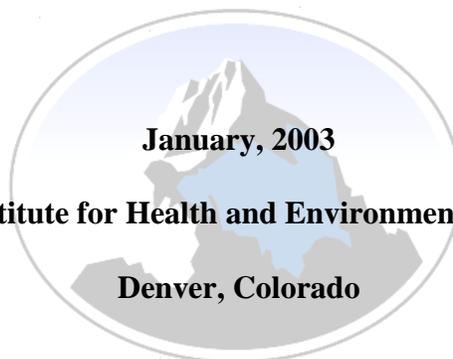


Leadership Research Reports

Leadership Book Reports from the Class of 2003



Regional Institute for Health and Environmental Leadership

Denver, Colorado

Preface

Leadership Research

During the Advanced Leadership Training Program participants study two leadership paradigms together. After building this foundation in leadership research and theory, each participant then chooses a third perspective on leadership to study. The third book may be about a leader, a leadership model, or a leadership situation. The participant is given the task to become the expert on this approach to leadership.

Participants develop a 1-2 page summary of this view of leadership. It may be an executive summary of the book, and/or an annotated model or chart. The goal is to share with others the highlights of, and the most important lessons from, their leadership research. During the Advanced Leadership Training Program, the participants teach one another about the leadership paradigms they have mastered. The summaries here are to inspire all of us to explore new perspectives on leadership.

The leadership research summaries are organized alphabetically by title of the book and are listed in the table of contents.

May 2002

Table of Contents

Abolishing Performance Appraisals: Why They Backfire and What to Do Instead , Tom Coens and Mary Jenkins (Berrett-Koehler Publishers, c2000). Report by Audy Padilla-Lobo, 2003.....	1
Choice Theory , William Glasser and Carleen Glasser (HarperPerennial, c1999). Report by Frank Campanella-Green, 2003.....	2
Churchill on Leadership: Executive Success in the Face of Adversity , Steven F. Hayward (Prima Publishing, 1998). Report by Chris Lindley, 2003.....	3
Crucial Conversations: Tools for Talking When Stakes are High , Kerry Patterson, [et al.] (McGraw-Hill, 2002). Report by Jennifer Bingham, 2003.....	5
Defining Moments: When Managers Must Choose Between Right and Right , Joseph Badaracco Jr. (Harvard Business School Press, 1997). Report by Sheryl L. Bartmann, 2003.....	6
Difficult Conversations: How to Discuss What Matters Most , Douglas Stone, Bruce Patton, Sheila Heen, and Roger Fisher (Viking, 1999). Report by Rachel Hutson, 2003.....	7
Distance Training: How Innovative Organizations are Using Technology to Maximize Learning and Meet Business Objectives , Deborah A. Schreiber and Zane L. Berge (Jossey-Bass Publishers, 1998). Report by Jeff Walter, 2003.....	8
Enlightened Leadership: Getting to the Heart of Change , Ed Oakley and Doug Krug (Simon and Schuster, 1991). Report by Leah Ann Lamb, 2003.....	10
First, Break all the Rules: What the World's Greatest Managers Do Differently , Marcus Buckingham and Curt Coffman (Simon and Schuster, 1999). Report by Jean McLean, 2003.....	11
Healing the Wounds: Overcoming the Trauma of Layoffs and Revitalizing Downsized Organizations , David N. Noer (Jossey-Bass Publishers, c1993). Report by Rosemary Bakes-Martin, 2003.....	13
The Heart of Change: Real-Life Stories of How People Change Their Organizations , John P. Kotter, Dan Cohen (Harvard Business School Press, 2002). Report by Thomas Butts, 2003.....	14
Hope is Not a Method: What Business Leaders Can Learn From America's Army , General Gordon R. Sullivan and Michael V. Harper (Broadway Books, 1997). Report by Charles Hall, 2003.....	15

The Human Side of Change: A Practical Guide to Organization Redesign , Timothy Galpin (Jossey-Bass Publishers, 1996). Report by David Cunningham, 2003.	16
The Journey to Leadership: Profiles of Women Leaders in Public Health , Carol Spain Woltring and Carole Barlas (2001). Report by Sharon Talboys, 2003.	17
A Kick in the Seat of the Pants: Using Your Explorer, Artist, Judge, & Warrior to Be More Creative , Roger von Oech (HarperPerennial, c1986). Report by Laura Hannity, 2003.	19
Leaders: Strategies for Taking Charge , Warren Bennis and Burt Nanus (Harper Business, 1997). Report by Amy Bode, 2003.	20
Leaders Who Make a Difference: Essential Strategies for Meeting the Non-Profit Challenge , Burt Nanus and Stephen M. Dobbs (Jossey-Bass Publishers, 1999). Report by Angie Krall, 2003.....	21
Leadership , Rudolph W. Giuliani with Ken Kurson (Hyperion, 2002). Report by Debra Belyeu, 2003.....	23
Leadership , Rudolph W. Giuliani with Ken Kurson (Hyperion, 2002). Report by Sarah Ruybalid, 2003.....	25
The Leadership Secrets of Colin Powell , Oren Harari (McGraw-Hill, 2002). Report by Barbara J. Beiser, 2003.	26
Leading Out Loud: The Authentic Speaker, The Credible Leader , Terry Pearce (Jossey-Bass Publishers, 1995). Report by Carla S. King, 2003.....	30
Leading Quietly: An Unorthodox guide to Doing the Right Thing , Joseph L. Badaracco Jr. (Harvard Business School Press, c2002). Report by Sally Kershisnik, 2003.	32
Leading Without Power: Finding Hope in Serving Community , Max De Pree (Jossey-Bass Publishers, 1997). Report by Mary Goldade, 2003.	34
Leading Without Power: Finding Hope in Serving Community , Max De Pree (Jossey-Bass Publishers, 1997). Report by Bridget Gaglio Hulbirt, 2003.	34
Lincoln on Leadership: Executive Strategies for Tough Times , Donald T. Phillips (Warner Books, 1993). Report by Gary L. Edwards, 2003.	36
Lincoln on Leadership: Executive Strategies for Tough Times , Donald T. Phillips (Warner Books, 1993). Report by Lisa Silva-Derou, 2003.	37

The Other 90%: How to Unlock Your Vast Untapped Potential for Leadership and Life, Robert Cooper (Crown Business, c2001). Report by Lisa Lloyd, 2003.	39
The Power of Ethical Persuasion: Winning Through Understanding at Work and at Home, Tom Rusk, M.D. (Penguin Books, 1993). Report by Diane M. Connolly, 2003.	39
The Power of Simplicity, Jack Trout with Steve Rivkin (McGraw-Hill, 1999). Report by Mercedes Martinez, 2003.	41
Primal Leadership: Realizing the Power of Emotional Intelligence, Daniel Goleman, Richard Boyatzis, and Annie McKee (Harvard Business School Press, c2002). Report by Sarah Van Pelt, 2003.	41
Principle-Centered Leadership, Stephen R Covey (Simon & Schuster, 1991). Report by Donna L. Sullivan, 2003.	43
Principles of Community Engagement, CDC/ATSDR Committee on Community Engagement, (Center for Disease Control and Prevention, Public Health Practice Program Office, Atlanta, 1997). Report by Jerry Montoya, 2003.	44
Rules for Radicals: A Practical Primer for Realistic Radicals, Saul D. Alinsky (Vintage Books, 1989, c1971). Report by Olive Roen, 2003.	45
The Rumsfeld Way: Leadership Wisdom of a Battle-Hardened Maverick, Jeffrey A. Krames (McGraw-Hill 2002). Report by Linda Monk, 2003.	47
Synchronicity: The Inner Path of Leadership, Joseph Jaworski (Berrett-Koehler, c1996). Report by Wano Urbonas, 2003.	48
Trust Matters: New Directions in Health Care Leadership, Michael H. Annison and Dan S. Wilford (Jossey-Bass Publishers, c1998). Report by Rosemary C. Bakes-Martin, 2003.	49
The 21 Irrefutable Laws of Leadership, John C. Maxwell (T. Nelson Publishers, 1998). Report by Frank Gordon, 2003.	51
The Wisdom of Teams: Creating the High-Performance Organization, Jon R. Katzenbach and Douglas K. Smith (Harvard Business School Press, c1993). Report by Tooney Layton, 2003.	53
Women of Influence, Women of Vision: A Cross-Generational Study of Leaders and Social Change, Helen Astin and Carole Leland (Jossey-Bass Publishers, 1991). Report by Heather Freeman, 2003.	54
Yertle the Turtle and other Stories, Dr. Theodore Seuss (Random House, 1958). Report by Lisa Lloyd, 2003.	55

ZAPP! Empowerment In Health Care: How to Improve Patient Care, Increase Employee Job Satisfaction and Lower Health Care Cost, William C. Byham (Fawcett Columbine, 1993). Report by Sandy Clabaugh, 2003. 56

Regional Institute for Health and Environmental Leadership

Research Reports

Abolishing Performance Appraisals: Why They Backfire and What to Do Instead, Tom Coens and Mary Jenkins (Berrett-Koehler Publishers, c2000).
Report by Audy Padilla-Lobo, 2003.

This book talks about the negative implications of using a system of evaluation that uses an individualistic tool such as the performance appraisal in the work place. Performance appraisals, despite the fact that nobody has been able to obtain satisfactory results, are commonly used in large and small companies and agencies. They are used to assess individual performance and to try to measure the responsibility of one person who is being part of a more comprehensive process.

This book also addresses the issue that performance appraisals are based upon the supervisor's feedback. A supervisor's feedback is not really a necessary or the most accurate assessment. The quality of the feedback is mostly related to the specific need for information rather than the supervisory status. For example, if you work in NASA and your supervisor is a manager who is not an engineer, and if you need engineering related information and input, you will be better off consulting with a NASA engineer than with your supervisor. Your supervisor may try to give you his or her opinion based upon her/his authority but it will be weak and most likely inaccurate. The point is that supervisors are not the best source of feedback nowadays when the world is bombarded with massive amounts of information daily. Also, the supervisor tries to attribute the responsibility for a complex outcome to one single employee when in reality everybody knows that team work and collaboration among dozens or hundreds of people is most likely responsible for a complex outcome.

Imagine the civil engineer being praised for the success accomplished after having built a major highway. His/her supervisor may give this engineer an "exceeds" in her/his performance evaluation. But, what about the hundreds of people who worked day and night to build the road? What about the blue collar worker who died in an accident while building this highway? Did she or he receive an "exceed" while resting in the sepulcher. No single individual can be praised or punished for the success or failure of an entire project, process, program, or organization.

The Performance Appraisal System is a subjective process in which an individual (the supervisor) is empowered to make judgments about the skills, character, and competency of a totally different human being who has a totally different set of spiritual and cultural values. Imagine the scenario where a supervisor from a particular cultural and ethnic background is trying to assess the skills and the competencies of an employee from a completely different ethnic, religious, and cultural ancestry. This is just outrageous and disrespectful of human dignity and the principles of respect for cultural diversity. The performance appraisal instrument and process does not represent whatsoever the values, traditions, culture, and spirituality of our diverse nation or the world at large. This instrument is a corporate invention that has nothing to do with the way of life and functioning in our particular communities (e.g. Native Americans, Hispanics, African Americans, immigrants, and the dispossessed, just to mention a few). This is an invention that satisfies the desires and needs of either rich, powerful corporate people, or the power and control hungry members of large bureaucracies that are predominant in the government and large agencies.

Performance appraisal systems destroy the opportunity for building trust and respect in the workplace. They create conflicts and generate bad feelings among those people who use them. The solution is to get rid of them once and for all.

We need to monitor and assess the complexity of the processes. We do not need to try to find fault or blame in a particular individual who is just a minuscule part of the complex work places in our society. The performance appraisal system is just ridiculous and unjust.

Choice Theory, William Glasser and Carleen Glasser (HarperPerennial, c1999).
Report by Frank Campanella-Green, 2003.

Definition: Lead Management is the skill to persuade workers, without using threats or coercion, to accept the manager's agenda, work hard at it, and *do a quality job*.

Purpose: The purpose of Lead Management is to facilitate competitiveness/quality in an increasingly competitive world by focusing on the people in the workplace rather than the product.

Antithesis: Boss Management is a traditional authoritarian style of management which relies on authority and coercion. This type of management produces rebellious workers with low morale who often sabotage the system. Boss managers believe that this is how the system of "boss and workers" should be. This system can be effective if the boss and workers have similar objectives and the boss uses rewards more than punishments.

Choice Theory: *Choice Theory* explains why it is preferable to *lead* people rather than to *boss* them. Students of William Glasser's Choice Theory have started successful companies in other countries. In the U.S., the Saturn Auto Company is an example of the use of Lead Management. The premise of *Choice Theory* is that people are internally motivated.

Style Comparisons

- *Boss Management:* The manager is solely responsible for seeing that there is a future for the workers and to make all decisions.
 - *Lead Management:* Managers engage workers in an ongoing and honest discussion about quality work, and they value their input.
- *Boss Management:* Workers work *in* the system; managers work *on* the system.
 - *Lead Management:* The manager models for the worker so the expectation is clear. Managers take input from the workers, and increase the workers' sense of control over the job.
- *Boss Management:* The manager evaluates the worker and decides who stays and who is not productive enough to stay.
 - *Lead Management:* The lead manager strives to eliminate the "top-down" evaluation and teaches workers to evaluate their work for quality, knowing that these are the people who understand the job and themselves the best.
- *Boss Management:* The manager blames the worker when the jobs are not done well, not realizing that the *system* is the problem.
 - *Lead Management:* The lead manager makes it clear that the manager's job is to facilitate, doing his/her best to provide a friendly, supportive environment for staff.

Relationship: Four Themes For Building a Supportive, Motivating Environment

- *Friendship*: The lead manager utilizes opportunities to find out about who the workers are, and to tell them who she/he is, what she/he stands for, what will and won't be asked of them, and what she/he will and won't do with and for them. Within the context of friendship and honesty, lead managers do not destroy friendship by criticizing, asking workers to do too much, or coercing.
- *Counseling*: Loyalty and commitment are created through mutual counseling (one person helping another by listening and advising).
- *Teaching*: The lead manager teaches by instituting a vigorous program of education and self-improvement for everyone. This education applies to what is relevant to the job, and improves the quality of work.
- *Managing*: The lead manager supports people who are not motivated without using punishment or coercion. The basis of this support is through helping them understand the five basic needs and is accomplished through the positive relationship between the manager and worker. Without the relationship, the manager will not have influence.

Five Basic Needs

- Survival (basic to the next four needs)
- Love, Belonging
- Freedom
- Power
- Fun

Unlike Maslow, numbers 2, 3, 4, and 5 are in no particular order but are needs that we all have, with slight variations among individuals.

Quality: Five Conditions

- The work environment must be warm and supportive. Workers must trust the manager.
- Since quality is always useful, workers should only be asked to do useful work and should be encouraged to contribute to the usefulness of what is being done.
- Workers are asked to do the best they can do.
- From the time workers are hired, lead managers will guide the process of helping them learn to continually evaluate their work. Based on ongoing evaluation, lead managers will encourage workers to improve the quality of what they do.
- Quality work always feels good, and is a motivator, since we are all motivated from within.

Churchill on Leadership: Executive Success in the Face of Adversity, Steven F. Hayward (Prima Publishing, 1998).

Report by Chris Lindley, 2003.

The difference between success and failure often rides on the strength of a single quality: leadership. Winston Churchill has long been regarded as one the 20th century's greatest leaders. Here are Churchill's highlights on leadership:

- Candor and plain speaking.

- "I have often had to eat my words, and I must confess that have always found it a wholesome diet."
- Decisiveness. He liked to deliberate and make firm decisions.
 - "Ponder, and then act."
- Historical imagination.
 - "The longer you look back, the farther you can look forward."
- It is not enough simply to learn the job: Define it.
 - "Do not become the passive matrix upon which others impose their designs."
- Always look for opportunities to advance bold new initiatives.
 - "Do not fritter away your energy on small schemes."
- Responsibility must be combined with authority.
 - "My one fatal mistake was trying to achieve a great enterprise without having the preliminary authority which could so easily have carried it to success."
 - "What you have no right to do is to ask me to bear responsibilities without the power of effective action."
- Take responsibility.
 - "Someone has to take responsibility. I will."
- In the absence of responsible leadership, collective decision-making bodies will temporize.
 - "Everyone claims his margin at every stage, and the sum of the margins is usually 'no'."
- Simplify through delegation that concentrates your effective power.
 - "It is indispensable that persons near the heads of very large organizations should not be smothered by detail or consume themselves in ordinary day to day business, but that they should have opportunity and freedom to take wide and general views, and to search resolutely and anxiously amid the incidents of business for the dominant truths."
- On selecting and managing personnel:
 - Seek large personalities and unconventional types; ignore seniority. Give clear direction. Back up your people through thick and thin.
- Keep open to changing your mind in the presence of new facts.
 - "I would rather be right than consistent."
- Don't make decisions for decisions sake.
 - "There is great wisdom in reserving one's decisions as long as possible and until all the facts and forces that will be potent at the moment are revealed."
- Conduct all important matters in writing.
 - "I am a strong believer in transaction official business by the Written Word."
- Keep messages concise.
 - "It is sheer laziness not compressing thought into a reasonable space."
- Optimism.
 - "Laugh a little, if you can't smile grin, if you can't grin keep out of the way till you can."

- "It is a crime to despair."
- Independent judgment and self-criticism.
 - "Every night I try myself by Court martial to see if I have done anything effective during the day."
- Rest, relaxation, and change of pace.
 - "There is never a good time for a vacation, so take one anyway."
 - "To be really happy and really safe, one ought to have at least two or three hobbies."
 - "For every purpose of business or pleasure, mental or physical, we ought to break our days and our marches into two."
- Preference for personal contact.
- Ability to face bad news squarely.
 - "Trust the people, tell the truth."
 - "It is a mistake to shrink from stating the true facts to the public."

Crucial Conversations: Tools for Talking When Stakes are High, Kerry Patterson, [et al.] (McGraw-Hill, 2002).

Report by Jennifer Bingham, 2003.

A crucial conversation is described as a discussion between two or more people where 1) stakes are high, 2) opinions vary, and 3) emotions run strong. Based on this definition, a conversation can turn crucial very quickly and just about any conversation, personal or professional, has the potential to be considered crucial.

The authors outline various types of crucial conversations stating that crucial conversations lead to either success or failure. Handle conversations well and you're likely to succeed. Handle conversations poorly and you're likely to fail. How you deal with crucial conversations determines whether you get stuck or make progress in any results that involve people. As ironic as it may seem, when the conversation matters the most, we do the worst!

When entering into a crucial conversation, the authors state we must "start with heart." We must decide what we want, what others want, and what is needed for the relationship. We are all tempted to take the wrong path during a crucial conversation. We are programmed with the fight or flight response. The authors describe this action as silence or violence. We react with silence or violence when we feel a situation (or conversation) is unsafe. The authors encourage us when we find ourselves moving toward silence or violence to stop and pay attention to our motives.

Once you decide what you want, the authors outline strategies for having a healthy, crucial conversation. The strategies include: 1) share your facts with the other person, 2) tell your story, 3) ask others to share both their facts and their story, 4) talk tentatively—state your story as a story, not a fact, and 5) encourage testing—make it safe for others to express differing or even opposing views.

The final point outlined in the book is moving to action, how we turn crucial conversations into action and results. First, those involved must decide how decisions are going to be made. In order to avoid violating expectations, separate the dialogue from the decision making. Make it clear how decisions will be made—who will be involved and why. Once you have decided how decisions are going to be made, the second step is making assignments to put

those decisions into action. Include the four elements of 1) Who? 2) Does what? 3) By when? and 4) How will you follow-up?

In summary, the book outlines skills for us to master for use during crucial conversations. Since all of us have crucial conversations, both personal and professional, these skills are valuable. The authors have made this book easy to read and understand and have clearly identified what it takes to recognize and have a successful crucial conversation.

Defining Moments: When Managers Must Choose Between Right and Right, Joseph Badaracco Jr. (Harvard Business School Press, 1997).
Report by Sheryl L. Bartmann, 2003.

After I returned to work following maternity leave, I was discussing all the organizational changes that had taken place during my absence, and that I had returned to a new management structure and redefined responsibilities—which really didn't occur with a collaborative effort. As I confided in my old college roommate the stress of the changes thrust upon me when I came back to work, she related that the situation reminded her exactly of one defined in a book she was reading for her EMBA classes. The next day, I found the book and was able to read it within the week.

What made this an interesting and educational assignment is that the book lived up to its billing, "this is a book about work choices and life choices, and the critical points—or defining moments—at which the two become one." There are three case studies to follow through the book and the author also likes to use philosophical and traditional older literature, such as Ralph Waldo Emerson and Ernest Hemingway, to help illustrate his non-traditional approach to managing difficult situations. Badaracco is trying to show that resolving dilemma is not so easy, especially when doing the "right thing" can involve incomplete activity on something else, or, worse yet, having to do something adversarial or unethical to do that "right thing."

I guess when I picked up this book I was seeking to understand the possible decision making process that the management above me might have gone through during our recent organizational changes. By seeking to understand their decisions, I was hoping for some personal resolution to current work and organizational issues.

What I found is that this book doesn't have all the answers I was seeking, but it is intended to help managers develop character in their management style by providing a framework for issue or conflict resolution. Most importantly, I learned to change the way I look at issues—to finally try to look at it from all sides—and to understand that our managers can't always be straight with everyone and that they usually struggle with that issue as well. Hmmm, seek first to understand, that reminds me of another book I read, *The 7 Habits of Highly Effective People*.

Badaracco says he "presents an unorthodox and pragmatic way to think about these conflicts and resolve them." Here is a summary of his teachings:

- Seek truth (knowing there is interpretation involved).
- Look for moral guidance (i.e. company mission statement, policies, legal responsibilities).
- Define success.
- Consider feeling, intuition, instinct (he calls it "become who you are").
- Take time to reflect on your decision.

Ok, if you've read this up to this point, I have to now confess the most important lesson I learned from this assignment:

- Never assume anything.
- Don't procrastinate.
- Never, never go into the office to work thinking it will save you time.

Here's the story behind the lesson. I actually read this book this fall. At the time I read it, I did not take notes or even consider what the actual written assignment may be. I borrowed the book from the library (Greeley). When I was ready to work on the written assignment in November, I went to a local library (Windsor-Severance), which had to take out an interlibrary loan, apparently because we live in the sticks and our small town library doesn't have it all. Ok, so I get the book after a 7 day wait, review the basics, start working on the written assignment, but I wait until the day the book is due to start the assignment—it's a Saturday, I figure I've got all day to work on it and I've already read the book, should be pretty easy. I thought it would be quieter and more efficient to go into the office to work on this. I was off to a good start, summarizing what I had read. However, I started to lose my ambition for the current task at hand when I thought about all the e-mail and performance appraisal work that needed to be completed by Monday. This particular assignment was not due for another 4 weeks, so my grand plan was to put down the book, take care of the year end work-work, and just go back to the big town (Greeley) library and check out the book to finish the assignment. Imagine my surprise 2 weeks ago when the Greeley library shows the book as MIA. Since then, I have been to 3 libraries and 5 bookstores looking for this book to complete my assignment (why didn't I think to take a few notes the first time around? Maybe that's another lesson learned?). Anyway, the book just arrived on interlibrary loan (this time it's from Douglas County) this afternoon (Jan 21st) after a 2 week search...so you know what's on my agenda tonight...watching American Idol, no way. Now, I really didn't have to read a book on leadership to learn those lessons, did I?

Difficult Conversations: How to Discuss What Matters Most, Douglas Stone, Bruce Patton, Sheila Heen, and Roger Fisher (Viking, 1999).
Report by Rachel Hutson, 2003.

A "Difficult Conversations" Checklist:

- *Step 1:* Prepare by walking through the "Three Conversations."
 - The "What Happened Conversation."
 - Where does your story come from (information, past experiences, rules)? Theirs?
 - What impact has this situation had on you? What might their intentions have been?
 - What have you each contributed to the problem?
 - The "Feelings Conversation."
 - Explore your emotional footprint, and the bundle of emotions you experience.
 - The "Identity Conversation."
 - What's at stake for you about you? What do you need to accept to be better grounded?
- *Step 2:* Check your purposes and decide whether to raise the issue.

- Purposes: What do you hope to accomplish by having this conversation? Shift your stance to support learning, sharing, and problem-solving.
- Deciding: Is this the best way to address the issue and achieve your purposes? Is the issue really embedded in your Identity Conversation? Can you affect the problem by changing your contributions? If you don't raise it, what can you do to help yourself let go?
- *Step 3: Start from the third story.*
 - Describe the problem as the difference between your stories. Include both viewpoints as a legitimate part of the discussion.
 - Share your purposes.
 - Invite them to join you as a *partner* in sorting out the situation together.
- *Step 4: Explore their story and yours.*
 - Listen to understand their perspective on what happened. Ask questions. Acknowledge the feelings behind the arguments and accusations. Paraphrase to see if you've got it. Try to unravel how the two of you got to this place.
 - Share your own viewpoint, your past experiences, intentions, feelings.
 - Reframe, reframe, and reframe to keep on track. From truth to perceptions, blame to contribution, accusations to feelings, and so on.
- *Step 5: Problem-solving.*
 - Invent options that meet each side's most important concerns and interests.
 - Look to standards for what should happen. Keep in mind the standard of mutual caretaking; relationships that always go one way rarely last.
 - Talk about how to keep communication open as you go forward.

Distance Training: How Innovative Organizations are Using Technology to Maximize Learning and Meet Business Objectives, Deborah A. Schreiber and Zane L. Berge (Jossey-Bass Publishers, 1998).

Report by Jeff Walter, 2003.

Given the tight time schedules faced by most of us, I selected a book that had dual usage. It met a personal and professional need of curiosity, as well as satisfied the needs of the assignment. Once I placed an order for *Distance Training: How Innovative Organizations are Using Technology to Maximize Learning and Meet Business Objectives* from an obscure source and settled in to wait to receive it, I wondered, how did this distance-training book make the reading list of leadership tomes? The answer, which should have been obvious from the start, is simple: distance training does not suddenly appear in an organization; it is adopted, nurtured in some cases, and made to be a successful contributor to organization success through leadership, teamwork, and collaboration.

Although a few years have passed since this book was published, it remains timely in the realm of Public Health. Distance learning in general has seen significant progress in delivering pertinent training from a distance by embracing the concept of and adopting solutions enabled by technology. As of yet, no magic solution has come forward to standardize the delivery of the many types of training that exist across the many platforms that confound the landscape. Although certainly a visible adopter of distance learning, Public Health is no exception to this rule.

Most organizations do not embark one day on a path to launch a distance training program. In fact, the program generally evolves from one or more unconnected distance training events. Oftentimes, those responsible for one event do not know that the organization has undertaken other similar training events. Eventually, the organization begins to realize the effort that is being spent on these activities and puts together a team to address what is becoming an organization objective—to enable the delivery of training programs and events from a distance.

This is where leadership and teamwork come into play. Once the organization realizes the unfilled need, those whose task it is to develop a systematic method of delivery usually embark upon an interdisciplinary approach for design and delivery. Team members at this stage constitute expertise in several areas. They come from technical areas (MIS, IT, broadcasting, etc.) that ensure that effective, robust delivery vehicles are present to deliver integrated video, automation, e-mail, etc., across distributed networks, from non-technical areas concerned with instructional design, training, performance and needs assessment, psychological factors, etc., and from operation and support to ensure administrative, marketing, funding, and financial services are addressed.

There are often personality characteristics that become barriers to success. These must be recognized and addressed. Among these are personality conflicts between recognized experts with diverse (and diametrically opposed) personal and professional backgrounds. Additionally, collaboration can be impacted by personal attitudes toward training and the context of the training itself; it may be seen by some as a benefit to another workgroup. The leader must define for the group the reasons for the training activity and address the reactions to the power and politics behind it.

A primary objective is to develop the policies and procedures for delivering stable and predictable processes that support the identification and selection of appropriate training. This requires the organization to identify the problems that a training program is intended to solve, to determine how distance training fits within the organization's strategic goals, to identify what the strategic goals of the program itself are, to recognize the rewards or incentives to participation (once we build it, will they come?), to identify the evaluation components of the program and how they will allow the organization to measure the success or shortcomings of the program, and determine how distance training will interface with the current state of technology within the organization. These are all tough questions, for which a single answer (especially in the context of a report like this) does not exist. So rather than attempt to answer them, I'll simply note that leadership and collaboration are vital to answering these questions within the organization. Left to the content developers, the trainers, or the technologists alone, the organization could see very different sets of answers and priorities.

Once the authors have discussed issues such as the scenarios that lead an organization to distance learning, the obstacles that may be encountered, the intersection of technology with other organizational functions, and the potential solutions to complex problems, they devote the rest of the book to case studies.

Of particular note was the case study highlighting The Interactive Distance Learning Group (IDL), a not-for-profit organization that was founded to meet specific corporate learning objectives. This case is of particular note because the learning objective that IDL was founded to solve was not that of one organization. Rather, it was developed by a consortium of corporate partners, many of whom were in direct competition with one another in the marketplace, to address common needs. While the case study addressed two particular training events, it really

shows the value of distance training when creatively applied (in this case, competing mega corporations realizing that all of the partners may realize value by cooperating on this initiative).

In the end, the value that distance learning adds to the organization depends on the strength of the team to properly define the business needs and goals and to overcome the obstacles inherent in the process.

Enlightened Leadership: Getting to the Heart of Change, Ed Oakley and Doug Krug (Simon and Schuster, 1991).

Report by Leah Ann Lamb, 2003.

The premise of this book is that the traditional method for implementing change or improvements in an organization often fails. This traditional method includes:

- Identify the problem.
- Bring in an expert who seems to understand the problem best.
- Tell people how to do their jobs differently and better than the way they have been doing them.
- Spend tremendous amounts of time, energy, and money trying to:
 - Overcome the resistance caused by Step 3.
 - Make someone else's solution work for us.

The reason this method of change fails is that it runs counter to human nature: we don't want to be told how to do something and if it was not our idea we will resist and not commit to making it work, thus the need for "Enlightened Leadership." Instead of hiring outside experts to develop answers to organizational problems, enlightened leaders create a work environment where they can "draw the vision from their people and inspire and empower those people to do what it takes to bring the vision into reality." The authors acknowledge that there are many potential solutions and answers to organizational problems but "there are no better experts at finding these answers than the people who already work for you."

Shifting from the traditional method to the enlightened method for implementing change requires an understanding of why people resist change. The answer: attitude. The Pareto Principle or the 80/20 Rule of Thumb suggests that about 20% of people are open to change while 80% will resist change and may even sabotage the new system. The 80% and 20% mindsets are respectively described as "reactive thinkers" and "creative thinkers." Reactive thinkers focus on finding problems, see reasons why they cannot do things, avoid blame or responsibility, and have low self-esteem. Creative thinkers build on successes and strengths, are "can do" oriented, take responsibility for their actions, and have high self-esteem. A fundamental reason why reactive thinkers (80%) resist change is because of their low self-esteem. They "see a request for a change as a suggestion that something is wrong with them." Creative thinkers (20%) on the other hand see "request for change as an opportunity and challenge." High performance is strongly linked with attitude, and people can change their attitudes. An enlightened leader is, therefore, tasked with creating a work environment that enhances the self-esteem of their workers with the goal of changing their attitudes from reactive or change resistant to creative or change-friendly.

In addition to understanding attitude, an enlightened leader must also understand the concept of focus. Enlightened leadership requires nurturing and growing employees while also focusing on the objectives we want to achieve. If we focus on obstacles or attempt to avoid problems we will waste energy, time, and resources that could have been spent moving toward

where we want to go and what we want to achieve. Enlightened leaders shift their organizational culture from "problem oriented" to "solution oriented" by focusing on the desired results and where we want to be (forward focus).

The authors propose that enlightened leaders make this organizational paradigm shift by empowering their employees. They assert that the most effective way to empower employees is by asking questions instead of telling employees how things should change. This concept draws on the previous discussion of reactive attitudes wherein low self-esteem results in resistance to change because of the perception that a request for change indicates something is wrong with them. Asking questions not only helps employees have ownership in the solutions that are developed but also helps build their self-esteem and self-confidence because they feel their opinion is valued. Increasing self-esteem helps shift reactive thinkers to creative thinkers and moves individuals as well the collective organization from problem focused to solution focused.

It is critical to empowerment to ask questions that are productive, bring out creativity, and build trust. The authors call these "Effective Questions" (EQs). EQs ask "what" or "how" instead of "why" and focus on results as a means to get employees to think, to realize how they contribute, and to develop self-esteem. Negative or disempowering questions such as "Why are you behind schedule? What's the problem on this project? Why did you do that?" are replaced by positive EQs such as "How do you feel about the project so far? What have you accomplished so far that you are the most pleased with? What are your specific objectives?" Using EQs can sometimes require a mindset change in leaders and must ultimately align individual work efforts to the results focus of the organization.

The Enlightened Leadership Framework proposed by the authors consists of five key questions that move organizations to a solution focus:

- What is already working?
- What is causing it to work?
- What is the objective?
- What are the benefits of achieving the objective?
- What can I begin doing to move closer to the objective?

Enlightened leaders embrace and use this framework to focus work on the desired outcome. It is premised on the belief that people can change their attitude (including leaders).

The Leadership Framework is supported by five Enlightened Leader Principles:

- Support people getting clear on an inspiring, compelling vision.
- Provide the positive discipline necessary for bringing out the best in people and achieving the vision.
- Put people first.
- Model self-responsibility.
- Have high expectations for results.

First, Break all the Rules: What the World's Greatest Managers Do Differently, Marcus Buckingham and Curt Coffman (Simon and Schuster, 1999).

Report by Jean McLean, 2003.

Over the past 25 years, the Gallup Organization has interviewed more than 80,000 managers and more than one million employees in various types of organizations to determine what makes a great manager.

When attempting to discover what was most important to the success of the most talented and productive employees, overwhelmingly the research showed it was a great manager. How long a person stays at a job is most often influenced by the relationship between the employee and the direct supervisor. Regardless of the perks, physical environment, or reputation of a company, good managers trump organizations every time.

So how do great managers find, focus, and keep talented employees? The conventional wisdom is that every employee has unlimited potential; a manager's job is to identify and fix employee weaknesses, and everyone should be treated the same.

Great managers do it differently. They focus on employee talents and attempt to turn talents into lasting performance. Talent definition: recurring patterns of thought and behaviors that can be productively applied.

12 questions that relate to satisfaction and success of an employee:

- Do I know what is expected of me?
- Do I have all of the equipment I need to do a good job?
- Do I have the opportunity to do what I do best every day?
- In the last seven days, have I received recognition or praise for a job well done?
- Does my supervisor care about me as a person?
- Is there someone at work who encourages my development?
- At work do my opinions seem to count?
- Does the mission of the organization make me feel my job is important?
- Are co-workers as committed as I am about doing quality work?
- Do I have a best friend at work?
- In the last six months, has someone talked to me about progress in my work?
- In the last six months, have I had the opportunity to learn and grow?

Talents cannot be taught. Talents reflect who you are, what motivates you, your innate thoughts, feelings, and behaviors. Skills can be taught. Knowledge can be taught.

4 core activities of a manager related to employees:

- Select for talents (not experience, intelligence, or determination).
- Set expectations—define outcomes, not intermediate steps.
- Motivate—focus on strengths.
- Develop—help employees find the right fit, not necessarily the next rung on the ladder.

Temptations that lead to weak, ineffective management:

- Perfecting your people.
- Management police.
- Trust must be earned.
- Failure to identify outcomes.

Poor performance must be dealt with head on.

- Is poor performance a result of a lack of skills or knowledge? If so, these can be trained.

- Is poor performance a result of mismanagement? Are you tripping the wrong trigger?
- Is poor performance a result of a talent issue? If so, training is not an option.
 - Options include:
 - devising a support system
 - finding a complementary partner
 - finding a different role for the employee
 - termination

Promotion

- Peter Principle (1969): We tend to promote to the level of incompetence.

Pay bands eliminate having to always move good people out of positions where they do best.

Healing the Wounds: Overcoming the Trauma of Layoffs and Revitalizing Downsized Organizations, David N. Noer (Jossey-Bass Publishers, c1993).

Report by Rosemary Bakes-Martin, 2003.

The material for this book was based on studies of recent organizations that have experienced layoffs. The authors interviewed employees who had been laid off and managers who were forced to make the decisions. The book is divided into 4 sections:

- The shattered covenant.
- The survivor experience.
- Interventions for health survival.
- The great wake-up call.

The first 3 sections provide valuable advice to leadership teams on how to deal with the fallout of downsizing an organization. One key point under the first section is that employees have mistakenly looked to their employers to treat them as family members. This misplaced "trust," that employees will be retained regardless of adverse financial situations, translates to a feeling of betrayal, similar to that of an abandoned child, when a layoff occurs. It also creates an atmosphere of organizational codependency that results in survivor sickness. In other words, the survivor of the layoff is often in worse shape than the victim and organizations must concentrate on getting them well before they can move on.

Those in leadership roles are key to making an organization healthy again. They must realize that the real work begins once the layoff is over. Rebuilding trust takes a lot of work. Layoff survivors have little tolerance for false optimism and fuzzy answers. They want straight talk, honest communication, and lots of it! Survivor symptoms will not automatically go away, they require leadership intervention. Interventions for dealing with survivor sickness should be on four levels:

- *Process*: over-communicate about everything that is going on, lead from the heart, tell the truth, and never say "never." Unfortunately, this level will only stop the bleeding. If we stop here, it will not promote healing or build trust.
- *Grieving*: provide opportunities for employees to express their feelings in a safe environment.
- *Break the chain of codependency*: encourage employees to develop skills for their next career.

- *Build a new employment relationship*: celebrate achievement and departures; decrease concentration on rewards for longevity; legitimize in/out career paths.

The last section makes the point that things have changed and leaders must be able to fit into the change. They must deal with their own feelings related to layoffs because they may be the ones cleaning-up after a layoff. The leadership competencies that must be developed to deal with this include: transition facilitation skills, visioning skills, and being able to truly value the individual empowerment of employees. To do this, leaders must be authentic, trusting, and trusted by others. They must have a strong set of values and possess the courage to delve into their own shortcomings and make improvements. The payoff is empowered employees linked to facilitative organizations by good work instead of mere allegiance. These empowered organizations will better serve customers and work collaboratively in the community because employees will look outside the organization for fulfillment. Additionally, trust in the organization increases because employees increase their competence by developing their individual skills.

Comment

This book was an in-depth look at what leaders will face in a layoff situation and how they must work to rebuild trust in themselves and their organization. It really emphasized that during a layoff a leader's main focus should be encouraging the heart. That is the only way to build trust. It also provided some interesting food for thought on how we place employees at a disadvantage when we expect them to have "family" allegiance to an organization.

The Heart of Change: Real-Life Stories of How People Change Their Organizations, John P. Kotter, Dan Cohen (Harvard Business School Press, 2002).

Report by Thomas Butts, 2003.

The Heart of Change: Real-Life Stories of How People Change Their Organizations contains a detailed presentation and is full of examples about how change within an organization can be fostered. John P. Kotter outlines his eight-step change process that he presented in detail in *Leading Change* (1996), and then expands this using numerous real-life examples to illustrate both success and failure in each stage. The authors believe that a successful change of any magnitude proceeds through each of the eight steps, usually in the sequence outlined below. Some of the steps can be done at the same time, but skipping a step or getting too far ahead almost always creates problems. A key concept in this new book is that without emotional buy-in (addressing people's feelings) the process may fail; so do not overlook the importance of feelings when proceeding. If you undertake major change be sure to address both the thinking and feeling sides of each issue.

See—Feel—Change: The Eight Stages of Successful Large Scale Change:

- *Step 1: Increase Urgency*. Creating a sense of urgency is important to gain cooperation. This urgency must be created among "relevant people." Identifying this group is very important. A sense of urgency may be developed by quite creative means but it must get people "off the couch, out of the bunker and ready to move." Failing to maintain a sense of high urgency can make the difference between falling short and accomplishment of your goal(s).

- *Step 2: Build the Guiding Team.* It is important to assemble the right team to direct the change. The key players should have credibility, skills, connections, reputations, and formal authority to provide change leadership. They also must operate as all good teams should, with trust and emotional commitment.
- *Step 3: Get the Vision Right.* Ideally, the guiding team creates sensible, clear, simple, uplifting visions and sets of strategies. These strategies must have appropriately short timelines and reasonable budgets.
- *Step 4: Communicate for Buy-in.* Communication of vision and strategies through simple, often heartfelt, messages via clear communication channels is the next important step. The goal is to induce a "gut-level" commitment and liberate more energy from the critical mass of people that must participate to successfully move the change forward. Repetition is key and deeds and symbols may be as important as the words.
- *Step 5: Empower Actions.* Key obstacles that stop people from acting on the vision must be removed or reduced. Change leaders should focus on those in authority who disempower, on inadequate information and information systems, and on self-confidence barriers in people's minds. The issue is removing obstacles not giving power.
- *Step 6: Create Short-Term Wins.* It is important to plan for short-term wins also, as well as to celebrate these victories. Short-term wins provide evidence of process credibility and increase availability of resources and momentum. They also help to fine-tune the vision and strategies. The short-term wins are a very good way to undermine cynics and self-serving resisters.
- *Step 7: Don't Let Up.* Momentum builds from the short-term wins. Consolidate early successful changes. Shrewdly evaluate what to tackle next and then create wave after wave of change until the vision is a reality. Doing too much at once or quitting too soon can bog down or derail the process.
- *Stage 8: Making Change Stick.* To make the change stick, nurturing the new culture is quite important. Appropriate promotions, skillful new employee orientations, and events that engage the emotions can make a big difference in sustaining change. A great deal can be lost by falling back to organizational traditions.

Hope is Not a Method: What Business Leaders Can Learn From America's Army, General Gordon R. Sullivan and Michael V. Harper (Broadway Books, 1997).

Report by Charles Hall, 2003.

Hope Is Not a Method was written about the challenges met and successes achieved by the United States Army leadership when downsizing the Army's forces after the end of the cold war. Some of the obstacles faced were maintaining and continuing to develop the best Army in the world despite massive budget cuts, closure of military bases worldwide, and an all-volunteer military force.

The United States Army was downsized by 600,000 persons for a force which consists of approximately 1.5 million persons including: Army, Army National Guard, and Reserve soldiers and civilian employees. Regardless of the drop in numbers, the size of this staff makes the U.S. Army one of the largest employers in the world.

Gordon Sullivan and Michael Harper state: "If the Army were a private enterprise, it would be a U.S.–based multinational corporation with nearly 1.5 million employees with annual revenues of \$63 billion, branch offices in more than one hundred countries, and strategic alliances in virtually all the major nations of the world, all under intense pressure to perform more effectively every day."

This book describes the leadership dynamics required to move the Army from the Industrial Age into the Informational Age by changing the way politicians and generals perceive the strategic mission, which included experimenting and developing new inclusive digital electronic battle systems, large and small scale teamwork enhancement, devoting time to training large numbers of staff, and utilizing the common cultural values of American soldiers.

In their book, *The Leadership Challenge*, Jim Kouzes and Barry Posner describe "how to keep getting extraordinary things done in organizations." The methods used to get these extraordinary things accomplished were stated to include: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. I think that Army leadership (perhaps unknowingly) characterized and utilized these methods to their fullest extent with distinguished results.

The Human Side of Change: A Practical Guide to Organization Redesign, Timothy Galpin (Jossey-Bass Publishers, 1996).

Report by David Cunningham, 2003.

The management model described in *The Human Side of Change* uses a basic change process model. Nine stages are identified and divided into strategic and grassroots levels. The strategic level of the process model is carried out by executives and senior managers where the need for change and basic recommendations and goals are identified. The grassroots changes takes place with the employees deeper in the organization. This is where the implementation and sustainability of the desired changes takes place. Leadership, infrastructure, processing tools such as mapping and surveys, and training and outcome goals are part of both strategic and grassroots levels.

A major part of implementing change within an organization using this model relies on developing teams and uses a team infrastructure. A steering committee, an integration team, and improvement teams are organized. Some suggestions for maintaining successful teams are discussed.

Communication strategies and cultural issues are outlined. Well-known methods of communication such as the Johari window are reviewed briefly. The cultural components of an organization include roles and policies, customs and norms, training, and management behaviors as well as other elements of the work environment.

Leadership attributes are listed as: creativity, team orientation, listening skills, coaching skills, accountability, and appreciativeness. A behavioral change model is presented as a tool leaders can use to help develop the change needed to develop these attributes. Methods for setting goals and measuring performance guidelines are also discussed briefly. The strategies, guidelines, and attributes throughout the book are constantly referred back to the application to the original Change Management Process Model, which follows.

Figure I.1. The Change Management Process Model.

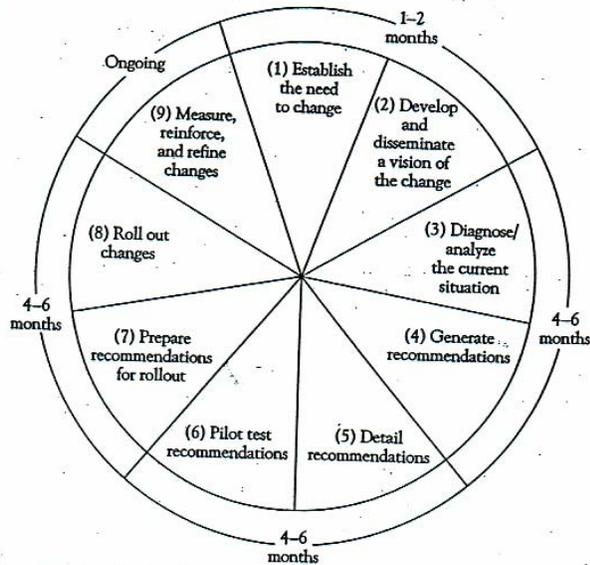


Figure 4.2. Key Attributes for Leading Change.

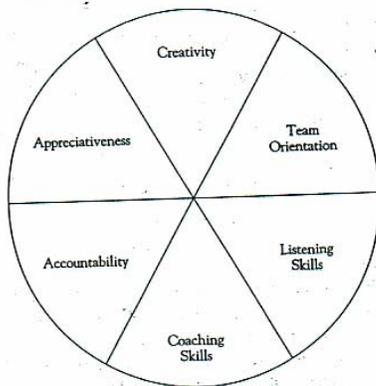
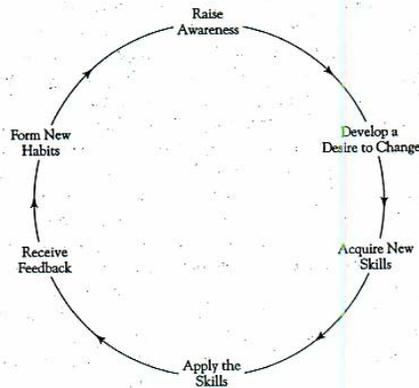


Figure 4.3. A Behavioral Change Model.



The Journey to Leadership: Profiles of Women Leaders in Public Health, Carol Spain Woltring and Carole Barlas (2001).
Report by Sharon Talboys, 2003.

It was not surprising to me that this book was associated with a public health leadership institute. This book is a compilation of women leader profiles, many of whom attended the very first public health leadership institute in the United States. The book also reports study findings that describe leadership styles, demographic characteristics, and early influences, as well as vignettes of women leaders. As a woman and an emerging public health leader, this book

provided insight on how strong women approach the workplace, gender issues, and the work/life balance.

Early Influences

Many of the women recount early influences in their lives which centered on strong family support and never having felt that there were barriers. Others focused on family situations that were not ideal, and described their keen desire not to emulate the same behavior as adults. Others found support in their schools by participating in a multitude of extracurricular activities. Regardless of the influence, the reactions of these women to their surroundings indicate an intrinsic feeling of self confidence, or that "can do" attitude.

Journey to Leadership

The women in this book reflect on how they chose public health as a career. One motivator that did not surface was material compensation. The main motivators dealt with concepts of social justice, social conscience, and making a difference. One leader's response was: "When I leave, you will know I have been there." Another said, "Public health affords me that environment of community, of feeling of self-worth, feeling that you are doing something good for one another." These passages were meaningful for me and I share their sentiments.

Leadership Style

True to form, the women profiled in this book challenge the process, work and think collaboratively, and have difficulty understanding why others can't work together by setting their egos aside. Many of their careers were born during the civil rights movements and are alive and standing today. This is due, in part, to their willingness to challenge the process and model the way. One woman said she didn't think of herself as a leader, but as an organizer. Overall, these women forged a new paradigm in the workforce—collaborative leadership. The most admirable part is that through all the challenges, bumps, and bruises, they maintained their character, did not waiver in their belief in social justice, and did not dwell on their missteps.

Gender Issues

Gender barriers were expressed, such as having to work harder for respect and credibility, job discrimination and sexism. However, these women did not dwell on these as much as you would think, which may be linked to their leadership. They also talked about the positive mentoring they received from outstanding men and women. One barrier they discussed was the tendency of women to "tear each other down." In many ways, the women expressed that it is often other women who are first to criticize. As I reflect on this statement, I feel that I have been guilty of this and hope to be more cognizant and compassionate in the future.

Work/Life Balance

Of course, all the women in this book aspire in some way to be super woman; however, it is abundantly clear that sometimes we need to depend on others, focus on the priority things we can do, and always remember our own needs. We tend to take care of everyone but ourselves, which comes back to the concept that we have to work harder for respect and credibility. This does not only hold true in the workplace, but also at home and in our communities.

I keep this book on my shelf at work and whenever I feel frustrated or am second guessing myself, I reach for this book, read a passage, and draw strength and courage from these women leaders in public health.

A Kick in the Seat of the Pants: Using Your Explorer, Artist, Judge, & Warrior to Be More Creative, Roger von Oech (HarperPerennial, c1986).

Report by Laura Hannity, 2003.

Roger von Oech is an internationally recognized leader working in the field of developing creativity and innovation. He is the president of Creative Think, a California-based consulting firm that cultivates creativity and innovation in business. He has worked with such companies as Anheuser-Busch, Bristol Myers, Dupont, Hewlett-Packard, IBM, NASA, NBC, Proctor & Gamble, and Xerox. His other books include: *A Whack on the Side of the Head*, and *Expect the Unexpected (Or You Won't Find It)*.

A Kick in the Seat of the Pants takes the reader on a guided tour through the four roles of the creative process—explorer, artist, judge, and warrior. The book provides the reader with exercises, stories, tips, and strategies to strengthen his/her creativity skills.

Four Roles of the Creative Process

- *Explorer*: The explorer role is an opportunity to search, look, and probe. When this role is adopted, it allows an individual to venture off the beaten path, look outside fields, and pay attention to a variety of information. Many people do not use their "explorer" because of being stuck in a routine. They risk getting lost in specialization.
 - Look beyond the first right answer.
 - Expect the unexpected.
 - Pay attention to different kinds of information.
 - Don't overlook the obvious.
 - Pay attention to the small things.
 - Look at the big picture.
- *Artist*: The artist allows an individual to take information and ideas and transform it into something new.
 - Put your concept in different contexts.
 - Use your imagination.
 - Look at your concept backwards.
 - Combine your concept with other ideas.
 - Break the rules.
- *Judge*: The judge performs the evaluation function of the creative process. In this role, the individual decides what to do with the idea.
 - Consider what is interesting and worth building on.
 - Look at drawbacks.
 - What are its chances of success?
 - If your idea fails, what can be salvaged?
 - Is the timing right for the idea?
 - What is the time frame for a decision to be made?
 - Make a decision.

- *Warrior*: The warrior carries out the idea and is action oriented. This role makes you responsible for making the idea a reality, which brings the creative process full circle. Reasons for not implementing your idea are fear and lack of confidence.
 - What are your strengths to get the idea off the ground?
 - Devise a strategy to meet your objectives.
 - Find out what motivates you.
 - What are you willing to sacrifice to reach your goal?
 - Consider the consequences should your idea fail.
 - Determine possible barriers to the success of your project.
 - Identify individuals and/or organizations that can help with your project.

Favorite Quotes

"The artist is not a different kind of person, but every person is a different kind of artist."

Eric Gill, Philosopher (Page 58)

"There's as much risk in doing nothing as in doing something."

Trammell Crow, Real Estate Developer (Page 94)

"If you don't ask 'why this?' often enough, somebody will ask 'why you?'"

Tom Hirshfield, Inventor (Page 77)

"Try? There is no try. There is only do or not do."

Yoda, *The Empire Strikes Back* (Page 114)

Leaders: Strategies for Taking Charge, Warren Bennis and Burt Nanus (Harper Business, 1997).

Report by Amy Bode, 2003.

Warren Bennis and Burt Nanus begin by stating that a new theory of leadership was needed for their time in corporate American (and, for that matter, the world,) because in 1985 all concurred there was less leadership "than there used to be," and that the need for it "was never so great." In retrospect, 1985 does not seem a more harmonious and forward-moving time than the era in which we are living. One could argue that the authors' stated belief that "leadership is the pivotal force behind organizations" and that the new leader is one "who commits people to action, who converts followers into leaders, and who may convert leaders into agents of change" is just as useful and intriguing now, nearly 20 years later, as it was then.

Bennis and Nanus describe the leader's surroundings as having 3 major components: commitment, complexity, and credibility. Leaders must instill vision, meaning, trust, and, therefore, empowerment and the ability to make commitment. The complexity of problems for organizations necessitates a constant ability to learn, predict, change, and, sometimes, react. A leader doesn't always have to be correct, a leader can make mistakes, but a leader must always be clear and credible.

The authors began with the assumption that a leader must manage her- or him-self and enable others. They interviewed 90 leaders from both the public and private sectors (from Ray Meyer of DePaul basketball fame to Vernon Jordan and Neil Armstrong). The four "human handling skills" that emerged were:

- Strategy I: attention through vision.

- Strategy II: meaning through communication.
- Strategy III: trust through positioning.
- Strategy IV: deployment of self.

The strategy they called "attention through vision" called for, of course, not only having a vision in the first place but also creating focus and continuing to work in a results-oriented fashion. The leader calls up the inner resources of the organization as the power for this focus. Strategy II, "meaning through communication," referred to the leader's ability to express ideas and what the leader stands for. Organizations depend on shared interpretations of reality in order that they may work as a team. The culture or social architecture of the organization is crucial to the method of sharing. For these authors, "meaning" also implies background or basis for action.

The third strategy, "trust through positioning," requires and maintains organizational wholeness and identity. The "position" is both the identity and the direction of the entity. The authors describe how identities from various perspectives (i.e., functional, perceived, and idealized), mesh in a healthy situation. This and persistence toward a goal engenders trust from both within and without the organization.

The final strategy put forth by Bennis and Nanus is "the deployment of self through positive self-regard." The authors suggest that achievement of this positive view is done by seeing one's own strengths and making up for one's own shortcomings, cultivating skills, and discerning how these attributes of the team fit into the organization's purpose. They also suggest that attaining this outlook requires maintaining emotional maturity. Their interviewees used five tools to maintain this view in their relationships: empathy, renewing ties, courtesy, trust, and "the ability to do without constant approval." Putting energy into learning about the task and into the task itself instead of draining it into avoiding failure is what the authors call the "Wallenda Factor." Karl Wallenda was a world-famous tightrope walker who fell to his death from a tightrope in 1975. His wife commented afterward that it seemed to her that before this walk, for the first time in his career, he had "put all his energies into not falling rather than walking the tightrope."

The authors bring home their well-considered points by initially stating clearly their main ideas. Thereafter, they expand their ideas with examples from their interviewees and by devoting a chapter to each of their strategies. With the perspective that the year 2003 gives, it's interesting to see how important 1985 corporate forces such as MacDonal'd's, Sears, and AT&T are faring. The ideas that Bennis and Nanus bring forth from their leaders about leadership have weathered time well.

Leaders Who Make a Difference: Essential Strategies for Meeting the Non-Profit Challenge, Burt Nanus and Stephen M. Dobbs (Jossey-Bass Publishers, 1999).

Report by Angie Krall, 2003.

This was the perfect book for me because it is congruent with my area of work and it served (and will probably continue to serve) as a handy tool for where I would like to take the Tribal Conservation Corps program that I direct. This book is separated into concrete topics that were broken down into issues, and the authors often use a bullet format. I would like to focus on the parts of the book that were particularly salient to me as a budding leader in the non-profit field.

Definitions of Leadership in Relation to the Non-profit World

Here the authors define leadership in general, stating that it is the act of marshaling resources and moving an organization in the right direction. The "right direction" in the non-profit world happens to be toward the greater good. Nanus and Dobbs outline the differences between a leader and a manager, culminating in a great quote: "managers do things right, while leaders do the right thing." I finally realized that so many of my problems are rooted in the fact that while I am a somewhat ineffective manager, I am a better leader! Nanus and Dobbs say it is almost impossible to do both, but in the non-profit world one invariably has to manage as well as lead. The book goes on to outline the distinctive character of non-profit leadership:

- Much of the work is low-paying or done by volunteer activists.
- Success is measured in terms of social good.
- The field attracts some of the most talented people due to high ideals and aspirations.

The role of the non-profit leader is four fold: to look inside the organization in order to inspire board, staff, and volunteers; to look outside the organization for assistance from donors, potential allies, the community, and the media; to keep track of present operations; and to plan for future possibilities. What I discovered was that I am not the only one who has lead a program in the non-profit sector who never set out to do so in the first place!

The Greater Good

This section discusses the prime directive of the non-profit organization and the non-profit leader: The Greater Good. "The primary mission of leadership in non-profit organizations is to focus laser like attention throughout the organization on the greater good that it is capable of providing and then to marshal the energy and resources to make the greater good happen" (Nanus and Dobbs 1999:29). The authors bravely discuss our social context by showcasing the ill political and social effects our country is facing due to the increasing power of corporations, resource over-exploitation, lack of health care, and apathy. A discussion ensues regarding the role of non-profits in the world and that the most important measure of success is a non-profit's contribution to the social good through building organizational capital and generating social energy. In other words, E (social energy) equals M (strength of the mandate) C (organizational capital addressing the mandate) squared (Nanus and Dobbs 1999: 43). Getting started as a leader entails assessing the organizational capital, the social energy, the level of performance, and the work environment.

Leader as Visionary

This section had the greatest impact on my thinking. It outlines the four phases of the visioning process and gives a great case study example from the Institute for East-West Studies. I plan to use this as an outline for the visioning summit/retreat I am convening for my final project. This section discusses the differences between a vision and a mission statement and outlines the payoffs of a shared vision:

- Provides a focus, guiding decisions and actions that act as a filter for distractions.
- Stimulates new ways of thinking.
- It is the front end of the strategic planning process and a launch pad for revitalization.
- It is a spark for a fundraising campaign.
- It is a wake-up call for board and staff.

Leader as Strategist

This section discusses how to put the vision into action. Here I began thinking more about what it means to build a client-driven organization and learned more about the differences between goals and objectives. "Strategies are most effective when they serve as the bridge between vision and action" (Nanus and Dobbs 1999:102). The section outlines a strategic process that: 1) develops a vision, 2) decides on a strategic thrust, 3) identifies the issues to be resolved, 4) selects a time horizon, 5) specifies needs, 6) assesses client and stakeholder needs, 7) evaluates long-term trends affecting strategy, 8) identifies strategic factors, problems, and opportunities, 9) creates and evaluates strategic alternatives, and 10) devises an implementation plan. A great quote from English poet Samuel Taylor Coleridge sums it up nicely, "often do the spirits of great events stride before the events, and in today already walks tomorrow" (Nanus and Dobbs 1999: 117).

Leader as Change Agent

Here the authors present the notion of the entrepreneurial non-profit organization, give edicts for renewal and transformation, as well as measures for strategic alliances. I particularly liked the pieces about Defining Reality to make change happen and building the community one wants to be a part of.

Leader as Coach, Politician, Advocate, Spokesperson, Troubleshooter, and Campaigner

These sections showcase the "cheerleading" role of the non-profit leader. The one illuminating piece for me was a section under Leader as Coach about building the right kind of organizations that are 1) collegial, 2) responsive, 3) unique, and 4) centers of learning. The Leader as Campaigner portion includes valuable information on charitable giving in the U.S., fundraising campaign plan strategies, ideas about donor motives, what donors look for, and, best of all, characteristics of successful grant proposals.

Measuring Results/Accountability

This section discusses ways in which leaders can measure the social good in numbers, acknowledging the difficulties inherent in capturing often "diffuse, complex and multi-dimensional" aspects of success (Nanus and Dobbs 1999: 224). Easier to measure are the growth in organizational capital and social energy. It also suggests ways to measure good leadership through the quality of relationships a leader has with staff and partners and through a performance audit.

Leaving a Legacy

I found this segment somewhat pretentious, but I did like the advice on preparing others to be leaders in order to take one's place.

Leadership, Rudolph W. Giuliani with Ken Kurson (Hyperion, 2002).

Report by Debra Belyeu, 2003.

Scholars and academicians throughout the ages have attempted to explain the attributes of successful leadership. History has recorded many examples of the qualities which are possessed by individuals who forever change a society and its position in the world. Benevolent or malevolent, that individual's character captivates others and steers them toward an intended path of change. But what is that quality? Scores of people have attempted to define and replicate it.

In his book, *Leadership*, Rudolph Giuliani makes another attempt to describe the qualities that make an individual successful in leading others toward positive change. The book begins with a description of the unfolding events of 9/11. The sky was literally falling in on America that day and the feeling was one of chaos and doom. Giuliani, the mayor of New York at the time, knew that his actions and character were key to moving the city and the nation out of this morose situation. Giuliani begins the book by describing his feelings about the shocking events. Not surprisingly, he describes thoughts and feelings that were not unlike any other ordinary individual's. He then moves into action in order to lead the nation. Giuliani is an ordinary person who possessed the courage to move in the face of disaster. Giuliani went to the streets with everyone else. He rolled up his sleeves and worked with the people. He cried with them, hugged them, and encouraged them. He drew on life experiences that had proven successful for him in the past and was able to motivate others into action, and, as history will forever record, Rudy Giuliani certainly did prove to be a true leader.

The book lays out fourteen qualities, or frames of reference, which describe successful leadership. They are described in easy-to-understand terms with numerous examples to lock them in the reader's memory. Below is a list of Giuliani's plan for success.

- First things first.
- Prepare relentlessly.
- Everyone's accountable, all of the time.
- Surround yourself with great people.
- Reflect, then decide.
- Underpromise and overdeliver.
- Develop and communicate strong beliefs.
- Be your own man.
- Loyalty is the vital virtue.
- Weddings are discretionary, funerals are mandatory.
- Stand up to bullies.
- Study. Read. Learn independently.
- Organize around a purpose.
- Bribe only those who will stay bribed.

Most Important Lessons Learned

A key concept I will take from this reading is The Broken Window Theory. This theory, simplified, acknowledges that if you find a building with broken windows it is better to fix it than to procrastinate, leaving it as is. When vandals see the broken down building, they are more likely to throw rocks and further tear it down. This is similar to the theory that any action is better than no action. And, do it now!

Secondly, I found the concept of developing and communicating strong beliefs fascinating. Quoting from the book, *Great Leaders Lead by Ideas*, "ideology is enormously important when running any large organization. The people who work for you, those who look to you for answers, the media, even your rivals have a right to know how you see the world." This can be difficult when one's opinion, especially on controversial issues, differs greatly from the masses. But the book lays out the steps for success in this area. Controversial viewpoints are easier to swallow if they are backed up by concrete evidence. It is important to study and research independently in the development of your ideology. Then, tailor your message to the listener. And lastly, stick to your word.

One criticism I have of the book is that sometimes I felt like I was reading Fyodor Dostoyevsky's writings, which frustrate me to no end. Like Dostoyevsky, Giuliani gives many examples of the duality of the thinking of man. Almost every concept he describes ends with an opposing view that may cause a reverse course of action. For those who tend to conceptualize issues in terms of black and white, this duality of thought is nerve-racking. Perhaps the author of this paper needs work to admit that some things may present themselves in that ubiquitous "gray" area of life.

Leadership, Rudolph W. Giuliani with Ken Kurson (Hyperion, 2002).
Report by Sarah Ruybalid, 2003.

Many of the leadership principles described by Rudolph Giuliani in *Leadership* parallel those by Kouzes and Posner in *The Leadership Challenge*:

PRACTICES	COMMITMENTS
<p>Challenging the Process</p> <p>Giuliani: Chapter 9 "Be Your Own Man" Chapter 12 "Stand up to Bullies" Chapter 13 "Study, Read, Learn Independently"</p>	<p>1. Search out challenging opportunities to change, grow, innovate, and improve. 2. Experiment, take risks, and learn from the accompanying mistakes.</p>
<p>Inspiring a Shared Vision</p> <p>Giuliani: Chapter 1 "First Things First" (the morning meeting) Chapter 2 "Prepare Relentlessly"</p>	<p>3. Envision an uplifting and ennobling future. 4. Enlist others in a common vision by appealing to their values, interests, hopes, and dreams.</p>
<p>Enabling Others to Act</p> <p>Giuliani: Chapter 4 "Everyone's Accountable, All the Time" Chapter 5 "Surround Yourself with Great People" Chapter 14 "Organize Around a Purpose" (when I delegate, I delegate)</p>	<p>5. Foster collaboration by promoting cooperative goals and building trust. 6. Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.</p>
<p>Modeling the Way</p> <p>Giuliani: Chapter 6 "Reflect, then Decide" Chapter 7 "Underpromise and Overdeliver" Chapter 8 "Develop and Communicate Strong Beliefs"</p>	<p>7. Set the example by behaving in ways that are consistent with shared values. 8. Achieve small wins that promote consistent progress and build commitment.</p>

Encouraging the Heart

9. Recognize individual contributions to the success of every project.

10. Celebrate team accomplishments regularly.

Giuliani: Chapter 11 "Weddings Discretionary, Funerals Mandatory"

Rudolph Giuliani also demonstrated "what constituents expect of leaders: honest, forward looking, inspiring, and competent" (Posner, p.21). His style also includes being "fair-minded, supportive, broad-minded, intelligent, straight forward, dependable, and courageous—more of Posner's expectations of leaders by constituents.

The Leadership Secrets of Colin Powell, Oren Harari (McGraw-Hill, 2002).

Report by Barbara J. Beiser, 2003.

Know When to Piss People Off

- Make performance and change the top organizational priorities.
- Define the new game and expect everyone to play it.
- Make sure your best performers are more satisfied than your poor performers.
- Get rid of non-performers.
- Consider the possibility that if nobody's pissed off, you may not be pushing hard enough.
 - "Hurt feelings run a distant second to the good of the service."
 - A leader's role is to overcome institutional inertia; provide resources to get the job done.
 - Focus on making sure the best people are the most satisfied.
 - Reward high performers; underachievers need to be retooled or removed.
 - Set a clear disruptive agenda, stick to it, and invite everyone to participate.
 - Gaining respect is more important than being liked.

Promote a Clash of Ideas

- Maintain a real, no b.s. open-door policy.
- Foster a "noisy system."
- Use every means to encourage communication, and never let rank or hierarchy get in the way.
- Use technology to improve communication.
- Treat turf wars as the enemy of communication.
 - Ideas matter—stay in touch with best ideas, harvest ideas (not sanitized, ideas with all the rough edges).
 - Boost accessibility by eliminating bureaucracy, without undermining chain of command.
 - Shut-up and listen.

The Ego Trap

- Look past today, and monitor the environment for tomorrow.
- Challenge the prevailing wisdom.
- Guard against competitive myopia.
- *Make change mean growth.*

- Ego can be an asset or liability; use ego to inspire and instigate change, not to resist it.
- Change before you are forced to change.
- Reinvent job—make it obsolete before someone else does.
- Create a climate in which people are valued according to their abilities to learn new skills and grab new responsibilities, thereby perpetually reinventing their jobs.

Don't Go Looking for "No"

- Live the old military adage: "No guts, no glory."
- Do your best by pursuing every avenue.
- Make everybody want to stretch.
- Don't punish for failure.
- Don't invest in organizations that punish risk takers.
 - If you're challenged along the way, fight for your cause.
 - Work around the rules creatively, without exactly breaking them.
 - Create environment in which people feel that they themselves have both the authority and the *obligation* to push the envelope.
 - Fight for your cause and deliver convincing results.

The Chief "Dis-organizer"

- Be a "dis-organizer."
- Don't accept things at face value.
- Remember that success can breed failure, and that complacency is the enemy.
- Put truth and integrity above all else.
- Dig, dig, and dig some more.
 - Success breeds complacency.
 - Harass the routine of the organization; look below the surface.
 - Ask tough questions.

When to Challenge the Pros

- Challenge the pros to get to better solutions.
- Emphasize dignity, respect, and honor while disagreeing.
- Be patient.
- Build a setting in which all feel free to speak out.
 - Tolerate the rebels who tell the emperor he has no clothes.
 - Willingness to respectfully, relentlessly, and unapologetically challenge people in pursuit of unit goals and performance excellence.

Close with the Enemy

- Execution is the key.
- Pick your battles.
- Remain flexible.
- Remember Powell's Three Cs—clarity, consistency, and commitment.
- Keep it simple.
 - Mission: why do we exist; what do we stand for; what are we trying to accomplish; what are we committed to; how passionate are we about accomplishing it.
 - Mission-setting generates powerful internal consensus.

- Leadership is figuring out where you're going, pulling out all the stops, and *never getting distracted*.
- Commitment is noble, rigidity is not.

People over Plans

- Count on people more than plans or structures.
- Assume that people are competent and that every job counts—until proven otherwise.
- Spend at least 50 percent of your time on people.
- View people as partners, regardless of their place in the hierarchy.
- Become a servant leader. Work "for" your people.
 - Exceptional, innovative, fast execution.
 - Separate the job from the individual.

Vigilance in Detail

- Master the details before and during the launch of a major project or campaign.
- Use your mastery of details for great decisions and great execution.
- Stay in touch with the "little" things.
- Avoid "analysis paralysis."
- Remember that discipline in details is discipline in strategy.
 - Master the details to master the big picture.

Situation Dictates Strategy

- Do not manage by fad.
- Be ready to change on a dime.
- Don't fight "the last war."
- "Ride" change, rather than managing it.
 - Effective leadership depends on a thorough immersion in the here and now.
 - Vigilance—be ready to shift strategy and tactics as situation warrants.
 - One size never fits all; when humans are involved, formulas don't apply.
 - Flexibility; imagination.

Powell's Rules for Picking People

- Hire primarily on talent and values, not just on resumes: Resumes, by definition, describe past performance.
- When seeking talent, look for the key Powell traits in hiring and promoting:
 - intelligence and judgment
 - a capacity to anticipate, to see around corners
 - loyalty
 - integrity
 - drive
 - balanced ego
- Seek value alignment.
- Hire individuals who are better than you and individuals who can compensate for your weaknesses.
- As a leader, apply these same attributes to yourself.
 - Surround yourself with great people.
 - Skills are hard to acquire but they can become obsolete very quickly.

Trust Those in the Trenches

- If your division or unit is not decentralized, consider a deep, pervasive, structural, and cultural reorganization.
- Use the Internet to make sure that all units and team members have access to information—and to each other.
- Stay on top of key matters.
- Stay lean and supportive.
 - Decentralize—formal authority should be sufficiently dispersed so that the teams in the field are able to take a primary role in leading the organization's destiny.
 - Some propose that military decentralize into small specialized combat units of 5,000 soldiers, each would be better for fighting the war on terrorism, where the enemy is radically decentralized.
 - Top leadership is still responsible for "fundamental rules" and ongoing oversight and accountable for organizational progress (or the lack thereof).
 - Innovation rarely comes from the organization's headquarters—it's the mavericks who are innovators.
 - The people at the core of the organization are the servants of the people in the field.

The Powell Way

- Don't be over reliant upon organizational charts or unduly impressed by job titles.
- Curiosity is key.
- Always work on building your "trust factor."
- Walk the talk.
 - Organizational charts and titles are frozen in a dynamic environment.
 - "You're a good leader when people follow only out of curiosity."
 - "They trust you. Trust comes from believing in you."
 - It's the behavior that counts.

Optimism is a "Force Multiplier"

- Put optimism on your desktop.
- Don't take counsel of your fears or your naysayers.
- Make optimism a top priority.
- Spread optimism around the organization.
- Make optimism the fuel for bold and disciplined action.
 - Converse of learned helplessness.
 - Pursuing a mission and goals that people truly believe to be achievable.

Take Leave When You've Earned It

- Strive for balance.
- Have fun in your command.
- Don't clock hours for hours' sake.
- Make it a priority to create a balanced, fun environment for others.
 - Surround yourself with others who have achieved some balance; those who have as much passion for other things in their lives as their work.
 - One of the best predictors of a company's health is how much fun people are having when they are working their butts off.

Prepare for Loneliness

- Command is lonely.

- Lead by example.
- Know when to exit.
- Leadership is, ultimately, responsibility, and it's the ultimate responsibility.
 - Great leaders are rarely alone but often lonely.
 - Decisive and critical decisions must follow self-doubt.
 - Own mistakes; let others own victories.
 - Set the example, "model the way," to have the greatest credibility and influence on coworkers.
 - Prepare others to lead.

Leadership is not rank, privilege, titles, or money. It is responsibility.

Leading Out Loud: The Authentic Speaker, The Credible Leader, Terry Pearce (Jossey–Bass Publishers, 1995).

Report by Carla S. King, 2003.

As the title suggests, *Leading Out Loud* is a book about authentic speech making and about the components of effective speech making to inspire a shared vision and a commitment to change.

The author, Terry Pearce, is the founder of Leadership Communications, a consulting firm that assists politicians and corporate leaders to make effective speeches. Pearce wrote the book because he believes that the components of good speech making have changed but that most speech writers and speech makers still try to deliver their message using the old formula. Pearce believes that good speech making is a vital tool for leadership. With the world changing at an increasingly faster pace, the opportunities for glib speeches with simplistic answers promising stability won't do.

The book is short, only 154 pages, and can be read in an afternoon—large print and not too many big words. The book is divided into four sections and contains many examples of ways to implement Pearce's suggestions. Good and not-so-good speeches from recognized leaders are included to embellish the author's points. The major theme of the book is the need for authenticity. Today's speech writers stress the need for cosmetics without substance. Being politically correct has replaced compassion and authenticity. In response, audiences have become too familiar with "media-speak and discount much of what they hear." Rather than making an impact, the leader of the speech fails to connect with the audiences and does not establish the needed commitment for change from the audience.

Following is an outline of lessons and highlights from *Leading Out Loud*:

- Establish credentials and create a foundation for trust.
 - Include only what is relevant to the subject or important to the audience.
 - Include both professional credentials and personal qualities.
 - Draft suggested remarks.
 - Be prepared to supplement the introduction in the first part of the speech.
- Conveying authentic gratitude deepens audience connection.
 - Be specific. Recount instances that are examples of the source of your appreciation of the audience.
- Invite conflict and engagement.

- State your purpose clearly and with positive provocation.
- Demonstrating empathy creates an opening to be heard.
 - Acknowledge the existence of resistance in your audience.
 - Name the feelings of resistance as well as the conflicting opinions.
- Quickly establish the benefits of change and the consequences of remaining in the status quo.
 - State the importance concisely; offer no evidence at this point.
 - State the "best case" and the "worst case."
- Organize as a story where we've been, where we are, and where we are going. This puts forth the meaning of the change you are advocating.
 - Establish a common understanding of the culture.
 - Trace the history of the issue, past to present.
 - Put the issue in the setting of other issues.
 - State the common, larger values that the change will reinforce.
 - Surround "sound bites" with meaning by including a background statement that frames the declaration.
- Present the arguments for change.
 - Be brief and simple.
 - See list of questions, pp. 85-86.
- Satisfying the audience's need for objective proof justifies a decision from the audience.
 - Use specific data, not generalities.
 - Explain the impact of the proof on the audience and use familiar examples for illustration.
 - State your relationship to any expert you quote.
 - Ensure the audience's familiarity with the authorities you cite.
 - Tell stories from memory, not a script.
 - Use sensory detail to tap your own passion.
 - Avoid abstractions not supported by your personal experience.
 - Create images with analogies and metaphors that are powerful for you and familiar to the audience.
- Remind the audience of the evidence and the feelings of the speech.
 - Recap by using some of the same words and images from the speech.
 - Restate the choice that was offered in the beginning of the speech.
 - State your vision of the future in concrete terms.
- Ask each member of the audience to demonstrate commitment through some change in performance.
 - Make the call specific and individualized.
- Reinforce the audience's belief in your competence and trust in your humanity.
 - Find real gratitude for the audience's attention and express it.
- Listen for both the stated question and the unstated question.
 - Classify the question for clarity.
 - Answer authentically.
 - Repeat the stated and unstated question. Answer the stated question.
 - Find a way to say yes to the questioner.
 - Acknowledge the feelings.

- Find the distinctions between the challenge and your position.
- Respond to the unstated question.
- Confirm that you have been responsive.
- Save one powerful piece of evidence that will bring the audience back to the point of your speech after the last question has been answered.

Leading Quietly: An Unorthodox guide to Doing the Right Thing, Joseph L. Badaracco Jr. (Harvard Business School Press, c2002).

Report by Sally Kershisnik, 2003.

When I first started to read this book, I was highly disappointed. I was expecting affirmation that good leaders always do the "right thing" for altruistic reasons. Other leaders like Steven Covey always seem to say that effective leaders follow their principles and values regardless of the costs. However, Badaracco yanked off my rose-colored glasses and made me look at leadership in more realistic terms.

We tend to think of effective leaders as famous people, appearing in headlines, in newspapers, and highlighted on the nightly news. These people are the courageous risk takers, creators of major world events, and trendsetters. However, the author of this book asserts that it is not really these larger-than-life people that change the world, but everyday people encountering real-life situations that make the world a better place. He believes that it is the accumulation and sum of small, incremental decisions that really matter. He calls these people the "quiet leaders." Albert Schweitzer seems to agree with this view. He stated: "All the rest of this force must be content with small and obscure deeds. The sum, however, is a thousand times stronger than the acts of those who receive wide public recognition." Since most of us reside in the "rest of the force," it is important for us to examine, understand, and embrace the principles of quiet leadership. In this book, Badaracco examines what it means to lead in this fashion and offers guidelines for accomplishing goals as a quiet leader. He asserts that quiet leadership is valuable, but complex. It is a way of thinking about and understanding people, organizations, and action.

Quiet leaders are people responsible for the behind-the-scenes action. They are not the bold, gutsy people in organizations. They want to do the "right thing" for their company, peers, and for themselves. Badaracco believes that most people in the world are just trying to live their lives and do their jobs. They are not trying to save the world or exploit it. They view strong measures and heroism as a last resort. Quiet leaders value preparation, caution, care, and attention to detail.

The state of being reality oriented is central to the authors theme. Quiet leaders are reality-based about their motives. They realize that people have mixed motives for dealing with most situations. Quiet leaders are willing to recognize and accept the realities that these mixed motives exist. They are realists and know that people act for all sorts of reasons. Some of the reasons are bad and some are good. They know that sometimes even with the best work, things can turn out worse than expected and simple problems are most likely very complicated. Quiet leaders value trust, but know that it can be fragile. They never forget that the world is divided "between powerful insiders, vigilantly guarding their interests and ambitious outsiders vying" to get into the circle.

Badaracco offers four guiding principles for addressing situations as a quiet leader. This may mean moving cautiously, planning, and looking at situations shrewdly. It means keeping the

political radar on full power. Quiet leaders remember that there are many uncertainties and they usually do not have all the information. Because of this, the second principle holds that despite analyzing, preparing, and planning, leaders will be surprised by variables unknown to them. Issues are complex and unknown variables can cause a situation to go one-way or the other. Good leaders draw up contingency plans to address the unknown. However, despite these plans, things can still go wrong.

The third guiding principle is for quiet leaders to keep an eye on the Insiders and remember that Outsiders are expendable. Insiders are those positioned in relationship to power and influence in the organization. To become an Insider, credibility and relationships need to be developed. Most managers really function as Outsiders—they need to move cautiously and respect the power of being inside the organization.

The fourth guiding principle is to trust but to give trust carefully. Quiet leaders work hard to earn trust, and they expect others to do the same. Trust takes time to develop. The lack of trust may be the best reason not to proceed with a direct and forceful action. It is better to proceed cautiously and be able to see obstacles and formulate alternative actions and responses. They do not trust freely because they know that mixed motives are involved which may weaken commitment to actions.

Badaracco believes that these principles are not cynical, just realistic. This is the most important recurring theme. Quiet leaders are realists who know that unpleasant surprises happen and come with the territory of management. He believes that we fall into traps when we believe we can predict and understand human behavior. Realists expect both good and bad to happen, for people to be virtuous and vicious, and situations to be inspiring and disappointing. Quiet leaders know that political capital is hard currency in organizations and spend it wisely. They think like investors and are always weighing the amount of political capital that they have to expend. Quiet leaders also look at situations in terms of political capital expenditures and risks versus rewards.

Quiet leaders know that "just do the right thing" is a too simplistic and one-sided idea. This statement tells nothing about the cost, risk, and consequences of an action. What is right and wrong is often not clearly identified. Leaders need to know how to recognize and handle these complicated trade-offs.

Badaracco gives explanations on how to handle these trade-offs. He advises to drill down and to understand what is really going on. "The efforts to learn are not a prelude to responsible leadership, they are the essence." He also states that is important not to go it alone and to not be afraid to back off. Good leaders know when to bend the rules and they remember that rules should not be obeyed mechanically and cause harm. He advises that problems should be addressed by testing and escalating gradually a response gradually. This leaves room for compromise, saving face and getting to workable answers.

I think that Badaracco offered a very interesting view of leadership. He fulfilled his expectations for realistic views of leadership and presented realistic, albeit depressing, views of the political realities of the workplace. He presented thought provoking arguments. I think that most of us function and lead in the world of Quiet Leadership. Very seldom do we make earth-shattering speeches that change the course of the world. Most of the time we work hard and steadily to make incremental, minor changes that lead to important outcomes. Perhaps he is right. It is really the sum of these changes that has worked to make the world a better place.

Leading Without Power: Finding Hope in Serving Community, Max De Pree (Jossey-Bass Publishers, 1997).

Report by Mary Goldade, 2003.

A glance at the title of De Pree's book and my interest was peaked. The idea of "leading without power" seemed to fit with my circumstances at work. I am not a supervisor; I am a scientist who must rely on my leadership skills to model, influence, inspire, and encourage colleagues and co-workers to accomplish my goals. I imagined that gaining insight on how volunteers or non-profit organizations are motivated to act would be similar to my situation where other scientists are overworked and have many choices on which to spend their time. I hoped that De Pree's ideas would offer some advice in this area.

On many levels De Pree surprised me. Most were good surprises and others disappointing. Many of De Pree's examples of leadership are brought from his many years as CEO at a commercial business, Herman Miller, Inc. He uses examples of how non-profit organizations can learn from well-established practices at for-profit businesses, such as measuring accomplishments/failures and accountability, his main point being that the largest assets volunteer organizations have are their people, but in order to be sustainable and further successful, non-profit organizations must acquire many of the attributes of a for-profit organization. While interesting, this focus was of lesser interest to me and I feel that the mechanics of this topic (characteristics of leaders) were better detailed in our previous reading assignments: Kouzes and Posner or LaFasto and Larson. However, I believe this section would be of great interest to one who spends most or all of his time volunteering and has little exposure to various leadership practices at for-profit businesses.

Leading Without Power: Finding Hope in Serving Community, Max De Pree (Jossey-Bass Publishers, 1997).

Report by Bridget Gaglio Hulbirt, 2003.

De Pree holds up nonprofits as examples of our greatest aspirations—places where people work for the opportunity to contribute to the common good and for the chance to realize their full human potential.

The author starts the book off by asking "how can we look at our organizations and gain a sense of whether they are becoming places of realized potential?" He then lists and discusses characteristics to help guide your assessment/answer. (One thing I found refreshing about this book is that the author encourages the reader to add comments regarding their own experiences in the margins as they read. He stated he specifically asked the publisher to leave room in the margins and between the lines so readers could "own this book and improve it.") Characteristics of places of realized potential include:

- Being open to change, to contrary opinion, to the mystery of potential, to involvement, to unsettling ideas.
- Offering people the opportunity to learn and to grow.
- Offering the gift of challenging work.
- Shedding obsolete baggage.
- Encouraging people to decide what needs to be measured and then helping them do the work.
- Healing people with trust, caring, and forgiveness.
- Celebrating.

The author then goes on to discuss the difference between "organizations" and "movements." Movements, De Pree maintains, transcend "the deceptive simplicity of a single bottom line" and set standards for leadership and service that all organizations should reach for. Characteristics of a movement are: spirit-lifting leadership, competence, high sense of creativity, clear commitment to substance over bureaucracy, and a civil place. He then goes on to give signs of when movements start to deteriorate and become mere organizations. Some of the signs are: beginning to make trade-offs, begin to prefer comfort to ambiguity, look for control rather than challenge, rules dominate decision making, and when leaders are unable or unwilling to hold the group accountable.

Next, De Pree compares a nonprofit group to a healthy family and the parallels between the two. Both provide unconditional love (to those they serve), must teach and demonstrate a clear concrete set of values, at least one person must work, must teach appropriate social and functional skills, must teach us how to manage resources, must teach us how to see learning as a permanent part of life, must explore the future together, and must celebrate together.

De Pree then goes on and asks, "How do we know a vital organization when we see one?" and "What qualities give an organization vitality?" He lists out and provides a brief discussion of organizational attributes that seem to appear regularly in organizations that we admire. These include: truth, access, discipline, accountability, nourishment for persons, authenticity, justice, respect, hope, workable unity, tolerance, simplicity, and fidelity to a mission. Again, a similar list of items as previously listed in prior chapters but used here to reiterate that various qualities of an organization may be assessed by key attributes.

The next main topic presented is trust. Leaders covet trust. Followers too yearn for trust. Individuals want to believe each other and to trust them to do what they say they will do. For organizations to be effective and productive, everyone must be able to trust and be trusted. The author then goes on to say that trust springs from a serious pursuit by both leaders and followers of the subsequent essential beliefs and initiatives:

- Trust begins with a personal commitment to respect others, to take everyone seriously.
- Trust grows when people see leaders translate their personal integrity into organizational fidelity.
- Trust is built on kept promises.
- Trust in organizations depends on the reasonable assumption by followers that leaders can be depended on to do the right thing.
- The building of trust in organizations requires leaders to hold the group accountable.
- For trust to be maintained over time, leaders must demonstrate competence in their jobs, just like everyone else.

De Pree rounds out his ideas on leading without power by outlining the different types of risk. One type of risk that stood out in this book for me is the risk of being unprepared for success. If you are going to try something new, be prepared for it to work. The author then goes on to say that risks should be welcomed and seen for what they are—opportunities to move closer to our potential. The author also encourages us to take more risks. The more risks we take, the more natural it becomes.

This book was a quick read. It offers encouragement and hope for creating community in organizations that inspire (or may not currently be inspiring) the very best in people.

Lincoln on Leadership: Executive Strategies for Tough Times, Donald T. Phillips (Warner Books, 1993).

Report by Gary L. Edwards, 2003.

I have always admired Abraham Lincoln. After being involved in RIHEL and reading this book, I am an even stronger fan. He was definitely a man ahead of his time. It is no wonder he was able to save our nation as he employed the five practices of exemplary leadership. He did not need current research on leadership—he was born with natural leadership skills.

The following table presents the Ten Commitments of Leadership and at least one statement from the book that demonstrates how Lincoln employed the "commitment."

Commitment

- Search out challenging opportunities to change, grow, innovate, and improve.
- Experiment, take risks, and learn from the accompanying mistakes.
- Envision an uplifting and ennobling future.
- Enlist others in a common vision by appealing to their values, interest, hopes, and dreams.
- Foster collaboration by promoting cooperative goals and building trust.
- Strengthen people by giving power away, providing choice, developing competence, assigning critical tasks, and offering visible support.
- Set the example by believing in ways that are consistent with shared values.
- Achieve small wins that promote consistent progress and build commitment.
- Recognize individual contributions to the success of every project.
- Celebrate team accomplishments regularly.

Lincoln's Response

- "Take public opinion baths."
- "The probability that you may fail in the struggle ought not to deter you from the support of a cause you believe to be just."
- "Seize the incentive and never relinquish it."
- "Don't surrender the game leaving any available card un-played."
- "You must come to grips with the paradox of providing employee security while also encouraging an environment for risk-taking."
- "You must set, and respond to, fundamental goals and values that move your followers."
- "Unite your followers with a 'corporate mission.'"
- "You must set, and respond to, fundamental goals and values that move your followers."
- "If you are a good leader, when your work is done, your aim fulfilled, your people will say, 'We did it ourselves.'"
- "You must set and respond to fundamental goals and values that move your followers."
- "If you would win a subordinate to your cause, first convince him that you are his sincere friend."
- "Seek the consent of your followers for you to lead them."

- "Set specific short-term goals that can be focused on with intent and immediacy...."
- "Remember that your followers generally want to believe that what they do is their own idea and, more importantly, that it genuinely makes a difference."
- "Stand with anybody who stands right."
- "The greatest credit should be given to those in your organization who render the hardest work."
- "Never crush a man out, there by making him and his friends permanent enemies of your organization."
- "Go out into the field with your leaders, and stand or fall with the battle."
- "Give your followers all the support you can, and act on the presumption that they will do the best they can with what you gave them."
- "When you extinguish hope, you create desperation."
- "Give your subordinates a fair chance with equal freedom and opportunity for success."
- "If your subordinates can stand it, so can you. Set a good example."
- "You must be consistently fair and decent, in both the business and the personal side of life."
- "Never add the weight of your character to a charge against a person without knowing it to be true."
- "Wage only one war at a time."
- "Seek casual contact with your subordinates. It is as meaningful as a formal gathering, if not more so."
- "Be your organizations best stump-speaker."

Lincoln was a leader. Even employing today's standards for successful leadership, Abraham Lincoln stands as a model leader.

Two concluding statements: "I will violate the Constitution, if necessary, to save the Union," and "A good laugh is good for both the mental and physical digestion." All leaders have tough decisions to make. It is important to maintain a proper perspective and take time to see the humor in situations.

1 *The Leadership Challenge* by James M. Kouzes and Barry Z. Posner, 1995.

2 *Lincoln on Leadership* by Donald T. Phillips, 1992.

Lincoln on Leadership: Executive Strategies for Tough Times, Donald T. Phillips (Warner Books, 1993).

Report by Lisa Silva-Derou, 2003.

Abraham Lincoln's presidency began during one of the most difficult periods in American history—the United States was breaking apart. Phillips notes that by the time Lincoln took office, seven states had seceded to form the Confederate States of America. Jefferson Davis had been sworn in as its president. The U.S. Congress had not taken any action to put down the rebellion, and the South had taken control of all federal agencies and most of the Mississippi River, "the lifeblood of the nation's commerce and trade." It was 1861, and the nation's army was ill prepared for war.

There was a great confusion of feeling in the land and vastly differing viewpoints in Congress and the Union as to how to approach the problems. There was little faith in the new President of the Union—who was an outsider to Washington and seen as inexperienced. Nevertheless, the thoughtful Lincoln was able to assess the situation as a whole, to lead the Union to victory, and to begin healing the nation via a remarkable set of leadership qualities. Lincoln never lost sight of his overarching goals—to preserve the union and to abolish slavery—and he was able to persuade many as to the rightness of the goals, and to succeed in them. Today, Lincoln is seen as the United States' greatest president of all time.

It's noted by Phillips that Lincoln was a master of paradox: He was charismatic and unassuming, consistent (especially in his treatment of subordinates) yet flexible in problem solving, a victim of "vast amounts of slander and malice," but also was "immensely popular with the troops" and the people. He was trusting and compassionate, yet demanding and tough, an innovative risk taker, yet patient and calculating.

Lincoln had great tolerance for failure in others and attempted to learn from all mistakes, which Phillips ascribes to Lincoln's intellectual curiosity and humility. At times, he allowed himself to be guided by others. When he did the guiding, he took care to do it in subtle ways. For example, Lincoln engineered the solution of a malicious, underhanded fight among certain Cabinet members by bringing the players together in a larger forum that included Congressmen, and asked that they resolve matters before leaving the room.

Airing the matter in this fashion forced the main instigator to behave, thus they were able to settle the issues. Phillips notes that Lincoln could have simply ordered the Cabinet members to work together, but that tack might have caused additional resentment of himself (pp.99-103).

Lincoln always thanked others for victory and took responsibility for defeats. In the ugly business of the Civil War, Lincoln wanted more action than most of his generals appeared capable of. One feels the humanity of the generals who became depressed or fearful after defeats in battle (especially because there were so many casualties). But Lincoln felt that the war must be fought—so that it could end. After many years of stalling generals, he found his man in General Grant.

In the interim, Lincoln did all he could to sustain his generals, the enlisted men, and the nation. Often, he went to where troops were stationed, just as he walked around Washington, D.C. in his own version of MBWA (management by walking around). In this way, Lincoln had his finger on the pulse of the times and knew the situations and men he was dealing with. Lincoln always "suggested" actions to his generals, and/or asked them for their plans. When finally the war was won, Lincoln became immediately conciliatory and sought to mend the terrible wounds of the nation.

There were many strengths but few weaknesses in Lincoln. It's apparent that he became dispirited at times because responsibilities were so very heavy. Still, he conducted himself honorably—apparently at all times. While occasionally he revealed great anger or disappointment in an individual, these were rare utterances, and he usually brought some understanding humor to such remarks. When he nominated an old political enemy, Salmon Chase, to Chief Justice of the Supreme Court, Lincoln afterward said he would have rather eaten his buckhorn chair than make the nomination—an admission of very human feeling, one which he was able to overcome in his official duty.

Lincoln sometimes vented anger and anguish in lengthy letters that he never sent. He would later reflect that a person who disappointed him had done other things well, and that it was unfair for him to mail his written harsh judgments. Lincoln had fine ethical standards and

enormous discipline so that he "walked the talk" very well. His leadership style was flexible enough that leaders of any time could embrace it, and it would certainly be a humane and selfless one to adopt.

Phillips notes that Lincoln continually repeated and renewed his vision to remind himself and others of the importance and propriety of their efforts (p.166). He related the past (ideals and founding principles of the country) to his present and to the future, usually in simple language. This was done most famously in his two-minute Gettysburg address—a speech that harnessed his vision, his gratefulness to those who fought and died, and which asks for "rededication" and "devotion" to the noble cause: Ensuring that "government of the people, by the people, and for the people shall not perish from the earth."

The Other 90%: How to Unlock Your Vast Untapped Potential for Leadership and Life,

Robert Cooper (Crown Business, c2001).

Report by Lisa Lloyd, 2003.

What is the other 90%? It was once believed that we only used about 10% of brain potential. They know now it is less than that. Cooper's book challenges the reader to use the rest of the brain—to unleash the potential that only you have the power to do.

The book is divided into four sections or "cornerstones." Cooper frequently recalls interesting stories from his childhood, many that involve one of his obviously wise grandfathers or are from his travels. These stories make the book easy to read because he relates the story to a lesson we should learn.

The four cornerstones are: Trust, Energy, Farsightedness, and Nerve. A number of common elements or themes throughout the book include:

- Think about the way you are doing something. Is it the best way? Are you being your best?
- What are your values and is what you are doing in line with your values?
- Is what you're doing daily getting you to where you want to be (refer back to values)?
- Stand up and be an individual if you feel strongly about something!
- Do you know where you are going? Are you looking far into the future (more than 5 years ahead) and planning your course?
- Take a few minutes each day to think about all the above, and relax and focus (reduce stress), will help you do better each day.
- Keep challenging your self to do better.

The Power of Ethical Persuasion: Winning Through Understanding at Work and at Home,

Tom Rusk, M.D. (Penguin Books, 1993).

Report by Diane M. Connolly, 2003.

The unique concept behind the negotiation method outlined in this book is the principle that emotions play a significant role in every negotiation and, therefore, they should be addressed rather than ignored when creating a negotiation strategy. The author lays out a structure for negotiation that recognizes, respects, and acknowledges feelings before progressing to solutions to a conflict or dispute. As Dr. Rusk puts it, he proposes a "deliberate and artificial approach to negotiation based on conscious commitment to the values of respect, understanding, caring and

fairness" (82). This method can be used in both personal and business situations where conflict and disagreement occur.

This negotiation model divides negotiations into three parts:

- *Learning the other person's viewpoint.* In this first step, you elicit the other person's position. This allows the person to fully explain his or her position and thoughts without interruption, correction, or debate.
 - There are 6 steps in this stage:
 - Establish that the immediate goal is mutual understanding, not problem solving (reduces competition).
 - Elicit the other person's thoughts and feelings about the subject.
 - Ask for the other person's help in understanding him or her. Do not defend or disagree. This is the key part—don't interrupt to explain your perspective. "In the rush to vent feelings, we actually fail to respect feelings—our own and those of other people" (75).
 - Repeat the other person's position in your own words.
 - Ask the other person to correct any misunderstandings.
 - Repeat steps 1 – 5 until the other person unreservedly agrees that you understand his or her position.
 - Advantages:
 - Learning from the other person's presentation of thoughts and feelings (avoiding errors, distortions, and misinterpretations).
 - Earning the leverage of fairness (earn right to explain own viewpoint later).
 - Defusing negative effects of the other person's negative feelings (opt out of the fight! The other person is likely to calm down after talking IF you listen AND show that you understand).
 - Learning patience, openness, and objectivity under stress.
- *Explaining your viewpoint.* This is your opportunity to explain your perspective.
 - There are 5 steps in this stage:
 - Ask for a fair hearing in return.
 - Begin with an explanation of how the other person's thoughts and feelings affect you. (Avoid blaming and self-defense as much as possible. The idea here is to create the connection between other person's private world of experience and yours. DON'T judge—just let other person know how his or her viewpoint influences yours.)
 - Carefully explain your position as just that—your perception, not the truth.
 - Ask for restatements of your position and correct any inaccuracies.
 - Review each person's perspective.
- *Creating resolutions.* When steps 1 and 2 are followed, the understanding is that results may lead to obvious resolution of the issue(s). If not, then this step encourages open brainstorming of possible solutions. This step may follow on a date

after steps 1 and 2 are completed to allow all to consider the new information learned during those discussions.

The Power of Simplicity, Jack Trout with Steve Rivkin (McGraw-Hill, 1999).
Report by Mercedes Martinez, 2003.

Jack Trout subtitled his book *A Management Guide to Cutting Through the Nonsense and Doing Things Right*. The main topics are guided to "show" managers how to avoid jargon, articulate their vision, simplify the process, and emphasize refocusing on main "core" issues. All of this should be done without hiring or contracting expensive consultants, which, Trout advises, are not a cost-effective method to approach an issue. "They are a source of a lot of nonsense," he says, "Go back to doing things the simple way." He goes on to say: "Simplicity requires that you narrow the options and return to a single path. Use common sense—it can only make things simple."

Trout states that one of the secrets of buzzword gurus' is to start with a simple, obvious idea and make it complex. Complex language can cloud people's minds, and if you unclutter your mind, you'll think more clearly. Too much information can confuse you. Complexity is not to be admired. It's to be avoided.

In today's marketing, the principles of Marketing and Warfare are more important than ever. A company must have knowledge on how to deal with its competition—how to avoid its strengths and how to exploit its weaknesses. A company must understand that it's not about do or die for your company, but rather how to make the other guy die for his company. It is no longer about knowing your customer, but about your customers knowing about you. Key strategy: it is all about differentiation.

On leadership, Trout believes that how to become an effective leader is not worth a whole book. In fact, he claims that there are 3,098 books in print with the word "leader" in the title. As for how to be an effective leader, Trout cites Peter Drucker *: "The foundation of effective leadership is thinking through the organizations' mission, defining it, and establishing it clearly and visibly. The leader sets the goals, sets the priorities, and sets and maintains standards."

Trout does not believe in long-term planning; in fact, he calls it "a wishful thinking that belongs in a fairy-tale land." Trout advises that "a long term strategic plan is useless unless you are doing the competitor's plans as well." Regarding goals: "They sound nice but accomplish little." Trout justifies his position by saying that goals are responsible for mucking up marketing plans, and they introduce unreality into the marketing process. Trout concludes with this advice: "Keep it simple and good things will happen."

*Drucker, Peter. *The Effective Executive*. New York: Harper Business, 1966.

Primal Leadership: Realizing the Power of Emotional Intelligence, Daniel Goleman, Richard Boyatzis, and Annie McKee (Harvard Business School Press, c2002).
Report by Sarah Van Pelt, 2003.

Emotional intelligence (EI) means being intelligent about emotions. The emotional task of leaders is primal, or first, in two senses: it is both the original and most important act of leadership. A leader's emotions are contagious. If a leader exudes energy and enthusiasm, an organization thrives; if a leader spreads negativity and dissonance, it flounders. When leaders

drive emotions positively, they bring out everyone's best. The authors of *Primal Leadership* call this "effect resonance." When they drive emotions negatively, leaders spawn dissonance, which undermines the emotional foundations that let people shine.

The approach described for exploring and growing the EI competencies of a leader, team, or organization involves the Five Discoveries of Self-directed Learning as Step 1. This learning process intentionally develops or strengthens aspects of who you are or who you want to be, or both.

The authors suggest that the following Emotional Intelligence Domains and Associated Competencies should be considered for Steps 2 and 3.

Personal Competence: These capabilities determine how we manage ourselves.

- Self-awareness
 - Emotional self-awareness: Reading one's own emotions and recognizing their impact; using "gut sense" to guide decisions.
 - Accurate self-assessment: Knowing one's strengths and limits.
 - Self-confidence: A sound sense of one's self-worth and capabilities.
- Self-management
 - Emotional self-control: Keeping disruptive emotions and impulses under control.
 - Transparency: Displaying honesty, integrity, and trustworthiness.
 - Adaptability: Flexibility in adapting to changing situations or overcoming obstacles.
 - Achievement: The drive to improve performance to meet inner standards of excellence.
 - Initiative: Readiness to act and seize opportunities.
 - Optimism: Seeing the upside in events.

Social Competence: These capabilities determine how we manage relationships.

- Social Awareness
 - Empathy: Sensing the emotions of others, understanding their perspective, and taking an active interest in their concerns.
 - Organizational awareness: Reading the currents, decision networks, and politics at the organizational level.
 - Service: Recognizing and meeting follower, client, or customer needs.
- Relationship Management
 - Inspirational leadership: Guiding and motivating with a compelling vision.
 - Influence: Wielding a range of tactics for persuasion.
 - Developing others: Bolstering the abilities of others through feedback and guidance.
 - Change catalyst: Initiating, managing, and leading in a new direction.
 - Conflict management: Resolving disagreements.
 - Building bonds: Cultivating and maintaining a web of relationships.
 - Teamwork and collaboration: Cooperation and teambuilding.

Principle-Centered Leadership, Stephen R Covey (Simon & Schuster, 1991).
Report by Donna L. Sullivan, 2003.

The challenge is to be a light, not a judge; to be a model, not a critic. (Stephen R. Covey)

Stephen Covey suggests that we center our lives, and thus our behaviors, on principles that are "self-evident, self-validating natural laws," which apply at all times in all places, and that neither shift nor change to accommodate the circumstances or personal values. These are un-invented "laws of the universe that pertain to all human relationships...part of the human consciousness and conscience." These basic principles include: fairness, equity, justice, integrity, honesty, temperance, consistency, self-discipline, and trust. "When we center our lives on correct principles, we become more balanced, unified, organized, anchored, and rooted. We have a foundation...a sense of stewardship" and are accountable to use all of our gifts for good purposes. Change or criticism does not threaten our security, self-esteem, or our sense of worth. We have a self-defined direction in life, guided by a spiritual conscience, with the wisdom to learn from our mistakes and to embrace judgment, discernment, and comprehension into an integrated whole. We are effective and proactive, choose our responses, and take responsibility for our feelings, moods, attitudes, thoughts, and actions. In interpersonal interactions, we realize that the only way to treat people is how we want to be treated. With peers and opponents, we see friends who can keep us sharp and teach us where our weaknesses are, and we see competition as a learning source.

According to Covey, effective leaders demonstrate consistent characteristics that include continual learning, service orientation, positive energy, belief in others, balance in life, adventurous mentality, synergistic, and regular self-renewal. They are curious, always asking questions, continually developing new skills and new interests. They "see life as a mission, not as a career...every morning they 'yoke up' and put on the harness of service, thinking of others." Principle-centered people are optimistic, upbeat, hopeful, and enthusiastic. They can neutralize negative energy and are tasked to be peacemakers, to undo or reverse destructive energy. They refuse to label others, and are compassionate, forgiving, and forgetting of the offenses of others. They believe in the unseen potential of others, and in so doing create a climate for growth and opportunity. They read, watch, observe, and learn; they are active socially, intellectually, and physically, and exercise regularly in all four dimensions of the human personality (physical, mental, emotional, and spiritual). With a healthy sense of humor, they laugh easily at themselves, readily admit mistakes, and communicate simply, directly, and without manipulation. "They live sensibly in the present, carefully plan the future, and flexibly adapt to changing circumstances." Principle-centered people savor life, ask questions and get involved. They rediscover people each time they meet them. They are remarkably productive in new and creative ways because they believe in and integrate the strengths and capabilities of others while separating people from their problems and positions, and by focusing on other people's interests and concerns.

Covey speaks of *self-mastery* in order to be effective in our endeavors and interactions with others. He advocates incorporating all of these behaviors to enhance our capabilities: "be pro-active, begin with the end in mind, put first things first, think win/win, seek first to understand, synergize, sharpen the saw." In his perspective, we can only effectively "lead" others when we have a deep understanding of ourselves and of our principles; otherwise, our integrity is subject to circumstance and the values of others. Self-awareness includes "response-ability" and "account-ability" in how/why we choose to respond and affords the opportunity to be proactive.

Imagination and our ability to envision and to create can and should be fostered, driven by hope and purpose, monitored and directed by our conscience. Personal commitment to stewardship and service is inherent to personal greatness, in which humility and conscience hold us accountable to use all of our resources wisely, for positive purposes and the greater good for all (rather than prioritizing ourselves). Caring for others (our resources) also involves looking for and promoting their personal greatness. Our willpower to maintain a high-degree of self-discipline is critical to allow us to focus on the highly important (though not necessarily highly urgent) issues. It includes the effort to continuously improve and self-renew, to control all of our appetites (sharpen the saw), and to keep all promises. Working toward resolution of an issue from a perspective of "abundance mentality," which means compassion for others and a desire to share the accomplishment so that all parties "win" (which is far different than "compromise" in which neither party feels successful), and includes easily sharing the recognition as well. This is accomplished far more easily when we genuinely strive to understand another's perspective and listen with empathy, long before we offer our own ideas (this is similar to Senge's model of inquiry vs. advocacy), especially if we have the courage to listen carefully even when we might not be heard, and still be considerate and caring of the other person. Seeking new alternatives, abandoning "position" in favor of the collective energy, and the growing excitement of the group (synergizing) allows creative opportunities to potentially explode with greater possibilities than anyone might consider individually.

Ultimately, the most effective "leaders" are those who prioritize the "success" of others, by modeling and promoting these behaviors and maintaining their integrity by staying true to their principles.

Principles of Community Engagement, CDC/ATSDR Committee on Community Engagement, (Center for Disease Control and Prevention, Public Health Practice Program Office, Atlanta, 1997).

Report by Jerry Montoya, 2003.

Before starting a community engagement effort:

- Be clear about the purposes or goals of the engagement effort and the populations and/or communities you want to engage.
- Become knowledgeable about the community in terms of its economic conditions, political structures, norms and values, demographic trends, history, and experience with engagement efforts. Learn about the community's perceptions of those initiating the engagement activities.

For engagement to occur, it is necessary to:

- Go into the community, establish relationships, build trust, work with the formal and informal leadership, and seek commitment from community organizations and leaders to create processes for mobilizing the community.
- Remember and accept that community self-determination is the responsibility and right of all people who comprise a community. No external entity should assume that it can bestow to a community the power to act in its own self-interest.

For engagement to succeed:

- Partnering with the community is necessary to create change and improve health.
- All aspects of community engagement must recognize and respect community diversity. Awareness of the various cultures of a community and other factors of

diversity must be paramount in designing and implementing community engagement approaches.

- Community engagement can only be sustained by identifying and mobilizing community assets and by developing capacities and resources for community health decisions and action.
- An engagement organization or individual change agent must be prepared to release control of actions or interventions to the community and be flexible enough to meet the changing needs of the community.
- Community collaboration requires long-term commitment by the engaging organization and its partners.

Community engagement is defined as the process of working collaboratively with groups of people who are affiliated by geographic proximity, special interests, or similar situations with respect to issues affecting their well-being.

Rules for Radicals: A Practical Primer for Realistic Radicals, Saul D. Alinsky (Vintage Books, 1989, c1971).

Report by Olive Roen, 2003.

"Very much in the American grain, this may well become a sort of classic text for organizers bent on greater social and political justice." (Book-of-the-Month Club News)

"Like Thomas Paine before him, Alinsky was able to combine, both in his person and in his writing, the intensity of political engagement with an absolute insistence on rational political discourse and adherence to the American democratic tradition." (Abstracted from the back cover of the book.)

Written during the Nixon presidency, which followed the McCarthy witch hunts of the early 1950s and the societal changes of the 1960s, this book addresses values on both sides of the generation gap to provide guidelines for people, especially young radicals, who want to change the world. It is a formula for revolution by highly-skilled communication and use of the principles of change. While confronting established systems, Alinsky's principles develop leadership capacity in formerly powerless people through participatory experiences and organization. The book is written for the "Have-nots" on how to take power away from the "Haves." Organizers develop new leaders by building confidence, respecting individual dignity, and through education in tactics. The organizer remains in the background, and leaders grow within the organization.

Ideology

"Believing in people, the radical has the job of organizing them so that they will have power and opportunity to best meet each unforeseeable future crisis as they move ahead in their eternal search for those values of equality, justice, freedom, peace, a deep concern for the preciousness of human life, and all those rights and values propounded by Judeo-Christianity and the democratic political tradition. Democracy is not the end but the best means toward achieving these values" (pp.12-13).

Definitions

- *Haves*: opulent materialism, justification of possessions, want to keep status quo, opposed to change, numerically fewest in any population.
- *Have-Nots*: want change, want what the "Haves" have but live in poverty, poor housing, disease, ignorance, political impotence, lack of opportunity, there is general resignation and fatalism, power lies only in their numbers.
- *Have-a-little, Want More*: The middle class. They are in conflict between keeping status quo to protect what they have and wanting change so they can have more. This conflict gives rise to creativity and many world leaders of change.

Ethics of Change

Change means movement, and movement means friction. Ethics is doing what is best for most. Does this particular end justify these particular means? Keep focused on the big picture.

- One's concerns with the ethics of means and ends vary inversely with one's personal interest in the issue and with one's distance from the scene of conflict.
- The judgment of the ethics of means is dependent upon the political position of those sitting in judgment.
- In war, the end justifies almost any means.
- Judgment must be made in the context of the times in which the action occurred and not from any other chronological vantage point.
- Concern with ethics increases with the number of means available and vice versa.
- The less important the end to be desired, the more one can afford to engage in ethical evaluations of means.
- Generally, success or failure is a mighty determinant of ethics. *There is no such thing as a successful traitor, for if one succeeds he becomes a founding father.*
- The morality of the means depends on whether the means is being employed at a time of imminent defeat or imminent victory.
- Any effective means is automatically judged by the opposition as being unethical.
- You do what you can with what you have and clothe it in moral garments.
- Goals must be phrased in general terms like "Liberty, Equality, Fraternity"; "Of the common welfare"; "Pursuit of Happiness"; or "Bread and Peace."

The Use of Words

Use the word most appropriate to what you intend to say and understand how it is perceived.

- *Power*: To know power and not fear it is essential to its constructive use and control.
- *Self-interest*: Always a prime moving force in behavior.
- *Compromise*: A key and beautiful word. The mark of a free and open society.
- *Ego*: Self-confidence to win. The ego of the organizer is stronger than that of a leader. A leader is driven by the desire for power; the organizer wants to create—to play God.
- *Conflict*: The essential core of a free and open society. The harmony of dissonance.

Tactics

- Power is not only what you have but what the enemy thinks you have.
- Never go outside the experience of your people.

- Wherever possible, go outside the experience of the enemy.
- Make the enemy live up to their own book of rules.
- Ridicule is the most potent weapon.
- A good tactic is one that your people enjoy.
- A tactic that drags on too long becomes a drag.
- Keep the pressure on, with different tactics and actions, and utilize all the events of the period for your purpose.
- The threat is usually more terrifying than the thing itself.
- The major premise for tactics is the development of operations that will maintain a constant pressure on the opposition.
- If you push a negative hard enough, it will break through to its counter-side.
- The price of a successful attack is a constructive alternative.
- Pick the target, freeze it, personalize it, and polarize it.

Organization and Results

The Industrial Areas Foundation (IAF), directed by Saul Alinsky, has many agencies nationwide, including, in Texas, the Valley Interfaith in the Lower Rio Grande Valley, COPS (Communities Organized for Public Service) and Metro Alliance in San Antonio, and the EPISO (El Paso Inter-religious Sponsoring Organization) in El Paso. Generally based on a network of churches, the agencies have been very successful in targeting community development block grants and other funds for major neighborhood infrastructure projects, job training, "living wages," education, and health concerns. The COPS has been particularly successful, to the point where it was felt to be joining the established power structure. Recent conflicts between the agencies and city councils have led to threats to cut funds for job-training programs.

Cesar Chavez was not trained by Alinsky, but worked for and became Director of the Community Service Organization in Los Angeles in the 1950s to early 1960s (CSO was sponsored by IAF). He founded the United Farm Workers of America, affiliated with the AFL-CIO, which improved some conditions for migrant farm workers. He left the anonymity of a community organizer to become a national leader, largely through tactics such as organized boycotts and hunger strikes.

The Rumsfeld Way: Leadership Wisdom of a Battle-Hardened Maverick, Jeffrey A. Krames (McGraw-Hill 2002).

Report by Linda Monk, 2003.

The Rumsfeld Way reflects the *Leadership Wisdom of a Battle-Hardened Maverick*. Rumsfeld is not just a political figure but also an example of a tried and true leadership example throughout a long journey. This book is not a biography of the man, Donald Rumsfeld, but is one of a leadership style reflecting important components of an effective leader.

According to Rumsfeld, defining your goal and stressing a clear definition of the problem are the chief tasks that override everything else. This principle is applied to both the government and the business career of Rumsfeld.

Another attribute of a good leader is quick thinking. A leader must sometimes make split second decisions under difficult situations and have a successful outcome. Many times, the moments of hesitation can mean the difference between success and failure.

Another sign of a good leader is a person who listens. While others are blustering around—leaders listen. Personal feelings do not weigh into the decisions that should be made in a leadership capacity. Rumsfeld wrote: "The art of listening is the most gracious, the most open and the most generous of human habits." When dealing with any situation, it is important to deal with priorities first, the need for change can only be identified through listening and gathering the facts before implementing any action.

It is important to look at the big picture. Big businesses, government bureaucracy, and other organizations cannot change overnight. A good manager recognizes that changes take time. Identifying the goal, as mentioned above, is only a first step. You must be pragmatic, plan for change, and expect change to take time while always being cognizant of seeing things as they are before envisioning how they should be and determining the best steps to implement change. Rumsfeld stresses not to make change just for change sake, not everything is broken.

The leadership style described throughout *The Rumsfeld Way* reflects many adaptations of techniques in a changing environment. It reflects versatility as demonstrated in Rumsfeld pulling off dramatic corporate turnarounds or presiding over the world's largest military organization.

Successful leaders not only like a challenge but also relish a challenge. This book reflects a man and his career spanning from 1954 when he was a Navel aviator, to his work as a Representative in the U.S. Congress, as a member of the Presidential cabinet, and Chief of Staff of the White House in 1974, to his current position as Secretary of Defense. There are many career distinctions listed in the book spanning his career from 1954 until the present. One thing is clear—Rumsfeld demonstrates a new model for leadership. The book is short on theory but long on tools and strategies; Rumsfeld is a leader of men.

In reading *The Rumsfeld Way* I had to admire Rumsfeld's versatility and his effectiveness in leadership. In my opinion, Rumsfeld does not reflect collaborative leadership but leans more toward the positional leadership style. He is by all who know him a conservative. He likes organizational structure and, possibly due to his military background, leans toward having a leader, a top CEO. I believe that in order to be a good, effective leader we can all learn from others and their leadership experience or style. I did learn the importance of having a leader. A leader energizes and sustains a process. A good or even great leader may need to incorporate all leadership styles. I also lean toward positional leadership but recognize the passion behind tactical leadership and the need for collaborative leaders as well.

Synchronicity: The Inner Path of Leadership, Joseph Jaworski (Berrett-Koehler, c1996). Report by Wano Urbonas, 2003.

Joseph Jaworski is the son of Leon Jaworski, the special prosecutor for the Watergate hearings and the Nixon scandal. I mention this because the book stresses the importance of remarkable people responsible for embarking on journeys (physical and mental) to new frontiers. However, a fair share of this book is caught up in the author's concept of things happening in an order produced by something stronger than fate. He refers to a "deeper nature of commitment" and that things don't necessarily get done through hard work. In fact, we feel guilty if the hard work does not produce the results that we expect.

The author was successful in pissing me off by referring to individuals who take on a challenge (stating, "We can make it happen") then find themselves doing things that they know won't have an impact. I took that personally, especially since 80% of my daily work is not related

to my objectives. The author claims that sometimes the greatest acts of commitment involve doing nothing but sitting and waiting until I just know what to do next. Well, environmental health folks rarely have the privileges of rich lawyers like Joe to take a "wait and see" attitude.

The ancient definition of "dialogue" is "flow of meaning." Rather than getting things done through effort and brute force, we should operate very subtly, and spend more time listening as if we were part of a much larger conversation. I'm sure Joe has a personal secretary that screens his calls.

Sometimes I do feel like a hamster on a treadmill. I talk about creating sustainable programming, but fear that I will eventually exhaust myself spinning these wheels. Joe says that one can only tread water for so long. I'm deep at sea hanging on a piece of driftwood. Joe's floating next to his yacht, listening for the sounds of mysterious leadership opportunities on his cell phone.

I have not been through a mid-life crisis or a divorce, so I have difficulty relating to a "fundamental shift of mind," and realizing the magnetic attractions that exist. I do understand that *Synchronicity* is like water flowing downhill, but the prerequisite for a "Deep Commitment"?? You lost me, Joe.

During WWII, a guy named Kurt Hahn was commissioned by the Scottish Royal Navy to deal with an unusual phenomenon. The result of his work produced the Outward Bound movement. Ask me about this in Santa Fe.

Halfway through this book, I picked up a novel called *Ishmael* by Daniel Quinn. I couldn't put it down and finished it in 2 days. The book challenged me to work harder, not to give up, to continue to think globally, and to act locally.

Then I finished the remaining 30 pages of *Synchronicity* over the next 3 weeks.

My conclusions:

- It's not the wandering, but the wondering. One may need to wander in order to freely wonder, but opportunities and creative thought flows best through exploration and some degree of vulnerability.
- My philosophy is so much simpler than Joe's. I was having difficulty putting it into words, until I stumbled upon a book from a former Republican president from Vermont. Ask me about this in Santa Fe.
- Ordinary thought in society is in fact often incoherent. And yes, dialogue does not require people to agree with each other.
- I'm curious to learn more about *Servant Leadership*.
- When we're walking or running, we're always in the process of literally falling down.

Trust Matters: New Directions in Health Care Leadership, Michael H. Annison and Dan S. Wilford (Jossey-Bass Publishers, c1998).

Report by Rosemary C. Bakes-Martin, 2003.

Annison and Wilford feel there are four reasons why trust matters in health-care leadership:

- We have exhausted the benefits of existing management theories about how we should treat each other at work.
- Tidy organizational charts on their own won't enable us to accomplish what we need to do.

- Trust directly affects how we manage people.
- Trust matters in the relationships between professionals and those they serve.

They also present 7 basic elements of trust:

- Commitment
- Familiarity
- Personal Responsibility
- Integrity
- Consistency
- Communication
- Forgiveness and Reconciliation

Annison and Wilford build on these basic concepts to make the point that both individual workers and management teams must build trust both within and outside an organization. The focus for organizations should be around having a clear set of values and a vision or strategy. This vision must include developing the skills of employees at all levels and providing them with tools and systems to do their job. If employees feel they are not part of the organization or the organization does not care, trust will not develop from within. This will eventually erode trust in the organization from those outside. An organization that has a commitment to excellence is also one that is often easy to trust.

The point is also made that the present environment makes it difficult to trust health organizations. We are in a period of change where previous ideas and policies may no longer fit. There is little job security and changing expectations are common. Personnel are under tremendous pressure to do more with less and the complexity of their duties has increased dramatically. Boundaries that used to define relationships between workers and clients are crumbling. This new paradigm is a backlash to the recent decade of self-absorption. Client satisfaction is now key as opposed to personal satisfaction.

The authors conclude that collaboration is the key to success. This is particularly true when thinking of community health—if healthy people lead better lives, the cost of health care will decrease. In addition, through collaboration, we learn from others and their level of trust in us will increase. To be successful, we must focus on values and the future rather than on operations and the present. This focus also builds trust as it replaces ego and institutional pride with concern for the consumer. To make these collaborative relationships work, there are 3 practical rules for organizations: 1) someone must be responsible, 2) follow-up is essential, and 3) collaboration is how we must work and not just something to do as we see fit or have time.

The appendices of the book provide assessment tools that can be used to evaluate elements of trust present in individuals and within organizations. The appendices also provide information on danger signals for organizations and suggestions on how to improve.

Comments

I found the concepts in the book to be relevant to public health. Our ability to develop a strong public health system and instill trust in that system has not been well developed. Collaboration is the key to accomplishing our objectives and we need public support to do that, but public support hinges on trust. Public health officials are often not prepared to work under the scrutiny of the public eye. They have a tendency to make decisions without public input and are often perceived as authorities rather than community collaborators. Unfortunately, that "isolation" and "elitism" will no longer work. Just as the medical profession must work to re-build trust, so must public health.

The concepts in this book fit well with the five practices of exemplary leadership: challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart. None of these practices can be implemented if they are not built on a foundation of trust. If employees or customers do not trust an organization, no amount of rhetoric will move the organization to a higher level of leadership.

The 21 Irrefutable Laws of Leadership, John C. Maxwell (T. Nelson Publishers, 1998).
Report by Frank Gordon, 2003.

This is a provocative work, presented in the workbook format. Since leadership is about working with people, this workbook has been set up so that groups can learn about the laws together. There is a companion Web site, www.MaximumImpact.com/21Laws, designed to supplement the workbook. This book would have been a quick read except for the fact that I could not resist stopping after each chapter to contemplate what I had just read and how it related to my own leadership principles, as well as my life in general. The information was presented in a 6 step format:

- *Read* case studies in leadership to illustrate each relevant law.
- *Observe* examples of the law at work in your own life and career.
- *Learn* detailed explanations of each principle to add substance to the concept.
- *Evaluate* probing, thought-provoking questions intended to reveal your personal ability.
- *Discuss* questions that can be applied in a mentoring group for maximum impact.
- *Act* reasonably, challenging assignments designed to put the laws into daily practice.

I will focus on the third step at this time, a brief but detailed summary of *The 21 Irrefutable Laws of Leadership*.

- *The Law Of The Lid: Leadership ability determines a person's level of effectiveness.* Whatever you will accomplish is restricted by your ability to lead others.
- *The Law Of Influence: The true measure of leadership is influence nothing more, nothing less.* If no one is following you, you're not a leader. True leadership cannot be awarded, appointed, or assigned. It has to be earned. Leading and managing are not the same thing. Leadership is about influencing people to follow; management is focused on maintaining systems and processes. Managers can maintain direction, but they can't change it. To move people in a new direction, you need influence.
- *The Law Of Process: Leadership develops daily, not in a day.* What matters most is what you do day-by-day over the long haul. Even if a person has great natural talent, they have got to prepare and train to become successful. Leaders are distinguished from their followers because of their capacity to develop and improve their skills. Successful leaders are learners, and the learning process is an ongoing result of self-discipline and perseverance.
- *The Law Of Navigation: Anyone can steer the ship, but it takes a leader to chart the course.* A leader is one who sees more than others see, who sees farther than others see, and who sees before others do (this was a quote from the author of another book). Good navigators always have in mind that other people are depending on them and their ability to chart a good course. Good navigators talk to the people in their organizations to find out what's happening on the grass-roots level. And they

spend time with leaders from outside of the organization who can mentor them. They count the cost before making commitments for themselves and others.

- *The Law Of E. F. Hutton: When the real leader speaks, people listen.* There are two types of leaders: a) Position Leaders and b) Real Leaders. Positional leaders speak first, need the influence of the real leader to get things done, and influence only the other position's leaders. Real Leaders speak later, need only their own influence to get things done, and influence everyone in the room.
- *The Law Of Solid Ground: Good character builds trust among your followers.* But if you break trust, you forfeit your ability to lead. Character makes trust possible, trust makes leadership possible.
- *The Law Of Respect: People naturally follow leaders stronger than themselves and who they respect.* Usually the more leadership ability a person has, the more quickly he is able to recognize leadership in others, or their lack of leadership. In time, people in a newly formed group follow the strongest leaders. Or they leave that group and pursue their own agenda.
- *The Law Of Intuition: Leaders evaluate everything with a leadership bias.* It is based on facts plus instinct and other intangible factors. This is the one thing that often separates the greatest leaders from the ones who are merely good. Some people are born with great leadership intuition. Others have to work hard to develop and hone it.
- *The Law Of Magnetism: Who you are is who you attract.* "Birds of a feather flock together." Who is on your team is seldom determined by what you want, but more by who you are. While leaders draw people who are like themselves, good leaders know that one of the secrets to success is to staff their weaknesses.
- *The Law Of Connection: Leaders touch a heart before they ask for a hand.* You can't move people to action unless you first move them with emotion. The heart comes before the head. You develop credibility with people when you connect with them and show them that you genuinely want to help them.
- *The Law Of The Inner Circle: A leader's potential is determined by those closest to him.* If you're alone, you're not leading anybody. "Even the Lone Ranger had Tonto by his side." Look for the greatness in the group and form alliances with the stronger members. When the best are challenged by the best they perform at a higher level.
- *The Law Of Empowerment: Only secure leaders give power to others.* The only way to make yourself indispensable is to make yourself dispensable. Find leaders, build them up, give them resources, authority, and responsibility, and then turn them loose to achieve. Empowerment encourages people to grow and innovate. Change is the price of progress.
- *The Law Of Reproduction: It takes a leader to raise up a leader.* Only leaders are capable of developing other leaders. People cannot give to others what they themselves do not possess. Leaders who develop leaders see the big picture. Attract potential leaders, create an eagle environment, which is one where the leader casts vision, offers incentives, encourages creativity, allows risks, and provides accountability.
- *The Law Of Buy-In: People buy into the leader, then the vision.* People don't at first follow worthy causes. They follow worthy leaders who promote worthwhile causes. If you consider the messenger to be credible, then you believe the message has

value. When followers don't like the leader or the vision, they look for another leader. When followers don't like the leader but they do like the vision, they still look for another leader. When followers like the leader but not the vision, they change the vision. When followers like the leader and the vision, they get behind both.

- *The Law Of Victory: Leaders find a way for the team to win.* The winning components: a) teams succeed only when the players have a unified vision, b) the team needs diversity of skills, and c) it takes a leader to provide the motivation, empowerment, and direction required to win.
- *The Law Of The Big Mo: Momentum is a leader's best friend.* You can't steer a ship that isn't moving forward, strong leaders understand that to change direction, you first have to create forward progress. Momentum makes leaders look better than they are, helps followers perform better than they are, is easier to steer than to start, and is the most powerful change agent.
- *The Law Of Priorities: Leaders understand that activity is not necessarily accomplishment.* Effective leaders must order their lives according to these three questions: What is required? What gives the greatest return? What brings the greatest reward?
- *The Law Of Sacrifice: A leader must give up to go up.* Sacrifice is a constant in leadership. It is an ongoing process, not a one time payment. Successful leaders have to be willing to do what it takes to go to the next level. Leadership success requires continual change, improvement, and sacrifice.
- *The Law Of Timing: When to lead is as important as what to do and where to go.* Every time a leader makes a move, there are four outcomes that can result: 1) The wrong action at the wrong time leads to disaster. 2) The right action at the wrong time brings resistance. 3) The wrong action at the tight time is a mistake. 4) The right action at the right time results in success.
- *The Law Of Explosive Growth: To add growth, lead followers to multiply, lead leaders.* As a leader you will go to the highest level only if you begin developing leaders instead of followers. The better the leaders you develop, the greater the quality and quantity of followers.
- *The Law Of Legacy: A leader's lasting value is measured by succession.* A legacy is created when a person puts his organization into the position to do great things without him. Leaders should lead with tomorrow in mind as well as today. Create a leadership culture. Pay the price today to ensure success tomorrow. Value team leadership above individual leadership. Walk away from the organization with integrity.

The Wisdom of Teams: Creating the High-Performance Organization, Jon R. Katzenbach and Douglas K. Smith (Harvard Business School Press, c1993).

Report by Tooney Layton, 2003.

In a perfect world, we would all have "High Performing Teams" or the extra-ordinary team. It is a noble goal, but the real world brings in a lot of interfering factors. Katzenbach and Smith explain the difference of a single-leader group and pseudo-teams to a real team also known as a performing team. Very few teams become high-performance teams. We all like to

think we are team players and have effective teams, but in reality most teams are working groups.

A team isn't always the most effective group in an organization. At times, a single-leader group or a working group is the best way to achieve the goals set forth. But, the benefits of a high performance team make it a worthy goal and in this day and age it is almost a necessity to use teams. Society has changed so much from the day and age of I'm the boss and you are the follower. The electronic age, better education, technical expertise, and many other changes in the world have made the team approach the desired goal.

The Team Performance Curve Definition

- *Working Group*: no significant performance need, mainly information sharing.
- *Pseudo-team*: could be significant incremental performance need or opportunity but it has *not* focused on collective performance and *not* really trying to achieve it. No interest in shaping a common purpose or goal yet may call itself a team.
- *Potential Team*: have a goal and are trying to improve performance impact. Members see the goal and importance but are unwilling to commit to the goal and are unwilling to drop their personal agenda and become part of the solution.
- *Real Team*: small number of people who are equally committed to a common purpose and goal, and a working approach for which they hold themselves mutually accountable.
- *High-Performance Team*: is a real team that has gone one step further—they are committed to one another's personal growth and success. It has become a very powerful team because of that commitment.

The Wisdom of Teams starts with what a team is and moves to how to achieve a high performance team—what has worked, what doesn't work, and how to get there. It takes into consideration the hierarchy of an organization and how to get the upper levels to accept teams and the recommendations of the teams. It goes through what is expected of a team leader and a team member. This book has a lot of common sense ideas and has prompted me to read another book written by Katzenbach about teams at the top. I found a lot of answers to my questions about teams and why they function well one time and are a total flop the next. I found *The Wisdom of Teams* quite boring for the most part, but every time I found something I could relate to I would push on. I also find the more I read and learn about teams and collaborative techniques the less I know. There is a whole different world out there!

Women of Influence, Women of Vision: A Cross-Generational Study of Leaders and Social Change, Helen Astin and Carole Leland (Jossey-Bass Publishers, 1991).

Report by Heather Freeman, 2003.

Women of Influence, Women of Vision is a book that steps back in time to look at what a select group of women achieved and how they did it. This book is about women leaders and a social movement—the modern women's movement. The book focused on three generations of women leaders in the field of public service and education. Leadership lessons included empowering others and enabling groups to take action. The leadership approaches taken by these women were not so much new, rather they are newly acknowledged and valued styles that since then have gained much acceptance.

The in-depth study of 77 women began in 1984 with 3 primary goals:

- To profile and compare women who provided leadership during the first two decades of the modern women's movement in the United States, roughly from the mid 1960s to the mid 1980s.
- To document the experiences, perspectives, and accomplishments of the three groups of women leaders during these decades.
- To develop a conceptual model for future studies of leadership derived from the experiences of leaders in this study.

Of the 77 women interviewed, they fell into three different generations of women leaders. They were identified as:

- *Predecessors*: those women who believed in the power of education as a vehicle for social change.
- *Instigators*: those women who experienced the power of politics and legislative agendas in changing institutions.
- *Inheritors*: those women who were mentored to become the sustainers of the women's movement and feminist cause.

The definition of power as empowerment treats power as an expandable resource that is produced and shared through interaction by leader and followers alike. This concept views power as energy that transforms one's self and others, and identifies the effective leader as one who empowers others to act in their own interests (Carroll, 1984). These women, however, talked about power in terms of empowerment and having influence.

Although these women came from three different generations, what tied them all together and what was held in common was their vision for leadership and the most prominent sources of shaping this vision. "What emerged from reflections and from the accounts of our other respondents are consistently positive recollections about family interactions, admired role models, and challenging encounters in school, work, and travel. These experiences clearly helped to encourage and shape the development of leadership interests and talents among our three generations of women."

Yertle the Turtle and other Stories, Dr. Theodore Seuss (Random House, 1958).

Report by Lisa Lloyd, 2003.

Yertle is king of the turtles. He reigns from his small throne of all he sees in the pond. One day he realizes that there are other things higher than him and he decides he wants to rule them too. So he orders several turtles to stand on top of each other's back and he climbs on top to rule all that he can see. But there are still more objects higher than him, including the moon. So he orders more and more turtles from all over the land to come and make his throne higher.

Soon the turtles on the bottom of the stack start to hurt. One turtle tells Yertle of their pain. He asks Yertle to consider deciding how high is sufficient. But Yertle refuses and orders his turtle throne higher. Then one of the turtles near the bottom of the stack sneezes and Yertle and all the turtles come tumbling down.

Yertle cannot recover from this big management mishap and sits unhappily in the pond with pond goop splashed on his head. The turtle that dared to question Yertle and voice the opinions of the turtles' pain becomes the leader of all the turtles.

Dr. Seuss uses this story to illustrate the importance of treating others well, listening to your peers and subordinates, paying attention to whether the direction you are headed makes

sense and will help the overall goal of the group, and how sometimes instead of just blindly following a supervisor we need to question them on the items listed here. Dr. Seuss's other stories in this book illustrate management, relationship, and self acceptance issues.

ZAPP! Empowerment In Health Care: How to Improve Patient Care, Increase Employee Job Satisfaction and Lower Health Care Cost, William C. Byham (Fawcett Columbine, 1993). Report by Sandy Clabaugh, 2003.

The need to improve patient care while keeping medical costs down in the process is a challenge in America. Patients report that less individual attention is being given and that this is becoming the norm in American hospitals. Even though the move is to treat patients on an outpatient basis, resulting in less follow-up care, those that remain in hospitals complain the doctors and nurses administering the care are too concerned with the technical aspect of their care and thus lose track of the need to provide the much-needed attention toward the patient's personal needs.

Health-care workers in America are frustrated and disillusioned with their jobs. Their goals and objectives for entering the health care industry were to administer care to their patients. Instead, their time is devoted to keeping costs down by cutting corners. Yet, they see resources (time, funding, and human) being wasted and/or misdirected, resulting in the feeling they are powerless in changing the environment in which they work.

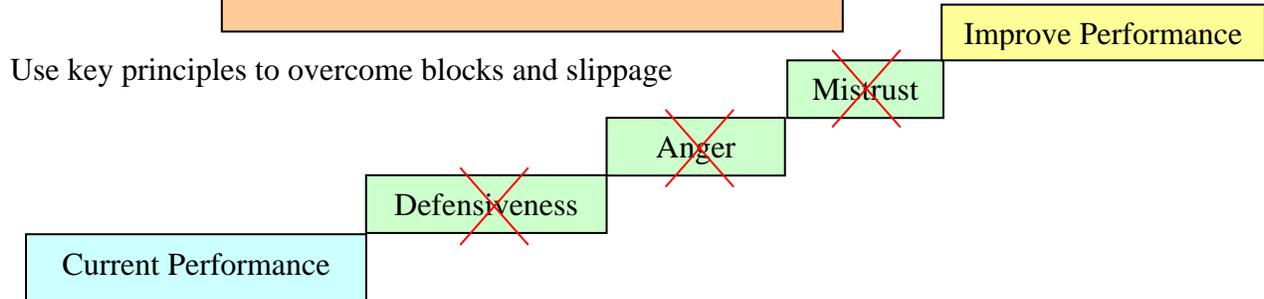
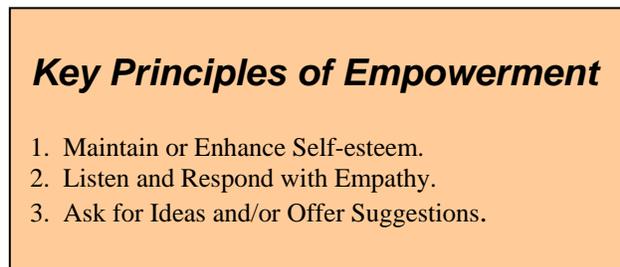
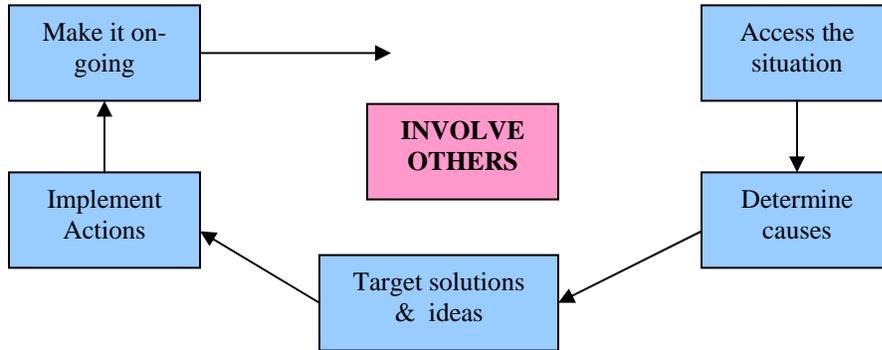
Rising health-care costs are spiraling in America. A tremendous amount of America's Gross National Product (GNP) is spent on health care. The high health-care costs are jeopardizing our domestic economy. American medicine and equipment are priced high, putting American corporations that experience high costs for development and research in competition with foreign companies. There is an increasing population in America finding themselves uninsured and struggling with how to pay high medical bills. Hospitals, medical providers, pharmacists, and third-party payers are being pressured by government agencies and private companies to improve their efficiency while keeping costs down. Many medical providers are finding it difficult to meet these goals and provide sufficient patient care.

ZAPP! Empowerment in Health Care was written to teach health-care leaders in America how to become empowered in their jobs (job identification and ownership), to better the patient care, gain greater job satisfaction, and lower health-care costs. Health-care leaders will learn to develop an environment conducive to empowerment and to seize the opportunities that become available through empowerment. The book is designed to help health-care professionals to understand what empowerment is, why it is important, and how its principles can be used in health-care organizations across America. Empowered people are energized to administered better patient care.

Technology continues to develop better methods to provide high-quality patient care and improve processes. The gathering of ideas, large or small, results in better patient care and operational efficiencies. Individuals develop a sense of meaning, respect for themselves and others, and willingness to offer ideas and contribute to the efforts when appreciation is given and recognition is shown for what they offer to the organization. Jobs become interesting, challenging, and rewarding. Empowerment is an enabler to "make a difference" by meeting the patient's personal and practical needs as well as the organizational goals and objectives. People become involved and committed to their work and gain satisfaction in their successes when

empowered. It's a win-win solution for empowering individuals caring for others and for making the organization work more efficiently to go hand-in-hand.

One of the important elements of empowerment is the Action cycle:



Coaching Steps

- Explain the purpose and importance of what you are trying to teach.
- Explain the process (the steps) to be used.
- Show how it's done (model the behavior).
- Observe while the person practices the process.
- Provide immediate and specific feedback (coach again or reinforce success).
- Express confidence in the person's ability to be successful at the task.
- Agree on follow-up actions.