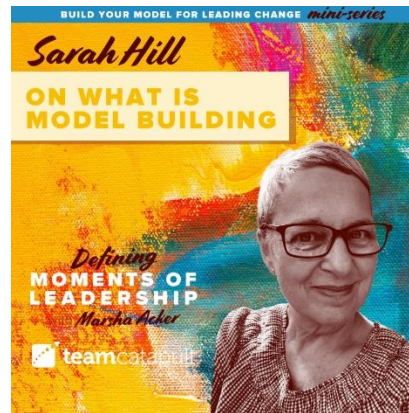




Defining Moments of Leadership with Marsha Acker and Sarah Hill of What is Model Building



Marsha Acker: Hi everyone, I'm Marsha Acker and this is Defining Moments of Leadership.

We're back and I'm so excited to be here with you today, because I'm thrilled to announce that my new book, *Build Your Model for Leading Change*, is ready to be released and it'll be ready in two weeks. It'll release on February 22nd. You'll be able to purchase it wherever you buy books, either online or ordering it through your local bookstore.

And today on the podcast we are kicking off a six-part mini-series on model building and I have an amazing lineup of guests who are going to share their personal experiences with deeply knowing their behavioral model and defining their model for leadership, for living, and a model for leading change.

And we're going to explore questions like what is model building, and what does it even mean to build your model? Why would you bother? How would you benefit? I think these are questions that naturally come up. And so as in typical fashion here on the podcast, we're going to do that through stories of leaders and they're going to give you examples of how they've engaged with this practice and how it serves them.

So today I am thrilled to welcome back to the podcast, Sarah Hill. Sarah joined me in season one along with her business partner, Tony Melville, to talk about co-leadership.

Today, Sarah and I are diving into this question of what is model building, and why would you take it on? So you'll hear Sarah talk about her model for leading change in teams from the perspective of a coach.

So before we dive in, let me introduce you to Sarah. Dr. Sarah Hill is the co-owner of Dialogix, that is based in the UK. She is a dialogue facilitator and behavioral dynamics interventionist and coach. The focus of her work is on tackling some of the toughest and most demanding behavioral challenges.

She's led the design and development of training in this field that is accredited by the International Coach Federation. She's also pioneered the design and delivery of the first coaching the Childhood Story program and model building for leaders and coaches training globally.

Sarah's the author of *Where Did You Learn To Behave Like That: A Coaching Guide for Working With Leaders and Dare To*, which is a companion journal to the book. She's an internationally recognized expert in Childhood Story work with leaders, providing a way for them to do deeper work on self. She's also the co-author of *The Tao of Dialogue*, which was published in 2019, and has taught at the Saïd Business School, Henley Business School, Harvard Business School, MIT, and Hult Ashridge. Let's dive in.

Oh, good morning Sarah, and welcome to the podcast. It is lovely to have you back. So you were part of season one and I am so excited to have you back for season two. So welcome.

Sarah Hill: Thank you for having me back. It's lovely to be here.

Marsha Acker: We're taking a slight detour from the typical format of *Defining Moments of Leadership* to talk about the launch of my new book, *Building Your Model for Leading Change*. I wanted to bring you back because you are part of the reason that I even understand what building a model is. So I thought what we might do today is unpack this concept of model building and why would people do it.

Sarah Hill: Sounds good. Sounds good.

Marsha Acker: Tony Melville, who's your business partner, you both play a really pivotal role in my understanding of model building and actually even how this book came to be. So for many years I operated as a facilitator. I think about how groups organize and how to help people have conversations over my learning lineage and career progression. That moved from facilitation to adding in the skills of professional coaching.

Then I came to this concept of professional team coaching and I got super confused about what's the difference between facilitating and coaching a team? I had started off on what I would call probably about a two-year personal quest on what is the difference between coaching a team and facilitating a team?

And that was when I met you and I remember you were running a program, an open program around structural dynamics and we had several phone calls I think where I called you up and I said, "Tell me about the program and how do

you run it and are we going to do real? Are we just going to be in the theory or we going to work with what comes up, what shows up in the room?" And what did you say to me?

Sarah Hill: Me? I said, "We sure are going to work with what comes up in the room." And yeah, I guess actually even there we were exploring. I mean, your inquiry was about what's your model? We have the language for that now.

Marsha Acker: It was such a pivotal moment for me. But there was one moment, I think it was a five-day program, it was about halfway through the week. And I remember something had occurred during that workshop and I remember you said something that was really contrary to another training that I had been through and I came up to you after the course ended that day and I said, "You said this and it's really completely contrary to how I've learned it before."

And so I really wanted to have this debate about which one is right. So I can tell you now that I couldn't have told you exactly in these words then is I was searching for what is the right way to do team coaching? And I remember you sort of sat back in your chair and you said, "Well, they have a different model." And that was it. That was all you said,

Sarah Hill: Sorry.

Marsha Acker: And I walked out, I felt equal parts perplexed, annoyed, curious, but it took all the air out of my balloon at that moment. And that conversation sticks in my mind today because I think one of the things that it gave me was the sense that, again, what I could tell you now that I don't know that I could have told you then, is there isn't one right way to look at it. There are many ways to look at it and when you put it in the concept of a model, it gives us the third thing. It gives us a thing to talk about that isn't about the person or the individuals or their beliefs, it's just how they move about and think about things in the world.

And so that's also why the book is dedicated to you and Tony. So there's equal parts appreciation for your modeling, some frustration I think over the conversations. But that was my introduction into model building and the gifts. Do you remember that time?

Sarah Hill: I do, yeah. And there's such a piece in there about judgment and about how as we're navigating the world actually, as we're navigating the world, our world, it can be so easy to judge an approach or a methodology or a concept or whatever it might be, a practice, as being in some way better or worse or this is good and this is bad or this is right and this is wrong and so on. And what the whole practice of model building offers us is a different way of looking at things, to actually acknowledge the difference. It is simply a different model. I choose this model, you choose that model. Our models will be different. There'll be some similarities, there'll be some commonalities, but there'll also be distinct differences.

Marsha Acker: So, I want to hear how you came to the practice of model building.

Sarah Hill: Well, this goes back maybe 15 years or so when I first met David Canter, and I may have shared this story on our previous, or a bit of this story on the previous podcast together. But I'd been working with structural dynamics for many, many years when I finally met David and on meeting him, he just completely blew my mind because I realized that I'd even been working with a fraction of his model. His model was so much bigger and more diverse and had more components to it than at that stage he had even written about and or published. This was before he published his book, *Reading the Room*. And of course, a big part of that was about model building.

See, he was really looking for a way to promote model building as a practice, as a key practice. He was certainly working with it in his own coaching and his own work with teams and systems and individuals. And a couple of his colleagues had done some work with him. They'd written a couple of papers. So, one person, who's called BC Huselton and somebody else called Grady McGonagal. Grady's written a piece, a John article, which I'm sure we can provide the link to about model building.

But it was really in a way in its infancy. And so yeah, and so he began talking to me about my model. So, asking me about what was my model for change? What was my model for living? What was my personal model? What was my professional model? I was like, "What, what, what? So he just blew my mind with it, but it made so much sense. It's like, "Wow, okay, yes, I do have a model." And so, I started working with him then on being able to articulate my model and all the varying parts of that and so on.

But of course, as part of that I had to understand his model for model building, and that in an and of itself was tricky. It was tricky in terms of understanding it. Why would you have a theory of practice and a practice model? Like, "what, what, what?" So yeah, so there were quite a few conversations with him about, "Tell me again, what, how, why and so on."

Marsha Acker: One of the things that you just said, that light bulb moment of realizing that you could define your model. I didn't know that I could do that. I was really busy collecting a lot of models, learning about tons of models, wanting to absorb them, figure them out, make sense of them to determine which one was right, which one was wrong. And there really was something really freeing about the concept of defining my own model.

Sarah Hill: I think the risk for consultants and coaches is that you become a toolkit coach. Nothing wrong with having a toolkit, but you can just keep collecting and keep collecting and keep collecting. So actually, it becomes incoherent in terms of what's your offering and we don't ever really do that work to integrate that learning into our core practice, our core model, if you like.

So, what model building does is it demands actually that you do the work to really think through what do you do, why do you do it, how do you do it, what don't you do? And in fact, actually the story of Tony and I meeting was exactly that conversation. When he was in a very senior leadership position and he asked me to come in and talk about some potential work with his new team and he had a very clear idea about how he wanted that work to happen.

But it wasn't part of my model. The approach that he was wanting to use, it wasn't a way in which I worked. So, I was able to tell him that, I was able to say, "I understand why you would want to approach it in this way. That's not how I would approach it. It's not part of my model." The conversation could have ended there, but actually he got curious and said, "Well, how would you approach it?"

Marsha Acker: You used the word integrate. I'm going to channel maybe some listeners who might find themselves in that place that I was just describing of collecting lots of different concepts, ideas, and I think sometimes there's a belief that no one model works. Can you say a little bit more about what does that integration mean to you?

Sarah Hill: So, every time that you encounter that new content and those new ideas and so on, the model building process takes you to a place of thinking, okay, so what of what I'm learning do I want to integrate into my existing model? What would I integrate into my practice? What do I want to keep and use? What do I want to reshape? Because part of it is really congruent and really works, but part of it actually, I would just need to reshape it a bit to become integrated into my model and my practice what actually just doesn't fit. Integration really is about finding the home and the place and the fit for a method, an idea or a concept, whatever it might be.

Marsha Acker: I love that. It's really helpful I think to think through that lens of what would I take on and what would I let go of? So, Sarah, what did you do? I hear you talking about how you got introduced to model building and a little bit of the practice of how you integrated or how you think about those models, but what have you done with model building from there?

Sarah Hill: Yeah, so again, one of the lovely things about David was that for those of us who were blessed to get to work alongside him, he would lay down these big challenges. He'd say, "Go and do something with this."

It's how my work on Childhood Story evolved, and that that's an example of model building. I built from the core ideas that David had and then built a whole new model for how you would work with Childhood Story. And it was a little bit similar with model building, except that you have written the book, which I'm absolutely delighted about. I've got a little handbook that we created to use, but you've written this fantastic book, which I'm so excited about and just happy that you've done it.

So having laid down that challenge, David having laid down that challenge to do something with model building, to make it more accessible, more practical, more applicable, I did a number of things. So, once I got my head around it, I invited three CEOs who I was working with, who I was coaching separately, to participate in what I called a model building for leaders program. It was a series of, I think five or six two-day sessions spread out over a year, and we went to each of their locations and so on, and I just, I made it up as we went along.

I introduced them to model building, set them all kinds of different tasks and activities and so on to guide them through the model building process. And it just went really, really well. They were very different. They were working in very different settings. One was a chief of police, one was a prison governor, one was a community leader in a particular area in Ireland, in Dublin. Amazing, amazing leaders.

So, I did that. I started integrating it into my coaching with others, with other leaders, with other individual leaders. And then I got to actually design some interventions, working with teams and organizations and even a whole community around them using model building as part of their work.

I'll pause there, but I just started using it and just started trying things out and then started teaching it to others as well, which is where you and I integrated it into our work together didn't we? And there's the professional model, there's the personal model, and then there's the model for living. So those are the things that are over.

Marsha Acker: What's been the biggest impact you've seen for leaders? Here's why I asked the question, because I imagine there will be some people listening to the podcast who are going, "Okay, this sounds interesting. I'm intrigued, but I'm also super busy. Just full out trying to keep my day job going and maybe wondering what's in it for me or why would I undertake a process like this?"

So maybe either from your own experience or leaders that you've coached.

Sarah Hill: Well, it's one of those curious things yet again. It's the same with any kind of behavioral work I think, which is that the fear or the concern is often about pace. And working at pace and therefore being asked to slow down, to really think, to reflect, journal, to do all of those things. But actually, the reality is we need to do both in parallel. So, keep working at pace, but also building time to pause and reflect and so on. And actually, without that space to reflect, we can end up running around headless chickens. It's just pace, pace, pace, pace, pace.

One of the biggest benefits to model building is the clarity that comes as a result of engaging with it. Therefore, actually we save time as we get much clearer about, as I was saying earlier, about what we do and what we don't do, how things work and how they don't work. Does this align with our purpose? Does it not? If it doesn't, we're not going to do it.

So it's kind of like pace and slowness in parallel. It's a bit just being able to do both. It's the same when you think about change. It's like technical change processes, which can be hugely appealing because of, well, what is often the illusion of pace and how fast it happens. Versus a more adaptive change process, which seems so slow and like, "Really, we've got to go around? Really, we've got to engage people and so on?" But actually, arguably often an adaptive process saves time rather than takes more time.

Marsha Acker: As you say that, I think back to what you were saying a few minutes ago about when you first met Tony and how having your model for how you would work with organizations provided you clarity and the ability to see difference in what Tony was asking for versus what you knew you could do.

And if I think about my own practice, I can remember back to a day where if someone had an offer or needed work, my answer would've been yes. And then I would've hopped in and figured out how to do it and which model or which thing to bring. And that contrasted to how I work today is completely different. I am really clear about where I have expertise, how we go about doing that. It's almost like clarity cuts through the fluff and the wasted burning cycles of trying to figure something out or reinvented or recreated.

Sarah Hill: I think there's also a piece in there as well about, so we can think about model building around our leadership or whatever it might be. And part of that is that personal model building, it's that requirement to really do deep work on self, to really know the self broadly and deeply. And I think as leaders we have a responsibility to do that work. Not least of all because of the harm that we can cause other otherwise if we inadvertently ... It's like needing to know the harm that we can potentially do so that we can really be in command of ourselves as well.

So, clarity, yes, but then there's also something about responsibility and having a responsibility to know the self at depth in order to be as effective as we can and to not cause the harm that we might do otherwise.

Marsha Acker: Sarah, say more about harm. What does that mean to you?

Sarah Hill: Well, it's such a part of my model. It's the driving force, I suppose. It's why I do what I do. It's about playing a part in eradicating some of the harm that happens between us when we communicate with each other, when we try to interact with one another. Whether that be through leadership or in any way.

So, it's a huge driver for me. And of course, I'm only able to really say that to you as clearly as I am because of the model building work that I have done on myself. And it makes so much sense. You go back to my own childhood experience of being harmed, that it makes so much sense that from out of that experience I became someone who had dedicated themselves and their lives to playing that part, a small part, but a part in trying to eradicate harm.

It wasn't as clear as that until I did the model building work and I could really see the thread. And so having got clear about it, it guides everything that I do. All the work that I choose to do is work that I believe will in some way contribute to reducing or eradicating the harm that otherwise happens.

Marsha Acker: Model building, should you choose to take the task on, is a lifelong work. But can you identify where clarity started to come for?

Sarah Hill: Yeah. I think it happened; it began to happen immediately actually in small ways. I didn't have the meta level clarity that I have today back then, but straight away I could start to see things more clearly. If I think about my model for intervention, it's a dialogic model. So, there's a real focus on mindset and behavior change. It's about generative change, it's about enabling people to have high levels of competence, behavioral competence that's needed in any change effort and so on.

I could see straight away that actually. So, it's a dialogic model and I could see how that showed up all the way through the different parts of the model building. It would be unheard of actually for you to see me begin a group or team session without starting with a check-in, which brings everybody's voice into the room right at the front end of the session. That is a practice that comes from a dialogic model and you can see it the way through.

Marsha Acker: One of the things that you keep alluding to, which I just want to draw a yellow highlighter around, is the deep connection between really knowing yourself as a pathway to also knowing your model and how you can interact with the world, whether that's leading others or leading people through change or helping to make change happen in some way.

There are many models for how to become aware and instruments and 360s and all the things that help with self-awareness. But one of the things that I appreciate about David's work, I brought it into the book, is the seven junctures for self-awareness and these touchpoints or these moments where I think of it as peeling an onion. It's just a constant exploration of can you go a little deeper? Can you see it from a different lens? And really always asking that question.

The title of your book is Where Did You Learn to Behave like That, so what am I doing? You talk about harm and how it's the thing that you really take a stand for today and it's front and center in your practice and how you work with others and that it's you know where the roots of that come from.

So, I think there's this, I certainly have experienced it and I feel like every day come to see it a little bit deeper and understand it a little bit deeper, that we cannot separate ourselves from the work that we do. And anyways, that's the connection that I'm making. I wonder what you would make of that. What would you say about the benefits of self-awareness?

Sarah Hill: Oh gosh, that's a huge ... The benefits of self-awareness? Gosh, that's such a huge question. Well, my mind straightaway goes to harm, you see. And I've kind of said a little bit about. It's hard for me to imagine a place where anyone wouldn't engage in that. But of course, that's naive to think that because for the vast majority of people, they don't routinely or engage in a depth of self-awareness, I suppose.

So your question is about the benefits of it. If I think about myself, there is the piece about being more in command of myself and so on. I think I'm more skillful. I think I have more humility, more grace. I keep working on myself. It's not done. I just celebrated, commiserated, I'm not sure which, with my family for my 60th birthday. But I'm not done. I keep working on myself and I trip up and fall and so on.

But I don't know, it's just such a core value. It's such a core principle to keep working on myself and to have that high degree of self-awareness. And your ears must burn all the time, Marsha, because I quote you all the time in that piece that you say about awareness precedes choice, it precedes change.

Without awareness, it's hard to know even, it's hard to have any sort of sense that we have a choice, but we have so much choice. There's so many choices available to us around do we behave in this way, do we react in that way, which pathway do we choose and so on? But without the awareness, it's not possible to see all that huge array of choice that's there, and therefore change isn't possible without that. So, it's so fundamental. That's why I was just momentarily a bit thrown by your question. So, I don't know, have I answered your question?

Marsha Acker: Yeah. So, what I hear Sarah, is where would there ever be a case where one would not do the work? I don't disagree with you, and I think one of the reasons that I started using that phrase is because the teams that I find myself working with over index on the getting things done, I find that sometimes my role in their system is to just constantly remind them that awareness is the work to do. And sometimes that requires going a little slower.

But I think sometimes my experience has been, and I would be lying if I said that phrase came from my own experience, so there's a part of that that I need to own, is that I too was somewhat dismissive of why do the work? What does it mean to be self-aware and what would I really gain from that? So, I have such a fundamental different perspective on that today. But that phrase, awareness precedes choice, precedes change was first for me and it's just a reminder that that was the work to do. So sometimes I think I would just dismiss, okay, well I'm aware, but now what?

Sarah Hill: Yeah. And of course, that is a point where there can be a crisis of awareness. So, I'm aware now what. I'm aware, oh, now what? Sort of like a crisis. But also, that then there's aware and I have choices. And I'm working with a couple of fabulous teams at the moment who are having ... It's hard. This isn't easy work

to do either. People say it's soft stuff, it's nothing soft about it. It's the tough end of leadership I would say, really working on behaviors and so on.

But these couple of fabulous teams who are, they're more effective, but simply. They're more effective because they're working on their behavioral leadership, the behavioral aspect of their leadership. So they've been preparing for and having some extraordinarily high stakes and very, very, very difficult conversations and doing them just brilliantly, absolutely brilliantly. And because of that, they're getting to outcomes that they could never have got without doing that work.

That is a team endeavor. But within that, each individual within that team is doing their own work on themselves because that's important too. It's like the two things go together hand in hand.

Marsha Acker: So if you were to summarize your model, what would you say?

Sarah Hill: So do you want literally the line?

Marsha Acker: Sure.

Sarah Hill: I'd say that the dialogic part of it gravitates towards more generative change processes, so more open system, engaging stakeholders and so on rather than planned ones. Then when it comes to behavior, there's a huge emphasis on enabling that behavioral competence that I've mentioned. Because of the part that behavior plays in change and in any change effort, the primary goal is about equipping individuals, teams, and organizations to excel through being able to read whatever is happening behaviorally in any room at any time, and to be able to change the nature of the discourse that is otherwise going to impede their progress.

So it's about equipping teams to develop common language using structural dynamics to speak about their behaviors, to understand their behaviors, understand the impact that they have on one another. And in doing that, the team becomes able to adapt to any change, to any challenge, anything really, and leading change would be a part of that.

Marsha Acker: Do you find yourself still making changes to it?

Sarah Hill: Yeah, absolutely, because I'm learning new things all the time. One of the joys of the model building process is that it gives a framework to then be able to do something with what we're learning. Because the new learning constrains what we already know and leads to some reshaping and so on.

So I think if you were to look at ... I mean my model, there's no one right or correct way of ... If you were to extract from that my model for perturbation as part of behavioral work and you were to look at that 15 years ago, it would be

very different to how it's expressed now. Because my confidence, my boldness, my skill level, my experience, my knowledge and everything has expanded so that perturbation looks, sounds and is very different than it did 15 years ago or 20 years ago or whatever it might be.

Marsha Acker: Sarah, what's something that you hope for leaders today around model building?

Sarah Hill: That they'll give it a go. It is quite a high meaning activity, and yet I think even that's open to challenge. I think that the challenge that is laid down for people like you and I, Marsha, is how to make model building more accessible to people who have different behavioral preferences. And actually, I believe that I've played a small part in that in terms of making model building more accessible from where David took it to. And I think you, through your book, are taking it onto another whole level in terms of its opening up its accessibility.

Yeah, it requires rigor, discipline, patience, tolerance, understanding, all of those things in abundance, and courage actually as well. Courage to do the deep work around self. We haven't said so much about the model for living, but that's a key part of this whole endeavor. And I'm pretty confident that there are many leaders out there who right now their model for living will be out of balance, and that imbalance is likely to be showing as the professional model is massive. So their model for living is dominated by professional life and less attention is perhaps being paid to the personal.

So that would be another reason for doing this work, is to achieve a different kind of balance in our lives around that.

Marsha Acker: Sarah, I feel like the pandemic really brought that conversation more to the forefront of how do I set boundaries? What percentage of my time do I spend in my professional life and what percentage of my time do I spend in my personal life?

Sarah Hill: There's another piece about model building that we haven't mentioned, which you've just prompted me to think about, which is that we do this work. We engage in this work to get clear about what our model is. Once we've got the essence of that, that's really where the real work begins, because that is in effect our express model. That's what we say about our model. But then there's what do we actually do when we show up, when we're in the room with others, our displayed model? And there is usually a gap. There are usually multiple gaps between what we say and what we do.

And so that's where the next phase of the model building work comes in, which is, okay, so what am I going to do to bridge the gap between what I say and what I actually do? So that you really do become that honorable leader with humility, you do what you say and so on and so forth, live by your values and your principles. And that includes your model for living in terms of what are we

modeling out there to others around that if we're in the office and doing 18-hour days every day and so?

Marsha Acker: Sarah, what's in your model for living? Just in a brief summary.

Sarah Hill: Marsha, you ask such difficult questions. It's be kind, be courageous, be bold, be generous, enact what you espouse whenever you can, be gracious, those kinds of things.

Marsha Acker: Do you have a practice, a personal practice that helps you look at the difference between the articulated theory and the theory you espoused versus-

Sarah Hill: Yeah, it's journaling mostly. Making sure that I build in reflective time or reflexive practice. Which goes back all the way to when I did my PhD, actually is when I started really doing that all those years ago. More recently in the last couple of months, I write a couple of pages every day or most days, 95% of days.

Marsha Acker: That's lovely. Thank you. We are coming up on time, so are you ready for a quick speed round of questions as we wrap up today?

Sarah Hill: Yeah. Go on then.

Marsha Acker: Okay, complete the sentences. Leading change is?

Sarah Hill: Challenging and phenomenal.

Marsha Acker: One thing people can get wrong about change is?

Sarah Hill: That it's linear.

Marsha Acker: One thing you wish for leaders today?

Sarah Hill: High levels of self-awareness and behavioral competence. Yeah.

Marsha Acker: A moment where having a model for change has helped you?

Sarah Hill: Landing that contract with Tony.

Marsha Acker: That was a defining moment, wasn't it?

Sarah Hill: It was, yeah. Yeah.

Marsha Acker: Yeah, perfect. Sarah, thank you so much for having this conversation with me today. I'm so excited to put this out into the world and see where it takes people. So thank you.

Sarah Hill: Hugely welcome and thank you. Thanks for inviting me. Thanks for contacting me all those years ago,

Marsha Acker: Sarah and I touched on so many personal aspects of model building. What I hope you realize is that you already have a model. You just might not have clearly articulated it yet. And when you're ready to undertake the work of model building and building your own model, just remember that on the other side of that process is clarity and confidence in navigating discourse, places of difference, places where you'll be challenged, places where you might feel like your work and your life are out of balance.

The gift of model building is that it helps you uncover the answers that exist for you and it gives you clarity and confidence in that process. And if you're like me, you may have collected many models over your life models, for leading and change and self-awareness and living and behavior, but the question is, have you created this space to integrate the models? And when will you have enough? So find a time when you're ready to say, "I have enough for now," and start your process of integration.

You can pre-order a copy of the book today. You can visit buildyourmodel.com, and in just two weeks the book will be on its way to you. Sarah and I talked about your behavioral model, your model for leadership, your model for living, and your model for leading change. These are all linked like a Venn diagram. So if a visual will help you, go to buildyourmodel.com, you can download a free excerpt from the book that gives an overview of the model building process and the seven junctures for self-awareness.

You can also find a link to Sarah's LinkedIn profile, Dialogix, her organization on the show notes at teamcatapult.com/podcast. I really appreciate you being here. We have more exciting news coming. Be sure to tune into the next episode. You're going to hear about model building in a team from a team. It's a little crazy that we're even doing this as a podcast. I'm so excited. So keep growing your leadership range and defining your own model for leadership, living, and change, and I'll see you next time.