

CHAPTER 1 Idea Safaris: YEarning + LEarning = Earning; Chapters' subtitles: Creativity Dividends; Learning Power Tools; Use Your Judgment; Opportunities; Lord, Grant Me Wisdom.

Chapter 1 Summary [Some of the enduring leadership values, skills, and practices we activated, cultivated, and focused on in this chapter are the following:]

- Rejoicing with excitement because God picked me to be their dad.
- Making “routine” commutes in daily traffic exciting and rewarding treasure-seeking safaris of discovery.
- Presenting “learning how to learn” as an ongoing fun activity, in much the same way walking and talking were already being mastered.
- Delegating and sharing the role of parenting with two enthusiastic and fully prepared-for-fun kids.

CHAPTER 2 Hungering and Thirsting for Learning; Trains; Mud-Truck Leads; Negotiating Concessions; Why Do This?; Responsible for Your Learning.

Chapter 2 Summary [Some of the ...]

- Demonstrating how interpersonal effectiveness got us on the train, and that led to a train ride which introduced us to viewpoints otherwise unavailable.
- Introducing them to my favorite newspaper, the *Wall Street Journal*.
- Learning about ready-mix trucks, and how other moms and dads earned their incomes, by exploring and discussing many businesses on the way to school.
- Encouraging, rewarding, and expecting them to exercise and to trust their judgment.
- Incentivizing their hunger and thirsts and assigning to them the responsibilities for their own learning, which I presented as an exciting adventure of discovery.

CHAPTER 3 “Preview Mirror” and the Barstool; Morning Routines; Barbequed Toast; Roads Scholars; Regroup and Refocus; Milking Stools; Uncertainties; Necessary but Not Sufficient; Our North Star.

Chapter 3 Summary

- “Preview-mirroring” the gift of a new day and interactively visioning joyful outcomes for today and in the future as a result of today’s outcomes.
- Teaching the kids to groom themselves, with positive feelings about themselves, such as the I Like Myself message imbedded in the preparing for-the-day process.
- Rearing intercontinental leaders with healthy, nutritious, energy-packed, eat-together and chat-together breakfasts.
- Designing an “independent of school” supplemental, fun, academically rigorous learning system and remembering that without clear and focused visions, we lose.
- Persuading them they had the option, responsibility, and obligation for determining how they are ultimately treated by others.

CHAPTER 4 Compassion and Perspective; Trench Time; Grace Modeled; Take Two; Mother’s Day?; Precarious Ice Cream Cone; Melanie’s Influence.

Chapter 4 Summary

- Addressing Kim’s compassion mantra.
- Experiencing the grace we received as a result of our modeling debut on the day our family changed forever.
- Learning to ask for help from the kids in a 9-1-1 emergency.
- Asking forgiveness of Kim and of Lance for speaking to Kim abruptly—the precarious ice cream cone incident.
- Asking for and accepting much-needed advice on very major decisions.

CHAPTER 5 Lance's Bridges: Claiming Territory; Adventure Capitalism; *Kim*passion; Lovers of Books; Intellectual Capital Investors; Self-Evaluation Dividends.

Self-Evaluation Dividends

To measure our leadership learning progress with a timeline, we devised a system. On Sunday evenings, we did self-evaluations. (We did these every other weekend when they lived with their mom.) I would ask, "Okay, you guys, how are you doing in [one of the self-evaluation categories]?" The categories changed from time to time; however, here is one of our lists:

1. arts and crafts
2. extra reading (not related to school, 125 pages per self-evaluation dividend)
3. aerobics, active play, and fun
4. dictionary and word games
5. principles of business and negotiations
6. health, fitness, and nutrition
7. creativity
8. creative writing
9. extra math (not including school homework)
10. puzzles and games
11. academic excellence
12. principles of engineering and physics
13. religion and spiritual values
14. helpfulness
15. drama and fine arts
16. discussions of values, wisdom, etc.
17. "catchall category." This bucket was sometimes used to deduct creativity dividends. From about second grade to seventh grade, Kim challenged the philosophy of doing and/or turning in homework. This category was used when it was appropriate to remind her that her decisions had cost consequences.
18. assertiveness, judgment calls (discipline with love). This was the only category which had double payout. It activated when either child stood toe-to-toe with me and said, "But, Dad, you're wrong!" Even if it were a misunderstanding, the double points were earned and awarded. They had to demonstrate to me they were willing to do that.

Their possible responses during the self-evaluation process included, "Dad, I didn't do any arts and crafts," or "I made some pictures with crayons," or "I built bridges and lots of train tracks."

We negotiated often; thus, in the arena of "principles of business and negotiations," they almost always earned creativity dividends. (Negotiating the "floor price" when buying sneakers is an example which I will mention later.)

We started with seven or eight weekly self-evaluation categories then added and subtracted as we saw fit.

Chapter 5 Summary

- Training, encouraging, and allowing space for the kids to find and to fund "their way"—with Dad as the "adventure capitalist."
- Transforming bears and bridges into capital assets—the kids' ideas.
- Negotiating discipline as an act of love and practicing the way we treat people with win-win outcomes as our goal.
- Self-evaluating and earning as a result of self-directed learning, beginning when they were in preschool and not waiting until high school or college.
- Setting aside time for progress evaluation of our balanced enduring leadership curriculum and rewarding results ceremoniously.

CHAPTER 6 The Wall Street Journal's Calls to Action!; Reading and “Mathing”; Commercial Transactions; Humor; GM’s Assembly Plant; Mother Wit; Rig Betting.

Chapter 6 Summary

- Viewing appropriate humor as “life’s best shock absorber.”
- Learning that an organization’s (GM’s) size doesn’t insulate it from market choice realities.
- Discussing points of view regarding mistakes, mishaps, and forgiveness.
- Living and enjoying each day, fifty-two weeks a year, and not waiting for two weeks’ vacation in August.
- Sharpening critical thinking and spurring our imaginations with games such as the vacant lot, restaurant speculation, and rig-betting games.
- Teaching business productivity lessons at construction sites, showing how someone’s ideas were activated in the marketplace at a benefit to society.

CHAPTER 7 The Kimologist; Prophecy and Logic Collide; Forgiveness Math; Learner’s Permits; “Lance, You Choose”; Hail to the Chief.

Chapter 7 Summary

- Pondering and describing heaven’s layout and attempting to bridge a theological (nonlogical) how-to-get-to-heaven dilemma—with two young ardent theologians.
- Exploring the depths of infinity rather creatively, as three Roads scholars.
- Encouraging their dispute resolution by not resolving their conflicts.
- Recognizing each commute route as an adventuresome treasure hunt and a vehicle for energizing learning.
- Reminding them that inappropriate words alone don’t have meanings; people have meanings, and we can choose to forgive them and journey on.

CHAPTER 8 Systems Designers; Balancing Time, Dollars, and Emotions; Reverse Engineering; Tipping Theory; Kid-Safe Power Tools; Produce-Picking Pros.

Chapter 8 Summary

- Alternating responsibility for selecting weekend downtime fun; I plagiarized Kim’s idea.
- Challenging the kids to describe how and why they believed the traffic control systems were designed the way they described them—closed-eye exercise.
- Discovering and practicing the “tipping theory” and celebrating our progress as a result of launching “shots at the basket.”
- Preparing nutritious lunches with two salads for each of us to enjoy every school day with produce selected by the kids.

CHAPTER 9 Red Caps and Parades; Two-Pickle Tuna; God Bless the Bricklayers; Midnight Bed Check; Straying Sheep; Parenting—a Team Sport; Idea Omelets; Calendar Revisions.

Chapter 9 Summary

- Toasting the end of another adventurous school and workday with custom-mixed slushy juice drinks ordered from the car bar.
- Gleaning from and discussing valuable lessons in the events which happened during our day as we enjoyed dinner conversations together.
- Concluding their waking day with another love and appreciation message and performing midnight bed checks.
- Applying the parable of the lost sheep in learning how to treat one who is not keeping pace.
- Conversing in appropriate language and grammar usage—thanks to my son

Lance, our self-acclaimed “resident grammarian.”

CHAPTER 10 Design Philosophy of Wings; Skipping Therapy; Kitchen Stares; Enduring Leadership Checklist; Evolving Routes; Cherished Awesomeness; Your Philosophy.

Chapter 10 Summary

- Being mentored by my kids as they reminded me of my available choices.
- Encouraging the kids to develop their philosophies on purpose and explaining where philosophy choices could lead.
- Praying for God’s guidance in their decision making and advising that acting with courtesy or with rudeness is a choice with consequences.
- Discussing the importance of protecting trust.

CHAPTER 11 “Goodenoughness”; Stressed-Out Bears; “Fingerprinting” Produce; Why Tantrum? Bear Stitching; The Two-Letter, Three-Syllable Word; Dad for Hire; Job Focus; My Mantra.

Chapter 11 Summary

- Focusing on scalable learning how to learn practices and teaching them that there are some areas in life where good enough is good enough.
- Practicing “fingerprinting” when the kids selected produce for our family’s nutrition program.
- Sharing real power nullified the need for power abuse or for tantrums.
- Bidding on chores for a fee when they didn’t want to do chores; dad for hire.

CHAPTER 12 No “Dry Labbing”; Imagined Story; Treasured Trust; Kid Consultants; Full Partnership; I Would Cry.

Chapter 12 Summary

- Using judgment to override my rules—Lance’s conversation about Joan’s timing his races; “dry labbing” wasn’t a suitable option for us.
- Explaining my reasoning processes as I expressed aspects of my philosophies, thereby receiving creative options from the kids’ ideas and actions.
- Reminding all of us that God is available, capable, and willing to direct our paths, not my path only.
- Explaining my views of the essence of our being and not requiring their concurrence.

CHAPTER 13 Foundationalization; How Do We See?; Early Lessons; Testing 1-2-3; Grades Aren’t Reality; Crucial Cornerstones: Compassion and Convictions.

Chapter 13 Summary

- Acknowledging their learning foundations (fruits or results) would far surpass mine and explaining that the integrity of any structure requires sturdy foundations.
- Sharing the importance of self-confidence as a precursor to effective learning.
- Recognizing and allowing acceptance time for some ideas to be adopted or discarded.
- Observing, sometimes with tears, their personality development without undue interference.

CHAPTER 14 Encouraging Decisiveness; Jackets MIA; Dash and Cash; Skills Development; Location, Location?; Adventures in Learning School.

Chapter 14 Summary

- Replacing half jackets missing in action and honing “sneaker specialist” skills while negotiating “floor prices” to teach the kids the value of money.

- Achieving “age level” testing results on Stanford Achievement Tests.
- Assigning and delegating the school selection process to two capable and decisive kids.
- Kim entering politics for the first time.
- Encouraging Lance that he could leap and catch up with fourth-grade work—Kim.

CHAPTER 15 The Precinct Boss; Voices and Choices; Roger von Oech’s Event; The No-Rain Deer; Deli Fluctuations; Lance Knew the Answer; B-l-a-c-k-m-a-i-l.

Chapter 15 Summary

- Engaging in politics as Geraldine Ferraro’s precinct boss—Boss Kim, obviously.
- Discerning and selecting from menus of choices: the differences between orders and suggestions from the photographer—both kids.
- Participating in Roger’s event at the Hotel Mark Hopkins, San Francisco, and introducing the kids to “super” role models, as their peers.
- Discovering, acknowledging, and confessing that it is hard being a grownup-me; learning and acknowledging it, a result of Lance’s life-changing question.

CHAPTER 16 Wishing Well; Hearing, Seeing, Heeding; Turbo charging Self-Evaluations; Underwriting Assertive Learning Initiatives; Fathers’ Spring Festival; Fifteen-Year Note; Emotional Checkup.

Chapter 16 Summary

- Enlisting the kids in the process of choosing a before-and-after-school care provider.
- Wishing well, with our wishes incubating in it, added extra joy and anticipation when we finally got to our time of sharing our dreams, hopes, and wishes.
- Urging other dads and their kids to set aside prime family time to explore wishing well.
- Treasuring one of the most memorable notes I ever have received in my life—an anonymous child’s wish to be my friend!

CHAPTER 17 Major Changes and Games; AIL’s Impact; San Anselmo Elementary School (SAES); Transitions and Snowflakes; Bridging the 1960’s; The Two-Hour Seven-Minute Game; Mother Bear Answering.

Chapter 17 Summary

- “Preview mirroring” our transition to the new school and childcare provider.
- Learning to capitalize on “busted plays,” while answering the bell to seek and to seize opportunities which often masqueraded as challenges.
- Re-viewing San Francisco’s panoramic beauty on Saturday morning jaunts to Sacramento, “whatever things are lovely . . . meditate on these” (Philippians 4:8).
- Remembering the life-transitioning bridge I designed and built, with God’s help, during the 1960s.
- Inventing and playing Saturday night games including the Seven-Minute Game.

CHAPTER 18 Kith and Kin; Demands of Performing Artists; Sustaining Words; Dancing Flames.

Chapter 18 Summary

- Participating in real drama and fine arts by joining the board of directors of the Janlyn Dance Company.
- Appreciating the dedication of the dancers as they prepared to engage

and entertain the audiences.

- Discovering the importance and rewards of “recharging our batteries.”

CHAPTER 19 Influential Teachers; Lance’s Sermon; Saints in a Vineyard; Jim Rohn; School “Hopscotching”.

Chapter 19 Summary

- Relishing the reality that the kids were in the top five of my fifty most influential teachers of all time.
- Sharing one of our stories with wedding guests: the answering of Kim’s worry-busting question of me, which I wisely delegated to Saint Lance, the Bridegroom.
- Meeting and giving Mr. Rohn feedback on the benefits we enjoyed as a result of his articulated leadership messages.
- Using persuasion, seeking assistance, and exercising patience as I searched for ideas to assist Kim as she permanently solved her issues with work habits.
- Giving the kids the space and the grace needed for learning adjustments and frustrations resulting from school “hopscotching.”

CHAPTER 20 The Cheetah and the Hypotenuse; Relative Speeds; Attractive Math; Diligent Teaching; The Cheetah and the Internet; Leaving the Kids Intact; Successful Rescue; Load-Bearing Rocks; Extracting Confidence!

Chapter 20 Summary

- Tossing extraneous stuff into conversations looking for interest resonance now or later.
- Using math and other learning tools to facilitate the kids’ preparation for the skills they might need five to twenty years ahead.
- Leaving the kids intact, not “ragging on them” when the exercising of their judgment wasn’t aligned with my judgment.
- Preparing them with silhouette training (and many other metaphoric lessons) to survive their own busted plays and their “shot down” plans.

CHAPTER 21 Soul Food; Check Your Bags; Math Confidence; Activate! Talents; Critiquing Pros; Best Leadership Text; Takeout-Ready Food.

Chapter 21 Summary

- Treating people respectfully and being likeable often earns dividends; the reverse is also true.
- Learning from other inspiring leaders and questioning their ideas as a way of activating talents.
- Asking God’s wisdom to understand, ingest, and activate the messages intended for us, imbedded within sermons.
- Seeking opportunities that were overlooked for decades (similar to grocery stores selling takeout-ready food).

CHAPTER 22 Precept upon Precept; Dividend Detectives; Design Reviews; “Mental Cud Chewing”; The Sower; Algebra Appetizers.

Chapter 22 Summary

- Explaining the melody of a song and its lyrics may influence their life philosophies—therefore, listen and filter selectively.
- Utilizing the basis of the design review process as a conversational style.
- Fueling learning by introducing many precepts for ruminating and mental cud chewing to cultivate and harvest dispersed idea seeds.
- Introducing “advanced” math concepts early, interactively, and daily the

same way I introduced new words.

- Realizing they were perhaps applying simultaneous math estimating concepts when they wanted more creativity dividends to fund their interests.

CHAPTER 23 Raft and Rainbows: “Front Loading”; “Ninety-Nine and Ones”; “Read-a-Bear-a-Thon; Custody Rotation.

Chapter 23 Summary

- Viewing the world through their eyesights and insights.
- Christening “reading raft” with a “read-a-bear-a-thon” and adding excitement to a potentially “routine” learning activity.
- Keeping to myself how much I missed them when they moved away for the year.
- Remembering and enjoying the learning, and the rainbows which seemed ever present when the kids and I shared *parenting* of themselves and me—their *dad*.