

# Solution Tree | Press

## **Five Ways of Being: What Learning Leaders Think, Do, and Say Every Day**

*By Jane Danvers, Heather De Blasio, and Gavin Grift*

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### **Study Guide**

This study guide is a companion to the book *Five Ways of Being: What Learning Leaders Think, Do, and Say Every Day* by Jane Danvers, Heather De Blasio, and Gavin Grift. *Five Ways of Being* provides research, theories, and strategies for leaders to provide and embody leadership in a way that enables students to learn and grow.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to become a leader who enables student learning.

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## **Chapter 1**

### **Changing Times and the Need for a New Paradigm**

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1. Examine table 1.1 starting on page 8. What models of leadership have you experienced in your life? Of the listed leadership models, which do you feel you fall under?
2. Why should we view these leadership models as products of their time?
3. What has been missing from studies and models of leadership? How does this sense of the self as a leader relate to the authors' five ways of being?
4. What are the two prerequisites for learning leaders?
5. Describe the authors' vision for a new model of educational leadership. How do you think this vision could affect your current situation?

## **Chapter 2**

### **Being Trusting**

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1. What is the first way of being, and how can it make for better leaders?
2. What is a *learning conversation*? What are the five phases that comprise a learning conversation?
3. What are the three rules of feedback? How do these rules create effective feedback?
4. What is *mindful meditation*? How does mindful meditation help leaders improve decision making and responses to problems?
5. What does *STOP* stand for? Which aspects of STOP do you need to work on?

## **Chapter 3**

### **Being Brave**

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1. What is the second way of being, and how can it lead to better leadership?
2. When uncertainty and ambiguity strike, what is the best thing to do? How does taking action help alleviate that uncertainty or ambiguity?
3. Have you ever shied away from a difficult conversation? Why is it important to commit to difficult conversations? How can the *six wedges* help in these situations?
4. How can self-doubt be used as a resource for growth?
5. How does *DEA* help leaders think the best of people? What benefits are there to assuming others have the capacity to learn and grow?

## **Chapter 4**

### **Being a Storyteller**

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1. What is the third way of being, and how does it lead to better leadership?
2. What is *the story of why*? Why is it important for leaders to instill a clear sense of purpose in their teachers?
3. What are your school values? Think of a story that can effectively convey these values and why they are important to your school.
4. What is *synectics*? How can synectics be used to encourage leadership growth and development?
5. Have you brought everyone into the story? Are there any outliers who need to be a part of the story? How do you think you should go about this?

## **Chapter 5**

### **Being Purposeful**

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1. What is the fourth way of being? How can it improve leadership?
2. What is your purpose? Why are you a leader? What is the end you have in mind?
3. Describe *conscious choices*. Are there any levels or aspects of conscious choices you're lacking in? If so, how can you change that?
4. What are the necessary components of a successful meeting?
5. What is an effective strategy to make decisions? Why is it important to be clear about who makes the decision?

## **Chapter 6**

### **Being Growth Focused**

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1. What is the final way of being? How does it contribute to leadership?
2. How can judgment cloud growth? How do *check-ins* support leader and teacher growth?
3. What does leadership look like, to you, when the focus is on growth as a way of being?
4. How do challenges serve as a catalyst for growth? What challenges have you faced that have led to growth?
5. How can you help staff continually grow? What ways can you help growth be the forefront goal of leaders and staff alike?