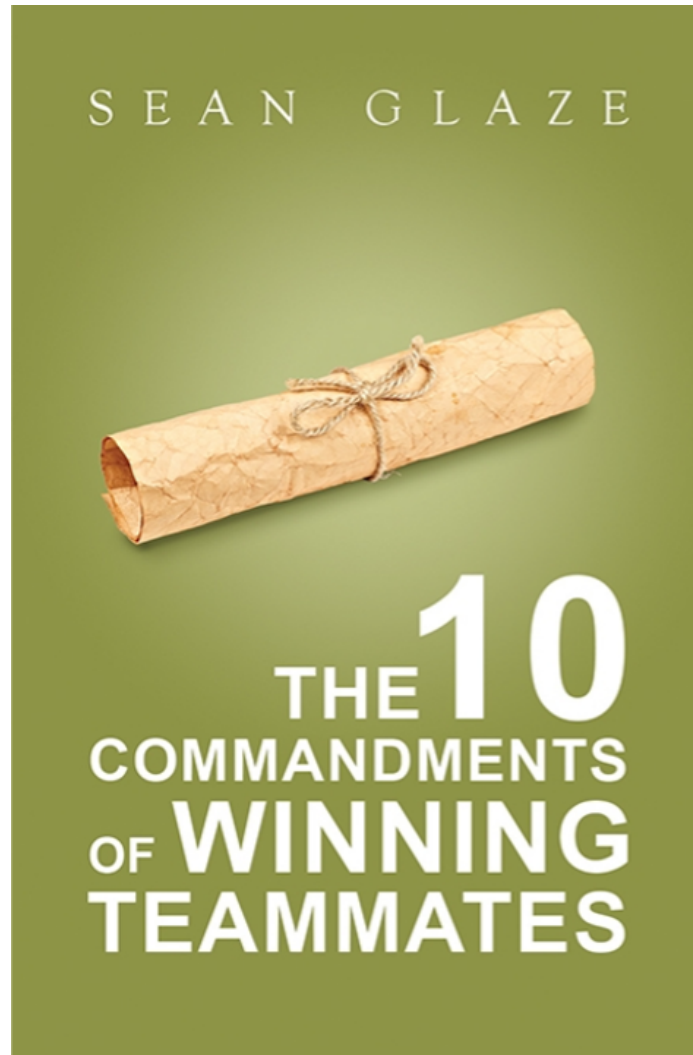
- Sophia Mitchell, Rapid Teamwork

THE
sticky cultures
PLAYBOOK



BECOMING A WINNING TEAMMATE

A Professional Development Workbook



Based on the Book by

SEAN GLAZE

GreatResultsTeambuilding.com | StickyCultures.com

INTRODUCTION: WHY THIS MATTERS

Most people are hired for their skills and expertise. Most people are fired or quietly sidelined for their attitudes and behaviors. That gap is where this workbook lives.

The 10 Commandments of Winning Teammates is a story about Nick Turner—a talented professional who keeps changing jobs, keeps underperforming as a teammate, and doesn't understand why.

Over the course of a single road trip, Nick has a series of conversations that change how he sees himself and everyone around him.

This workbook is your road trip.

Each of the 11 lessons that follow is grounded directly in the book—the quotes, the characters, the stories, and the principles. Your job is to work through each one honestly, apply it to your real professional life, and commit to specific behavior changes.

You may not always be an impressive talent on your team, but with the right attitude and effort you can always be an impressive teammate. Sean Glaze



The Deloitte Reality Check

According to a 2015 Washington Post article, Deloitte scrapped their standard performance evaluation and replaced it with four questions. Two of the most important:

- Given what I know of this person's performance, I would always want him or her on my team.
- This person is at risk for low performance.

The world has changed. Technical talent is necessary—but never sufficient. The teammate you are matters as much as the work you produce.

Opening Self-Assessment

Before you begin, rate yourself honestly on each of the 10 Commandments. Circle a number. Be truthful – no one else sees this but you. You will return to this assessment at the end of the workbook.

Commandment	1	2	3	4	5	6	7	8	9	10
1. Have Fun & Remain Positive										
2. Give & Request Clear Expectations										
3. Frequently Share Appreciation & Thanks										
4. Continue to Grow & Stay Coachable										
5. Be Aware of & Encourage Others										
6. Do More Than Expected with Enthusiasm										
7. Respect the Clock & the Calendar										
8. Know Your Role & Contribute Your Strengths										
9. Prioritize Team Goals Ahead of Personal Gains										
10. Claim Personal Responsibility for Results										

The Nick Turner Inventory

Nick's story is your mirror.

Before you begin, check any patterns you recognize in yourself:

- I tend to work alone and prefer to handle things myself rather than relying on teammates.
- I have complained about coworkers, managers, or workplace culture at a previous or current job.
- When things went wrong at work, I was quicker to identify who or what was to blame than to ask what I could have done differently.
- I have been more focused on my own results and recognition than on the team's overall success.
- I rarely go out of my way to encourage or acknowledge my colleagues' contributions.
- I know what I'm good at, but I don't always think about how my strengths serve the people around me.
- I have let my attitude or effort vary depending on how I feel about a task or person.
- I have left jobs (or damaged relationships) without fully understanding my own role in what went wrong.

Your Opening Commitment

Coach Watkins made Nick make a promise before sending him on his journey.

This workbook asks the same of you.

Before I begin, I commit to approaching each lesson with honesty about where I am, hunger for where I want to be, and humility enough to let these lessons change me.

One specific thing I want to be different about myself as a teammate when I finish this workbook:



LESSON 1

ASK BETTER QUESTIONS

Look Ahead You Only See What You Train Yourself to Look For

Book Source: Preface & Chapter 1 | Featured Characters: Nick Turner, Coach Watkins

CORE QUOTES FROM THE BOOK

"Being a better teammate having a better life starts with asking better questions of yourself... and others."

*"Everybody looks, but not everybody sees. You see and appreciate only what you look for."
Coach Bobby Knight (shared by Coach Watkins)*

"Better questions lead to better eyes."

"Saying you will do it and actually taking action are two very different things."

KEY CONCEPTS

- The scroll Nick found: the 10 Commandments had been available to him for years he just never opened it.
- Coach Watkins' 24-hour challenge: ask everyone "Who is the best teammate you ever had?" a single question that retrains your focus.
- What you look for determines what you see. Train your eyes with better questions.
- The difference between knowing a lesson and actually applying it.
- Nick's pattern: talented, but focused only on himself. The question is designed to break that pattern.

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

1.1. Story Connection & Personal Reflection

Nick found the scroll years earlier but never opened it. Consider your own unopened scrolls lessons someone tried to give you that you weren't ready to receive.

Prompt: "What is one important lesson about working with others that you were given by a manager, mentor, coach, or experience that you weren't ready to hear at the time? What would be different if you had applied it?"

1.2. The Central Activity Ask the Question

Coach Watkins gave Nick one task: ask three people "Who is the best teammate you ever had?" You will do the same. Approach three different colleagues, teammates, or people in your life and ask them this question. Record their answers below.

- Person 1: _____ Their answer and why:

- Person 2: _____ Their answer and why:

- Person 3: _____ Their answer and why:

What patterns or traits kept appearing across all three answers?

1.3. What Do You Currently Look For?

What you look for shapes what you see and what you see shapes how you behave.

Prompt: "When you walk into work each day, what are you primarily looking for? Problems to solve? Recognition for your work? Ways to impress your manager? Ways to avoid certain people?"

1.4. Retraining Your Eyes

If you deliberately trained yourself to look for examples of winning-teammate behavior in others, you would start to notice and imitate those behaviors more. Write one question you will begin asking yourself each morning to shift your focus toward being a better teammate.

Prompt: "My daily better-question starting tomorrow:"

1.5. The Know vs. Do Gap

Coach Watkins didn't want Nick to just memorize the list. He wanted him to DO something. The lesson here is that awareness without action is just information.

Prompt: "Name one thing you already know you should do to be a better teammate that you have not consistently put into practice. What has stopped you?"

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?	1	2	3	4	5	6	7	8	9	10
--	---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

The Ten Commandments for Winning Teammates

- 1 - Remember to have fun and remain positive
- 2 - Always give and request clear expectations
- 3 - Frequently share appreciation and thanks
- 4 - Continue to grow and stay coachable
- 5 - Be aware of and encourage others
- 6 - Do more than is expected with enthusiasm
- 7 - Respect the clock and the calendar
- 8 - Know your role and contribute your strengths
- 9 - Prioritize team goals ahead of personal gains
- 10 - Claim personal responsibility for results

LESSON 2

HAVE FUN & REMAIN POSITIVE

Your Frame Determines What Others Experience

Book Source: Chapter 2 | Featured Characters: Rich & Jack, the Movers

CORE QUOTES FROM THE BOOK

"Having fun and being positive is a choice you make."

"It's amazing how much different your day is when you work with people who have fun and stay positive."

"There's lots of people in this world who don't have to change their job to be happier they just have to change their frame and their attitude."

"Don't matter if you're a mover or a mailman or answering calls all day that's what makes him a good teammate."

KEY CONCEPTS

- The Frame Metaphor: same picture, dark frame vs. bright frame. You choose the frame you put around the events of your day.
- "Have to" vs. "Get to" language a simple shift that reveals your mindset.
- Negative energy is contagious so is positive energy. You are always spreading one or the other.
- The partner test: Would your coworkers ask to change partners to get away from your attitude?
- Rich's insight: "Some people just put a dark frame around the stuff that happens to them. Jack doesn't."

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

2.1. Story Connection

Jack's wife noticed something was different after his first day working with Rich. The people around us experience our attitude even when we don't.

Prompt: "If your most frequent coworker was asked to describe the energy you bring to work each day, what would they say? Be specific and honest."

2.2. The Frame Exercise

Think of one current frustration or ongoing challenge at work that you have been viewing through a negative frame.

- Situation (dark frame view):

 - Reframed (bright frame view):

 - What changes in how I show up if I hold the bright frame version?
-

2.3. Language Audit Have To vs. Get To

List five things you regularly say about your work. Circle any that use "have to," "need to," or similar obligation language. Then rewrite each as a "get to" statement.

- Original: _____ Reframe: _____
 - Original: _____ Reframe: _____
 - Original: _____ Reframe: _____
-

2.4. Energy Impact Reflection

Rich said Jack "made something that most people see as monotonous seem enjoyable." That's not personality that's a decision.

Prompt: "Who on your current team catches their attitude from you? What are you spreading to them right now energy and enthusiasm, or frustration and cynicism?"

2.5. The Contagion Check

Nick had to honestly ask himself: was he more like Jack, or more like the people Rich wanted to get away from?

Prompt: "At your last job or your current one have you been the kind of teammate people wanted to work with, or someone who drained the energy of those around you? What's your evidence?"

2.6. Action Commitment

One specific behavior change a language shift, a habit, a daily choice that reframes your attitude starting this week.

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?	1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

LESSON 3

GIVE & REQUEST CLEAR EXPECTATIONS

All Failure Is the Result of Vagueness

Book Source: Chapter 3 | **Featured Characters:** *Jack & His Wife (the floor plan story)*

CORE QUOTES FROM THE BOOK

"All failure is the result of vagueness."

"Dollars are in the details."

"Assumptions can be expensive."

"When you learn to ask questions and give and request clear expectations, people appreciate you more. They trust you more."

"You let people know how much you care by how much you are willing to ask."

KEY CONCEPTS

- Jack's floor plan: the act of preparing and clarifying in advance is a form of respect for the other person.
- Jack's wife transformed their business from failed assumptions to 5-star reviews by teaching him to ask clarifying questions.
- Vague expectations create expensive mistakes in business AND in relationships.
- Clarity signals commitment: when you clarify, you're communicating that the outcome matters to you.
- "Just to be sure I write this down correctly, what I heard you say was..." a powerful professional habit.

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

3.1. Story Connection

Jack didn't just show up and assume he brought a floor plan and asked specific questions. That one habit turned his business around.

Prompt: "Think of a situation at work where vague communication caused a problem a missed deadline, a misunderstood project, a failed handoff. Who was responsible for the vagueness? What question should have been asked?"

3.2. The Vagueness Audit

In your current role, where does vagueness most commonly cause problems? Check all that apply and add your own:

- Unclear project ownership no one knows who is making the final call
 - Vague deadlines "soon" or "when you get a chance" instead of a specific date/time
 - Assumed knowledge proceeding without confirming the other person understood
 - Unclear success criteria completing work without knowing what "done" looks like
 - Other:
-

3.3. Expectation Checklist

Before any significant project, task, or conversation, a winning teammate asks these questions. Practice using this checklist on your next assignment:

- What does a successful outcome look like?

- Who owns each piece of this?

- What is the deadline specific date and time?

- What decisions can I make, and which need to go back to you?

- How should I communicate progress or problems?

3.4. Clarifying Language Practice

The phrase Jack's wife used "Just to be sure I write this down correctly, what I heard you say was..." is a trust-builder. Practice it. Rewrite these vague statements into clear expectation-setting language:

- Vague: "Get that report to me soon." | Clear:

- Vague: "Just handle it." | Clear:

- Vague: "Make sure the client is happy." | Clear:

3.5. The Trust Connection

Jack said that asking questions makes people appreciate you and trust you more.

Prompt: "Reflect on your reputation for clarity. Do your teammates and manager know what to expect from you and do you know what to expect from them? Where is the biggest gap right now?"

3.6. Action Commitment

Identify one upcoming project or relationship where you will proactively give and request clearer expectations.

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?	1	2	3	4	5	6	7	8	9	10
--	---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

LESSON 4

FREQUENTLY SHARE APPRECIATION & THANKS

Gratefulness Is the Door to Happiness

Book Source: Chapter 4 | Featured Characters: *Gwen, the Waitress* and her sister

CORE QUOTES FROM THE BOOK

"Somebody who makes you feel appreciated and important that's the best teammate you can have, I think."

"It's not just the thank you, it's the thing you are thankful for. A real thank you includes a 'for.'"

"What gets rewarded gets repeated."

"People love to feel appreciated. But when you frequently share appreciation and thanks, you have a better day, too."

"Gratefulness is the door to happiness."

KEY CONCEPTS

- Gwen's energy transformed everyone around her the cook, the other waitresses, the customers. That energy came directly from her gratitude practice.
- The "for" formula: don't just say thanks say "thank you FOR [specific action] because [its impact on me/the team]."
- Vague appreciation is barely better than no appreciation. Specific appreciation is transformational.
- Coach Watkins: in Sweden, blood donors receive a text when their blood saves a life. Everyone wants to feel like their effort matters.
- Nick's coaching lesson: focus on the doughnut (what people do well), not just the hole (the gap).
- Gwen's sister's question: "If everything you took for granted was taken away, what would you be left with?"

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

4.1. Story Connection

Gwen watched her sister die before she told her how much she meant to her. That regret shaped everything about how Gwen showed up at work and why Nick was so moved by her.

Prompt: "Is there someone on your team or in your life who has been a winning teammate for you that you have never adequately thanked? What would you say to them if you knew you might not get another chance?"

4.2. The "For" Formula Practice

Upgrade five generic thank-yous into specific, meaningful appreciation using the formula: "[Name], thank you FOR [specific action] because [the impact it had]."

- 1.

- 2.

- 3.

- 4.

- 5.

4.3. Gratitude Gap Assessment

List two people on your team who consistently do good work that you have not recently acknowledged. Then write one specific, "for"-based thing you could say to each of them.

- Person: _____

What I could say: _____

- Person: _____

What I could say: _____

4.4. The Doughnut Exercise

Coach Watkins had to learn to see the doughnut (what someone does well) rather than just complain about the hole (the gap). Pick one teammate you have been mentally critical of recently.

- Team member:

 - 3 things they do well (the doughnut):

 - The gap I've been focused on (the hole):

 - What changes when I lead with the doughnut in how I interact with them?

-

4.5. Appreciation Challenge Do It This Week

Write one specific thank-you note, email, or message to someone who has been a winning teammate for you. Use the "for" formula. Write a draft of it here before you send it.

4.6. Action Commitment

A recurring habit you will build into your schedule to share specific appreciation consistently not just when you remember.

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

LESSON 5

CONTINUE TO GROW & STAY COACHABLE

The 4 H's: Honest, Hungry, Humble, Habits

Book Source: Chapter 5 | Featured Characters: Arthur Duncan, the Hotel Owner and Will Thomas

CORE QUOTES FROM THE BOOK

"Uncoachable kids turn into unmanageable adults."

"Most people stop improving because they are more interested in validation than in being coachable."

"Confidence is thinking you can help. Ego is thinking you don't need help."

"Knowing and doing were two awfully different things."

"Making a mistake is an education, but repeating a mistake is foolishness."

"You choose your habits just like you choose your friends and if you choose good ones, they will take care of you."

KEY CONCEPTS

- Arthur's surprise: the hotel owner was at the front desk reading a sociology textbook still learning, still growing because business is knowing people.
- The 4 H's of Coachability: HONEST (about where you are), HUNGRY (for where you want to be), HUMBLE (enough to take advice), and HABITS (choosing the right ones consistently).
- The airbrushed mirror vs. the clear mirror many people refuse to see themselves accurately because they want validation, not information.
- Will's dad: "Most everybody knows what to do, but the successful ones make a habit of doing it."
- The 4 Types of People: Unskilled/Uncoachable | Unskilled/Coachable | Skilled/Uncoachable | Skilled/Coachable

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

5.1. The 4 H's Self-Assessment

Rate yourself honestly 1–10 on each of the four qualities of coachability. Then identify your weakest H – the one holding back your growth most right now.

- HONEST (I see myself and my performance clearly, without filters): _____ / 10
 - HUNGRY (I want to grow and have clear goals I'm working toward): _____ / 10
 - HUMBLE (I am open to feedback and willing to be taught): _____ / 10
 - HABITS (I consistently do the right things even when I don't feel like it): _____ / 10
 - My weakest H is _____ because:

-

5.2. The Clear Mirror Exercise

Will's dad told them to be honest about where they are – not the airbrushed version, but the real truth.

Prompt: "What is one honest truth about your performance or behavior as a teammate that you have been avoiding or explaining away? What would change if you stopped using that filter?"

5.3. The 4 Types Where Do You Land?

Place yourself honestly on the coachability matrix. Remember: Skilled and Uncoachable is the most dangerous category – talented people who think they don't need to change.

- Unskilled & Uncoachable – Not welcome on any good team
 - Unskilled & Coachable – Good people with valuable growth potential
 - Skilled & Uncoachable – The group that gets you fired or frustrated
 - Skilled & Coachable – Ideal teammates and driven high achievers
 - I am currently: _____
My evidence: _____
-

5.4. Your Learning Inventory

Arthur was reading sociology at his own hotel front desk. He was still growing with intention.

- Last thing I learned that made me better at my job:

- Last time I asked for direct feedback from a manager or peer:

- One skill gap I have been aware of but haven't addressed:

5.5. Habit Design

Will's dad said it: you choose your habits like you choose your friends. Identify one habit to START and one to STOP to become more coachable.

- Habit to START (that will accelerate my growth):

- Habit to STOP (that is blocking my growth or making me harder to coach):

5.6. Action Commitment

Schedule one feedback conversation this month with someone whose opinion you trust and whose honesty you need. Write who, when, and what you will ask.

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

LESSON 6

BE AWARE & ENCOURAGE OTHERS

Reminders & Encouragements Look Through the Windshield, Not the Rearview Mirror

Book Source: Chapter 6 | Featured Characters: Tom the Bartender & Julia (Tobacco Road)

CORE QUOTES FROM THE BOOK

"The surest way to know if somebody needs encouragement is with a breath test if you see that they're breathing, they need encouragement!"

"You have to know three things about the people you spend time with their passions, their problems, and their personality."

"Help people think about what needs to happen next... not what's behind them in the rearview mirror."

"Reminders and Encouragements that's the most important part of the job."

KEY CONCEPTS

- Julia started a culture of "Reminders and Encouragements" short, forward-focused comments that kept the whole team performing better.
- Rearview criticisms ("Why didn't you...") vs. windshield reminders ("Remember to...") you can't change what already happened, but you can shape what happens next.
- The 3 P's: To encourage others well, you must know their Passions, Problems, and Personality.
- Tom knew his coworker was struggling with law school and made it a point to mention his future degree. That's awareness in action.
- Encouragement is not just a soft skill it's a competitive advantage that creates a better-performing team.

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

6.1. Story Connection

Julia turned a restaurant's culture by simply teaching people to talk to each other with reminders that looked ahead and encouragements that saw each person as more than their job.

Prompt: "Think of a time when someone's encouragement a specific word or act of acknowledgment changed how you showed up. What did they say or do, and why did it matter?"

6.2. Rearview vs. Windshield Audit

Think about the last three things you said to a teammate about their work. Write each one and classify it as Rearview (criticism of what already happened) or Windshield (focus on what comes next).

- Statement 1: _____ Type:

 - Statement 2: _____ Type:

 - Statement 3: _____ Type:

 - What does your pattern reveal about how you communicate with your team?
-

6.3. The 3 P's Teammate Profile

Complete a brief profile for two teammates. The better you know them, the more effectively you can encourage and support them.

- Teammate 1: _____ Passions: _____ Problems/Challenges:
_____ Personality style: _____
 - Teammate 2: _____ Passions: _____ Problems/Challenges:
_____ Personality style: _____
-

6.4. The Breath Test Challenge

Tom's test: if they're breathing, they need encouragement. This week, commit to one intentional encouragement per day for five days. Record each one.

- Day 1 Who: _____ What I said/did:

- Day 2 Who: _____ What I said/did:

- Day 3 Who: _____ What I said/did:

- Day 4 Who: _____ What I said/did:

- Day 5 Who: _____ What I said/did:

6.5. Awareness in Action

Tom knew about his coworker's law school struggle because Julia taught the team to know each other. Who on your team has a challenge or goal outside of work that you know about and how could you acknowledge it?

6.6. Action Commitment

Pick one person you have not encouraged recently. Write what you will say and when....

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

LESSON 7

DO MORE THAN EXPECTED WITH ENTHUSIASM

The Unassigned Work You Do Sets You Apart

Book Source: Chapter 7 | **Featured Characters:** *Kayla, the Hotel Night Manager and her mother*

CORE QUOTES FROM THE BOOK

"Enthusiasm is a choice people make."

"It may not always be easy, but it will always be worth it."

"It's the unassigned work you do that sets you apart."

"If everyone did and cared as much as me, what kind of company would we be?"

"You want people who see themselves as a small part of something bigger than themselves. You don't want compliance."

KEY CONCEPTS

- Kayla's mother ignored her coworkers until one of them found her keys and saved her job. That random act of kindness transformed how she lived for the rest of her life.
- Picking up the piece of paper: Kayla couldn't stand to see it on the floor. That's not a job requirement it's an ownership mentality.
- Compliance vs. commitment: employees do the minimum; winning teammates look for ways to serve.
- "Enthusiasm is a choice" it is not a personality trait, it is a decision made every day.
- Arthur (the hotel owner) gave Kayla a management role because of how she went above and beyond before she was ever asked.

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

7.1. Story Connection

Kayla's mother spent the rest of her life picking things up for others because someone picked something up for her when she desperately needed it.

Prompt: "Has someone ever done something for you that they didn't have to something that made a real difference? What impact did it have on how you showed up afterward?"

7.2. The Unassigned Work Inventory

What things on your team need to be done that no one has officially assigned to you? List three and circle the one you will claim.

- 1.

- 2.

- 3.

7.3. Compliance vs. Ownership Self-Check

"Employees are compliant. Complainers are compliant. You want people who care about the people around them."

Prompt: "Honestly assess your current mindset: do you think like an employee (do your job, go home) or an owner (what else needs to happen, and can I help)? What is your evidence?"

7.4. The Kayla Question

Kayla asked herself: "If everyone on my team did and cared as much as me what kind of company would we be?"

Prompt: "Answer that question honestly for yourself right now. What kind of team would yours be if every person matched your current level of enthusiasm and effort?"

7.5. Enthusiasm Design

Identify one part of your job that you have been approaching with low energy, minimal effort, or reluctant compliance.

- The task or responsibility:

- Why I have been avoiding full engagement with it:

- What it would look like if I brought genuine enthusiasm to it:

7.6. Action Commitment

One unassigned thing you will do this week to serve your team something no one asked for, something that simply needs to be done.

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?	1	2	3	4	5	6	7	8	9	10
--	---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

LESSON 8

RESPECT THE CLOCK & THE CALENDAR

Be Where Your Feet Are Value Your Time AND Others'

Book Source: Chapter 8 | Featured Characters: J.J. the Tow Truck Driver & Coach Watkins

CORE QUOTES FROM THE BOOK

"If you are thinking about others, if you are respecting them, you will respect the clock because you value their time as much as your own."

"Be where your feet are."

"You don't get time back. So whatever you're doing, don't just show up to endure it you should show up to enjoy it."

"Hustlers hate slackers, and slackers hate hustlers."

"Sometimes you learn from people what not to do. Everybody you meet can share a valuable lesson."

KEY CONCEPTS

- J.J. as the negative example: showed up late, didn't wear a watch, admitted he was a lone wolf. His disrespect for time communicated disrespect for Nick.
- Two dimensions of respecting the clock: (1) Respecting others' time by being present and punctual, and (2) Respecting your own time by making each moment intentional.
- "Be where your feet are" presence is a form of respect. Being physically there but mentally absent is its own form of tardiness.
- Coach Watkins: don't just show up to endure your day show up to enjoy it. Engagement is a choice.
- Tardiness and distraction both send the same message: you don't value this enough to be fully here.

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

8.1. Story Connection The Negative Example

J.J. arrived an hour late, unbothered. Coach Watkins reminded Nick: sometimes you learn what NOT to do. Both lessons are valuable.

Prompt: "Describe a time when someone's lack of respect for your time being late, distracted, or absent-minded affected your trust in or respect for them. What did their behavior communicate?"

8.2. Time Respect Audit

Honesty is required here. Rate your consistency in these time-related behaviors:

- I arrive early (2-5 min before) to meetings and commitments: Always / Usually / Sometimes / Rarely
 - I respond to messages and requests within the timeframe others expect: Always / Usually / Sometimes / Rarely
 - I meet deadlines without being chased: Always / Usually / Sometimes / Rarely
 - I am fully present in meetings (phone away, not multitasking): Always / Usually / Sometimes / Rarely
 - What does my pattern communicate to the people I work with?
-

8.3. The Presence Assessment

Being present truly present is one of the rarest gifts you can give another person.

Prompt: "When you are in meetings or conversations with your team, are you truly present? What is your most common distraction, and what does your use of your phone or laptop in meetings communicate to others?"

8.4. Time Investment vs. Waste

Coach Watkins: you don't get time back. Every hour is an investment or a waste. For one workday this week, track how you spend your time in 30-minute blocks. Reflect on what you find.

Prompt: "After tracking: which blocks moved the team forward? Which were wasted? What would you do differently?"

8.5. The J.J. Reflection

J.J. said: "I never liked wearing a watch, and I'm not changing." That stubbornness cost him relationships and trust.

Prompt: "In what areas of your professional life have you been showing up like J.J. physically present, but emotionally checked out, or habitually late? What has that cost you?"

8.6. Action Commitment

Identify one recurring tardiness, distraction, or absence-of-presence habit you will eliminate and write specifically how you will change it.

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

LESSON 9

KNOW YOUR ROLE & CONTRIBUTE YOUR STRENGTHS

Part of Your Role Is to Know More Than Your Role

Book Source: Chapter 9 | Featured Characters: Wayne Miller & Bryce (the basketball story)

CORE QUOTES FROM THE BOOK

"A lot of people want to win, but only on their terms."

"As a teammate, part of my role is to know more than my role."

"Their problems... their passions... their personalities. Then you can do your job better and fill in the gaps."

"People notice that stuff... and I think they feel like part of your role on a team is to connect with the people on it."

"A team is like a bunch of different sized puzzle pieces... you have to look around and see what's going on around you."

KEY CONCEPTS

- Bryce's lesson: he was a great defensive player who tried to shoot threes. His coach redirected him to his actual strengths and he became a winning teammate by doing more of what he did well.
- The Tessellation concept: a team is like a repeating pattern of different shapes that fit together with no gaps. Know your shape AND know the shapes around you.
- The danger of ego: great players who never won a championship because they wouldn't become a small part of something bigger.
- Knowing your strengths is necessary. Knowing your teammates is equally necessary.
- Wayne's honest feedback to Nick: "You just seemed kind of distant... you were focused on your stuff, which was good but people would think you didn't care about things they needed help with."

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

9.1. Story Connection Wayne's Honest Assessment

Nick asked Wayne what it was like to work with him. That took courage. And Wayne's answer was hard to hear but it was exactly what Nick needed.

Prompt: "If you asked a current or former coworker to describe honestly what it was like to work with you not as a performer, but as a teammate what do you think they would say? What would you hope they would say?"

9.2. Your Top 3 Strengths

What are the three things you do best as a teammate not your technical skills, but the ways you contribute to a team's success?

- Strength 1: _____

How I actively contribute it: _____

- Strength 2: _____

How I actively contribute it: _____

- Strength 3: _____

How I actively contribute it: _____

9.3. The Tessellation Map

A tessellation has no gaps. Where are the gaps on your team, and how do your strengths fill them?

Prompt: "Think about your current team. What needs are going unmet what gaps exist in energy, communication, or follow-through? Which of those are ones you could step into?"

9.4. The Scorebook vs. Scoreboard Check

Scorebook players care about individual stats. Scoreboard players care about team wins.

Prompt: "In the last month, have you made any decisions where you prioritized your own recognition or preference over what was best for the team? What happened as a result?"



9.5. The Relational Audit

Wayne said: "Did you ever ask anybody in our project team to go out for a meal, or to grab a cup of coffee?" Nick hadn't. Connection is part of the role.

- Team member whose passions I know well: _____
- Team member whose current challenges I'm aware of: _____
- Team member I barely know outside of their work function: _____

9.6. Connection Challenge

Ask one teammate to grab coffee, lunch, or take a walk. Your only agenda: ask about them their work, their challenges, their goals. Listen more than you talk.

Who I will ask and when:

9.7. Action Commitment

One gap on your team you will step up to fill this month something that isn't in your job description but is clearly needed.

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?	1	2	3	4	5	6	7	8	9	10
--	---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

LESSON 10

PRIORITIZE TEAM GOALS AHEAD OF PERSONAL GAINS

If the Team Is Successful, Then I Will Be Successful

Book Source: Chapter 10 | Featured Characters: Allen, the Zaxby's Manager

CORE QUOTES FROM THE BOOK

"If everybody sees the big picture, they stop feeling like employees and they start feeling more like owners themselves."

"I can't give a roller coaster of effort based on what I like doing or how I am feeling."

"A rising tide lifts all ships."

"If the store is successful, then I'll be successful."

"Managers and employees want to know that they can depend on you to be there and care about the team more than yourself."

KEY CONCEPTS

- Allen's ownership contract: his father put him in charge on minimum wage with a partnership deal contingent on team performance. He succeeded by thinking like an owner not an employee.
- Six months after earning 50% ownership, Allen was still cleaning tables. Because the thinking that made the team successful was the same thinking he kept.
- Scoreboard vs. scorebook: the team's success is the only stat that matters in the end.
- The "roller coaster of effort" what teams need is consistent, dependable commitment. Not variable energy based on personal moods.
- Putting team goals first isn't selfless it's actually the most effective path to personal success.

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

10.1. Story Connection

Allen kept cleaning tables after he became a 50% owner. Most people stop doing what works the moment they feel they've arrived.

Prompt: "Is there a role or responsibility you have been doing less of now that you feel more established something you did early in your career or role that helped you succeed, but have since deprioritized? What has that cost the team?"

10.2. The Roller Coaster Self-Check

Nick's coach used to say that the worst thing you could be was a roller coaster great when things are going well, but inconsistent and unreliable when they're not.

Prompt: "How consistent is your effort and attitude?"

Rate yourself: Do your teammates know what they're getting, or does your engagement vary based on the task, the person, or your mood?"

10.3. Team Goals vs. Personal Preferences

A rising tide lifts all ships but someone has to be willing to stop bailing only their own boat.

Prompt: "In the last month, can you name a specific decision you made where you put the team's needs ahead of your own comfort, or schedule?"

If you can't think of one, what does that tell you?"

10.4. Ownership Mindset Assessment

Allen said: "I didn't think about fairness or recognition or even my paycheck because I knew that if the team was successful, my success would follow." Rate yourself on the following:

- I regularly take on tasks that benefit the team even if they don't benefit my individual metrics: Yes / Sometimes / No
- I make decisions based on what's best for our shared goals, not what makes me look best: Yes / Sometimes / No
- I am consistent in my effort regardless of whether I'm being observed or recognized: Yes / Sometimes / No
- My biggest gap between "employee mindset" and "owner mindset" is:



10.5. The Scoreboard Question

Coach Watkins wanted scoreboard players – players who measured success by whether the team won, not by their individual stats.

Prompt: "What does the scoreboard look like for your team right now? And honestly – how much have you contributed to that score vs. focused on your own scorebook?"

10.6. Action Commitment

One decision or behavior change that shifts you from employee thinking to owner thinking starting this week.

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?	1	2	3	4	5	6	7	8	9	10
--	---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

LESSON 11

CLAIM PERSONAL RESPONSIBILITY FOR RESULTS

Stop Reporting. Stop Blaming. Start Fixing.

Book Source: Chapter 11 | **Featured Characters:** *Melanie, the Leasing Manager* and her *Marine father*

CORE QUOTES FROM THE BOOK

"Winners know that if you blame somebody else for your circumstances, they won't change until they do but if you claim responsibility, you give yourself the power to change."

"What part of my leadership was responsible for that result?"

"Problems don't get better because you point at them or blame somebody else they get better when you take responsibility to fix them."

"It wasn't a brick wall... it was just a speed bump. I knew I could handle it."

KEY CONCEPTS

- Melanie's car accident story the Reporter (points at the problem), the Lawyer (finds someone to blame), the Doctor (fixes the problem). You need a doctor.
- Nick's pattern all along: at work and in basketball, when things went wrong he was the reporter or the lawyer, never the doctor.
- Melanie's father a Marine taught her that excuses are for victims. Winners ask: "What part of my leadership was responsible for that result?"
- The difference between claiming responsibility and taking blame: accountability is about owning your power to change the outcome not about guilt.
- Nick's call to his sister at the end of the chapter: the first time he applied this commandment in his personal life.

WORKBOOK ACTIVITIES & REFLECTION COMPONENTS

11.1. Story Connection Reporter, Lawyer, or Doctor?

Melanie's dad asked her to imagine being in a car accident on a mountain road.

Three people stop to help. A reporter announces the problem. A lawyer looks for who to blame. A doctor fixes it. Which one are you?

Prompt: "Think of a recent failure or team problem. Be honest: did you respond as a reporter (announcing the problem), a lawyer (identifying blame), or a doctor (taking action to fix it)?"

11.2. The Accountability Question

"What part of my leadership was responsible for that result?" is the most powerful accountability question a teammate can ask. It doesn't look for someone to blame...

- Situation where something didn't go as it should have:

- My honest answer to: "What part of my leadership was responsible for that result?":

- What I could do differently next time:

11.3. Your Default Response Pattern

Most of us have a default response when things go wrong. Nick's was to blame his boss, his coworkers, the team's culture. What is yours?

Prompt: "When a project fails, a conflict occurs, or expectations aren't met what is your most common first reaction? Do you blame circumstances? Other people? Or do you look at your own contribution to the problem?"

11.4. The Doctor Response Plan

Identify one current team problem or challenge something that is frustrating you or holding the team back. Write a doctor response to it.

- The problem:

- What a reporter would say about it:

- What a lawyer would say about it:

- What a doctor would DO about it:

- My specific doctor action this week:

11.5. Victim Language vs. Winner Language

Melanie's father said that victims blame their circumstances. Winners claim the power to change them. Review how you talk about your work situation.

- One victim-language statement I have made recently:

- Rewritten as winner language:

LESSON SCORE Circle your honest self-rating

How consistently do I live this commandment?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

My key takeaway from this lesson:

BECOMING THE ANSWER

"How many people would say that YOU were the best teammate they ever had?

Because that's how you measure impact. That's success." Coach Watkins

Final Self-Assessment How Far Have You Come?

Return to the Opening Self-Assessment on page 2. Re-rate yourself on all 10 Commandments now that you have completed the workbook. Record your scores below and compare.

Commandment	Opening Score (1–10)	Closing Score (1–10)
Have Fun & Remain Positive		
Give & Request Clear Expectations		
Frequently Share Appreciation & Thanks		
Continue to Grow & Stay Coachable		
Be Aware of & Encourage Others		
Do More Than Expected with Enthusiasm		
Respect the Clock & the Calendar		
Know Your Role & Contribute Your Strengths		
Prioritize Team Goals Ahead of Personal Gains		
Claim Personal Responsibility for Results		

Your Nick Turner Moment Write the Letter

Nick's final act was to write a letter to Coach Watkins and then commit to writing letters to the people who had been winning teammates in his life.

In the spirit of Commandment #3, I am going to write a letter to the people who have been winning teammates in my life. They need to know that what they did that what they still do each day really matters. Nick Turner

Write your own version of Nick's letter. Who has been a winning teammate for you and what do they deserve to hear?

Your Winning Teammate Commitment

Based on everything you have learned and reflected on, write the three specific, observable behaviors that will make others say YOU are the best teammate they've ever had.

Commitment #1 *I commit to consistently doing this:*

Commitment #2 *I commit to consistently doing this:*

Commitment #3 *I commit to consistently stopping this:*



The Ben Franklin Tracker Weekly Habit Grid

In his appendix letter to Coach Watkins, Nick referenced Benjamin Franklin who used a chart to track his attention to his thirteen virtues each week. Use this grid to track your consistency on all 10 Commandments across a four-week period.

Each day, place a checkmark in the box if you lived that commandment with intention.

Commandment	M	T	W	T	F	S	S	Wk1	Wk2	Wk3	Wk4
Have Fun & Remain Positive											
Give & Request Clear Expectations											
Share Appreciation & Thanks											
Grow & Stay Coachable											
Be Aware & Encourage Others											
Do More Than Expected											
Respect the Clock & Calendar											
Know Your Role & Strengths											
Prioritize Team Goals											
Claim Personal Responsibility											

Your 90-Day Abnormal Goal

*"The worst thing you could aspire to be is normal. Normal people think of themselves. Normal people do just enough to get by. Successful people achievers the ones you heard stories about being winning teammates they were abnormal. Normal is your enemy."
Coach Watkins*

What does the abnormal, winning-teammate version of you look like in 90 days?

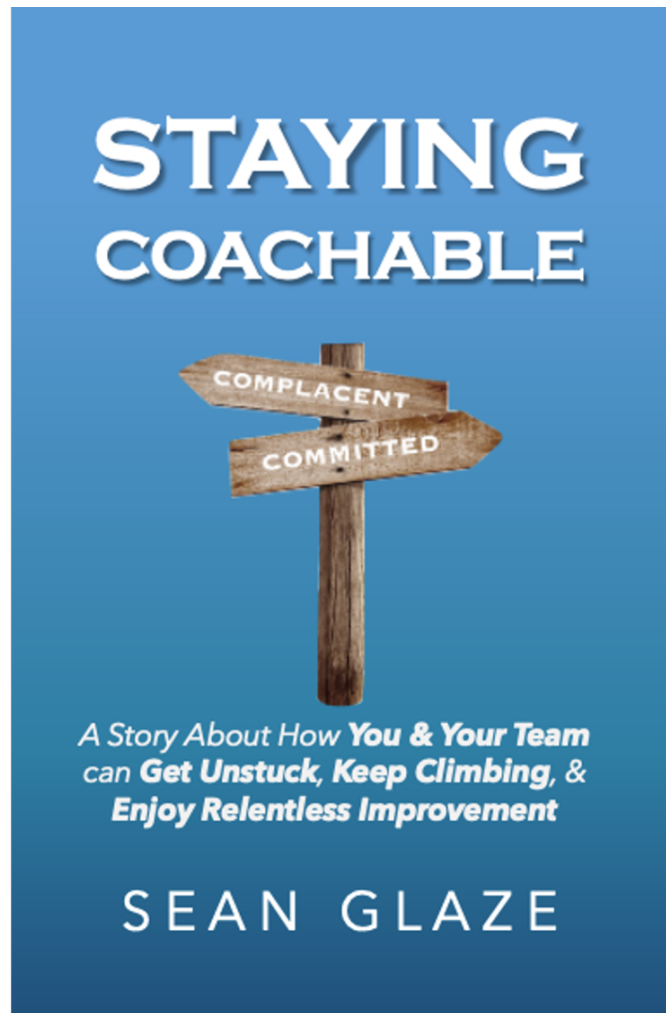
In 90 days, people will experience me as a teammate who...

THE
sticky cultures
PLAYBOOK



STAYING COACHABLE

A Professional Development Workbook



Based on the book by

SEAN GLAZE

Great Results Teambuilding | Sticky Cultures

GreatResultsTeambuilding.com

HOW TO USE THIS WORKBOOK

This workbook is your personal guide to the four-step process at the heart of Staying Coachable. Whether you are working through it on your own or alongside a team, the goal is the same: to move from complacency to commitment - from stubbornly stuck to greedy and grateful for growth.

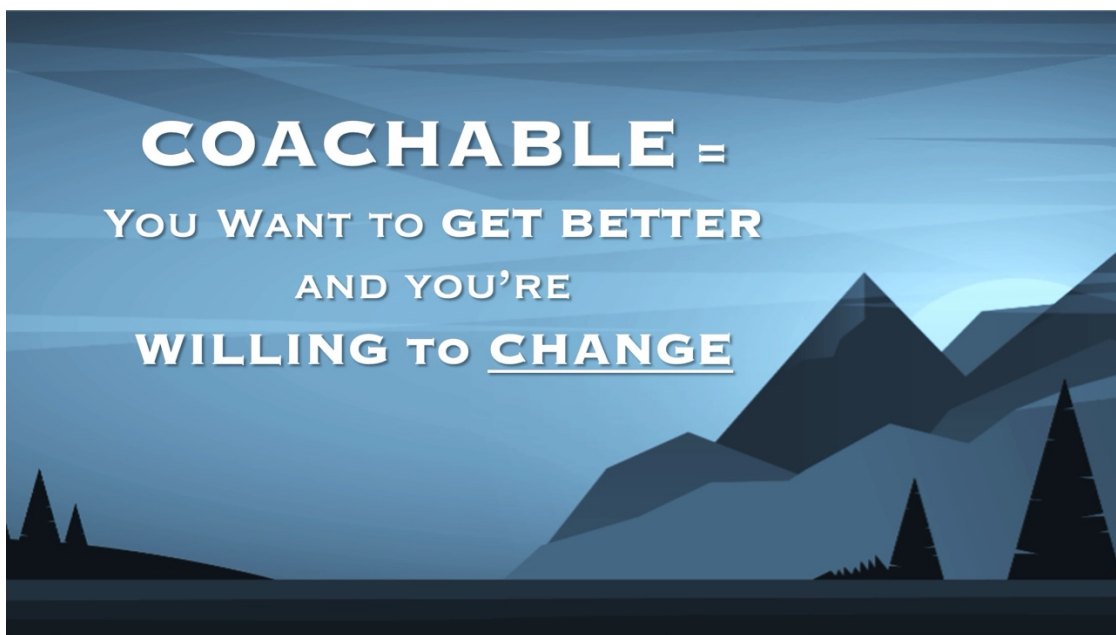
Each of the four lessons corresponds to one of the four ingredients every coachable person must develop. They build on each other, so work through them in order.

Be honest. Be specific.

The value you get from this workbook is directly proportional to the candor you bring to it.

Inside each lesson you will find:

- A brief scene from the story to ground you in the concept
- A physical prop to keep nearby as a tangible reminder
- Key concepts drawn directly from the book
- Reflection prompts to help you examine your own situation
- Activities - some solo, some designed to do with a partner
- A personal commitment to close each lesson



THE CLIMB BEGINS WITH YOU

Part A - Two Paths, One Choice

Every day you are faced with two options.

The path of complacency - restful, stress-free, and slowly suffocating.

Or the path of commitment - uncomfortable, uncertain, and the only path that provides exceptional views.

"Comfort zones are simply anesthetizing islands that lure us with the siren song of ease only to keep us from the adventure and evolution that adversity inspires."

Being uncoachable is really just being stuck in a comfort zone you refuse to acknowledge or leave. And far too often, the people who most need to hear new ideas are the ones least willing to receive them.

◆ REFLECT & RESPOND

Where in your work or life are you currently choosing the comfortable path over the committed one? Be specific - what have you been avoiding?

Part B - The Four Ceilings Self-Assessment

We all carry invisible ceilings that keep us from rising higher.

The book identifies four. Most of us struggle with at least one - and the first step is recognizing which one is limiting you right now.

THE FOUR CEILINGS

Ceiling 1: CONTENTMENT - You are comfortable where you are. Hunger is required to break through.

Ceiling 2: IGNORING REALITY - You are avoiding an honest look at your numbers, your behavior, or your impact. Honesty is required to move past this.

Ceiling 3: PERSONAL PRIDE - Your ego is resisting help and feedback. Humility is needed to push through.

Ceiling 4: KNOWING WITHOUT DOING - You understand what you need to do but aren't doing it consistently. Positive Habits are required to overcome this.

★ ACTIVITY: THE CEILING CHECK

Rate yourself on each ceiling from 1 (not a problem) to 5 (this is limiting me). Circle your number, then write one sentence about why you scored it that way.

Contentment:	1	2	3	4	5
Personal Pride:	1	2	3	4	5
Ignoring Reality:	1	2	3	4	5
Knowing w/o Doing:	1	2	3	4	5

What my most limiting ceiling i's costing me:

Part C - The Four Types of People

Where you are is a starting point - not a sentence. The goal is to understand your current type honestly, so you can move toward where you want to be.

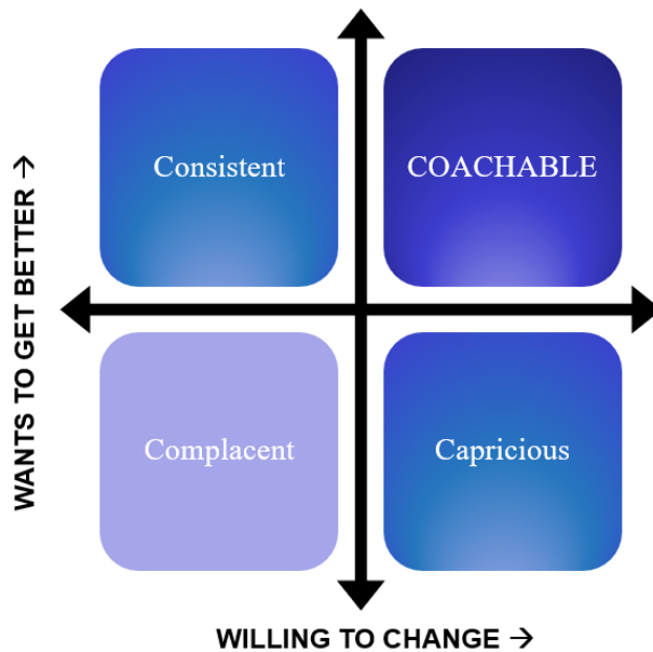
THE FOUR TYPES

1. Unskilled and Uncoachable - Not welcome on any good team.
2. Unskilled and Coachable - Good people with valuable growth potential.
3. Skilled and Uncoachable - The group that gets people fired or frustrated.
4. Skilled and Coachable - Ideal teammates and driven high achievers.

◆ REFLECT & RESPOND

Which type most accurately describes where you are right now?

Which type do you want to be?



Part E - The Promise You Make Before You Begin

This workbook only works if you are honest. Not polished, not diplomatic, not careful - honest. The reflection prompts are not meant to make you look good.

They are meant to help you see clearly.

MY COMMITMENT

I commit to answering every reflection and activity in this workbook with honesty, not performance.

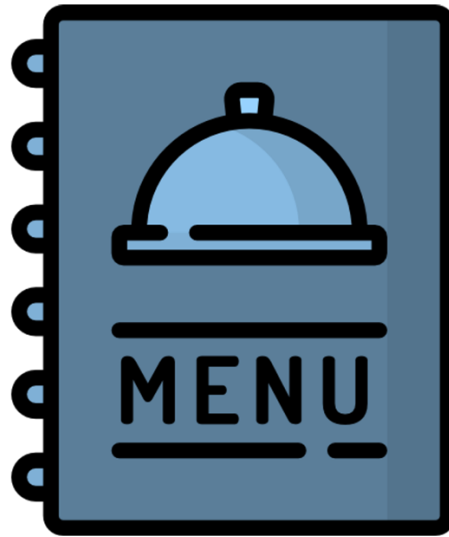
I accept that being uncomfortable with what I discover means the workbook is working.

I will take action on what I learn - not just read and nod.

Signed: _____ Date: _____

4 STEPS TO STAYING COACHABLE





LESSON ONE HUNGER

CORE QUESTION: WHAT DO YOU WANT?



YOUR PROP: THE MENU

Place a menu - a restaurant menu, a printed list of options, anything with choices - somewhere you can see it this week. It is a reminder that the world is full of mountains to climb, but you must choose ONE.

Until you choose, you starve from indecision.

FROM THE STORY

On a hike through Zion's Narrows canyon, Gayle - a stranger who would become an unexpected mentor - challenged both Wallace and his son Max.

She handed each of them a laminated restaurant menu in the mail weeks later.

Not because she wanted them to eat - but because she wanted them to choose. 'You cannot effectively climb two mountains at the same time,' she wrote. 'Choosing is necessary. If you don't choose, you starve from indecision.'

Part 1B - What Level Is Your Hunger?

Staying Coachable starts with a hunger - wanting something badly enough to disrupt the inertia of the status quo. But not all hunger is equal. The level of hunger you bring determines how far you will go.

THE FOUR LEVELS OF HUNGER

Survival: Hunger for what your body needs to exist - the basics. Satisfaction: Hunger for personal pride and gratification.

Status: Hunger for impressing others and winning respect.

Significance: Hunger to impact and assist others as they learn to climb. Three of these four levels are focused entirely on yourself.

The hunger that sustains the longest climb is Significance.

◆ REFLECT & RESPOND

Which level of hunger most accurately describes your current motivation at work? What would shift in your daily behavior if you moved to Significance?

Part 1C - Choose Your Mountain

Every great story begins with a desire for something. Without a clearly chosen goal, you will drift - doing what is convenient rather than what is important.

Choosing is what separates climbers from campers.

"You cannot effectively climb two mountains at the same time. Choosing shifts your behavior. Instead of just doing things because they are convenient, clarity of purpose leads you to see and do things that are important - and with enthusiasm."

Gayle asked four powerful questions in her first letter. These questions are the foundation of your HUNGER. Do not rush through them. Return to them. Revise them. The quality of your answers here will determine the quality of everything that follows.

***What do you most want to achieve in your current role?
(Choose one mountain - be as specific as possible)***

Where do you want to be, and by when? (Put a date on it - otherwise it is just a dream)

What would success look like?

(Describe the gap between where you are now and where you want to be)

Who do you most want to make proud?

(Be honest - your answer here drives more decisions than you realize)



Part 1E - My Hunger Commitment

Before moving to Lesson 2, complete your Mountain Statement. This is your anchor - the goal you are committing to for the rest of this workbook.

MY COMMITMENT

My chosen summit (goal):

I will reach it by (specific date):

I will know I have arrived when:

The person I most want to make proud with this goal:

One fear I am choosing to move through:



LESSON TWO HONESTY

CORE QUESTION: WHERE ARE YOU NOW?



YOUR PROP: THE MIRROR

Place a small mirror somewhere visible - your desk, your bathroom, your car. Every time you see it this week, ask yourself: 'Am I seeing myself clearly right now, or through a filter?'

The mirror is a reminder that a painful honest view of where you are is more valuable than a flattering one.

FROM THE STORY

Weeks after their hike, Wallace and Max received Gayle's second package. Inside was a simple mirror, and one question: 'Where are you now?' Max stared into it and winked. Wallace held it up and pointed at it, excited and nervous. Neither of them fully understood yet how hard this step would be - and how much they had been seeing themselves through comfortable filters.

Part 2B - Know Your Numbers

Every true competitor knows their numbers. The metrics that measure their performance. The gaps between where they are and where they need to be. If you do not know your numbers, you cannot improve them.

"All true competitors and achievers know their numbers. If you don't know your numbers - or whatever metrics are important to succeed in your position - you will underachieve and need a clearer mirror. Knowing your numbers leads to improving them."

★ ACTIVITY: YOUR NUMBERS AUDIT

Identify 2-3 measurable metrics that reflect your performance in your current role.

These could be sales figures, project completion rates, feedback scores, team development goals, or any other data that reflects how well you are doing what you need to do. Write your current number, then your target.

Metric 1: _____	Current: _____	Target: _____
Metric 2: _____	Current: _____	Target: _____
Metric 3: _____	Current: _____	Target: _____

*What does the gap between your current numbers and your targets tell you?
What have you been avoiding acknowledging?*



Part 2E - Ask Better Questions

The quality of your self-assessment depends on the quality of the questions you ask. Most people ask 'Why?' questions - which look backward and assign blame. Staying coachable requires 'What?' and 'How?' questions...



IMPROVE YOURSELF BY IMPROVING YOUR QUESTIONS

Example reflection questions (ask yourself):

How can I better help my people achieve their goals?

What part of my approach led to that result?

What might be going on from their perspective?

Example feedback questions (ask others):

What 2 things should I know about you to lead or serve you better?

How has my behavior made things more difficult for us?

What small habit could I change to have a bigger positive impact?

Part 2F - My Honesty Commitment

MY COMMITMENT

The filter I have been using that I am now willing to set aside:

The number I have been avoiding looking at honestly:

The internal obstacle I am taking responsibility for:

One way I will be more honest with my team this week:



LESSON THREE HUMILITY

CORE QUESTION: WHAT WEAKNESS DO YOU NEED TO ADMIT?



YOUR PROP: THE MUG

Keep a coffee mug or cup at your workspace this week - empty. Every time you see it, ask yourself: 'Am I approaching this conversation, this feedback, this coaching moment as an empty mug - greedy and grateful? Or am I already full?' A full cup cannot receive anything new without making a mess.

FROM THE STORY

Gayle's third package arrived with a large blue ceramic mug. No logo. No saying. Just a mug. Max held it and stared into its emptiness, confused. Then he read her letter: 'You can't pour growth into a cup already full of assumptions and ego.' Wallace finished reading and realized something uncomfortable - everything he had been frustrated with Max for doing with his basketball coach, Wallace had been doing with his manager at work. Pouting. Annoyed. Unappreciative. The mug wasn't just for Max.

Part 3A - Confidence, Arrogance, and Humility

Many people confuse humility with weakness, or think arrogance is required for confidence. Gayle made the distinction clear, and it is worth sitting with.

THREE CRITICAL DISTINCTIONS

CONFIDENCE: Thinking you can help.

ARROGANCE: Thinking you don't need help.

HUMILITY: Being willing to accept help. Arrogance is not inherently bad - boldness requires a belief in yourself. But too much of it becomes isolating.

And when arrogance keeps you from listening, from learning, from letting others help you improve, it stops being a strength and starts being your ceiling.

◆ REFLECT & RESPOND

Which of the three most describes how you typically show up when receiving coaching or feedback? Give a specific recent example of that pattern in action.

Part 3D - Always Stay Sincerely Curious (ASSC)

The fastest route to improvement is to learn from someone else's mistakes and experiences. That is exactly what coaches and mentors provide. But you have to stay curious enough to seek them out - and humble enough to listen when you find them.

"You need other voices - because 90% of your daily thoughts are the same ones from the day before. And the same thoughts lead to the same actions and the same results. Different results require different thinking."

★ ACTIVITY: BUILD YOUR MENTOR MAP

Identify two people in your professional life who are genuinely qualified to help you reach your chosen mountain.

Write their name, what they know that you need, and one specific question you should ask them. Then schedule the conversation.

Mentor 1: _____ What they know: _____

My question: _____

Mentor 2: _____ What they know: _____

My question: _____

Part 3F - My Humility Commitment

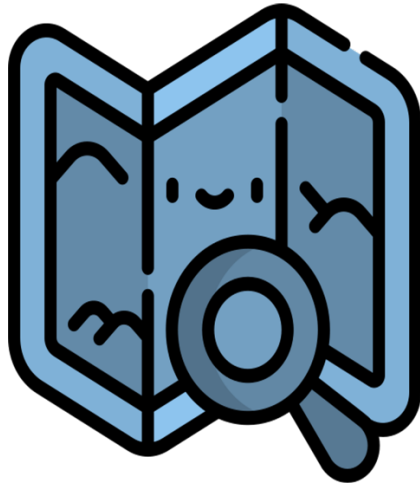
MY COMMITMENT

The weakness I most need to admit in order to contribute what my team needs: _____

*The mentor I will reach out to this week for guidance:
_____*

The way I will demonstrate I am an empty mug in my next feedback conversation: _____

*The person I owe appreciation to, and how I will express it:
_____*



LESSON FOUR HABITS

CORE QUESTION: WHAT WILL YOU DO DIFFERENTLY?



YOUR PROP: THE MAP

Place a physical map - or print one, or pull one up on your phone - somewhere you will see it this week. It is a reminder that your destination requires movement. You cannot steer a parked car. Habits are the steps on the route. Without them, your hunger, your honesty, and your humility remain good intentions that never become results.

FROM THE STORY

The fourth box from Gayle contained a foldable road map - orange cover, mountains on it, waterproof. Wallace found it odd. Max had no idea what it meant.

But Gayle's letter made it clear: 'Reaching your destination requires a commitment to move intentionally in that direction.

When you change what you do, you inevitably change your destination.' The map wasn't about geography. It was about daily choices.

Part 4A - Movement Creates Momentum

The fourth stage is deceptively demanding. People expect that reaching their goal will require extraordinary things.

The reality is harder: it requires doing small, simple things with extraordinary consistency. Every single day. Especially on the days you don't feel like it.

*"You do well what you do often. You cannot steer a parked car.
Movement creates momentum."*

Your habits are the external evidence of your internal commitments.

A person who says they are committed to growth but changes nothing in their daily behavior is not committed - they are interested.

Commitment shows up in what you do when no one is watching.

◆ REFLECT & RESPOND

What simple, repeatable action - if done consistently every day - would have the greatest positive impact on your progress toward your mountain? Why haven't you been doing it consistently?

Part 4B - The Four Habits Questions

Gayle's fourth letter asked four questions. These are not complex. But answering them specifically is the difference between a plan you follow and a plan that collects dust.

1. WHAT WILL YOU DO DIFFERENTLY? (Name a specific new behavior you are starting - not a general intention, a specific action)

2. WHAT ARE YOU DOING OCCASIONALLY THAT YOU WILL NOW DO CONSISTENTLY? (If you work out once, you don't get in shape. What needs to go from occasional to daily?)

3. WHAT THINGS ARE CURRENT DISTRACTIONS THAT YOU WILL STOP DOING? (Old habits are comfortable and appealing. Name the ones you are cutting.)

4. HOW WILL YOU ACKNOWLEDGE YOUR PROGRESS? (Disciplined effort declines without encouragement. Define your milestone celebrations.)

Part 4C - The Film Crew Exercise

One of the most powerful tools in this entire workbook is a simple thought experiment. It will clarify your habits better than any list you could make.

"Imagine a film crew from the future traveled back in time to document what led to your tremendous growth and success. What would they record you doing every single day?"

★ **ACTIVITY: THE DOCUMENTARY SCENE**

Write out that film crew's footage. Describe your ideal daily habits as if they were already happening - what you do in the morning, how you approach your work, how you engage your team, how you invest in your development. Write it in present tense, as if it is already true.

Part 4D - The Identity Shift

Old habits are not just distractions - they are identity anchors.

They reflect who you have been. Building new habits requires you to consciously create a new identity: who you are becoming.

"When you feel like sleeping in, or acting annoyed and angry, or investing your time somewhere that you shouldn't, tell yourself: 'I'm not like that... I'm a person who...' Finish the thought with the positive habit you wish to sustain."

This is not wishful thinking. It is a psychological tool. When your behavior is attached to your identity rather than your willpower, it becomes far more sustainable.

★ ACTIVITY: YOUR NEW IDENTITY STATEMENTS

Write three 'I am a person who...' statements that align with your summit, your habits, and the version of yourself you are committed to becoming.

Make them specific to your role and your goals.

I am a person who:

I am a person who:

I am a person who:

Part 4E - Your 30-Day Habit Tracker

Disciplined effort declines without encouragement.

Focused activity fades without appreciation. You need to be able to see your momentum - to acknowledge the string of daily commitments you are building.

"Eddie used to say that earring people get beat by necklace people. He meant that once was not enough - to be successful you have to put a string of behaviors together."

Below, define your top 3 daily habits and track them for 30 days.

Check the box each day you complete them. When you look at a row of checkmarks, that is not just a tracker - that is the visual proof of your commitment.

Daily Habit 1: _____

Daily Habit 2: _____

Daily Habit 3: _____

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

◆ SOLO OR WITH A PARTNER

Solo: Fill in your full Action Map (Part 4F) on your own, then read it aloud to yourself once. Hearing your commitment activates it differently than writing it.

With a Partner: Exchange your Action Maps with your partner. Read each other's commitments. Ask: 'Is this specific enough to actually hold you accountable, or could it be more concrete?' Help each other sharpen the plan.

Part 4F - My Personal Action Map

This is the most important page in the workbook.
Every lesson has built to this moment. Fill it in carefully. Keep it visible.

MY COMMITMENT	
MY SUMMIT (goal + date):	_____
DAILY HABIT 1 (what I will do differently):	_____
DAILY HABIT 2 (what I will do consistently):	_____
DAILY HABIT 3 (what I am starting to replace a distraction):	_____
DISTRACTION I AM ELIMINATING:	_____
MY ACCOUNTABILITY PARTNER:	_____
HOW I WILL CELEBRATE AT 30 DAYS:	_____
HOW I WILL CELEBRATE AT 60 DAYS:	_____
HOW I WILL CELEBRATE AT 90 DAYS:	_____

THE COMMITMENT TO KEEP CLIMBING

FROM THE STORY

By the time Gayle's final letter arrived, both Max and Wallace had changed. Max was shooting better, defending with more energy, and listening gratefully to his coach's feedback. Wallace had stopped dodging his manager's help and had embraced the new platform his company needed. Neither of them had become perfect. They had become coachable. And that made everything else possible.

You have now worked through all four lessons. You have named your hunger, held up a clear mirror, emptied your mug, and mapped your route.

What comes next is not another workbook - it is daily action.

"Toughness is consistency in the midst of adversity."

MY COACHABILITY PLEDGE

I am hungry for:

I am honest about:

I am humble enough to:

My daily habit is:

I am a person who:

Signed: _____

Quotes for Your Climb

"He that won't be counselled, can't be helped. - Ben Franklin"

"It is the capacity to develop and improve their skills that distinguishes leaders from followers. - Warren Bennis"

"The illiterate of the future are not those who cannot read or write, but those who cannot learn, unlearn, and relearn. - Alvin Toffler"

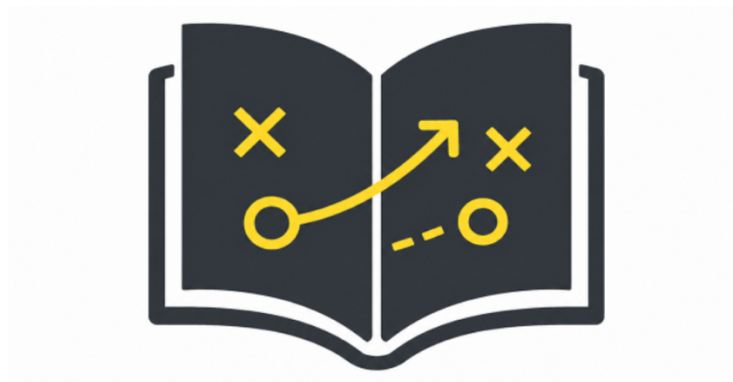
"If we don't change, we don't grow. If we don't grow, we aren't really living. - Gail Sheehy"

"Success doesn't lead to falling. Arrogance leads to falling. - Jim Collins"

"If you want to win, you're coachable. - Jeff Van Gundy"

"It is not the strongest of the species that survives, nor the most intelligent; it is the one most adaptable to change. - Charles Darwin"

THE
sticky cultures
PLAYBOOK



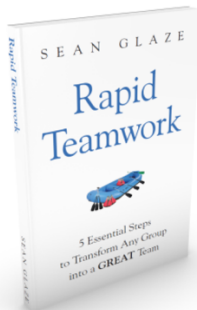
About the Author

Sean Glaze is an author and leadership expert who has worked with clients like the CDC, John Deere, Coca-Cola, and Emory University to increase collaboration, boost productivity, and build exceptional workplace cultures. Sean's engaging conference keynotes and interactive team building events help develop Sticky Cultures.

As a successful basketball coach and educator for over 20 years, Sean gained valuable insights into leading winning teams - and founded **Effective Leaders** and **Great Results Teambuilding** to share those lessons and help organizations improve their team performance!

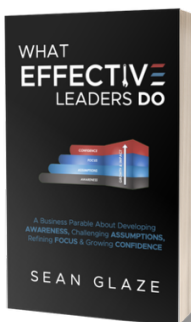


Also by Sean



Rapid Teamwork tells the story of Greg Sharpe, a manager that readers can easily relate to. Greg's team has been underachieving and struggling with a few issues – but as a leader, he is unsure how to transform his group into a cohesive team.

What he and his executive team experience during an unusual rafting retreat is a series of lessons on how to become a more productive team quickly – creating a stronger, more unified workforce.



What Effective Leaders DO is a parable that illustrates the importance of awareness, assumptions, and intentional interactions in leadership. It follows Jenn, a frustrated manager, as she learns from an unexpected mentor the four costly assumptions that hold most leaders back and the daily choices that separate good managers from genuinely effective ones.

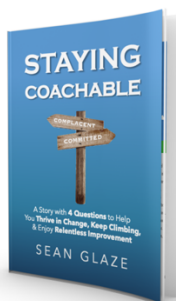
This is a story that shares practical insights that will inspire leaders to show up with greater self-awareness, communicate more effectively, and build a culture where people actually want to give their best.

Also by Sean



The 10 Commandments of Winning Teammates is the story of Nick Turner, a talented employee who finds himself changing jobs – again.

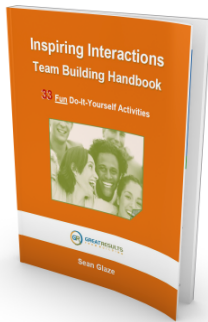
As he travels to his new job, he has a series of interesting interactions that illustrate the importance of the 10 commandments his coach had emphasized years earlier. The ten lessons that Nick benefits from during his journey to his next job will inspire you to be a winning teammate – regardless of the industry you work in.



Staying Coachable tells the story of Wallace and Max Cooper, a father and son who are both experiencing the challenges of change.

What they learn from an unlikely mentor about a commitment to climbing will empower and equip you for relentless growth! This is a story that shares four questions that will inspire individuals to step up and lead during difficulty or change with intention and enthusiasm.

Also by Sean



The Inspiring Interactions team building handbook is a DIY guide for leaders who want specific activities to engage their team.

If you want to organize and facilitate your own team building challenges and discussion at your next meeting, or if you simply want to maintain the momentum that a fun team building program or keynote has created, grab your own collection of memorable interactive ideas and instructions!



The Effective Leaders Awareness Journal provides you with daily reflection prompts and activities to grow yourself so that you have more positive impact on your team.

Becoming more effective as a leader requires continuous growth, self-awareness, and the ability to adapt and respond to new challenges – and one of the most powerful tools that can significantly accelerate leadership growth and development is the practice of reflection.

Contact Sean!

Book Sean as a Speaker to **Accelerate
the Growth of Your Team** at Your
Next Corporate Event or Conference

Visit Him Online at:

<https://stickycultures.com>

or

<https://greatresultsteambuilding.net/>





THE
sticky cultures
PLAYBOOK

An implementation
guide to grow your
Impact as a leader

SEAN GLAZE

