PROFESSIONAL LEARNING BOOK STUDY

CHASE EXCELLENCE

Facilitator Slide Deck

Ordinary Sayings That Lead to Extraordinary Actions

Conversations that stick.
Actions that shape culture.

EXCELLENCE IS PROGRESS.

Dr. Deangello Eley

Purpose of the book study

01

Read across the three Movements rather than meeting chapter by chapter

02

Identify the Mental Magnets that stay with participants and recover the larger lessons attached

03

Turn reflection into small, observable actions that participants can practice and revise

Two ways to use the guide

SIX-SESSION CORE

Sessions 2–7

Each Movement receives two sessions: meaning and reflection, followed by cues, application, and action.

EIGHT-SESSION EXPERIENCE

Add Sessions 1 and 8

Launch the pursuit, establish the framework, integrate the learning, and close with a 30-day commitment.

BOOK STUDY STRUCTURE

The three Movements

01 Know Yourself: identity, resilience, relationships, self-awareness, and progress

02 Build Something: collaboration, preparation, communication, conflict, planning, and everyday leadership

03 Build Beyond Yourself: develop people, transfer capacity, and create something that can thrive beyond your presence

Mental Magnet Cue-to-Action Framework

RECOVER THE LESSON

Mental Magnet
Meaning
Cue

Name what stuck, recover the larger story or principle, and identify when the lesson is needed.

MOVE TOWARD ACTION

Reflect
Act
Reinforce

Ask a question that creates a pause, take one ordinary action, then review what happened and adjust.

CONSISTENT SESSION RHYTHM

Recurring session elements



1. Mental Magnet
2. Why This Works
3. The Lion and the Lamb
4. Reflection
5. Chase Excellence Challenge

Conditions and facilitation stance

RECOMMENDED CONDITIONS

60–75 minutes
6–30 participants

Participants bring the book and complete assigned Movement reading before each meaning session.

FACILITATOR ROLE

Create the conditions

Center participant voice, protect reflection time, connect discussion to local needs, and resist the pressure to provide every answer.

SESSION 1 OPTIONAL

Begin
the Pursuit

OPTIONAL BOOKEND SESSION

60–75 minutes

BEFORE THE SESSION

Bring the book, something to write with, and one ordinary saying that has stayed with you.

LEARNING OUTCOMES

Session 1 outcomes

01 Build trust and establish agreements for discussion

02 Understand how a Mental Magnet carries a larger lesson

03 Name an area where progress matters and practice moving from a memorable idea toward action

60–75 MINUTES

Session 1 agenda

1	Welcome and purpose	5 min
2	Round Robin: A saying that stayed with me	10 min
3	Establish group agreements	10 min
4	Introduce the three Movements	10 min
5	Explore the Cue-to-Action Framework	20 min
6	Name the pursuit and close	10 min

RoundRobin: A saying that stayed with me

OPENING PROMPT

What ordinary saying, phrase, or piece of advice has stayed with you?

Who gave it to you, and what larger lesson is attached?

FACILITATION MOVE

Saying first, then story

Go around once. Each person shares the saying first, then a brief story and the larger principle. Hold cross-talk until every voice has been heard.

Cue-to-Action practice

REMEMBER

Mental Magnet
Meaning
Cue

What stuck? What larger principle is attached? When do you need the lesson?

RESPOND

Reflect
Act
Reinforce

What question creates a pause? What action will you take? What happened, and what will you carry forward?

Reflection

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

ACTION COMMITMENT

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

SESSION 2

Movement I
Know Yourself

CORE SESSION 1 OF 6: MEANING AND REFLECTION

60–75 minutes

BEFORE THE SESSION

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

LEARNING OUTCOMES

Session 2 outcomes

01 Surface the lessons participants carried from Movement I

02 Connect personal stories to larger principles about identity, resilience, and growth

03 Reflect on the relationship between self-awareness and leadership

60–75 MINUTES

Session 2 agenda

1	Check-in and This or That?	10 min
2	Timed Pair Share: Mental Magnet round	**15 min**
3	RallyRobin meaning-making	**25 min**
4	Lion and Lamb reflection	**15 min**
5	Personal reflection and close	**10 min**

RAISE LEFT FOR THIS. RAISE RIGHT FOR THAT.

This or That?

THIS: PERFECTION

Wait until the plan feels flawless

Raise your left hand. Name one benefit and one cost.

OR

THAT: PROGRESS

Take the next useful step, then learn from it

Raise your right hand. Explain why progress fits the moment.

Timed Pair Share

PARTNER A

Share the saying or lesson from Movement I that stayed with you.

Explain the story behind it and why it has weight now. You have 90 seconds.

PARTNER B

Listen, then paraphrase the larger principle you heard.

Switch roles. End by naming when each lesson may be needed.

PARTNERS ALTERNATE ONE IDEA AT A TIME

RallyRobin: Meaning-making

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?

What relationship or experience has helped you become more resilient?

Where might perfection be interfering with progress?

The Lion and the Lamb

COURAGE AND STRENGTH

Where does this Movement call for courage and strength?

Name the moments that require firmness, honesty, or a willingness to act.

HUMILITY AND CARE

Where does it call for patience, empathy, or care?

What happens when one side is present without the other?

Reflection

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

ACTION COMMITMENT

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

SESSION 3

Movement I
From Cue to Action

CORE SESSION 2 OF 6: APPLICATION AND ACTION

60–75 minutes

BEFORE THE SESSION

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

LEARNING OUTCOMES

Session 3 outcomes

01 Identify the situational cue that should pull a lesson back

02 Use reflection to interrupt an automatic response

03 Choose one ordinary action connected to progress

04 Establish a simple accountability plan

60–75 MINUTES

Session 3 agenda

1	Think–Write–Pair–Share: noticed situations	10 min
2	RallyCoach: Cue-to-Action practice	25 min
3	Partner Coach: clarify the plan	20 min
4	Action commitment and close	15 min

RALLYCOACH • PARTNER A COACHES, THEN SWITCH

RallyCoach: Cue-to-Action

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

Partner Coach: clarify the plan

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 and meaningful enough to matter?

What evidence will tell you that progress occurred?

Reflection

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

ACTION COMMITMENT

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

SESSION 4

Movement II
Build Something

CORE SESSION 3 OF 6: MEANING AND REFLECTION

60–75 minutes

BEFORE THE SESSION

Read Movement II, Chapters 6–10. Mark the lessons that connect to something you are currently building.

LEARNING OUTCOMES

Session 4 outcomes

01 Examine how ordinary leadership actions shape collective work

02 Connect Movement II principles to a current team, initiative, or relationship

03 Identify one pattern that helps or hinders collaboration

60–75 MINUTES

Session 4 agenda

1	Progress check from Movement I	10 min
2	Timed Pair Share: Mental Magnet round	15 min
3	Talking Chips: meaning-making	25 min
4	Lion and Lamb reflection	10 min
5	Name the building challenge	10 min

Timed Pair Share

DISCUSSION PROMPT

Which saying or story changed how you think about building with other people?

What principle does it pull back?

WHY THIS WORKS

Make ordinary team behaviors visible

Teams often know what they want to accomplish but pay less attention to the behaviors that make the work possible.

Talking Chips: Meaning-making

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?

What conflict needs to be addressed rather than avoided?

The Lion and the Lamb

COURAGE AND BOUNDARIES

When does building something require directness?

Name the boundary, conflict, or expectation that needs clarity.

LISTENING AND CARE

When does the work require patience?

Name where listening and empathy could make collaboration stronger.

Reflection

What ordinary team behavior deserves more intentional attention?

ACTION COMMITMENT

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

SESSION 5

Movement II
From Cue to Action

CORE SESSION 4 OF 6: APPLICATION AND ACTION

60–75 minutes

BEFORE THE SESSION

Bring your observation of a recurring team interaction. Describe it without assigning blame.

LEARNING OUTCOMES

Session 5 outcomes

01 Separate observable behavior from assumptions

02 Identify a cue that signals the need for a leadership lesson

03 Choose one team-facing ordinary action

04 Define evidence of improvement

60–75 MINUTES

Session 5 agenda

1	Think–Write–Pair–Share: the interaction	10 min
2	Identify the Mental Magnet and principle	15 min
3	RallyCoach: Cue-to-Action planning	25 min
4	Feedback Carousel	15 min
5	Commitment and close	10 min

RallyCoach: Cue-to-Action planning

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

Evidence of progress

01 What would another person be able to see or hear if the adjustment is working?

02 What team behavior should become more consistent?

03 What outcome or artifact could provide evidence without reducing the work to compliance?

Feedback Carousel: peer feedback

CLARIFY THE PLAN

Cue, question, action

Can the participant name the recurring cue, the reflection question, and the specific action?

STRENGTHEN THE EVIDENCE

What will others notice?

Help the participant name visible or audible evidence of progress without turning the plan into a compliance exercise.

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

ACTION COMMITMENT

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?

SESSION 6

Movement III
Build Beyond Yourself

CORE SESSION 5 OF 6: MEANING AND REFLECTION

60–75 minutes

BEFORE THE SESSION

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

LEARNING OUTCOMES

Session 6 outcomes

01 Examine the difference between being essential and building capacity

02 Identify people and systems that need intentional development

03 Reflect on credit, control, trust, succession, and service

60–75 MINUTES

Session 6 agenda

1	Progress check from Movement II	10 min
2	Timed Pair Share: Mental Magnet round	15 min
3	RoundRobin: meaning-making	25 min
4	Lion and Lamb reflection	10 min
5	Legacy question and close	10 min

Timed Pair Share

DISCUSSION PROMPT

Which saying or story most challenges the way you currently lead?

What might it be asking you to release, transfer, or build?

WHY THIS WORKS

Sustainable leadership develops capacity

Knowledge, authority, confidence, and opportunity grow in other people when dependable systems support them.

RoundRobin: Meaning-making

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?

The Lion and the Lamb

SET DIRECTION

What requires courage?

Name the direction, standard, or decision that leadership must make clear.

STEP ASIDE

What requires humility?

What does strength look like when its purpose is to help someone else grow?

Reflection

Who grows because you served?

ACTION COMMITMENT

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

SESSION 7

Movement III
From Cue to Action

CORE SESSION 6 OF 6: APPLICATION AND ACTION

60–75 minutes

BEFORE THE SESSION

Bring the person, team, or system you identified and describe the growth you hope to support.

LEARNING OUTCOMES

Session 7 outcomes

01 Clarify what should grow beyond your direct involvement

02 Identify the cue that signals a need to develop rather than rescue or control

03 Choose one action that transfers capacity

04 Create a follow-through and reinforcement plan

60–75 MINUTES

Session 7 agenda

1	Name the growth target	10 min
2	RallyRobin: capacity map	20 min
3	RallyCoach: Cue-to-Action planning	25 min
4	Peer critique and commitment	15 min

RallyRobin: Capacity map

01	**Target**	What person, team, or system are you trying to strengthen?
02	**Current dependence**	What currently requires your presence, permission, or expertise?
03	**Desired capacity**	What should others be able to do, decide, or sustain?
04	**Transfer action**	What knowledge, opportunity, authority, feedback, or structure will you provide?
05	**Evidence**	What would show that capacity has increased?

RallyCoach: Cue-to-Action

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

Peer critique and commitment

CAPACITY CHECK

Does the action transfer capacity?

Clarify what another person or the system will be able to carry after the action.

FOLLOW-THROUGH CHECK

Can support continue without reclaiming the work?

Name the follow-up conversation, the evidence to review, and the boundary that keeps ownership where it belongs.

Reflection

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

ACTION COMMITMENT

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

SESSION 8 OPTIONAL

Continue the Pursuit

OPTIONAL BOOKEND SESSION: INTEGRATION AND COMMITMENT

60–75 minutes

BEFORE THE SESSION

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

LEARNING OUTCOMES

Session 8 outcomes

01 Synthesize learning across all three Movements

02 Share evidence from an action experiment

03 Identify one Mental Magnet to continue carrying

04 Create a 30-day action and accountability plan

60–75 MINUTES

Session 8 agenda

1	Gallery Walk + story round	20 min
2	RoundRobin: Three-Movement reflection	20 min
3	Choose the Mental Magnet to carry	10 min
4	Build the 30-day commitment	15 min
5	Closing circle	10 min

Gallery Walk: Progress

SHARE EVIDENCE

Artifact, story, or observation

What changed in your thinking, behavior, team interaction, or leadership practice?

LISTEN FOR PATTERNS

Progress and unfinished work

What helped participants act? What barriers remained? What adjustments are already visible?

RoundRobin: Three-Movement reflection

01 Know Yourself: What did you learn about how you show up?

02 Build Something: What ordinary action improved the work with others?

03 Build Beyond Yourself: Who or what is stronger because you built and transferred capacity?

Mental Magnet to carry

CHOOSE THE LESSON

Which Mental Magnet do you most need for the next season of your work?

Name the larger principle and why it matters now.

PREPARE THE RESPONSE

What should cue it, and what action should follow?

Connect the lesson to a situation you expect to face during the next 30 days.

PART 1 OF 2

30-day commitment

01	**Commitment**	For the next 30 days, I will chase excellence by...
02	**Cue**	The situation that should cue me is...
03	**Question**	The question I will ask is...

PART 2 OF 2

30-day commitment

01	**Action**	The ordinary action I will practice is...
02	**Evidence**	The evidence I will collect is...
03	**Accountability**	The person who will help me stay accountable is...

The work is never finished, and neither are we.

Who grows because you served?

TOOLS & TEMPLATES

Reusable resources for the six- or eight-session experience



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.

Cue-to-Action worksheet

RECOVER THE LESSON

Mental Magnet
Meaning
Cue

What saying or lesson stuck? What larger story or principle is attached? When do I need it?

MOVE TOWARD ACTION

Reflect
Act
Reinforce

What question helps me pause? What ordinary action will I take? What happened, and what will I carry forward?

When, Remember, Ask, Act

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

Ordinary Action Tracker

01	**Date or setting**	Where and when did the situation occur?
02	**Situation or cue**	What signaled the need for the lesson?
03	**Mental Magnet**	What saying or principle returned?
04	**Action taken**	What did you do?
05	**Result and adjustment**	What happened, and what will you change next time?

Before and After Action Reviews

BEFORE ACTION REVIEW

Prepare for the work

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

AFTER ACTION REVIEW

Learn from the work

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

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?

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?

Excellence is progress.

What ordinary action will you practice next?