



EXECUTIVE BOOK SUMMARY
TYLER COMEAU
Volume # 1



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5 Core Paradigms of The Leader in Me

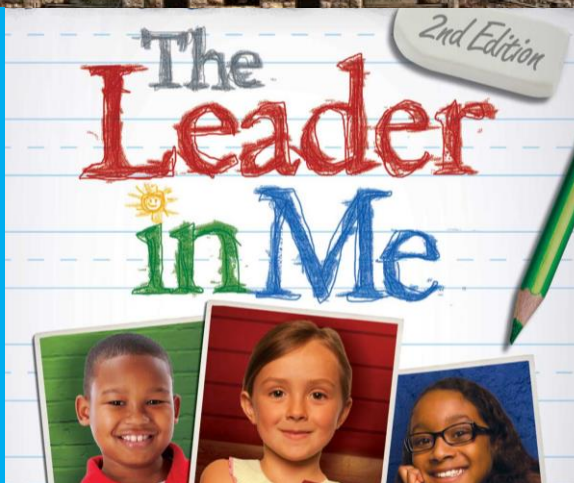
EVERYONE CAN BE A LEADER

EVERYONE HAS GENIUS

CHANGE STARTS WITHIN

EDUCATORS EMPOWER STUDENTS
TO LEAD THEIR OWN LEARNING

DEVELOP THE WHOLE PERSON



STEPHEN & SEAN COVEY

The late Stephen Covey has authored several best sellers and was cofounder of FranklinCovey Company. He received 8 honorary doctorate degrees and was recognized as a top 25 most influential American.

Sean Covey is current executive vice president of FranklinCovey. He is a best-selling author and national conference keynote speaker.

MURIEL SUMMERS & DAVID HATCH

Muriel Summers is a school principal at A.B. Combs in Raleigh, North Carolina. She is one of the first to implement the Leader in Me approach in her school.

David Hatch is the global director of strategic initiatives for FranklinCovey. His educational consulting career has focused on practice yet innovative tool for teachers.



The Leader in Me is about enabling a school to flourish and thrive by incorporating the 7 Habits of Highly Effective People. The book explores not only the inaugural implementation of the 7 habits at AB Combs Elementary, but extensively acts as a resource for administrators, teachers, parents, and community members regarding how to embed the 7 Habits within each community. Since its publication, The Leader in Me has revolutionized empowerment and leaderful mindsets and has become its own organization within FranklinCovey.



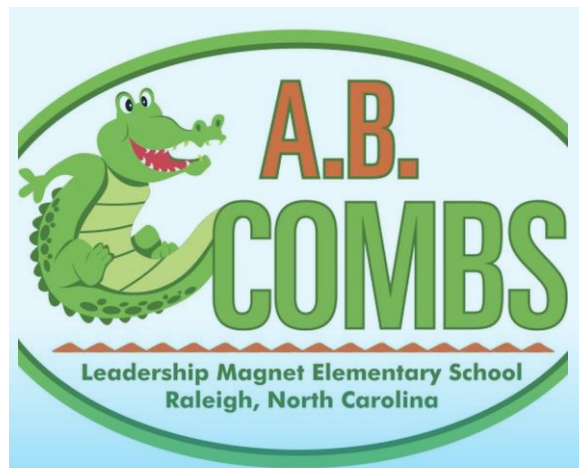
GETTING STARTED

Too Good to Be True?

The first chapter sets the tone for the remaining book. The first few pages are dedicated to how the book came to be. A reference back to A.B. Combs Elementary school in Raleigh, North Carolina where students exhibited high levels of academic success that performed better than their region. Additionally, there was a high sense of wellbeing with an empowerment of students. The chapter moves on to share other success stories around the implementation of

“Skepticism does not think out of the box; it shrinks the box” (p. 3).

The Leader in Me programs before addressing three evolving challenges: Academic (enable the critical thinkers), Culture (a need for proactive development), and Life Skills (building the right skills at school). The chapter concludes by challenging readers to consider **The Whole School** (all members of the community) and **The Whole Person** (recognizing that each member is different) for the duration of the book.



Reflective Questions

1. How have you empowered others to be leaders in your life?
2. Have you shrunk a box through skepticism?

**“Dr. Covey, do you think
these 7 Habits can be
taught to young children?**

How young?

Five years old. . .

I don’t know why not” (p. 19).



How it Started—and Why

Following Muriel Thomas Summers

Chapter two follows the story of Muriel Summers, one of the authors, as she explains the original implementation of the 7 Habits of Highly Effective People at A.B. Combs Elementary school. Upon attending one of Stephen Covey’s presentations, Muriel returned with other items on her agenda. It wasn’t until Muriel was given notice that A.B. Combs Elementary had one week to bolster a new theme of engagement to maintain school status that wheel

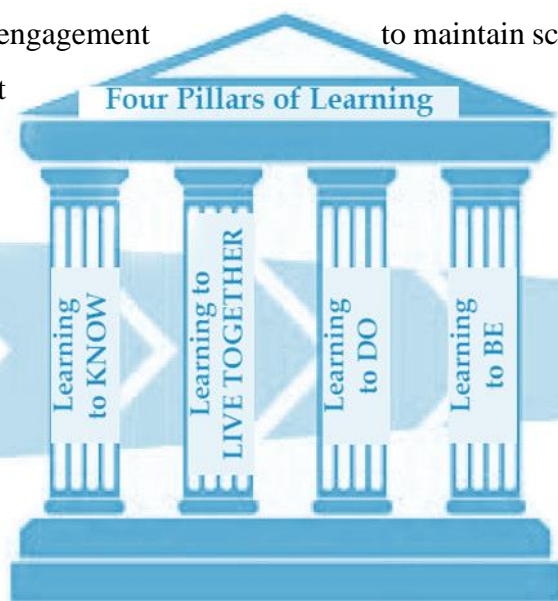
went in motion for Stephen Covey’s 7 Habits. The decision was made to approach staff, students, and parents for suggestions on the new themed approach. The results of feedback indicated a reflection of today’s voices.

One that the United Nations Educational, Scientific and Cultural Organization’s four pillar emphasis for the 21st century.

The final push was a survey finding that 90% of parents want an emphasis on critical thinking in their child’s school. This sparked the new school theme: Leadership. The staff slowly implemented the 7 habits (one class at each grade level at a time) before it took over hallways, assemblies, and staff meetings. The release of this book has led to more schools inspiring the leadership approach.

Reflective Question

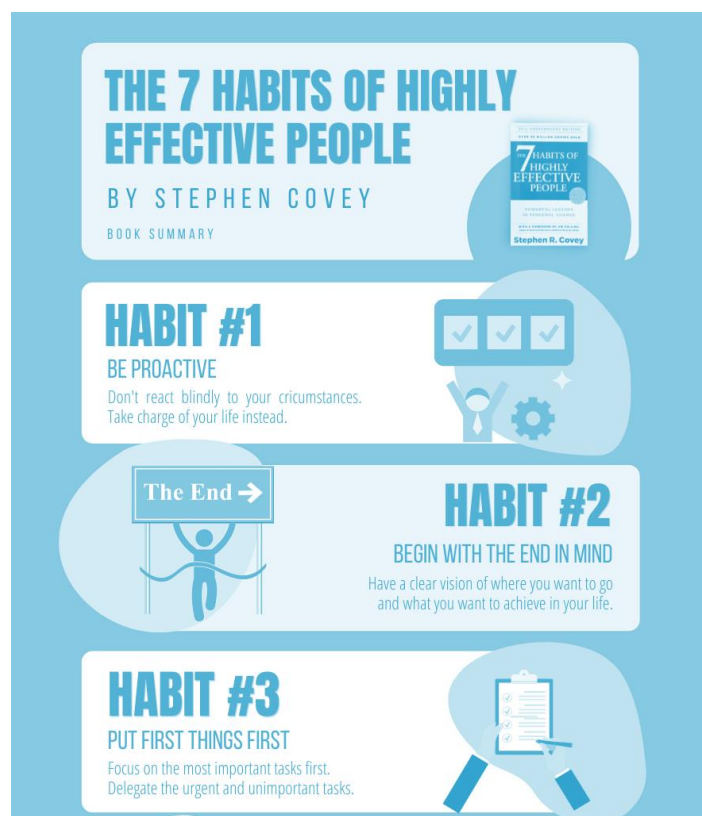
1. How are you leading yourself and others?



Teaching the 7 Habits

Chapter three sets up the process of the 7 Habits of Highly effective people. The chapter follows Mrs. Fowler, a person often found the negative rationale and flaws in people and work, as she developed into someone who exclusively looks for strengths and positive actions. The important notions of these habits are the fact that they can, and should, be viewed as universal principles. Additionally, there is a practical sequence to the habits that establishes a flow:

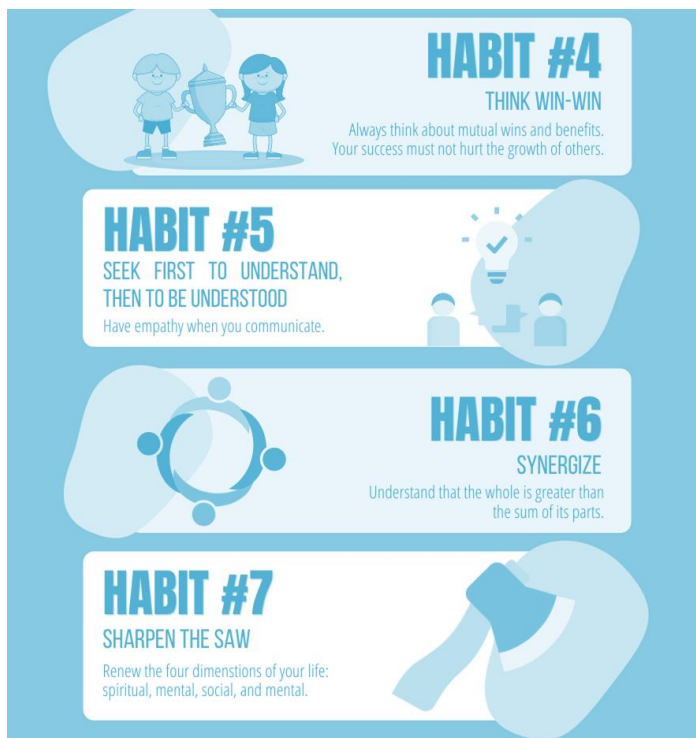
1. The ability to become more independent stems from the first three habits: Be Proactive, Begin with the End in Mind, and Put First Things First.
2. The skills in conflict resolution, listening, communicating, inspiring creativity, and dealing with diversity stems from habits four to six: Think Win-Win, Seek First to Understand, then to be Understood, and Synergize.



Before mentioning habit seven, it should be noted that habits one through six work in collaboration with one another to develop independence (habits one to three) and interdependence (habits four to six). The final habit is to look at the whole person in terms physical, social-emotional, mental, and spiritual elements as the first six habits are reflected and refined upon (p. 44).

3. The skill to reflect, refine, and enhance the first six elements: Sharpen the Saw

The remaining portion of the chapter is an explanatory process of how teachers, non-classroom teachers, student teachers, and students can be implementing the 7 Habits. The 7 Habits are meant to prepare people for life as they become self-reliant (independent) and work with a team (interdependent) (p. 60).



Reflective Question

1. What habit do you need to strengthen?

Creating

Leadership Culture

Chapter four introduces an eighth habit: Find Your Voice, and Inspire Others to Find Theirs. Following the story of a young girl, Olivia, who is practicing the eighth habit by investing 100% of herself into the activities

she does. This chapter focuses on creating effective

“Find Your Voice, and; Inspire others to Find Theirs” (p. 63).

she does. This chapter focuses on creating effective

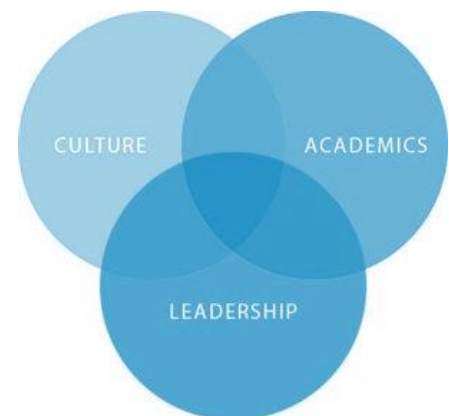
In order to create a habitat that fosters people to embody the 7 Habits of Highly Effective People, three related areas need to be focussed on:

1. **The School Environment** (p. 69-76)
 - a. What is Seen
 - b. What is Heard
 - c. What is Felt
2. **Shared Leadership** (p. 76-85)
 - a. Student Responsibility
 - b. Student Opinion
 - c. Finding Voices
3. **Leadership Events** (p. 86-92)

What is Seen examines the physical environment.

The importance of what everyone sees is instrumental in building a habitat for leaders.

What is Heard establishes a need for a common language.



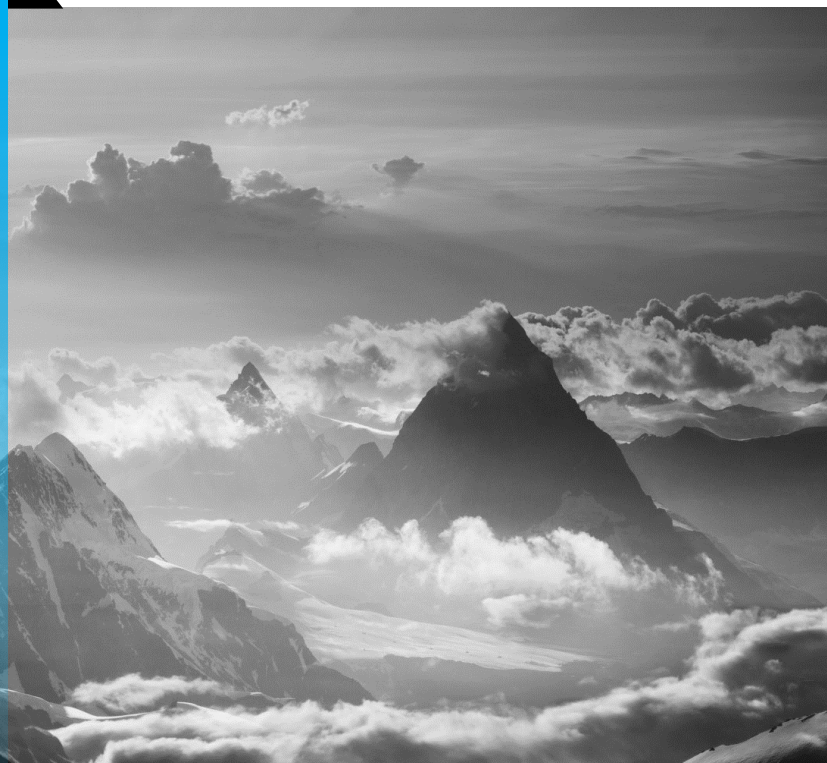
What is Felt the

A need for positive affirmations and hope often and frequently build leaders. **What is Felt** is about the emotional side of leadership. People need to feel confident in themselves. **Student Leadership Responsibility** is empowering the student. Everyone deserves opportunities for leadership. **Student Opinions** matter and should be considered. Students have valuable ideas that schools benefit from. **Finding voices** is about helping students and people recognize their unique abilities and talents.

Reflective Question

1. What area do you need to focus on the most?

“Once teachers get familiar with the process and the value of goal setting they realize how much easier it makes things.” (p. 123).



Achieving School Goals

Chapter five reinforces that the establishment of a good habit, and promotion of the 7 Habits of Highly Effective People, results in good academic performances. The example provided follow Colby, a fourth-grade student who flourished in reading after years of struggle. The purpose of this chapter is to reinforce the importance of aligning everyone’s interactions towards common goals. The method explained to assist in alignment is the creation of **Wildly Important Goals (WIGs)**. WIGs have several ways in which they can be formatted, but they should adhere to a few guiding principles”

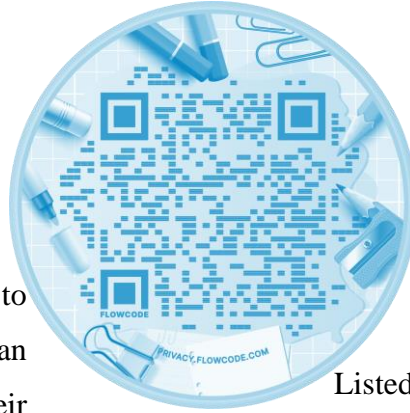
1. **WIGS should consider the opinions of everyone.** (p. 101-103)
2. **WIGS should have a way to track progress.** (p. 105-107)
3. **WIGS should be held accountable.** (p. 107-109)

The chapter expands upon the idea of setting WIGS by reinforcing the need for classroom and school wide goals. With younger students it is imperative that a goal is celebrated once achieved. This can be done so extrinsically, in the form of stickers, parties, certificates etc....; however, celebrations **should** be done **intrinsically**. The book suggests it is perfectly acceptable to pair extrinsic and intrinsic rewards, but the emphasis should be on the intrinsic aspects. The chapter concludes with relating the use of WIGS towards goals beyond academics. The halfway point of the book offers a reflection and foreshadowing of previous and up coming sections respectively.

Reflective Questions

1. *What are your workplaces WIGS?*
2. *How are the opinions of everyone considered?*
3. *How is your workplace tracking progress?*

Bringing it Home



Use this QR code for more Leader in Me at Home Information!

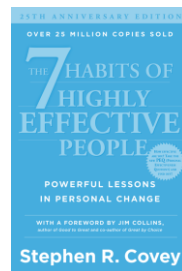
Chapter six connects The Leader in Me approach to the homes of everyone. The chapter begins with an example of a Canadian family that has sent their cognitively delayed son to a school that emphasizes the 7 Habits of Highly Effective People. As the family buys in and implements the messages at home, the father realizes he needs to be accountable for his previous actions. He turns himself into the authorities for a past drug related crime he's eluded conviction for. The judge ultimately decided the dad's understanding of the 7 Habits, and the impact he is having on his son, warrants a non-incarceration sentence. Additional examples are used to stress the importance of taking the 7 Habits practice beyond the school environment. The relationship a school is able to build with students' homes fosters flourishing and thriving. The remaining portion of chapter six is dedicated to informing the reader the ways in which this bridge can be connected.



Listed in no specific order, the framework for The Leader in Me and children's homes looks at:

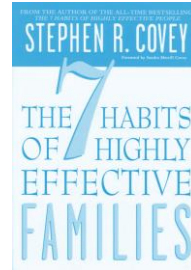
- **Students Taking the 7 Habits Home.**

- Using the common language at home.
- Schools address the habits in their newsletters or emails with families.
- Assignments for kids to take home around the 7 Habits.
- Trust the students to contribute.



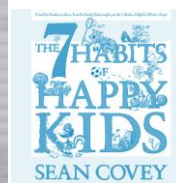
- **Parents and Families engaging at school.**

- Invite families to the school for events.
- Parent information nights on the 7 Habits and how it can be done at home.
- Using the 7 Habits during student-led parent teacher conferencing.



- **Ways of applying *The Leader in Me* at home.**

- Staff without children can bring the 7 Habits into their home as well.
- Focus on direct lesson, integrated approaches, and modeling.
- Be proactive, plan, and set goals.



Similar to chapter four, there are three areas families should focus on: The Home Environment, Shared Leadership, and Leadership Events.

Reflective Question

1. How have you brought *The Leader in Me* home?



Engaging

Community

Chapter seven addresses the issues around obtaining community support for implementing the 7 Habits of Highly Effective People. There is a strong reinforcing theme that

educating on the 7 results in practice brought The 7 are then

“Its mission is to unlock the potential within young people to lead” (p. 162).

kids Habits the being home. Habits shared

with parents who may be business owners struggling with a collective identity, know business owners, or simply want to assist in contributing to a good cause. The spread of the 7 Habits occurs as common language circulates and encapsulates a community. The example of Panda Express owners Peggy and Andrew Cherng is used. As they present to A.B. Combs Elementary, they are blown away with student engagement and questioning as if they too are leaders of their community. The result was the Co-CEO’s sponsoring six schools to assist with leadership recognition events.

The chapter continues to celebrate the different companies and foundations that have sponsored schools. The second half of the chapter is dedicating to addressing how entire communities enable youth leadership. The book gives reference to three major community efforts:

- 1. The Chambers of Commerce**
 - a. Inviting government members to school events promotes a connection for sponsorship.
- 2. The United Way Leading Out**
 - a. Inviting schools to communicate with one another promotes ubiquitous leadership and learning of the 7 Habits.
- 3. Swedish Municipalities**
 - a. Teacher turnover is rare in Sweden where schools have mass adopted *The Leader in Me* and 7 Habits approaches.

Reflective Question
1. How have you engaged the community with your school?

“Once teachers get familiar with the process and the value of goals setting they realize how much easier it makes things.” (p. 123).



Shifting to Secondary and Beyond

Chapter eight focuses on how *The Leader in Me* and 7 Habits of Highly Effective People could be implemented beyond elementary school. The conversation around moving these initiatives to higher levels of learning, and even adults, stems from earlier chapter initiatives of bringing *The Leader in Me* home. Elementary students would go home and talk about the 7 Habits, and this led to junior high, high school, and post secondary students asking their administrators why the 7 Habits are not practiced in their educational institutions. Soon after, an understanding that the structure of higher educational institutions is different; therefore *The Leader in Me* program needs to be initiated differently.

Bringing the 7 Habits to junior high, high school, and post secondary schools require an initial step of employing strong role models that model the habits. The best way to ensure the success of *The Leader in Me* approach is to reflect on chapter four and six regarding leadership culture:

1. The School Environment

- a. What is Seen—More Teachers.
- b. What is Heard—More Listening.
- c. What is Felt—One on One Trumps.

2. Student Leadership

- a. Giving responsibility, ownership, and empowerment to lead.

3. Leadership Events

- a. Student-led with vision for everyone

“We have a great *Leader in Me* elementary schools; now we need to do something about our middle school.” (p. 178).

Reflective Question

1. How have you seen *Leader in Me* in secondary?

Keeping it Alive

Chapter nine recognizes the difficulties in implementing such a large change in *The Leader in Me* and the 7 Habits of Highly Effective People. The chapter breaks down six essential lessons for keeping these practices alive:

4. Gaining and Sustaining Commitment

- a. Keep people involved and informed.

“No involvement, no commitment” (p. 212).

5. Establishing Purpose, Path, and Pace

- a. Constant reflection on the three realign goals.

“Purpose, path, pace—and patience—all go together” (p. 215).

6. Aligning Systems

- a. Hire the right mindset, learn together for improvement, communicate the habits, collaborate to share great ideas, evaluate the process, and reward by celebrating the focus.

“The more *The Leader in Me* is embedded... the more likely it is that it will be sustained” (p. 225).

1. Storytelling

- a. Stories reinstate commitment, grow culture, and keep sustained efforts.

“Staff has an opportunity to tell and retell its story. Each time it strengthens the staff’s resolve to keep doing what they are doing”

(p. 226).

2. Engaging the District

- a. Sparking administration interest results in support

“The more a district supports *The Leader in Me* process, the greater the probability that the process will be sustained” (p. 212).

3. Working on Paradigms

- a. Every person is a leader, release versus control, working from the inside out, the whole child.

“Principle will provide a lasting foundation for change wherever a student chooses to go in life” (p. 233).

Reflective Questions

1. How do you initiate engagement for new activities and approaches?
2. Think of your current school initiatives. What is being done to “keep it alive”?

Ending With The

Beginning in Mind

The final chapter of this novel reflects on the opening chapters. The story of Riley, an autistic boy attending a new elementary school in Red Deer, was used to

exemplify the importance of building a habitat for *The Leader in Me* to thrive. The story does not show Riley had a different, lot of time niche was. The ability for a avoid that pull the result in finding

“It is not a single teacher who makes the difference in a student’s life, but a series of individuals—teachers, staff members, parents, and community members—who have collaborated to help students find their voices”

(p. 240).

the of building a *The Leader* thrive. The acknowledge hardships in being and it took a until his apparent. message story is the school to distractions away form vision will students their voice.

The chapter segway to Helen Keller’s story of teachers, and how an environment created enabled Helen to find her voice and become leader we know.

The chapter moves on to discuss how and why *The Leader in Me* is not just one more thing on everyone’s plate. There are five reasons identified:

1. *The Leader in Me* is a mindset and a process, not a program (p. 241).
2. *The Leader in Me* uses a ubiquitous, integrated approach (p. 241).
3. *The Leader in Me* helps educators remove items from their current plate and replace them with other more valuable, more relevant items (p. 242).
4. *The leader in Me* enables teachers to spend less time dealing with culture-related problems (p. 242).
5. *The Leader in Me* improves teacher effectiveness and efficiency (p. 242).

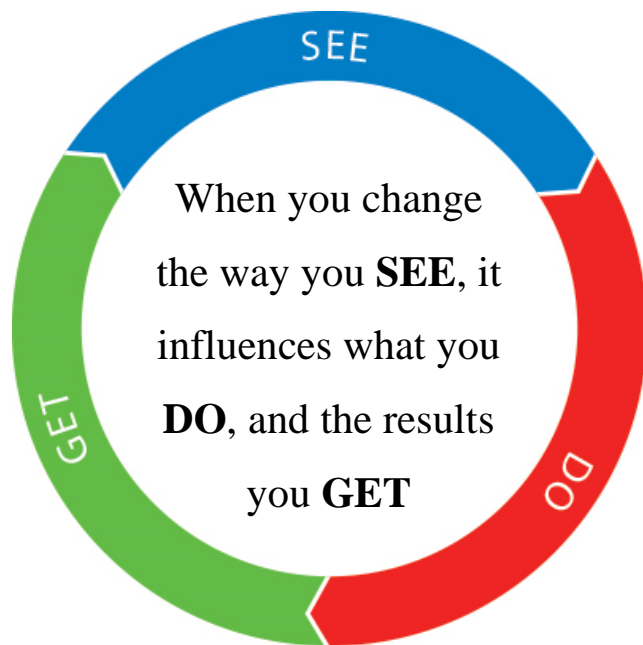
The closing remarks challenge the reader to take action by seeing the potential, worth, and vision in others.

Reflective Question

1. How do you intend to act with *The Leader in Me* mindset?
2. Who around you are already implementing *The Leader in Me* mindset?

“We only get one chance to prepare our students for a future that none of us can possibly predict. What are we going to do with that one chance?” (p. 290).

Key Concepts from *The Leader in Me*



1. The ability to truly inspire and change others stems from the ability to change oneself.
2. The goal of *The Leader in Me* is to demonstrate how the 7 Habits of Highly Effective People has been successful in various communities, and how to implement the habits in your community.
3. Empowering individuals with leadership ownership, responsibilities, and reflection spread the message.

References

Covey, S. R., Covey, S., Muriel, S., Hatch, D., (2014). *Leader in Me*. Riverside: Simon & Schuster.

The Leader in Me (Covey et al, 2014) serves the purpose of guiding the reader on how to implement the 7 Habits of Highly Effective People in their everyday lives, workplaces, and community. The evidence shared at the start sets a strong precedence for justifying the importance of creating leadership cultures through the 7 Habits. The book does an excellence job of closing the gaps and questions around implementing the process at schools, at home, in workplaces, at young ages for teenagers, and for adults. Personally, this book has challenged me to reframe my mindset. I often catch myself, or those around me, in either negative framing or misaligned goals. The bridging of these too challenges through the 7 Habits has an ability to enable flourishing and thriving. The end in mind, a flourishing and thriving community, connects eloquently with the EADM 826 purpose of utilizing human resources leadership for flourishing and thriving schools and communities. There is an even stronger connection in the process as *The Leader in Me* creates a mindset where everyone becomes a resource to be celebrated and shared with a collective group—like the theory of human resources leadership accessing individual potentials that can be collaborated with for flourishing. I am thankful to have collaborate with Dr. Keith Walker and my EADM 826 peers. Moving forward I look forward to collaborating with those around me, as we build a common language and aligned goals for flourishing. This book is highly recommended for anyone who feels their current community is not flourishing or thriving.

Reflective Question

1. What are your next steps with *The Leader in Me* mindset?