CHASE EXCELLENCE

Professional Learning Book Study — Facilitation Guide

Conversations that stick. Actions that shape culture.

Dr. Deangello Eley

Purpose of This Guide

This free facilitation guide supports schools, districts, leadership teams, professional learning communities, and other learning organizations in leading a meaningful study of Chase Excellence: Ordinary Sayings That Lead to Extraordinary Actions.

The experience is organized around the book's three Movements rather than fifteen separate chapter meetings. Participants read across each Movement, identify the Mental Magnets that stay with them, reflect on the larger lessons attached, and turn those lessons into ordinary actions.

Two Ways to Use the Guide

Six-Session Core Experience	Eight-Session Full Experience
Use Sessions 2–7. Each Movement receives two sessions: one for meaning and reflection and one for cues, application, and action.	Add Session 1 to launch the pursuit and Session 8 to integrate the learning, celebrate progress, and establish a 30-day commitment.

The Mental Magnet Cue-to-Action Framework

A Mental Magnet is a short saying with a bigger lesson attached. The framework helps participants move from a memorable idea to intentional action.

Mental Magnet	What saying or lesson stuck?

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Meaning	What larger principle or story is attached?
Cue	When do I need this lesson?
Reflect	What question should I ask myself?
Act	What ordinary action will I take?
Reinforce	What happened, and what should I carry forward?

Recurring Session Elements

Mental Magnet	**Why This Works**	**The Lion and the Lamb**	**Reflection**	**Chase Excellence Challenge**

Using Structured Discourse

The slide deck names a discussion structure at each key exchange. Use the protocol as a participation scaffold—not as a script. Preserve choice, protect reflection, and keep every exchange connected to meaning and action.

- Give participants quiet thinking or writing time before speaking.
- State the sequence, role, and time limit before the conversation begins.
- Use pairs and small groups to increase participation before whole-group sharing.
- Debrief both the content participants surfaced and the process that supported it.

Recommended Facilitation Conditions

Recommended session length: 60–75 minutes.	**Recommended group size: 6–30 participants.**

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- Participants should have access to the book and complete the assigned Movement reading before each meaning session.
- Facilitators should protect reflection time, center participant voice, and connect discussion to local needs without turning every conversation into a technical initiative.

Facilitation Stance

> *The facilitator is not responsible for providing every answer. The facilitator creates the conditions for people to remember, make meaning, reflect honestly, test an ordinary action, and learn from what follows.*

Working Draft

This document is the development workspace for the free Chase Excellence Book Study Facilitation Guide. Session language, timing, tools, and participant materials will continue to be refined before public release.

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SESSION 1

Begin the Pursuit

OPTIONAL BOOKEND SESSION | 60–75 MINUTES

Purpose

Create the conditions for an honest, practical book study and introduce the Mental Magnet Cue-to-Action Framework that will organize the learning.

Before the Session

- Participants bring the book, something to write with, and one ordinary saying that has stayed with them.
- Facilitator selects a visible place to capture group agreements and recurring Mental Magnets.

Learning Outcomes

- Build trust and establish agreements for discussion.
- Understand how a Mental Magnet carries a larger lesson.
- Identify one personal or organizational area in which progress matters.
- Practice moving from a memorable idea toward reflection and action.

Suggested Agenda

- Welcome and purpose — 5 minutes
- RoundRobin: A saying that stayed with me — 10 minutes
- Establish group agreements — 10 minutes
- Introduce the three Movements — 10 minutes
- Explore the Cue-to-Action Framework — 20 minutes

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- Name the pursuit and close — 10 minutes

Structured Discourse Notes

- RoundRobin — Each participant shares the saying first, then a brief story and the larger principle.
- Sequence — Allow 30–45 seconds per person; hold responses until every voice has been heard.
- Facilitator cue — “Say the words first. Then tell us what they help you remember.”
- Listen for — Patterns that reveal how short phrases carry identity, values, and experience.
- Equity note — Offer the right to pass, then invite participants back after the first round.

Opening Prompt

What is an ordinary saying, phrase, or piece of advice that has stayed with you? Who gave it to you, and what larger lesson is attached?

Facilitation Move

Invite participants to share the saying first, then the story and principle behind it. Notice how a few words can pull back an entire experience.

Introduce the Framework

- Mental Magnet — What saying or lesson stuck?
- Meaning — What larger principle or story is attached?
- Cue — When do you need this lesson?
- Reflect — What question should you ask yourself?
- Act — What ordinary action will you take?

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- Reinforce — What happened, and what should you carry forward?

Reflection

Where in your life, leadership, or work are you being invited to choose progress over perfection?

Chase Excellence Challenge

Write one sentence that begins: During this book study, I will chase excellence by... Bring that sentence to the next session.

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SESSION 2

Movement I — Know Yourself

CORE SESSION 1 OF 6 | MEANING & REFLECTION | 60–75 MINUTES

Movement Focus

Progress, identity, relationships, resilience, self-awareness, and the choice to grow through what you go through.

Before the Session

Read Movement I, Chapters 1–5. Mark the stories, Mental Magnets, and reflection questions that stayed with you.

Learning Outcomes

- Surface the lessons participants carried from Movement I.
- Connect personal stories to larger principles about identity, resilience, and growth.
- Reflect on the relationship between self-awareness and leadership.

Suggested Agenda

- Check-in and This or That? — 10 minutes
- Timed Pair Share: Mental Magnet round — 15 minutes
- RallyRobin meaning-making — 25 minutes
- The Lion and the Lamb reflection — 15 minutes
- Personal reflection and close — 10 minutes

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Structured Discourse Notes

- This or That? — Participants raise a left hand for perfection or a right hand for progress, then name one benefit, one cost, and why their choice fits the moment.
- Timed Pair Share — Partner A shares the saying, story, and present significance for 90 seconds. Partner B paraphrases the larger principle. Switch roles.
- RallyRobin — Partners alternate one idea at a time across the meaning-making questions; no partner takes two turns in a row.
- Debrief — Invite each pair to name one shared insight or productive tension.
- Equity note — Provide quiet writing time first and preserve the option to pass on personal disclosure.

Mental Magnet

Which saying or lesson from Movement I stayed with you? Read or paraphrase it, then explain why it has weight for you now.

Why This Works

Memorable language becomes useful when it is connected to experience and meaning. Ask participants to move beyond what they liked and name what the lesson helps them understand.

Discussion Questions

- Where did you recognize yourself in these stories?
- Which idea challenged the way you currently think about excellence?
- How do identity and self-awareness shape the way we respond under pressure?

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- What relationship or experience has helped you become more resilient?
- Where might perfection be interfering with progress?

The Lion and the Lamb

Where does this Movement call for courage and strength? Where does it call for humility, patience, empathy, or care? What happens when one is present without the other?

Reflection

What are you learning about yourself that you should not ignore?

Chase Excellence Challenge

Before the next session, notice one situation in which a Movement I lesson could help you pause and respond differently. Record the situation without trying to solve it yet.

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SESSION 3

Movement I — From Cue to Action

CORE SESSION 2 OF 6 | APPLICATION & ACTION | 60–75 MINUTES

Purpose

Use a real situation to move a Movement I lesson from memory to reflection and intentional action.

Before the Session

Bring the situation you noticed after Session 2 and the Mental Magnet you believe may help.

Learning Outcomes

- Identify the situational cue that should pull a lesson back.
- Use reflection to interrupt an automatic response.
- Choose one ordinary action connected to progress.
- Establish a simple accountability plan.

Suggested Agenda

- Think–Write–Pair–Share: noticed situations — 10 minutes
- RallyCoach: Cue-to-Action practice — 25 minutes
- Partner Coach: clarify the plan — 20 minutes
- Action commitment and close — 15 minutes

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Structured Discourse Notes

- Think–Write–Pair–Share — Participants privately describe the noticed situation before explaining it to a partner.
- RallyCoach — Partner A works through When, Remember, Ask, and Act while Partner B coaches only with the provided prompts. Switch roles.
- Partner Coach — Test whether the cue, reflection question, action, and evidence are specific enough to use.
- Debrief — Each participant revises one line of the plan before the whole-group close.
- Equity note — Coaching should clarify the participant's thinking, not replace it with the coach's solution.

Cue-to-Action Practice

- When — Describe the situation, pressure, emotion, or decision that should cue the lesson.
- Remember — Name the Mental Magnet and the larger principle attached to it.
- Ask — Write one reflection question that helps you pause before acting.
- Act — Choose one small, observable action you can take.

Partner Coaching Prompts

- What usually happens in this situation?
- What should the Mental Magnet help you remember?
- What question will slow you down long enough to choose?
- What action is small enough to practice but meaningful enough to matter?
- What evidence will tell you that progress occurred?

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Reflection

What changes when you create space between the cue and your response?

Chase Excellence Challenge

Practice your ordinary action for seven days. Record what happened, what helped, what got in the way, and what you will adjust.

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SESSION 4

Movement II — Build Something

CORE SESSION 3 OF 6 | MEANING & REFLECTION | 60–75 MINUTES

Movement Focus

Collaboration, preparation, communication, conflict, planning, and everyday leadership.

Before the Session

Read Movement II, Chapters 6–10. Mark the stories, Mental Magnets, and reflection questions that connect to something you are currently building.

Learning Outcomes

- Examine how ordinary leadership actions shape collective work.
- Connect Movement II principles to a current team, initiative, or relationship.
- Identify one pattern that helps or hinders collaboration.

Suggested Agenda

- Progress check from Movement I — 10 minutes
- Timed Pair Share: Mental Magnet round — 15 minutes
- Talking Chips: meaning-making — 25 minutes
- The Lion and the Lamb reflection — 10 minutes
- Name the building challenge — 10 minutes

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Structured Discourse Notes

- Timed Pair Share — Each partner has 90 seconds to share a Movement II saying or story and the principle it recovers.
- Talking Chips — In groups of three or four, each person contributes once before anyone contributes a second time.
- Facilitator cue — Keep the conversation on observable team patterns, not personalities or blame.
- Debrief — Ask each group to name one ordinary collaboration behavior worth protecting and one worth adjusting.
- Equity note — Participants may contribute a question, example, connection, or paraphrase; every turn does not require a personal story.

Mental Magnet

Which saying or story from Movement II changed how you think about building with other people? What principle does it pull back?

Why This Works

Teams often know what they are trying to accomplish but pay less attention to the ordinary behaviors that make the work possible. This conversation makes those behaviors visible.

Discussion Questions

- What are you currently trying to build, improve, or repair?
- Where does the work depend on collaboration rather than individual effort?
- What communication pattern is helping the team? What pattern is getting in the way?
- Where are preparation and planning reducing unnecessary friction?

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- What conflict needs to be addressed rather than avoided?

The Lion and the Lamb

When does building something require directness, boundaries, and courage? When does it require listening, patience, and care?

Reflection

What ordinary team behavior deserves more intentional attention?

Chase Excellence Challenge

Observe one recurring team interaction before the next session. Record what people do, what the interaction produces, and where a small adjustment might help.

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SESSION 5

Movement II — From Cue to Action

CORE SESSION 4 OF 6 | APPLICATION & ACTION | 60–75 MINUTES

Purpose

Apply a Movement II Mental Magnet to a current collaboration, communication, conflict, preparation, or planning challenge.

Before the Session

Bring your observation of a recurring team interaction and be prepared to describe it without assigning blame.

Learning Outcomes

- Separate observable behavior from assumptions.
- Identify a cue that signals the need for a leadership lesson.
- Choose one team-facing ordinary action.
- Define evidence of improvement.

Suggested Agenda

- Think–Write–Pair–Share: the interaction — 10 minutes
- Identify the Mental Magnet and principle — 15 minutes
- RallyCoach: Cue-to-Action planning — 25 minutes
- Feedback Carousel — 15 minutes
- Commitment and close — 10 minutes

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Structured Discourse Notes

- Think–Write–Pair–Share — Participants first describe the interaction using only what another person could see or hear.
- RallyCoach — Partners alternate planner and coach roles while completing the Cue-to-Action sequence.
- Feedback Carousel — Participants rotate to another plan and leave one strength plus one clarifying question.
- Debrief — Plan owners choose one adjustment; they are not expected to adopt every suggestion.
- Equity note — Feedback addresses the plan and evidence of progress, never the person.

Cue-to-Action Planning

- When — What recurring interaction or condition signals that an adjustment is needed?
- Remember — What principle from Movement II should guide the response?
- Ask — What question keeps the focus on the work rather than personalities?
- Act — What will you say, do, clarify, prepare, or stop doing?
- Reinforce — How will you review the result and decide what to adjust next?

Evidence of Progress

- What would another person be able to see or hear if the adjustment is working?
- What team behavior should become more consistent?
- What outcome or artifact could provide evidence without reducing the work to compliance?

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Reflection

How might a small change in your behavior make it easier for other people to contribute?

Chase Excellence Challenge

Test the action in a real team setting. Complete a brief After Action Review: What was expected? What occurred? What helped or hindered? What will you adjust?

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SESSION 6

Movement III — Build Beyond Yourself

CORE SESSION 5 OF 6 | MEANING & REFLECTION | 60–75 MINUTES

Movement Focus

Develop people, prepare for what comes next, and create something that can thrive beyond your presence.

Before the Session

Read Movement III, Chapters 11–15. Mark the stories, Mental Magnets, and questions that changed how you think about leadership, credit, succession, and service.

Learning Outcomes

- Examine the difference between being essential and building capacity.
- Identify people and systems that need intentional development.
- Reflect on credit, control, trust, succession, and service.

Suggested Agenda

- Progress check from Movement II — 10 minutes
- Timed Pair Share: Mental Magnet round — 15 minutes
- RoundRobin: meaning-making — 25 minutes
- The Lion and the Lamb reflection — 10 minutes
- Legacy question and close — 10 minutes

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Structured Discourse Notes

- Timed Pair Share — Partners have 90 seconds each to share the Movement III lesson that most challenges their current leadership.
- RoundRobin — In groups of three or four, each person responds once before the group advances to the next meaning-making question.
- Facilitator cue — Listen for what participants may need to release, transfer, document, or build.
- Debrief — Ask groups to name one distinction between being helpful and building lasting capacity.
- Equity note — Invite participants to speak about a system or process when discussing a specific person would be inappropriate.

Mental Magnet

Which saying or story from Movement III most challenges the way you currently lead? What might it be asking you to release, transfer, or build?

Why This Works

Leadership becomes sustainable when knowledge, authority, confidence, and opportunity are developed in other people and supported by dependable systems.

Discussion Questions

- Where does important work still depend too heavily on one person?
- Who is ready for greater responsibility, visibility, or decision-making authority?
- What knowledge or process needs to be transferred rather than protected?
- Where might the desire for credit or control limit someone else's growth?
- What would continue if you were no longer in the room? What would stop?

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The Lion and the Lamb

How do leaders balance the courage to set direction with the humility to step aside? What does strength look like when its purpose is to help someone else grow?

Reflection

Who grows because you served?

Chase Excellence Challenge

Identify one person, team, or system you can strengthen before the next session. Do not choose the action yet; first clarify what growth or sustainability would look like.

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SESSION 7

Movement III — From Cue to Action

CORE SESSION 6 OF 6 | APPLICATION & ACTION | 60–75 MINUTES

Purpose

Turn Movement III learning into one deliberate act of development, transfer, succession, or sustainable system-building.

Before the Session

Bring the person, team, or system you identified and a description of the growth you hope to support.

Learning Outcomes

- Clarify what should grow beyond the participant's direct involvement.
- Identify the cue that signals a need to develop rather than rescue or control.
- Choose one action that transfers capacity.
- Create a follow-through and reinforcement plan.

Suggested Agenda

- Name the growth target — 10 minutes
- RallyRobin: capacity map — 20 minutes
- RallyCoach: Cue-to-Action planning — 25 minutes
- Peer critique and commitment — 15 minutes

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Structured Discourse Notes

- RallyRobin — Partners alternate one response at a time across Target, Current Dependence, Desired Capacity, Transfer Action, and Evidence.
- RallyCoach — Partner A develops the Cue-to-Action plan while Partner B uses the capacity and follow-through checks. Switch roles.
- Partner critique — Confirm that the action transfers capacity instead of rescuing, reclaiming, or recentralizing the work.
- Debrief — Each participant names the first transfer action and the boundary that will keep ownership where it belongs.
- Equity note — Protect confidentiality by allowing participants to describe roles or systems rather than naming individuals.

Capacity Map

- Person, team, or system — What are you trying to strengthen?
- Current dependence — What currently requires your presence, permission, or expertise?
- Desired capacity — What should others be able to do, decide, or sustain?
- Transfer action — What knowledge, opportunity, authority, feedback, or structure will you provide?
- Evidence — What would show that capacity has increased?

Cue-to-Action Planning

- When — What situation usually tempts you to take over, hold on, or seek the credit?
- Remember — What Movement III Mental Magnet should return?
- Ask — What question redirects your attention toward other people's growth?
- Act — What will you transfer, teach, invite, document, or release?

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Reflection

What becomes possible when your leadership is measured by what other people can carry?

Chase Excellence Challenge

Take the transfer action and schedule a follow-up conversation. Ask what support is still needed without reclaiming the work.

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SESSION 8

Continue the Pursuit

OPTIONAL BOOKEND SESSION | INTEGRATION & COMMITMENT | 60–75 MINUTES

Purpose

Integrate learning across all three Movements, recognize evidence of progress, and establish a 30-day commitment that continues beyond the book study.

Before the Session

Review your notes, challenges, and action experiments. Bring one artifact, story, or observation that demonstrates progress.

Learning Outcomes

- Synthesize learning across Know Yourself, Build Something, and Build Beyond Yourself.
- Share evidence from an action experiment.
- Identify one Mental Magnet to continue carrying.
- Create a 30-day action and accountability plan.

Suggested Agenda

- Gallery Walk + story round — 20 minutes
- RoundRobin: Three-Movement reflection — 20 minutes
- Choose the Mental Magnet to carry — 10 minutes
- Build the 30-day commitment — 15 minutes
- Closing circle — 10 minutes

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Structured Discourse Notes

- Gallery Walk — Display artifacts, quotations, or brief evidence statements. Participants move silently first and leave a written connection or question.
- Story Round — Invite concise stories of changed thinking, behavior, team interaction, or leadership practice.
- RoundRobin — Groups respond to Know Yourself, Build Something, and Build Beyond Yourself one Movement at a time.
- Debrief — Participants choose the Mental Magnet, cue, and ordinary action they will carry into the next 30 days.
- Equity note — Evidence may be an artifact, observation, or unfinished lesson; celebration does not require a polished success story.

Three-Movement Reflection

- Know Yourself — What did you learn about how you show up?
- Build Something — What ordinary action improved the work with others?
- Build Beyond Yourself — Who or what is stronger because you built and transferred capacity?

Mental Magnet to Carry

Which Mental Magnet do you most need for the next season of your work? What should cue it, and what action should follow?

30-Day Commitment

- For the next 30 days, I will chase excellence by…
- The situation that should cue me is…
- The question I will ask is…
- The ordinary action I will practice is…
- The evidence I will collect is…

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- The person who will help me stay accountable is…

Closing Reflection

The work is never finished, and neither are we.
Who grows because you served?

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TOOLS & TEMPLATES

Reusable resources for the six- or eight-session experience

1. Group Agreements

- Speak from your own experience.
- Listen to understand rather than prepare a response.
- Challenge ideas while protecting people's dignity.
- Make room for every voice without requiring every person to disclose.
- Keep stories confidential and carry lessons forward.
- Connect reflection to action.

2. Mental Magnet Cue-to-Action Worksheet

- Mental Magnet: What saying or lesson stuck?
- Meaning: What larger story, principle, or framework is attached?
- Cue: When do I need this lesson?
- Reflect: What question will help me pause?
- Act: What ordinary action will I take?
- Reinforce: What happened, and what will I carry forward?

3. When — Remember — Ask — Act

- **When**: Describe the situation, decision, pressure, or emotion.
- **Remember**: Name the Mental Magnet and principle.
- **Ask**: Write one reflection question.
- **Act**: Choose one small, observable action.

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4. Ordinary Action Tracker

- Date or setting
- Situation or cue
- Mental Magnet remembered
- Action taken
- What happened
- Adjustment for next time

5. Before Action Review

- What are we trying to accomplish?
- What do we expect to happen?
- What challenges can we anticipate?
- What will help us respond well?

6. After Action Review

- What was expected?
- What actually occurred?
- What helped or hindered progress?
- What will we sustain, stop, or adjust?

7. Facilitator Reflection

- Whose voices were centered?
- Where did the conversation deepen?
- Where did participants need more time, clarity, or safety?
- Did the session move from ideas to reflection and action?
- What will I adjust before the next session?

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8. Participant Feedback

- What idea or Mental Magnet are you carrying forward?
- What changed in your thinking or practice?
- Which part of the experience was most useful?
- What would strengthen the next session or future book study?
- What support would help you continue the work?

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