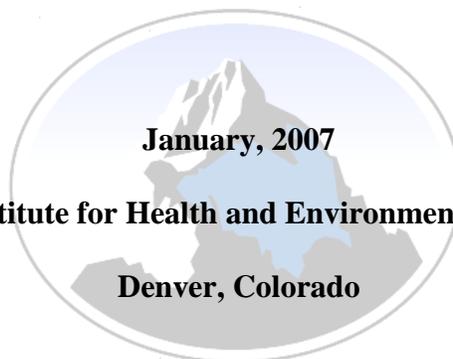


Leadership Research Reports

Leadership Book Reports from the Class of 2007



January, 2007

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.

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Research Reports

The Art of Supportive Leadership: A Practical Handbook for People in Positions of Responsibility, J. Donald Walters (Crystal Clarity, c1987).

Report by Evelinn Borrayo, 2007.

Walters begins *The Art of Leadership* by arguing that many people aspire to be leaders but that not everyone understands what it takes to be a leader. Many people confuse "position" with true "leadership." He compels the reader to think about leadership not as an ego game where the leader's needs and interests are met, but, instead, that leaders are visionaries for goals that transcend their own personal agendas. Leaders lead by example and don't lose track of the importance of the people whom they are leading. Walters presents and then expands on a few key characteristics of good leaders. First, leaders tend to develop an inspiring vision that is shared with others rather than imposed upon others. Second, leaders find creative solutions to challenging problems even when no solutions seem possible or feasible. Third, leaders win the loyalty of others by demonstrating that they don't expect others to do what they wouldn't be willing to do themselves first. Fourth, leaders are effective at combining intuition with common sense. In other words, they see beyond what is in front of them without losing track of the realities surrounding a situation. Fifth, visionary leaders are able to build an effective team by focusing on the strengths of others and by helping team members learn from one another. Sixth, leaders avoid ego games that come with positions of power. Instead, they maintain an attitude of service and loyalty to others. Last, leaders run ahead of the pack. They are not only visionaries and planners of good ideas but they are mainly doers who get things done!

This book is concise and wastes no time getting to the heart of the author's ideas. The examples are clear and applicable to the point that Walters is attempting to convey. At the end of each chapter, Walters reviews the main highlights of the chapter. I was personally inspired by the following:

- "The ego can be either a hindrance or an aid to creativity. It is an aid if its energy flow is toward the job to be done, rather than inward upon itself" (p. 34).
- "Concentrate on the longer rhythms in any project, not on temporary ups and downs" (p. 44).
- "A good approach to every problem is to ask one's self: What is trying to happen here? One's skill as a leader is demonstrated by the ability to tune in impersonally to the flow of events" (p. 57).
- "A wise leader convinces by sound reason or by the magnetism of his own conviction, but not by the mere outward authority of his position or past experience" (p. 91).
- "Common sense and intuition can be developed hand in hand, each offering its own type of clarity to the other. Common sense should check the suggestions of intuition. And intuition should inspire common sense always to look beyond the enclosure of the known to the open pasture of the unknown" (p. 92).
- "Don't invest a disproportionate amount of energy in addressing negative situations. Strengthen the positive side, rather, and any negative vortices of energy

that exist will tend to be dissipated, or to remove themselves from the scene" (p. 133).

The Art of Worldly Wisdom: A Pocket Oracle, Baltasar Gracián (Doubleday, c1992).
Report by John Lyons, 2007.

This book is a life companion. It is less a book and more of a guide to becoming a wiser, better person through the observance of 300 maxims culled by the author over a lifetime of public service. As the introduction to the book states: "*A Pocket Oracle* is a book of strategies for knowing, judging, and acting: for making one's way in the world and achieving distinction and perfection" (v).

This book delivers all it promises, and if the reader is able to focus on even one maxim for a length of time, and then apply it, he or she discovers that wisdom in some forms is timeless. Baltasar Gracián (1601-1658) was a worldly Jesuit priest who, like Galileo, ended up so vexing his superiors that they banned him and sent him to live out his days in comfort, but without the ability to publish. His wisdom was gleaned from a life spent in Spain after the struggles between the Moors and the Christians had finally ended. The influence of both of these cultures is easily found in his writings. Gracián is neither overly religious nor completely without spiritual words, and he has a wry sense of humor, and all the while he remains focused on the importance of improving the self by using all the wonders of humanity that we find around us, mainly through learning how to navigate one's self through life in order to end up somewhere better.

The Art of Worldly Wisdom has been listed as one of the three timeless books on useful wisdom for leaders. The other two are Machiavelli's *The Prince*, and Sun Tsu's *The Art of War*. While the other two are fairly well known, Gracián's works are more obscure, yet better suited to a person who seeks perfection in leadership. As the translator points out, Gracián is much more useful in a modern context because of the "apparent subordination of ethics to strategy" (viii). One must adapt to circumstance without trading away the self, the goal, and the ability to retain good judgment over time. Gracián's work is useable every day, and the more familiar the reader becomes with particular maxims, the more he or she discovers the true wisdom in heeding them.

Leaders, and those who study them, are beset with many conflicting sets of dilemmas, criteria, contexts, etc., that test our abilities and assumptions about what makes a good leader. Gracián has captured ways that remain timeless for an individual to remain a balanced and seeking individual regardless of the current fad or rage concerning what makes good leaders tick, or what social experiment promises to make leaders out of clay. It all begins with the self, which is easily forgotten in the hustle and bustle of modern organizational madness. The importance of the personal self in leadership is paramount to a leader becoming more than a hollow shell. It is what you carry inside and how you apply it that makes the difference. Gracián is the only writer I have found who gives the reader a taste of the paradox of being a leader or a person of influence.

This book is not for the average or less ambitious person because Gracián's words demand a great deal more from a person than getting by. Gracián was a "moralist," as so many of his contemporaries were (e.g., Francis Bacon, Jeremy Taylor). These classical moralists believed a person had to become totally "disenchanted" or "disillusioned" in order to gain control of their weaknesses and strengths, sort of like curbing one's enthusiasm in order to gain wisdom. Here are a few of samples of Gracián's maxims:

- #4: Knowledge and courage take turns at greatness because they are immortal, and they can make you so. You are as much as you know, and if you are wise you

can do anything. The uninformed person is a dark world unto themselves. Judgment and strength: eyes and hands. Without courage, wisdom bears no fruit.

- #220: If you can't wear the skin of a lion, wear the skin of a fox. To follow the times is to lead them. If you get what you want, your reputation will not suffer. If you lack strength, use skill; take one road or the other, the royal road of courage or the shortcut of artifice. Know-how has accomplished more than strength, and the wise have conquered the courageous more often than vice versa. When you can't get what you want, you risk being despised.
- #108: A shortcut to becoming a true person—put the right person beside you. The company you keep can work wonders. Customs and tastes and even intelligence are transmitted without our even being aware of it. Let the quick person join the hesitant one, and so on, through every sort of temperament. That way you will achieve moderation without straining after it. It takes much skill to know how to adapt yourself. The alternation of opposites makes the universe beautiful and sustains it, and causes even greater harmony in human customs than in nature. Govern yourself by this advice when you select your friends and servants. The communication of extremes will produce a discreet and golden mean.

These maxims are the result of one man's observations of and interaction with statesmen, rulers, and leaders across all parts of society, and they are timeless because they speak to our humanity above all else. As leaders, our first duty is to ourselves—to be the best person we can—and, as such, we must constantly work on our faults and strengths. If a person masters even a handful of these maxims, they will have grown as a leader of others, and, more importantly, they will have grown themselves first, and that is where true change occurs and where we all benefit from that wisdom. There are many people in power today who could certainly use a dose of this kind of wisdom. Once you have read Gracián's maxims, you will see exactly what we have lost over the course of 300 years.

Blink: The Power of Thinking Without Thinking, Malcolm Gladwell (Little, Brown and Co., 2005).

Report by Deborah Horensky, 2007.

Blink is quite an interesting book, although, in my opinion, it is a bit "out there." Gladwell's theories draw upon the foundations of neuroscience and psychology with somewhat of a blending of the two.

Blink begins by drawing the reader in by using an example of "thin-slicing," which is a term used to refer to those couple of seconds in which major decisions are made—and sometimes they are life-altering decisions. The book takes the reader through several different types of examples of "thin-slicing." What some have referred to as "instinct" is detailed through these anecdotes of pivotal decisions that were made while dissecting through the first several milliseconds of the processes, like a freeze frame.

By giving examples of successful thin-slicing and unsuccessful thin-slicing, *Blink* successfully argues the issue of "thinking without thinking." Reading this book has made me more aware of this "quick" decision process and the pros and cons of it. Thin-slicing probably came about in an evolutionary way as a self-preservation mechanism—the ability to "read" other people's faces or their actions and by interpreting these communications based on one's previous

experiences. However, the book is less about whether this rapid filtering is truly "good" or "bad," but, rather, the purpose is to raise the level of one's awareness that it is actually happening all of the time. The book takes a refreshing look at these ideas outside of the context of the conventional management and leadership genre and gives the reader understandable vignettes of thin-slicing ranging from some art experts assessment of a "fake" piece of art, to predicting a marriage success probability through observing a 30 minute discussion between the partners, to reviewing the almost humorous election of Warren Harding into the Presidency, while showing us a fascinating behind-the-scenes look at the Coca Cola "New Coke" billion dollar debacle, and, finally, by presenting the dénouement through a sobering, tragic outcome experienced by some police officers in the Bronx. It is a quick read, thought-provoking, sometimes enjoyable, and sometimes very disturbing. All in all, the book truly does give the reader a different perspective of the decision-making process and the power of thin-slicing. One must be cognizant of it and use it wisely!

Blink: The Power of Thinking Without Thinking, Malcolm Gladwell (Little, Brown and Co., 2005).

Report by Leanne Jeffers, 2007.

The theories proposed in *Blink* are concerned with the very smallest components of our everyday lives—the content and origin of those instantaneous impressions and conclusions that spontaneously arise whenever we meet a new person or confront a complex situation or have to make a decision under conditions of stress (p. 16). The task of making sense of ourselves and our behavior requires that we acknowledge there can be as much value in the blink of an eye as in months of rational analysis (p. 17).

Thin-Slicing: Quick Decisions Can be as Good as Thought-out Ones

One of the biggest concepts discussed in this book is "thin-slicing": "the ability of our unconscious to find patterns in situations and behavior based on very narrow slices of experience" (p. 23). Either as instinct or intuition, in a brief moment, we can assess a person or situation and make quick decisions. While these snap-judgments are enormously quick, and based on the thinnest slices of experience, they occur entirely in the unconscious domain of our brain.

Traditionally, thin-slicing is not considered a reliable source for good decision making—we would rather look to science, research, and documentation that includes conclusions. However, Gladwell suggests that our snap-judgments might be more accurate and that we might be better off if we accept that it is possible to know without knowing why we know. He gives several examples of research that shows how using thin-slicing to assess people (marriages and individuals) is equally as accurate as lengthy and detailed assessments.

Gladwell explores the nature of the unconscious, noting its susceptibility to outside influences. However, Gladwell suggests that this can be a good thing. Our unconscious acts as a sort of mental valet, filtering through the details of information around us to guide our behavior to do the right thing for the environment we are in, without us having to spend our time and energy sorting it all out. As a result, we don't actually realize how we are acting and it is almost impossible for us to explain our thinking or actions. Gladwell has also illustrated that the stories we create to explain our unconscious thinking are usually faulty and inaccurate, and, therefore, we need to be careful how we interpret those stories. I think Gladwell makes an important

leadership point in the following statement: [In many areas of life] we learn by example and by direct experience because there are real limits to the adequacy of verbal instruction [e.g., sports, music, romance]. But in other aspects of our lives, I'm not sure we always respect the mysteries of the [unconscious]. There are times when we demand an explanation when explanation really isn't possible, and doing so can have serious consequences (pp. 70-71).

Rapid Cognition Can Go Astray

Gladwell coins the term, "The Warren Harding Error" to describe situations when one allows first impressions about a person's appearance drown out every other piece of information one manages to gather in that first instance. This phenomenon can lead to poor choices (as in the case of Warren Harding for President), and is the root of much prejudice and discrimination.

Our attitudes about people operate on both the conscious and unconscious level. However, these two attitudes may not match whatsoever. As much as we may dislike or want to deny it, cultural messages significantly influence our unconscious associations and attitudes. For example, we cannot help but to make positive associations with the dominant social group. These associations will affect the way we behave, even subtly, and can cause us to make inaccurate snap-judgments.

The good news is that we can impact the unconscious associations and attitudes. "Our first impressions are generated by our experiences and our environment, which means that we can change our first impressions—we can alter the way we thin-slice—by changing the experiences that comprise those impressions" (p. 97). Changing associations takes more than a commitment; it requires organizing your life so that you are exposed to the new associations you desire.

How to Manage and Control First Impressions

- *Training, Rules, and Rehearsal:* How good a decision is in a high-stress rapid-cognition environment is directly associated with the degree of training, rules, and rehearsal in place for that environment.
- *Practice, Practice, Practice:* Successful rapid-cognition is enabled when people have practiced and can operate without having to explain themselves constantly.
- *Edit:* Extra information can be useless and harmful; it confuses the issues. Basic rules and guidelines free people up to attend to all of the other decisions that need to be made in the heat of the moment.
- *Balance, Deliberate, and Instinctive Thinking:* Time, thought, and discussion are excellent for logic problems but not for high-stress and fast-paced situations. The latter requires rapid cognition and snap-judgments.

Thin-Slicing Has to be Done in Context

For example, taste-testing colas based on a blind sip tests is not in the context in which most people drink soda. First, people don't drink just sips of soda. To get an accurate thin-slice, you'd have to give people a whole can at a time and see how the flavor and experience holds out. Also, we don't drink soda blindly. We know what we're drinking and product association *does* impact our experience of the flavor/quality of something. So, when we are thin-slicing an experience, we need to consider and ascertain if the context is appropriate to render a good/accurate thin-slice assessment.

Non-Experts: Be Wary When Thin-Slicing Something Entirely New

We cannot rely upon first impressions when assessing something revolutionary. When we experience something entirely new, we may interpret our unconscious experience as "dislike," when, in fact, it is really "oh, this is different and I don't know this." When we are outside of our areas of experience/expertise, our reactions are shallow, hard to explain, and easily disrupted. Experts, on the other hand, can reliably account for their reactions. They know how to interpret and decode what lies behind first impressions and snap-judgments (as a function of their training and practice).

Understand and Allow for Mind Reading

Gladwell points to extensive research on facial expression and our ability to "mind read" based on those expressions. The research shows how emotions are fully expressed in one's face, and how we can't control all of our facial expressions. Like our conscious and unconscious attitudes, we can control certain expressions, but our unconscious will always give itself away (if only for a fraction of a second) on our face. From birth, we have learned to read these expressions ("mind read"). However, this ability ceases to function when we are stressed or are given insufficient time to allow our unconscious to process the information. Even though rushed decisions make us susceptible to stereotypes and prejudices, we can improve mind-reading abilities by practicing stressful situations (e.g., dialing 911 in an emergency). Although we are often careless with our powers of rapid cognition, when we give ourselves a moment of time and practice, we can mind-read, thin-slice, and make good split-second decisions. We don't know where our first impressions come from or precisely what they mean, so we don't always appreciate their fragility. Taking our powers of rapid cognition seriously means we have to acknowledge the subtle influences that can alter or undermine or bias the products of our unconscious (p. 252). If we can control the environment in which rapid cognition takes place, then we can control rapid cognition (p. 253).

Building the Bridge as You Walk On It: A Guide for Leading Change, Robert E. Quinn (Jossey-Bass, 2004).

Report by Ann Noonan, 2007.

Building the Bridge as You Walk On It caught my eye because the title seems to describe so well the style of leadership I have been demonstrating recently: making it up as I go along. Frequently, in my role as a leader, it feels as if I am stepping out into thin air. Quinn's "building the bridge" can be a metaphor for courageous leadership, and in this book he identifies principles of leadership that serve to support the efforts of leaders.

Quinn begins his book by defining a leader as one who has been able to embrace the "state of deep change" as a fundamental truth and is thus able to inspire and encourage those around him/her to do the same. Quinn addresses our natural human tendency to resist and avoid change and describes how a whole change in philosophy and beliefs has to happen for a leader to emerge. Anything other than a "deep change" is just a superficial behavioral intervention that won't last over time.

Building the Bridges as You Walk On It is a workbook which is meant to follow up Quinn's first book, *Deep Change*. He received so much feedback and response from readers who were inspired by *Deep Change* that he was able to fill this workbook with real-life examples

from readers. People shared with him their personal experiences of incorporating the message of *Deep Change* into their own leadership situations.

The structure of *Building the Bridge* makes it easy to read and invites full participation rather than passive reading. Each chapter concludes with questions for reflection, self-improvement exercises, and an invitation to share the experiences gained from each module with other readers on the *Deep Change* Web site.

Of particular interest to those of us in the behavioral health field is Quinn's application of the Stage of Change model to describe the processes of becoming a leader and of moving an institution through a change process. The Stage of Change model seems to be as applicable in the organizational world as we find it to be in public health.

Built to Last: Successful Habits of Visionary Companies, James C. Collins and Jerry I. Porras (Harper Business, 1997).

Report by Tim O'Brien, 2007.

Through a six-year comparative sociological study, Collins and Porras examine the fundamental differences between 18 highly visionary U.S. companies and their closely matched, but less visionary, comparison companies. While academic in concept, the book is presented in a highly readable format. The authors did identify key differences among the highly visionary companies and their counterparts:

- The visionary companies are not dependent upon a single stroke of genius or a visionary product, idea, or leader. These companies focus on building an organization with visionary traits, using perfectly ordinary people.
- Visionary companies are able to hold two opposing ideas at the same time and still retain the ability to function. These companies avoid choosing between two conflicting ideas; rather, they find a way to do both.
- Visionary companies are not profit-driven. They are pragmatic idealists with a core ideology (i.e., core values and sense of purpose beyond just making money) that guides and inspires people in the organization for long periods of time.
- A core ideology is an essential component of visionary companies. It is protected and preserved. It does not change. It is well understood and accepted by all in the organization. At the same time, these companies are driven by a relentless drive that impels change and forward movement in all that is not part of the core ideology. Preserve the core and stimulate progress.
- Visionary companies have clear and compelling goals. Like the moon mission, these goals are big and audacious and serve as a unifying focal point of effort—often creating immense team spirit. It has a clear finish line so that the organization knows when it has achieved the goal. These goals are tangible, energizing, and highly focused.
- Because visionary companies have such clarity about who they are, what they're all about, and what they're trying to achieve, they tend not to have much room for people unwilling or unsuited to their demanding standards. Collins and Porras refer to this characteristic as a cult-like culture.
- Visionary companies frequently make some of their best moves not by strategic planning but rather by experimentation, trial and error, opportunism, and literally by accident. What looks in hindsight like a brilliant strategy was often the result of opportunistic experimentation and purposeful accidents.

- Visionary companies develop, promote, and carefully select managerial talent grown from inside the organization. In short, it isn't the quality of leadership that separates the visionary companies from the comparison companies. It is the continuity of quality leadership that matters—continuity that preserves the core ideology.
- Visionary companies are not comfortable places. Comfort isn't their objective. Visionary companies install powerful mechanisms to create discomfort, to obliterate complacency, and thereby stimulate change and improvement before the external world demands it. It is a constant dissatisfaction with the status quo and a belief that things can always be improved.

In the final sections of the book, the authors consider what constitutes this core ideology held so widely among visionary companies. How does one construct a core ideology and how is it implemented? Can anyone or any organization develop and benefit from a core ideology?

Career Warfare: 10 Rules for Building a Successful Personal Brand and Fighting to Keep It, David F. D'Allessandro with Michele Owens (McGraw-Hill, c2004).

Report by Mishelle Macias, 2007.

David F. D'Allessandro, author of *Career Warfare*, is also the CEO of John Hancock. Although the book has a corporate flair and feel to it and some of it is not applicable to my own situation in state government, most of the advice given is universal and simple, very much similar to the book *All I Really Need to Know I Learned in Kindergarten*. I was also interested to learn that D'Allessandro donates all proceeds from the sale of this book to charity.

Career Warfare was recommended to me after I had experienced a surprising funding loss to my current program. As I started reading the book, I found it interesting but a little braggadocio. D'Allessandro is obviously very successful, but, I thought to myself, how many people do you know that the light is always shining on them? Most of us don't lead as charmed a life as the author describes. As I read further into the book, however, it was apparent that this man also has crashed and burned throughout his career and has picked himself up and has become a very successful businessman because of his principles and leadership skills.

D'Allessandro lists ten rules for success in business, they are:

- *Rule One: Try to Look Beyond Your Own Navel.* In other words, make yourself stand out in your setting. Hard work won't make you the successful person you think it will. Doing something humble, yet essential, is a good way to get noticed. Make money for your company, and you'll be considered for higher ranks within the company. If you make bold promises and deliver on them, you will be seen as an essential partner in your business setting. Develop a reputation for leadership. You will have to rely on people to get things done for you.
- *Rule Two: Like it or Not, Your Boss is the Coauthor of Your Brand.* Bosses have the ability to make you successful or not. Don't talk negatively about your boss. Bosses desire three things in their employees: good advice, loyalty, and a desire to look good as a boss. Give good advice at appropriate times. In early careers, experience is more valuable than money. Seek out unique opportunities.
- *Rule Three: Put Your Boss on the Couch.* There are different personalities of bosses. Try to know yours, and build on opportunities that would promote yourself as someone who is loyal, trustworthy, and essential. When you stop

learning from your boss and you stop enhancing your own "brand," or the organization is not willing to move you up, it's time to move on.

- *Rule Four: Learn Which One is the Pickle Fork.* Good manners and etiquette are important because they demonstrate that you belong with senior executives, and they demonstrate your compassion and respect for people around you.
- *Rule Five: Kenny Rogers is Right.* There may be some situations where you will be unable to improve your personal brand. It's best to recognize these situations, stop trying to impress others, and start looking for opportunities in other places.
- *Rule Six: It's Always Show Time.* It's usually not one big event that defines you, but, instead, the patterns you establish along the way, slowly, over time. A true leader will get things done and keep people focused on the goal, but also encourage a flow of ideas.
- *Rule Seven: Make the Right Enemies.* You will never build a successful brand for yourself by never offending someone. Sometimes you have to fight. Sometimes the less powerful need a champion; however, ensure your personal brand traits include courtesy, fairness, and tolerance.
- *Rule Eight: Try Not to be Swallowed by the Bubble.* Don't let success self-destruct you. Surround yourself with people who will ground you. Have sympathy and develop other interests.
- *Rule Nine: The Higher You Fly, the More You Will Be Shot At.* The higher you are professionally, the more you will be in the limelight, so try to avoid negative news and explain things before they become problems.
- *Rule Ten: Everybody Coulda Been a Contender; Make Sure You Stay One.* You will constantly be compared to your peers. Make yourself distinctive. Remind your bosses that you are worthy of promotions. If you see yourself this way, they will too. Don't compromise your integrity. Everyday, be conscious of what you're building for yourself.

In summary, this was an interesting book, even funny at times. It's geared more toward the private sector, but a good reminder of how to play nice.

Developing the Leader Within You, John C. Maxwell (Thomas Nelson, Inc., c1993).

Report by Cerise Hunt, 2007.

Developing the Leader Within You is about how we can increase our influence and our leadership potential. John C. Maxwell developed the Five Levels of Leadership as a teaching tool to assist others in understanding their levels of leadership so they can increase their levels of influence.

The Five Levels of Leadership

Level 1: Position/Rights

- Know your job description thoroughly.
- Be aware of the history of the organization.
- Relate the organization's history to the people of the organization (be a team player).
- Accept responsibility.
- Do your job with consistent excellence.

- Do more than expected.
- Offer creative ideas for change and improvement.

Note: Your influence will not extend beyond the lines of your job description.

Level 2: Permission/Relationships

- Possess a genuine love for people.
- Make those who work with you more successful.
- See through other people's eyes.
- Include others in your journey.
- Deal wisely with difficult people.

Note: People will follow you beyond your stated authority. People follow because they want to. This level allows work to be fun.

Caution: Staying too long on this level without rising will cause highly motivated people to become restless.

Level 3: Production/Results

- Initiate and accept responsibility for growth.
- Develop and follow a statement of purpose.
- Make your job description and energy an integral part of the statement of purpose.
- Develop accountability for results, beginning with yourself.
- Know and do the things that give a high return.
- Communicate the strategy and vision of the organization.
- Become a change agent and understand timing.
- Make the difficult decisions that will make a difference.

Note: This is where success is sensed by most people. They like you and what you are doing. Problems are fixed with very little effort because of momentum.

Level 4: People Development/Reproduction

- Realize that people are your most valuable asset.
- Place a priority on developing people.
- Be a model for others to follow.
- Pour your leadership efforts into the top 20 percent of your people.
- Expose key leaders to growth opportunities.
- Be able to attract others—winners/producers—to the common goal.
- Surround yourself with an inner core that complements your leadership.

Note: This is how long-range growth occurs. Your commitment to developing leaders will insure ongoing growth to the organization and to people.

Level 5: Personhood/Respect

- Your followers are loyal.
- You have spent years mentoring and molding leaders.
- You have become a statesman/consultant, and are sought out by others.
- Your greatest joy comes from watching others grow and develop.
- You transcend the organization.

Note: This step is reserved for leaders who have spent years nurturing people and organizations. Few make it.

Difficult Conversations: How to Discuss What Matters Most, Douglas Stone, Bruce Patton, and Sheila Heen (Penguin Books, 2000, c1999).

Report by Shanna Lara, 2007.

WOW! I wish I had read this book about eight years ago—it might have enabled me to handle a few of my difficult conversations a little better. *Difficult Conversations* concentrates on how to develop effective communication skills and it serves as a guide to achieving openness and constructive outcomes, and the best part is that you can apply the concepts to everyday life, not just work. A "difficult conversation" can involve any topic you find hard to talk about, yet difficult conversations are a normal part of life. We all have conversations that we dread or find uncomfortable and we'd rather get the plague than go through with the conversation. Our feelings make it difficult to decide whether to avoid or confront the problem/situation. This book will help teach you how to have those difficult conversations.

The authors of *Difficult Conversations* present five steps to achieve a healthy outcome for a difficult conversation.

- *Step 1:* Prepare by walking through the "Three Conversations": 1) your perspective, 2) the other person's perspective, and 3) an observer's perspective.
 - Sort out what happened. Remember, arguing blocks us from exploring each other's stories. Arguing without understanding is unpersuasive. Stop arguing about who's right. Explore each other's story. 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? Don't assume they meant it. Disentangle intent from impact. What have you each contributed to the problem?
 - Understand emotions. Explore your emotional footprint and the bundle of emotions you experience.
 - Ground your identity. 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 in order 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. Remember, listening to them helps them listen to you. Share your own viewpoint, your past experiences, intentions, feelings.

- Reframe, reframe, and reframe to keep on track. From truth to perceptions, blame to contributions, accusations to feelings.
- *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.

Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others, James M. Kouzes and Barry Z. Posner (Jossey-Bass, 1999).

Report by Barbara Crane-Jaques, 2007.

According to Kouzes and Posner, this book is designed to describe what leaders do, explain the principles underlying their practice, provide some examples of real leadership demonstrating these actions, and then, as the title suggests, offer suggestions on how the reader can get started putting the principles into practice. *Encouraging the Heart* begins by walking the reader through the research to support the authors' theory that "the best leaders care." Kouzes and Posner point out that employees and leaders all feel that they perform at a higher level when they receive encouragement and positive feedback, yet only about 40% of North American workers indicate that they receive any recognition and another 40% indicate that they have never received any recognition. This is additionally supported by the 50% of managers that report that they never give recognition. Interestingly, Kouzes and Posner report that several studies since 1949 have found that the chief reason people give for leaving a position is that they receive "limited praise and recognition."

Kouzes and Posner also report conflicting information in a study that asked employees and managers to rank lists of intangible rewards found within workplaces. Both ranked being appreciated, informed, and listened to as the highest intangibles that they could receive in the workplace. Conversely, managers answered that they felt their employees would most highly rank good wages, job security, and advancement opportunities. The managers had no idea that their employees most highly valued the same things that they did—being appreciated, informed, and listened to. Therefore, as a leader, it is important to understand that the most important non-financial reward people receive at work may be a simple "thank you." But this is just a start. To encourage the heart, there is a little more to it. Through studies and observations, Kouzes and Posner identified seven essentials to encourage the heart—each builds on the last. The seven essentials are reviewed below.

- *Set Clear Standards:* A successful leader must ensure that the organization has clearly defined and communicated the values, principles, and operating standards that they believe in and follow. The leader's attitudes and actions must coincide with what they communicate to those whom they lead, and the leaders must clearly and specifically communicate these standards with others and provide frequent feedback on progress related to the company standards.
- *Expect the Best:* This standard conveys that before a leader can encourage the heart, they have to believe in others as well as in themselves. Believing in themselves and the company's goals will allow a leader to have honest and

genuinely high expectations that have been openly communicated to those whom they lead, resulting in a substantial impact on performance.

- *Pay Attention:* "If you are clear about the standards of behavior you're looking for and you believe and expect that people will perform like winners, then you're going to notice lots of examples of people doing things right, and doing the right things" (73). In order to do this, a leader must really pay attention, be present and open with others, listen and get to know what type of feedback people want to receive, and understand what type of recognition for their contributions would be meaningful to them. Additionally, soliciting feedback from others is an important and reciprocal side of showing appreciation, and it builds interpersonal trust.
- *Personal Recognition:* While paying attention is the first step, personalizing any act of recognition is critical to avoid creating resentment from an otherwise gracious gesture.
- *Tell the Story:* "It is interesting to note that the word story is short for the word history. They both have the same root and fundamentally mean the same thing. A story is a narrative on an event or series of events, just like history. Coincidentally, the word recognition means 'knowing again.' In a very real sense, recognition is a story and that is why it's essential that we tell the story when we recognize someone for doing the right thing or doing things right" (106). Kouzes and Posner provide practical guidelines for a leader to follow when taking the time to construct a story for an act of recognition: 1) identify the actors, 2) state the predicament, 3) clarify the actor's intentions, 4) describe the actions, 5) include the props, 6) tell how it ended, 7) paint, or reenact, the scene, and 8) include a surprise. Just bear in mind that telling a good story requires time and preparation, and to be good at telling stories requires practice.
- *Celebrate Together:* Celebrations, simple or elaborate, are something that must become an essential component of the corporate culture. Celebrations provide the opportunity to promote individual and group health by increasing the sense of belonging and purpose as well as provide the opportunity to reinforce the organizational values. Kouzes and Posner emphasize that for a leader there is a high need to maintain their own social support system, to ensure that they have enough support to be able to continue supporting those whom they lead.
- *Set the Example:* A strong culture and strong values in an organization must radiate out from the top and the leaders have to model it. For a leader to be effective in setting the example, they have to be credible and demonstrate credibility by modeling DWYSYWD: "Do what you say you will do." Additionally, the leader must personally engage in activities that encourage the heart. "When leaders do get personally involved in encouraging the heart, the results are always the same: the recipient and the giver both feel uplifted" (141).

Throughout this book, Kouzes and Posner outlined the seven essential actions for encouraging the heart, described detailed examples of leaders who exemplify these qualities, and added a final chapter listing 150 methods and techniques for leaders to use as tools for improving their leadership skills. All of the information in *Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others* is helpful and usable to an aspiring leader as I've outlined, although the authors made one quintessential point—a leader "can not lead out of someone else's experiences. You can only lead out of your own." Therefore, it is important to aspiring leaders to

practice and master the techniques, and it's critical that they find their own voice and be a leader who acts from the heart, has identified and believes in their own values as well as the organizational mission, and passionately pursues their beliefs, while modeling the way for those whom they lead.

Enlightened Power: How Women are Transforming the Practice of Leadership, Linda Coughlin, Ellen Wingard, and Keith Hollihan, eds. (Linkage Inc., 2006).
Report by Deborah Kleinman, 2007.

Enlightened power means "to be emboldened, energized, and passionate in spite of all barriers and obstacles" (398). This book is 450 pages of reflection, discussion, and insight from an amazing array of experts from academia, industry, and regular folk; and it is an incredible book. The editors have reviewed many of the leadership arenas that we have covered in our training at RIHEL and they look at many more through a gendered lens. The introduction, written by David Gergen, argues that a focus on women as leaders is important because 1) women make great leaders, 2) women seem ideally suited to the new leadership style (i.e., the RIHEL way), and 3) the commitment in the U.S. to equal opportunity for rising women leaders is "riddled with hypocrisy." That is, there remains a large gap between the percentage of our workforce who are women and the percentage of leaders who are women. Are women substantively different in leadership style than men? "Women not only have been responsible for this shift in leadership style, as a result of our own involvement in business and other nontraditional settings, but also possess natural strengths and competencies in these approaches. These business values are at the very core of our own internal values, which gives us unique abilities as leaders today" (Barbara McMahon, 290).

A number of the authors posit that on average women are fundamentally different than men in their leadership style and approach. Different authors focus on various aspects of nature (e.g., genetics, biology, etc.) and nurture (socialization, gendered norms, etc.), as well as persistent and institutionalized sexism, in order to explore and explain how women are helped and hindered by their gender.

I find this to be an interesting premise, and while it's one that I must agree with on a number of levels, I'm not entirely comfortable with the division of leadership traits along gender lines. This idea feels reminiscent of earlier feminist arguments that really essentialized men and women. But there is significant truth in the argument that there are gender differences that influence how we approach leadership, relationships, and so on. More importantly, it raises interesting questions in my own mind about gender, work, and leadership. Some of the emerging research on evolution, biology, and neurology, as well as social science research into gender differences, whatever the source, is fascinating—some of it is reviewed in chapters in this book.

Many sexist perceptions persist, as do many workplaces that are based on an understanding of power and leadership being driven by domination and control. Linda Coughlin, one of the editors of *Enlightened Power*, argues that four perceptions continue to negatively affect women leaders in pervasive ways. These include: perceptions of leadership potential, perceptions of willingness to lead, perceptions of valuable leadership skills, and perceptions of tokenism. Coughlin argues that perceptions of these leadership qualities tend to break down along gender lines, that they are toxic for women, and they are most likely to derail promising women leaders. However, many of the traits that have traditionally been defined as "feminine" are becoming more valued in mainstream workplaces. Much of the ground covered in this book

falls under the general category of collaborative approaches to leadership. In that sense, it's empowering for men and women to be less constricted by the traditional bounds of gendered qualities and traits.

In this review, it isn't possible to cover everything that spoke to me in this book. The book does cover a number of topics that we grapple with in RIHEL, including but not limited to mentoring, handling conflict, finding your passion, effective communication, and so on. Here's a brief laundry list of some of the take-home points I found most compelling:

- "Work that is love made visible" (The Prophet): Gail Straub talks about the search for passion as including honest self-inquiry and the courage to face our own deepest fears and unknowns. She warns us of the "trickster of busy-ness," and encourages us to strive to eliminate any split between who we are at work and who we are in the rest of our lives.
- Barbara Corcoran discusses the importance of failing well and the importance of having fun. She says, "More than anything else, the thing I am great at is failure."
- Gail Evans asks whether women are looking after each other—something I think about a lot. She briefly contemplates the importance of intergenerational relationships among women.
- Ellen Wingard talks about the importance of cultivating the "still point," and others talk about the importance of ensuring time for quiet reflection and spiritual journeys.
- Nancy Adler talks about moving from successful to significant leadership. She says that "achieving significance demands new concepts, new imagery, and a new language; it demands that leaders reengage with the possibility of enriching the world."

Execution: The Discipline of Getting Things Done, Larry Bossidy and Ram Charan, with Charles Burck (Crown Business, 2002).
Report by Nathan Moore, 2007.

I chose this book because on many occasions when observing leadership initiatives, I have had concerns about the execution of the plans for the initiatives. The authors of this book also consider that this issue is the missing link in effective leadership. They believe that leaders who focus on what they consider loftier goals often delegate the actual steps required to ensure execution. Although I am not in total agreement with the authors that this book fills the large gap missed in other leadership books and philosophies, its strong emphasis on execution and measures essential to ensure that execution is carried out are great lessons. The number one concept I got out of this book is that at all steps of the process the ability to execute the decisions and plans developed must be kept at the forefront.

This book does have a significant slant to corporate business processes and profitability. In some areas, this slant provides guidance that is not completely appropriate for health and environment processes. However, these cases are limited. Due to the formatting of the book—there is clear delineation between subject areas—many cases are easy to just skip over. Several topics are covered that provide a framework for developing executable processes and, more importantly, a culture of execution. These topics are broken into three building blocks, to ensure

that a fundamental framework for execution exists, and three core processes for ensuring that execution occurs.

The first building block covers the seven essential behaviors of a leader. These behaviors will be nothing new to RIHEL fellows but are still interesting due to the slightly different perspective provided by these authors. The second section also contains many familiar concepts and covers building a framework that will allow for a cultural change to achieve a culture of execution. The final building block, which contained the most new information for me, covered ensuring that the right people were in the right job. I found this useful information that went beyond coaching and other methods for encouraging people to address performance reviews, transfers, and, as a last resort, removing people.

The processes section of the book I found less valuable. This section is where the commercial business aspects were most prominent. However, this section contains several good lessons, specifically where the authors focused on making links with people. The three strategies are: making the link between strategies and operations, making the link between people and operations, and making the link between strategy and people. One key principle throughout these sections is to ensure that you consider the ability of your people and operations to implement a strategy.

I do not recommend this book as a must read for everyone. However, I think it is a worthwhile practice to occasionally review your actions, and the actions of your working groups, and ask if you are doing a good job with execution. Do not just look at your execution of the big projects, but execution on a day-to-day basis. If you believe that there may be some issues with execution, this book may provide a valuable refresher to refocus your actions on getting things done, and provide you with some tools to get there.

The Fifth Discipline: The Art and Practice of the Learning Organization, Peter M. Senge (Doubleday, c1990).

Report by Stephen Holloway, 2007.

The thrust of Senge's *The Fifth Discipline* is that the prevailing practice of organizational management inhibits the intrinsic inclination of individuals toward motivation, self-respect, dignity, curiosity, and learning. This paradigm is caused by:

- Insistence on short-term metrics of success.
- The devaluation of intangible positive outcomes.
- A culture which emphasizes compliance and discourages creativity.
- Target setting at the management level only.
- Treating diversity as a problem to be solved.
- Assuring that conflict is suppressed in favor of superficial agreement.
- Management that is organized only to control.
- Fostering competition among actors in a system in the belief that this leads to better performance.

Leverage: As children, we are taught to break apart tough problems into constituent pieces as the strategy for finding solutions. When considering complex human systems, we pay a price for this approach because we lose sight of how our actions have consequences outside of our field of vision. We fail to realize how the solution to our immediate problem may itself cause a larger problem in the system as a whole. The term "systems thinking" is often used loosely in organizations by individuals who do not appreciate or understand what the term implies.

Complex human systems are not understood by studying constituent parts but, rather, only by consideration of the whole at once.

Inhibitions to Organizational Learning: Organizations with highly proscriptive job and performance definitions will tend to inhibit the ability of individuals to learn, create, and understand the system of which they are a part. This is evidenced by the tendency of most people, when recounting their work, to inventory the tasks they perform rather than describe the purpose of their role. Also, organizations tend to support the natural inclination of individuals to explain problems as the result of external forces or internal incompetence rather than systems failure. It is possible for an organization where every member performs proficiently to fail at producing the desired result. In this instance, the system itself is culpable.

Organizations are limited by their learning horizon. The learning horizon is restricted by how far forward we can see the consequences of our actions. While fast changes in environmental dynamics hold our attention, and often drive our work, it is the slow changes that can have the greatest consequence for both success and failure. Cycles are not easy to see beyond a year or two. This is among the reasons why failing organizations can usually sense early when something is going wrong but instinctively respond by defending, rather than questioning, the traditional way of doing things.

Prisoner to the System: Systems are capable of causing their own crises. The operating policy of the organization dictates how decisions are made in the organization. The right decision under the prevailing operating assumptions may be the wrong decision under the true circumstances of the crisis. Individuals always have more power to affect change in the system than they exercise. That power goes unused because individuals focus on their own decisions and not on how their decisions positively or negatively affect others or the system itself. To break free, one must redefine his scope of influence.

Principles: Every member has responsibility for the performance of the system as a whole. Solutions that shift the problem from one part of the system to another often go undetected because no one has truly taken a systems view. Effect can often be far removed from cause, so a quick solution in one part of the system may not be recognized as the cause of a larger problem in another part of the system later on. Often, the quick solution creates a short-term improvement, which reinforces the use of more quick solutions. Long-term solutions, with the most leverage, are difficult to find and often take time to demonstrate results.

I. Systems Thinking: The ability to recognize leverage solutions in a system is difficult for most actors upon the system because few individuals have the ability to appreciate the system as a whole. It is natural to focus on problems that are urgent or stress inducing within the individual's presumed sphere of influence, rather than on problems whose resolution will create the greatest system-wide benefit. Systems thinking and the ability to understand cause and effect on the scale of the system are required to recognize leverage solutions. Understanding what is at the root of limiting desirable outcomes in the system and seeking to address them on a systems basis increases the potential to achieve desirable outcomes.

II. Personal Mastery: Organizational structures by their nature are coercive systems that do not naturally accommodate key aspects of human actualization, which include self- and peer-respect, creativity, and personal enrichment. These pursuits are typically reserved for life outside of work. When managers enable employees to lead enriching work lives, work behaviors tend to move away from reactive problem solving and toward creative systems thinking and, then, more energy of the individual is devoted to the goals of the organization. The benefits to the

organization are realized when employees are motivated to improve systems, harmonize relationships, and achieve desirable outcomes because it is personally rewarding to do so. Personal mastery is continually clarifying and deepening one's personal vision of focusing energy on observing reality objectively. A culture of personal mastery accepts failure as part of the process of achieving success.

III. Mental Models: Often the best ideas and most powerful systemic insights for change are not implemented because entrenched assumptions about how the system works override contrary evidence. Mental models are deeply ingrained assumptions, generalizations, or mental images that influence how one comprehends the world. When it comes to challenging mental models, it is not whether they are right or wrong but whether they inhibit awareness of conflicting evidence or prevent systems change when it is necessary. The best way to overcome the trap of mental modeling is to:

- Promote personal awareness and reflection within the team.
- Quickly align institutional practice with revised mental models.
- Promote inquiry and freedom to challenge norms.

IV. Shared Vision: A natural inclination of individuals is to seek out opportunities to associate with those who share their vision. It is formed out of a desire to be part of something greater. A shared vision is fundamental to a learning organization. Vision requires a sense of the long view, which does not come naturally. In life, we are required to concern ourselves with short-term needs like food, water, and rest. Long-term views are much more optional, but it is in the long-term that applied learning is valuable. Strategic planning often revolves around today's problems rather than tomorrow's opportunities.

V. Team Learning: Teams generally perform better than individuals on complex tasks if they are explicitly oriented towards the same goal. Team learning requires true and open dialogue in which assumptions are suspended, participants act as equals, and facilitators hold context. Although organizations typically cannot function without a structured hierarchy, hierarchy is antithetical to effective team learning. It is, therefore, crucial for leaders to permit and even foster constructive conflict through and across the hierarchy to assure that learning takes place. The habits of individuals to avoid conflict must be tempered, in part, by not accepting false indicators of weakness or incompetence (i.e., when one individual holds an unpopular viewpoint). Finally, team learning is a team skill not an individual skill. A group of individual learners does not necessarily produce group learning. Team learning takes place when the environment and context of dialogue are aligned to the learning process.

Summary: The traditional view of leaders as special people who set goals, make key decisions, squelch dissent, and demand top performance of the team is deeply rooted in an individualistic and anti-systems worldview. In a learning organization, leaders are facilitators, stewards, and role models. They are responsible for building organizations where people continually expand their aptitude to understand complexity, clarify and harmonize vision, and improve shared mental models of the system. Leaders in a learning organization are chief systems thinkers who impart to the organization a sense of empowerment to alter any reality of the system in order to achieve extraordinary ends.

Friends and Family: True Stories of Gay America's Straight Allies, Dan Woog (Alyson Books, 1999).

Report by Christina Ostrom, 2007.

Friends and Family was inspiring to me for what I consider to be an odd reason. As a gay person living in what, at times, can be an incredibly indifferent and, worse yet, a hateful and dangerous society, I was inspired by the ability of several individuals in this book to fail. While there have been some successes in the civil rights movement for LGBT people, it is much more common to fail. And despite repeated failures, the leaders in this book picked themselves up, brushed themselves off, and kept moving forward in an effort to make our society safe for LGBT folks. The book is about 35 straight people who have and are attempting to reduce disparities for LGBT people. Following are several examples.

Sol Kelley-Jones testified before the Wisconsin state legislature at the age of 10. The hearing room was filled with over 500 people. One of Sol's greatest skills is her ability to draw lessons from the past to illustrate a picture for the future. Most of the legislation Sol has testified for failed when put to a vote. This has never discouraged her and she continues to "challenge the process."

Doyle Criswell describes himself as "a recovering redneck." He grew up in North Carolina, was taught by his parents to hate and disrespect gays, and taught the same thing to his children. Doyle's son did not tell his father that he was gay because he feared rejection. He didn't tell his father when his nose was broken and his face beaten while leaving a restaurant frequented by gay men. Doyle did not become an outspoken gay-rights advocate until his son died. And then he never stopped. He speaks at schools, universities, and any other place that he can. He serves on the board for a LGBT support group. When people in his town threatened to boycott his contracting business due to his activism he chose to continue with his efforts despite the risk to his livelihood.

Steven Cozza began speaking out against the boy scouts anti-gay policy at the age of 12. He started a petition to get a million signatures and spoke at support groups and churches about ending homophobia. He is sometimes teased at school for his activism, yet this does not deter him. He explains why he feels it is so important to speak out and continues to encourage inclusiveness.

Stephanie Reed's son committed suicide during his 9th grade year. He had admitted to her several weeks before that he thought he might be gay. After her son's death Stephanie began to read all she could about gay issues and was horrified to discover how terrifying and destructive most institutions are to gay youth. She resolved to change the environment for future kids. She started locally by speaking to the school district, then organized a support group for LGBT youth, and finally became politically active at the state level.

Working to end discrimination and eliminate harassment for LGBT people is not a popular issue. Even as I read this book, my own state struck down a bill that would have increased the rights of lesbian and gay people in Colorado. It was and is discouraging. I am struck by the incredible tenacity and determination of each personal story in this book. Despite their repeated failures, each one of them persists in their goal to end discrimination. They are leading when it is not popular and when it is often dangerous. They are standing strong and creating change.

Getting to Yes: Negotiating Agreement Without Giving In, Roger Fisher and William Ury, with Bruce Patton (Houghton Mifflin, 1981).

Report by Terry Rousey, 2007.

This book is based on research out of the Harvard Negotiation Project. Some good examples keep this book going; for example, the Israel and Egypt crisis and a negotiation with a landlord about the cost of an apartment. The key pieces of research in this book settle on a principled approach to negotiation. Elements of this approach include:

- Focus on principles.
- Be hard on the problem and soft on people.
- Use a one text approach utilized in high-stakes negotiation.

On the whole, I found this book to be mildly helpful in leading the reader to other more specific steps in the art of negotiation.

Hardwiring Excellence, Quint Studer (Studer Group LLC, 2003).

Report by Victoria Valdez, 2007.

This book is inspiring and provides motivational information for those of us who work in the healthcare industry and provide leadership at different levels. The reader learns how to become a "fire starter" just like Quint Studer, who truly believes in making a difference in the lives of others. Sometimes organizations are satisfied with being ranked as "Good"; however, sometimes this is exactly the problem in healthcare because there may be no sense of urgency to move to the next level. As Studer explains along the way, you must look at what is working and figure out how to make it better rather than always focusing on what is not working. This journey begins with the following nine principals:

- *Commit to Excellence*: Making a commitment to purpose, worthwhile work, and making a difference is essential because these three things are the "Heart" of the Healthcare Flywheel. The Healthcare Flywheel consists of a continual circular motion of the following:
 - Passion: self-motivation
 - Principles: prescriptive to dos
 - Pillar Results: results tied to each pillar (described above)
- *Measure the Important Things*: Operational pillars provide the foundation for setting organizational goals and direction for service and operational excellence. Below are the five pillars and sample goals for bottom-line results in healthcare:
 - Service: reduced claims, reduced malpractice expense.
 - Quality: reduce repeat visits, reduce medication errors.
 - People: reduce turnover, reduce overtime.
 - Finance: improved operating income, improved staff productivity.
 - Growth: higher volume, increased revenue.
- *Build a Culture Around Service*: You must build employee-based service teams to help harvest the good. Below are the service teams to focus on:
 - Standards Team
 - Patient/Customer Satisfaction
 - Physician Satisfaction Team
 - Employer of Choice Team
 - Measurement Team

- Service Recovery Team
- Communication Team
- Reward and Recognition Team
 - You must also categorize staff into three groups and treat them as such:
 - High Performers
 - Middle Performers
 - Low Performers
 - There are also two must haves in order to build a positive culture:
 - Use key words at key times
 - Make post-visit phone calls
- *Create and Develop Leaders:* Focus on employee retention by elevating and focusing on training, continuing to re-recruit high performers, increasing communication to staff, and promoting your winners.
- *Focus on Employee Satisfaction:* Satisfied employees do a better job! They want to believe the organization has the right purpose; they want to know that their job is worthwhile; and they want to make a difference. As a leader, you must round for outcomes by asking employees questions such as:
 - What is working well today?
 - Are there any individuals that should be rewarded or recognized today?
 - Is there anything we can do better?
 - Do you have the tools and equipment you need to do your job?
- *Build Individual Accountability:* Help staff build individual ownership in the organization. Use tools such as a Performance Standards agreement which state that you only want employees on board who agree to align their behaviors with the organizations values. There is also a Decision Matrix tool. The first 90 days is the most critical time for determining whether or not an employee is a "true" team member. After the first thirty days the supervisor and employee should meet—the following questions are examples of what should be discussed:
 - Sally, now that you've been here for a month, how do we compare to what we said?
 - What are we doing well?
 - At your previous job, what are some things that you saw already in place that you feel could make us better?
 - Is there anything here that you are uncomfortable with? Anything that might cause you to want to leave?
 - The objective at 90 days is to provide feedback on the answers you received at the 30 day meeting.
- *Align Behaviors with Goals and Values:* Build autonomy, develop a leader evaluation tool, and hold leaders accountable for results. Develop a Support Services Evaluation Tool and align each person's job to how they can best serve the patient/customer.
- *Communicate at All Levels:* Hardwire communication at all levels. The following are four of the most powerful prescriptive ways to increase communication:
 - *Managing Up (Positioning People Well):* This will help gain support for meeting goals, create more autonomy, save time, and help control your

personal destiny. Manage up when things are going well, this helps create the habit of focusing on the positive.

- Employee Forums. Meet with employees on a regular basis and have a predetermined agenda that is tied to the Five Pillars. This is also a time to "celebrate" the workplace.
- Communication Boards. Develop a Communication Board with the Five Pillars. Help staff feel positive about leadership and the organization. Post "Employee of the Month" and thank you notes from patients/customers. Also post budget information, department performance, etc.
- Storytelling. Each and every day, acts of heroism take place in healthcare. Actively collect those stories. Create a standard of behavior. Tell a story of someone who exemplifies it. Always share inspirational stories that convey employee appreciation.
- *Recognize and Reward Success*: Calling attention to great work will result in repeated behavior. When giving criticism, always prepare to provide three positive compliments for each criticism in order to sustain a positive relationship. Use employee thank you notes to recognize and reward behavior.

A Higher Standard of Leadership: Lessons from the Life of Gandhi, Keshavan Nair (Berrett-Koehler Publishers, 1994).

Report by Rebecca Rothbard, 2007.

"Be the change you wish to see in the world." Mahatma Gandhi

A Higher Standard of Leadership: Lessons from the life of Gandhi is a case study on the way a true, compassionate leader lived and led. The author, Keshavan Nair, was a child when Gandhi was assassinated, but the impact Gandhi had has lasted through Nair's lifetime. The book follows Gandhi's life as he transitions from a life of "attachments" and commits to a life of simplicity and service. The qualities that Gandhi exemplified: personal responsibility, truth, love, courage, and respect for the individual, have applications throughout our personal and professional lives 50+ years after his death. This book encapsulates a concept of leadership that is based on moral principals and community service, rather than one driven by the acquisition of power and mastery.

The purpose of this book is not to prove how we pale in comparison to Gandhi's saintliness, but to inspire us and steer us towards higher standards of conduct in our professional and personal lives. Nair gives the reader insight into the three main styles of leadership that Gandhi exemplified: 1) moral principles must be the basis of goals, decisions, and strategies, 2) a single standard of conduct needs to be employed in both public and private life, and 3) service is the purpose of leadership.

As I was reading this book, I often thought back to the five practices of exemplary leadership put forth by Kouzes and Posner. Gandhi truly embodied the first three: model the way, inspire a shared vision, and challenge the process. Gandhi's commitment to such a unique leadership style touched the people of India and transformed a nation like no other. He genuinely became the change he wished to see in the world. His actions have inspired so many to be better and do better, including myself.

Gandhi not only modeled the life and respect he wished his countrymen would adopt, but also he shared his vision of India's future with the world. Many times he was arrested or beaten by other Indian's because he dared to challenge the process—the traditional practices of Hinduism and the culture and lifestyle of India, and the treatment and repression of the "untouchables." Gandhi attempted to level the playing field between the various classes within India.

Gandhi first employed his "radical" ideas of leadership in the Indian struggle for civil rights in South Africa. Upon his return to India, Gandhi helped lead poor farmers and laborers to protest oppressive taxation and widespread discrimination.

Leading the Indian National Congress, Gandhi strived to alleviate poverty, fought for the liberation of women, brotherhood, and end to "untouchability" and caste discrimination, as well as for the economic self-sufficiency of the nation. Gandhi famously led Indians in the disobedience to the salt tax through the 248 mile Dandi march. Throughout everything, he remained committed to non-violence even in the most extreme situations.

Gandhi was a student of Hinduism and lived simply, organizing an Indian commune that was self-sufficient in its needs. He made his own clothes and lived on a simple vegetarian diet. He practiced rigorous periods of self-starvation and fasts for self-purification as well as a means of protest. Gandhi's style of leadership has inspired several other great leaders; for example, Dr. Martin Luther King Jr. and Nelson Mandela. If one small man can do so much with so little, we can do something with so much.

See Jane Win: The Rimm Report on How 1,000 Girls Became Successful Women, Sylvia B. Rimm, PhD. (Crown Publishers, c1999).

How Jane Won: 55 Successful Women Share How They Grew From Ordinary Girls to Extraordinary Women, Sylvia B. Rimm (Crown Business, c2001).

Report by Shelley Hood, 2007.

See Jane Win is a research-based book that discusses the findings Dr. Rimm gathered from 1000 women through an extensive twenty-three-page questionnaire given to 1400 successful women. From this sampling, the researchers eliminated any applicant who considered themselves neutral or unhappy in their work. Interviews were also conducted on a portion of the applicants; these interviews provide some of the personal stories included in this book. The conclusion of this research took the form of a listing of 20 findings that were, for the most part, consistent among all of the successful women.

How Jane Won continues where *See Jane Win* left off. For *How Jane Won*, the researchers went back to 1,000 of their successful women in order to learn the personal stories of how they became successful as well as how they measure success. The hope of the researchers is that these stories will provide a sort of "how to" guide for girls and young women to use as a model for their own lives. Within these stories are the same 20 findings. The researchers have condensed them into 10 findings and 10 guidelines on how to make similar opportunities available to girls in your life or their own lives. While I felt that most of these are common sense and that, of course, there are those who achieve success without following the guidelines, it's still a good guide for parents, teachers, and any one who interacts with girls.

- *Finding*: Healthy competition was a common finding with all the women surveyed.

- *Guideline:* Encourage girls to enter into competition so that the fear of losing or winning is part of life from an early age. Winning will go far to boost their confidence but losing will build character.
- *Finding:* When growing up, most of the women saw themselves as smart to some degree (some more than others), but all felt they were at least average in intelligence.
 - *Guideline:* It's important for those involved in a girl's life to help them develop the sense of intelligence and feel that being smart is cool.
- *Finding:* Seventy-nine percent of the women in the study went to either an all-girl or parochial school.
 - *Guideline:* It is important when selecting a school to make sure that it is right for the child. If social interaction with boys or the worry of being accepted based on clothing or other material items is an issue, maybe choosing an all-girl or parochial school would be a better choice for success. Public schools offer great educations but also introduce some complications that may hinder a girl's potential to succeed.
- *Finding:* Peers make a big difference in how the women who were surveyed perceived themselves and what goals they listed as pursued.
 - *Guideline:* Having peers that are like-minded and had the same goals of achievement went a long way to keep the women on the track to success. As a girl/woman goes through life, she will encounter hurdles and it will be helpful if she surrounds herself with those who share the same goals, then they can support each other in their endeavors. If your daughter chooses friends that are not desirable, encourage her to spend more time with those friends who do embody those traits. Peer pressure can have positive or negative outcomes. Peer pressure can come in many forms—it can be pressure to have straight As or pressure to try the latest drug on the market—the question is, what peers are most prominent in your life.
- *Finding:* Traveling seemed to provide the women who were surveyed a sense of adventure and self-confidence.
 - *Guideline:* Exposing yourself or your daughter to different ways of life and surroundings will help in the future when you may be forced to move due to work or school.
- *Finding:* Having supportive parents, peers, and teachers gave the women the courage to keep moving forward to achieve their goals.
 - *Guideline:* As a parent, your influence will make a difference in your child's life. You just may not realize how much of a difference it will have on your children as they go out to achieve their goals.
- *Finding:* There is plenty of research on birth order and how it can affect how people react to various circumstances. What may not be as well understood is how a sibling can affect your view of yourself. If a sibling, especially an older sibling is better at a specific area, the younger sibling may not even attempt that area simply because they fear failing in the eyes of their older sibling.
 - *Guideline:* Encourage middle and youngest children to be leaders, offer them areas in the home that they are in charge of. Encourage a younger or older child who wants to pursue a challenge that their sibling is better at to

take the risk. Let them know that you support them and that even though they may not be as good as their sister or brother that they should try anyway. The most important thing is not to be better but that they simply try their hardest to be the best that they can be.

- *Finding:* As we learned from Carl, obstacles, even if they feel like the worst thing that has ever happened to you, may offer you the best of opportunities.
 - *Guideline:* You should always prepare to be challenged in life. Surrounding yourself with people who will support you in your endeavors will help when faced even with the worst of obstacles.
- *Finding:* All of the women that were interviewed had passion for what they were doing.
 - *Guideline:* Whatever field you choose to pursue, make sure you have passion for it. With the passion, be sure to mix in reason. There are many things that can help guide your decisions in life, be sure to weigh all of them as you commit to your passions. There are consequences in all of your choices, just be sure to understand them.
- *Finding:* For years and years women have struggled to balance work and family, that is still the case.
 - *Guideline:* In our day and age to expect that balancing work with family should be easy is not accepting the reality of life. Regardless of gender or career choices, people will continue to have the internal questions, such as do you want a family, when to start a family, should you marry, etc. Whatever decision you make regarding the "big" questions in life, just know that they will create some level of challenge that you will need to overcome.

Leadership, Rudolph W. Giuliani and Ken Kurson (Talk Miramax Books, 2002).

Report by Dana (Ewald) Erpelding, 2007.

Here is a list of the leadership ideas and concepts that I found most useful in Rudolph Giuliani's book *Leadership*:

- *Set the Example:* On the day of his inauguration as Mayor on Jan. 1, 1990, Rudolph Giuliani spent a good part of the holiday visiting New York police and fire stations thanking those who had to work on New Years Day. Giuliani "set the example" that if you are in public service—regardless of rank or title—you work for the people, even on holidays.
- *Set your Schedule:* Giuliani's goal was to get as much work done as possible in the first hour of his day. As I'm sure we have all experienced, once the day starts, issues arise that may be out of your control and these events will change your daily priorities. Giuliani chose to handle this by getting in early, blocking out the first hour, and/or starting his day by working from home to limit office interruptions. The book also stated the need for staff meetings to have an agenda with set times. Leaders need to stick to the agenda.
- *Everyone's Accountable All of the Time:* A leader is responsible for and to those he leads. Giuliani had a small sign on his desk that read, "I'm Responsible." It is a

privilege to lead and you are responsible to do the best that you can do for those who put their trust in you. Be accountable and be willing to accept responsibility.

- *Do What's Possible, Try What's Not:* If something needs to be done, step up and get it done, and don't be afraid to try something different.
- *Surround Yourself with Great People:* Pick a staff of the best people that you can, making sure that the staff members compliment one another and can work well together. Analyze strengths and weaknesses, including your own, and work on improving the weaknesses. Find and train your replacement—never be afraid of a subordinate who may be eager to have your job. (How will you ever move up if there is no one to take your place?)
- *Reflect Then Decide:* A leader needs to make thoughtful, good decisions, but mostly they need to be willing and able to MAKE decisions. Leaders should get expert advice from other sources, but it is important that leaders adopt their decisions as their own. When making decisions, leaders are often working against tight timelines. Giuliani's advice is to "be ready to pull the trigger" if time is short.
- *Under-promise and Over-deliver:* Don't make promises that you can't keep and make realistic projections for your goals. Don't get people's hopes up to make them happy if it is not possible to complete the project on time, under budget, etc.
- *Align Your Structure with Your Purpose:* Be sure that staff members all know the purpose of the organization, their team, and their position. Employees won't stick around for long if their job doesn't help to fulfill the greater purpose of the organization or the team. Thank your people, and always be around to talk, provide advice, and listen to ideas.
- *Develop and Communicate Strong Beliefs:* "Great leaders lead by ideas." Leaders must have strong beliefs and core values, and demonstrate these values and beliefs in all their actions (not just words). It is also important to remember that your actions, your image, and your words reflect on the organization that has chosen you to be its leader.
- *Weddings Discretionary, Funerals Mandatory:* It is important to support colleagues during difficult personal and/or professional events. There are people we know who will be around when times are difficult. We will be much more likely to follow the advice of these friends than the advice of someone who goes missing when it counts.
- *Loyalty:* It is important for followers to be loyal to their leader, but it is more important that leaders be loyal to their followers. Leaders must stick by their subordinates, even when they make a mistake. Allowing a subordinate to take the blame when something goes wrong is a sign of a weak leader. Leaders should be ready to support their staff—doing so will show others that you are a person of integrity and staff will be much more willing to support you and take risks that they might otherwise not be willing to do.
- *"When I delegate, I delegate."* The bigger the job the greater the need to delegate. One of the hardest things for me as a leader is to let go and allow others to do what I have asked them to. It is important to avoid micromanaging tasks. Be prepared to support the person to whom you have given the job. It is acceptable to ask for updates, especially if the person is inexperienced or new to performing a certain task.

Leadership and Self-Deception: Getting Out of the Box, The Arbinger Institute (Berrett-Koehler Publishers, c2000).

Report by Andrew Neuhart, 2007.

Leadership and Self-Deception is a fairly short book (170 pages), a quick read, and it is insightful—it opens up a way of thinking that most of us would not usually see but can definitely relate to. Although it is a rather difficult book to explain, I highly recommend reading it. This book describes what self-deception is, and how it works against individuals or even organizations. It explains how to recognize when you are what they call "in the box," which means that you are actually in the self-deception mode, how it influences your behavior towards others, why it can be hard to determine that you are "in the box," the effect this can have on an organization, and eventually how to get out of the box.

To understand the concept of self-deception, the book uses a couple of examples. The first example is an instance when a child wakes up in the middle of the night crying. When waking up in the middle of the night, the character in the book has an initial feeling that he should get up to attend to the child so that his wife can sleep and get some rest. Here the character has two choices, either honor this feeling or betray this feeling. If he chooses to betray this initial feeling, and he is then lying there in bed listening to the crying child, certain thoughts would be going through his head to justify his not acting on that initial impulse. Maybe the character then begins to think that the reason his wife won't get up is because she's lazy. Maybe he begins to think that she is being inconsiderate, maybe he thinks that she is faking sleep so as not to have to get up.

The point the authors are making is that the character's perception of his wife changes after he "betrays" himself. In the perception of that moment, to the character, his wife is lazy and inconsiderate, and if she is just laying there pretending to be asleep she is being a bad mother.

Now, to further justify his position to himself, his perception of his own self also changes. He sees himself as the victim, as the poor guy who can't get the sleep he needs in order to be the hardworking person he plans to be the next morning. Maybe our character had gotten up the night before, in which case he would see the situation as unfair. Maybe he thinks that he is the only one sensitive enough to hear the child, therefore he is the better parent, and so on and so forth. Therefore, he now sees his wife as having all these "bad" qualities and himself as having all these "good" qualities. In his mind, these thoughts further justify that his wife is the problem and not him. Now that he thinks of his wife in this way, his actions toward her may take a different form.

That is the initial storyline. The authors present other scenarios and further develop the concept of how you see others when you are "in the box." The book describes that when you are "in the box" your actions toward others actually promote staying in the box, and often your actions provoke behaviors from others that are opposite of what you would want. Also, the book discusses how you provoke others to be "in the box" when you are also there. I have listed some of the descriptions of self-betrayal below for further thought. This is a very interesting book that everyone can learn from and I highly recommend reading it.

Self-Betrayal

- An act contrary to what one feels one should do for another is called an act of self-betrayal.
- When one betrays one's self, he/she begins to see the world in a way that justified one's self-betrayal.

- When one sees a self-justifying world, one's view of reality becomes distorted.
- When one betrays one's self, they enter the "box." In the box, one inflates the faults of others, inflates their own virtue, inflates the value of things that justify one's self-betrayal, and starts to blame others.
- Over time, certain boxes may become characteristic of an individual.
- Being in the box provokes others to be in the box.
- In the box, one invites mutual mistreatment and obtains mutual justification. We collude in giving each other reasons to stay in the box.

Leading at a Higher Level: Blanchard on Leadership and Creating High Performing Organization, Kenneth H. Blanchard (Prentice Hall, c2006).

Report by Sabrina Ezzell, 2007.

The title caught my eye because it sounded like this book might be more about the "servant-leadership" style versus the self-serving leadership style. I was not disappointed.

Leading at a Higher Lever offered a change of perspective for Blanchard. In the past, he focused on a process that was about influencing others to meet a short-term goal, usually motivated by monetary profit. He has now switched to a "process of achieving worthwhile results while acting with respect, care, and fairness for the well-being of all involved."

Four areas of focus were discussed. (As I read the book, I was reminded of *The Leadership Challenge* by Kouzes and Posner; however, they were not contributing authors to this book.) The first area was "The Power of Vision." Once again, the importance of a leader having a clear vision was emphasized. As a leader, you have to know what your purpose is, how you see the future, and what values guide your behavior.

The second section focused on serving the customer. Although the book was directed towards business leaders, I found correlations to my work in public health. Interestingly, while utilizing tools to determine customer satisfaction were discussed, more emphasis was placed on how to ensure customer satisfaction by properly preparing your frontline staff. Blanchard asked the question, "How do you help all people serve at a higher level and realize that they can and do make a difference?"

The third section focused on how to treat those people who make up the workforce. Empowerment is frequently described as giving power to people as though they do not possess any to start with. Blanchard changes the definition to: "the creation of an organizational climate that releases the knowledge, experience, and motivation that reside in people." It is about giving people the information they need to make independent decisions and to make them responsible for those decisions. Blanchard says that it is the individual's responsibility that gives them a sense of fulfillment in their work.

In the fourth section, Blanchard discusses servant-leadership as the "right kind of leadership." It has the quality of an internal motivation that guides a leader to first consider those who will be affected by his/her actions versus addressing his/her own agenda and gratification. Blanchard mentions Robert Greenleaf, another servant-leadership proponent, who points out that a servant-leader can be best identified by those people who surround him/her. The surrounding people are independent thinkers who make wise decisions for their own well-being as well as making constructive contributions to their organization. Ultimately, it is leadership that is about what you can give versus what you can get.

Overall, I found this to be a good book on leadership. Although I found overlap from other leadership books, I did find the content informative and inspiring. From here I would like to read the autobiography of Nelson Mandela, which is mentioned in Blanchard's book, as well as Greenleaf's book on servant-leadership.

Leading Change, John P. Kotter (Harvard Business School Press, 1996).

Report by Dean McEwen, 2007.

I am in an organization that is going through much change. Not only am I initiating many changes, but also I am absorbing many higher-level changes. *Leading Change* is a useful tool for learning about how best to effect change. I felt this book provided an excellent foundation and offered many suggestions on the process for leading change within an organization.

Leading Change begins by outlining eight major mistakes that leaders and organizations make when attempting to implement change. Examples are provided for each of these mistakes. I could identify with the scenarios Kotter included, and this created a desire in me to learn how to avoid these pitfalls when leading change efforts.

The book then used those same eight mistakes and turned them into positive, proactive steps to be followed in order to lead change. For instance, one of the errors was underestimating the power of vision. That mistake was turned into a positive action step called "Developing a Vision and Strategy." Similarly, each of the eight mistakes was reworded into an eight-step process on how to implement change within an organization. The eight steps of the change process are:

- Establishing a sense of urgency.
- Creating a guiding coalition.
- Developing a vision and strategy.
- Communicating the change vision.
- Empowering broad-based action.
- Generating short-term wins.
- Consolidating gains and producing more change.
- Anchoring new approaches in the culture.

Kotter emphasizes that if any of the steps are skipped or minimized then the change may not be successfully implemented or will not continue for a significant amount of time. He cites several examples throughout the book that support his position on requiring action for each of the eight steps within the process.

Another item that was emphasized is the difference between being a leader and a manager. A leader is one who establishes a vision and direction, develops collaboration, and motivates and inspires people; whereas, a manager deals more with planning, budgeting, organizing, controlling, and problem solving. The book suggests that successful transformations within organizations require 70 to 90 percent leadership and only 10 to 30 percent management. Kotter makes the point that more leadership is needed within organizations in order to keep pace with the ever-changing environment in which we now live.

I found that several areas within the book, such as having a vision, empowering others, and developing collaborative efforts, were similar to other books previously read on leadership. One area that seemed to be emphasized more than in past studies was the first step—that of

developing a sense of urgency. I found it interesting when Kotter talked about the sources of complacency that will inhibit change from being initiated or maintained. A sense of urgency is required to help push individuals to see beyond the status quo and overcome complacency. Even though the book separates the sense of urgency from the vision, I think that the two need to be interrelated in order to be effective. But it helped me to realize that for change to occur, it is vitally important to identify and communicate the reasons for why the change is necessary. Without developing a motivating factor for implementing change, one will not be very successful in a change process.

Overall, I felt the book was easy to read, interesting, provided many examples, and recommended a good process for leading change. If you are looking to lead change within an organization I would suggest reading this book.

Leading Change, John P. Kotter (Harvard Business School Press, 1996).

Report by Lena Peschanskaia, 2007.

Macroeconomic conditions make change for organizations in the modern world unavoidable.

Chapter 1: "Transforming Organizations: Why Firms Fail"

Some organizations succeed, but many make mistakes while attempting to change. Kotter identifies eight common errors in organizational change and their consequences.

Errors

- Allowing too much complacency
- Failing to create a sufficiently powerful guiding coalition
- Underestimating the power of vision
- Under-communicating the vision
- Permitting obstacles to block the new vision
- Failing to create short-term wins
- Declaring victory too soon
- Neglecting to anchor changes firmly in the corporate culture

Consequences

- New strategies aren't implemented well
- Acquisitions don't achieve expected synergies
- Reengineering takes too long and costs too much
- Downsizing doesn't get costs under control
- Quality programs don't deliver hoped-for results

Chapter 2: "Successful Change and the Force that Drives It"

Many people experience unsuccessful change efforts and get disappointed. The author believes successful change is possible but history has not prepared us for transformational change. Kotter identifies eight stages of change:

- Establishing a sense of urgency
- Creating the guiding coalition
- Developing a vision and strategy
- Communicating the change vision

- Empowering broad-based action
- Generating short-term wins
- Consolidating gains and producing more change
- Anchoring new approaches in the culture

People often skip steps because they feel the pressure to produce results. This rarely works well. Change involves multiple steps and multiple projects and the result is often complex, dynamic, messy, and scary. Linear, analytical, simple processes almost always fail. Changes need leadership, not management.

Management vs. leadership: Management is a set of processes that can keep a complicated system of people and technology running smoothly. Leadership is a set of processes that creates organizations or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles. Successful change is 70 to 90 percent leadership, but traditionally it is approached as a management problem. There are two components to better understanding change: learning about what works and what doesn't, and leadership.

Chapter 3: "Establishing a Sense of Urgency"

Most people underestimate the importance of establishing a sense of urgency—the first step in successful change. It is essential to overcome complacency; complacency often prevents transformation efforts from even starting.

Chapter 4: "Creating the Guiding Coalition"

Major transformations always require a strong, guiding coalition because change is so difficult to accomplish and no one person can do it alone. In the contemporary fast-moving world, a new decision-making process is required because no one individual has all the information and credibility to convince a lot of people to implement these decisions. A successful guiding coalition needs to have enough key players on board, enough representatives of different views and areas of expertise, enough people with good reputation, and leaders. People with large egos and those who create mistrust should be avoided. Personnel problems that can be ignored during easy times can cause serious trouble in a tougher, faster-moving, globalizing economy. Trust and teamwork based on a common goal are essential.

Chapter 5: "Developing a Vision and Strategy"

Vision refers to a picture in the future with some implicit or explicit commentary on why people should strive to create that future. A good vision serves three important purposes: clarifies the general direction for change, motivates people to take actions in the right direction, and helps coordinate the actions of different individuals in a fast and efficient way. Good visions are ambitious enough to force people out of their comfort zones, are appealing to stakeholders by aiming at providing better services at lower costs, take advantage of fundamental trends, and make no attempt to exploit anyone and thus have moral power. Good visions are imaginable, desirable, feasible, focused, flexible, and communicable in five minutes or less.

Chapter 6: "Communicating the Change Vision"

The time and energy required for effective vision communication are directly related to the clarity and simplicity of the message. Key elements of effective communication of vision are

simplicity, metaphor, analogy and example, multiple forums, repetition, leadership by example, explanation of seeming inconsistencies, and give and take (two way communications).

Chapter 7: "Empowering Employees for Broad-based Action"

The purpose of this stage is to empower a broad base of people to take action by removing as many barriers to the implementation of the change vision as possible at that stage in the process. During the first half of the change effort, owing to constraints on time, energy, and money, you can't change everything. Structures need to be compatible with the vision; unaligned structures block needed action. Without the right skills and attitudes, people do not feel empowered; training needs to be provided. Systems, such as human resources and information, need to be aligned in support of needed action. Supervisors who undercut change need to be confronted.

Chapter 8: "Generating Short-term Wins"

Short-term results required in this stage need to be visible, unambiguous, and clearly related to the change effort. The roles of short-term wins are to provide evidence that sacrifices are worth it, reward change agents with a pat on the back, help fine-tune vision and strategies, undermine cynics and self-serving resisters, keep bosses on board, and build momentum. Short-term wins often are not achieved because people don't plan for them because they are already overwhelmed, people don't even try to produce early wins because they do not believe you can implement major change and produce short-term results at the same time, or there isn't sufficient management for results. All highly successful transformation efforts combine good leadership with good management.

Chapter 9: "Consolidating Gains and Producing More Change"

Major change often takes time, especially in big organizations. Whenever you "let up" before the job is done, critical momentum can be lost and regression may follow. All organizations are made up of highly interdependent parts. Changing interdependent settings is difficult because, ultimately, you have to change everything. To avoid failure, senior executives focus mostly on the overall leadership tasks and senior executives delegate responsibility for management and more detailed leadership as low as possible in the organization. In a successful major change effort, stage 7 has the following features: more change, not less; credibility afforded by short-term wins is used to tackle additional change projects; more help—additional people are brought in and developed to help with the change; leadership from senior management—focus on clarity of shared purpose and on keeping urgency levels up; project management and leadership from below—lower ranks provide leadership for and manage specific projects; reduction of unnecessary interdependencies by managers in order to make change easier.

Chapter 10: "Anchoring New Approaches in the Culture"

Shallow roots require constant watering. Culture refers to norms or behavior and shared values among a group of people. Generally, shared values, which are less apparent but more deeply ingrained in the culture, are more difficult to change. When new practices made in the transformation effort are not compatible with the relevant cultures, they will always be subject to regression. Anchoring change in culture comes last not first in a transformation project. New approaches sink into a culture only after it is very clear that they work and are superior to old

methods. This requires a lot of discussion, instruction, and support. Otherwise, people are reluctant to admit its validity—this may involve turnover and makes decisions on succession crucial.

Chapter 11: "The Organization of the Future"

The features of the organization of the future are:

- A persistent sense of urgency that will help organizations change more easily and better deal with a rapidly changing environment.
- In a fast-moving world, teamwork is needed at the top.
- People who can create and communicate vision are needed. Successful organizations in the twenty-first century will have to become more like incubators of leadership.
- Broad-based empowerment where the hearts and minds of all members of the workforce are needed to cope with the fast-shifting realities of the business climate.
- Delegated management for short-term performance where a great deal of authority is delegated to lower levels.
- There is no unnecessary interdependence. A volatile business environment will force more organizations to coordinate their subunits quickly and inexpensively.
- An adaptive corporate culture. Creating practices that will help an organization adapt to a rapidly changing environment and making the practices stick will create an adaptive corporate culture.

Chapter 12: "Leadership and Lifelong Learning"

The key to creating and sustaining this kind of successful twenty-first century organization is leadership, not only at the top but also in a more modest sense throughout the organization. In the twenty-first century, we will see more of these remarkable leaders who develop their skills through life-long learning because that pattern of growth is increasingly being rewarded by a rapidly changing environment. Mental habits that support life-long learning are: risk taking and a willingness to push one's self out of comfort zones, humble self-reflection, honest assessment of successes and failures, solicitation of opinions, aggressive collection of information and ideas from others, careful listening, propensity to listen to others, openness to new ideas, and willingness to view life with an open mind.

Leading With the Heart: Coach K's Successful Strategies for Basketball, Business, and Life, Mike Krzyzewski with Donald T. Phillips (Warner Books, c2000).

Report by Melanie Pearce, 2007.

Due to Coach K's ability to bring trust, communication, pride, and commitment as a leader to his team, Coach K has made his coaching career one that has been admired by many people. *Leading With the Heart* shows other leaders how to do the same. This book is written from a coach's perspective, but the reader can easily take his advice into their own office or clinic environment. I was moved by the content of this book and now have a greater respect for this man, and I have already used some of his advice with my team. In this book, Coach K's strategies are divided into four main sections: Preseason, Regular Season, Postseason, and All-Season. I will now highlight some points of each.

- *Preseason: Get Organized, Build Your Team, Establish Discipline, Be a Dynamic Leader.*
 - Recruit individuals who are "coachable."
 - Begin to use plural pronouns and remember that leadership on a team does not mean "I" or "Me."
 - Instill in your team that "everyone is important."
 - "Never let a person's weakness get in the way of his strength."
 - "Leaders have to search for the heart on a team because the person who has it can bring out the best in everybody else."
 - Leaders instill respect for authority by being direct, communicating regularly, and being honest.
 - "If every person has a great foundation and the passion and heart to love what they do, they will always love their life."
 - "Whatever a leader does now sets up what he does later. And there is always a later."
 - Define your own success.
- *Regular Season: Teamwork, Negatives to Positives, Training and Development, Game Day.* "There are five fundamental qualities that make every team great: communication, trust, collective responsibility, caring, and pride. I like to think of each as a separate finger on a fist. Any one [of these qualities] individually is important. But all of them together are unbeatable."
 - It is okay to be confrontational; it means you are meeting the truth head on.
 - When you care, this is motivation for those on your team.
 - Two are better than one.
 - You can't just tell people what to do and then expect them to perform well.
 - "It takes courage not only to make decisions, but [also] to live with those decisions afterward."
 - Be ready to adjust.
- *Post Season: Refresh and Renew, Focus on Task at Hand, Handle a Crisis, Celebrate Tradition.*
 - Take time to get refreshed.
 - In a crisis, leaders stay calm, focused, positive, confident, and utilize their best people.
 - When you screw up, admit you are wrong.
 - Each individual on your team needs to take responsibility for his or her own performance.
 - "People want to be on a team. They want to be part of something bigger than themselves. They want to be in a situation where they feel that they are doing something for the greater good."
- *All-Season: Blueprint Basics, Friendship, Core of Character, Life.*
 - "It's important to remember that every person is different and has to be motivated differently."
 - If you are committed as a leader, your followers will also be committed.
 - If you stop growing, you start to decay.
 - "Part of being a leader is to have empathy for people."

- "If you teach it, you better be able to do it yourself."
- "Take care of your core."

If you are interested in having the leadership style of being a team player, then you will receive something from reading this book.

Managing Transitions: Making the Most of Change, 2nd ed. William Bridges (Da Capo Press/Perseus Books, 2003).

Report by Tawny Espinoza, 2007.

Managing Transitions discusses how to approach the "human side" of the change that is constantly present in organizations. This book helps managers and leaders alike to understand how transition, or lack thereof, affects employees. Following are the lessons I learned from this book. They illustrate how to plan, manage, and benefit from transition.

Introduction

- It is self-defeating to try to overcome people's resistance to change without addressing the threat the change poses to their world (p. x).

Part One: The Problem

- Change is situational; for example, moving to a new site, the retirement of the founder, the reorganization of the roles on the team. Transition is psychological, and it is three-phase processes that people go through as they internalize and come to terms with the details of the new situation that the change brings about. Transition starts with an ending (p. 3).
- The three phases of transition are: 1) Ending, 2) Neutral Zone, and 3) New Beginning. You need all three phases, and in that order, for a transition to work (p. 9).

Part Two: The Solutions

- Ending
 - Identify who's losing what (p. 25).
 - Accept the reality and importance of the subjective losses (p. 26).
 - Don't be surprised at overreaction (p. 26).
 - Acknowledge the losses openly and sympathetically (p. 27).
 - Expect and accept the signs of grieving (p. 28).
 - Compensate for the losses (p. 30).
 - Give people information, and do it again and again (p. 32).
 - Define what's over and what isn't (p. 33).
 - Mark the endings (p. 34).
 - Treat the past with respect (p. 34).
 - Let people take a piece of the old way with them (p. 35).
 - Show how endings ensure the continuity of what really matters (p. 36).
- Neutral Zone
 - Normalize the neutral zone (p. 43).
 - Redefine the neutral zone (p. 44).
 - Create temporary systems for the neutral zone (p. 45).
 - Strengthen intragroup connections (p. 47).
 - Use a transition monitoring team (p. 48).

- Use the neutral zone creatively (p. 50).
- *People can work out much of the ambivalence of neutral zone if you protect them, encourage them, and provide the structure and opportunities to do so.
- New Beginning (Beginnings follow the timing of the heart and mind.)
 - Clarify and communicate the purpose (p. 60).
 - Create a picture, a plan, and a part to play (pp. 64-67).
 - Reinforce the new beginning.
 - *Without a beginning, the transition is incomplete. And without transition, the change changes nothing.
 - *Understanding the stages of organizational life can lead to insight and understanding of the transition (p.76).
 - *There are specific "Laws of Organizational Development" that lend further insight to transition management (p. 83).

Part Three: Dealing with Nonstop Change in the Organization and Your Life

- To handle non-stop organizational change, create an overall design within which the various and separate changes are integrated as component elements (p. 101). "Progress, far from consisting in change, depends on retentiveness. When change is absolute there remains no being to improve and no direction is set for possible improvement. When experience is not retained, infancy is perpetual." George Santayana, American Philosopher (*Managing Transitions*, 107).

The Metaphysical Club, Louis Menand (Farrar, Straus and Giroux, 2001).

Report by Erick Aune, 2007.

A pragmatic, platitudinous, philosophic, prophetic, protracted, and prosaic—YAWN. Below are a couple brief reviews of Louis Menand's *The Metaphysical Club* that had initially lured me into ordering this book—the book I was supposed to read but instead ended up painfully picking and choosing tolerable chapters and chunks of interesting subject fodder. Apparently I am not the academic vessel of brilliant historic "nuanced accounts" of "pragmatist thinking" that I thought I was, and each laborious chapter put me to sleep faster than you can say philosophical textbookism!

"[A] story of almost ludicrous breadth and depth, winding around handwriting analysis, birds, racism, railroads, universities, and God. The threat of philosophical textbookism hovers in the margins, but Menand's determination to 'see ideas as always soaked through by the personal and social situations in which we find them' fends off that danger with sometimes dazzling effect." (Ron Charles, Christian Science Monitor)

"*The Metaphysical Club* is a brilliant reanimation of American pragmatism as it evolved from the writings of Oliver Wendell Holmes Jr., William James, Charles Sanders Peirce, and John Dewey and as it was shaped by the traumas of the Civil War and the immense social and economic changes that followed it. Menand has written the most nuanced account I've ever read of pragmatist thinking and he demonstrates, as no one so effectively has before, how public enterprise shaped its specifically American texture and tone. This is a richly populated, intellectually thrilling book in which America is shown to be discovering its future." (Richard Poirier)

Thanks fellas, couldn't have said it better myself. My respect for Oliver Wendell Homes Jr. drew me to *The Metaphysical Club* in the first place, which is now strategically placed next to the slippers my dog so eloquently destroyed earlier this month as a pragmatic attempt (in the spirit of C.S. Peirce's pragmatism, meaning that theoretical claims should be tied to verification practices—that is, one should be able to make predictions and test them) to test replicable pragmatism or a prediction that this book will also become shredded gerbil housing.

One of the club members was Oliver Wendell Holmes Jr., who served on the Supreme Court for 30 years at the beginning of the twentieth century, and who also helped to craft legal realism—a family of theories about the nature of law. The essential tenet of legal realism is that all law is made by human beings and, thus, is subject to human foibles, frailties, and imperfections. Additional members of the Metaphysical Club were William James (when three years out of medical school), Charles Sanders Peirce, and John Dewey.

Pragmatism: A School of Philosophy

The Metaphysical Club begins with the Civil War and ends in 1919 with the Supreme Court decision in *U.S. v. Abrams*, the basis for the modern law of free speech. It tells the story of the creation of ideas and values that changed the way Americans think and the way they live. Critic Jean Straus writes: Menand defines pragmatism as "an account of the way people think—the way they come up with ideas, form beliefs and reach decisions" in a world "shot through with contingency," a world in which Darwinian chance rather than providential design determines what happens. "The pragmatists believed that ideas were tools," said Menand, "that they were produced by groups and were dependent on human carriers and on the environment, like germs. Pragmatism is Darwin's theory of natural selection applied to philosophy. The pragmatists asked the question, why do we have minds? According to the Darwinian view, organisms with minds would be naturally selected over organisms without minds." This view was contrary to the traditional assumption of philosophy that the mind's goal is to accurately mirror reality. "There is no evolutionary logic to having a mirror in our heads," Menand said. "Knowledge is always partial and provisional because it was for partial and provisional reasons that we sought it."

In a nut shell, with the onset of Darwinian Theory and the significant loss of a generation of men, our culture was faced with a hard look in the mirror where we asked ourselves if there is no higher "truth" or "good" out there waiting to be discovered, and was it on our own shoulders to determine how people distinguish right from wrong and decide how to act or choose what to believe? Ouch, change is painful, and we can trace through history just how painful this somewhat simple concept has been.

Challenge the process and challenge the country. Make sense? Well let's step back to *The Leadership Challenge* and take a look at my favorite practice "Challenge the Process." Kouzes and Posner state: "All cases involved a change from the status quo. Leaders are pioneers—people who are willing to step out into the unknown. It might be more accurate, then, to say that leaders are early adopters of innovation."

The survival of the United States of America, as we know it today, was developed in the defense of a decision-making structure rooted in a respect for free expression as an end, not a means, of extracting right or wrong. The leaders in this book, through their own paths of expression, recognized the need for this defense, defined it, and helped provide a path during the first part of the 19th century that still reigns but has demonstrable frays along the edge. Examples include: segregation in schools, same-sex-marriage, stem-cell research, war, flag burning, and so many more examples of moral exactness imposed upon our society.

"We do not (on Holmes's reasoning) permit the free expression of ideas because some individual may have the right one," Menand concludes. "We permit free expression because we need the resources of the whole group to get the ideas we need."

Not being an intellectual sponge of pragmatic thinking, I would recommend the Cliff Notes to this book, unless one has lots of time on their hands to weed through the complex relationships of former intellects and their daily habits. However, as a footnote to process challenging, this book and these gentleman deserve due credit. Charles Sanders Peirce (pronounced "purse," was born in Cambridge, MA, on September 10, 1839, and lived until April 19, 1914), was an American polymath, physicist, and philosopher. Although educated as a chemist and employed as a scientist for 30 years, it is for his contributions to logic, mathematics, philosophy, and the theory of signs, or semeiotics, that he is largely appreciated today. William James (January 11, 1842-August 26, 1910) was a pioneering American psychologist and philosopher. James wrote influential books on the young science of psychology, educational psychology, psychology of religious experience and mysticism, and the philosophy of pragmatism. Oliver Wendell Holmes Jr. (March 8, 1841-March 6, 1935) was an American jurist who served on the Supreme Court of the United States from 1902 to 1932. Noted for his long service, his concise explanations, his pithy opinions, and his deference to the decisions of elected legislatures, Holmes is considered one of the most influential justices in the Court's history. John Dewey (October 20, 1859-June 1, 1952) was an American philosopher, psychologist, and educational reformer whose thoughts and ideas have been greatly influential in the United States and around the world. He, along with Charles Sanders Peirce and William James, is recognized as one of the founders of the philosophical school of Pragmatism. He also is known as the father of functional psychology. Dewey was a leading representative of the progressive movement in U.S. education during the first half of the 20th century.

Moral Intelligence: Enhancing Business Performance and Leadership Success, Doug Lennick and Fred Kiel (Wharton School Pub., c2005).

Report by Maribel Crespin, 2007.

Moral Intelligence: Enhancing Business Performance and Leadership Success is an interesting book for more than just people in business. The book is divided into three sections, each with multiple chapters:

- *Part 1 Moral Intelligence*: "Good Business," "Born to be Moral," "Your Moral Compass," and "Staying True to Your Moral Compass."
- *Part 2 Developing Moral Skills*: "Integrity," "Responsibility," "Compassion and Forgiveness," and "Emotions."
- *Part 3 Moral Leadership*: "The Moral Leader," "Leading Large Organizations," "Moral Intelligence for the Entrepreneur," "Becoming a Global Moral Leader," "Strengthening Your Moral Skills," "Moral Competence Inventory (MCI)," "Scoring the MCI," "Interpreting Your MCI Scores," and "Index."

The authors start by providing the reader with an understanding of the basics of intelligence which they divide into cognitive intelligence (IQ), technical intelligence, emotional intelligence, and a new type of intelligence termed moral intelligence. Their premise is that the first two, cognitive intelligence and technical intelligence, are just the price of admission that any leader must have to play the game. Emotional intelligence and moral intelligence are what makes the difference for a business leader's success. The differentiator is what the authors call the

"moral compass," which consists of basic universal moral principles, personal values, and beliefs.

The book defines moral intelligence as "the mental capacity to determine how universal principles should be applied to our values, goals and actions. In the simplest terms, moral intelligence is the ability to differentiate right from wrong as defined by universal principles; universal principles are those beliefs about human conduct that are common to all cultures around the world, they apply to all people, regardless of gender, ethnicity, or religious beliefs." According to the book "moral intelligence gives our life purpose."

The main points that were driven home to me are the concepts of moral intelligence and moral competence. Moral intelligence is the ability to know the "right thing to do," and moral competence is the ability to actually "do the right thing" when the time comes and the situation demands it. Regarding moral intelligence, the book focuses on four principles that are vital for sustained personal and organizational success. These four principles are: integrity, responsibility, compassion, and forgiveness. The authors' premise also includes the belief that "if we lack integrity, by definition we lack moral intelligence."

Another main point driven home to me is the concept of living in alignment. The authors refer to living in alignment as the interconnection between three frames: the moral compass, the goals, and the behavior. The moral compass frame encompasses the basic moral principles, personal values, and beliefs. The goals frame encompasses life's purpose, goals, and wants. The third frame of behavior encompasses thoughts, emotions, and actions. The authors note that "living in alignment means that your behavior is consistent with your goals and that your goals are consistent with your moral compass [and] living in alignment keeps you on course to accomplish your life purpose and achieve the best possible performance in all your life roles."

The book provides worksheets for the reader to identify and/or become aware of the universal principles he or she embraces. Worksheets that help the reader identify core values, life's purpose, and another for identifying the most important life goals. The last worksheet provided in the book is for aligning goals with principles, values, and beliefs. The book also provides a list of 12 universal principles but leaves blanks for the reader to add others. Here again, the authors stress that the essential principles that all effective leaders embrace are integrity, responsibility, compassion, and forgiveness. The exercises help the reader make sure that the goals and behaviors demonstrated are consistent with the moral compass.

Moral misalignment can happen when we allow moral viruses or destructive emotions to enter our life. Moral viruses are defined in the book as "disabling and inaccurate negative beliefs that interfere with alignment. Moral viruses infect our moral compass and lead us to adopt goals that are inconsistent with our moral compass." Destructive emotions are categorized by the authors as the "most common culprits in keeping us from acting consistently with our goals." The book references emotions such as greed, hate, or jealousy as being powerful and can actually overwhelm our normal ability to act morally and emotionally competent. For both moral viruses and destructive emotions, the book gives recommendations for disabling or getting rid of those in order to become in alignment again.

The authors interviewed an interesting array of over 100 leaders, and their experiences are intertwined throughout the book. Part 3, "Moral Leadership," gives the reader plenty of examples from current leaders of their experiences in leading morally. The experiences vary in intensity and complexity and there are quite a few examples which can relate to business leaders as well as anyone else. Some of the examples relate to providing performance feedback and contracting for feedback, as well as recruiting for values.

The chapter "Moral Intelligence for Entrepreneurs" offers an interesting perspective. The authors suggest that to succeed, entrepreneurs "must master not only their business challenges, but must align their businesses with the principles of integrity, responsibility, compassion and forgiveness."

This book reminded me of a spiritual book I once read (the name escapes me right now but it was related to "What Would Jesus Do"). In this other book, the author also proposes that for every decision we must make we stop and reflect on the moral implications of the decision and of the outcomes. This makes me think of the moral misalignment that one can get into by acting or doing something which is against our moral values. *Moral Intelligence* is an engaging, thoughtful book, one that should be read by many business leaders in order to become more aware of their moral compass.

Never Eat Alone: And Other Secrets to Success, One Relationship at a Time, Keith Ferrazzi (Currency Publishers, 2005).

Report by Shawn Davis, 2007.

I found *Never Eat Alone* quite useful to my leadership development. This book reinforced the idea that networking is a universal principle of giving and receiving a lifestyle rather than a technique. It means building the kind of relationships I deeply enjoy—long-term relationships of mutual benefit, which are founded on mutual esteem and shared interests. *Never Eat Alone* shows that whatever a person's strengths and weaknesses, we can learn to be better at networking. It teaches how to be with people, talk with people, stay in touch with people, and build powerful relationships.

Research has shown that a person's network has a direct influence on the success and satisfaction that one experiences in all areas of life. One of the most important lessons in the book is that to be successful in business or in one's personal life, the need to connect with others is essential. *Never Eat Alone* provides an excellent roadmap on developing great relationships and resources. While the book emphasizes enhancements in the ability to sell, the principles apply to virtually any business—the end goal is the achievement of significant results.

The book shows you how to get into the networking mindset and avoid such self-defeating traps as expecting immediate returns or turning off new potential colleagues. The book gives excellent tips on how to overcome inhibitions, make small talk, and meet new contacts. The most important things that I learned from the book were how to maximize my relationships, expand my circle of influence through networking events, network in the professional world, my community, and in my personal life, develop lifelong career-building habits, and build and maintain my network. The biggest lesson that the book teaches is that you can have great people skills and communication skills, but without follow-through you won't have great results!

For example, Ferrazzi suggests speaking deeply to just two or three people at an event, rather than constantly looking over the shoulder of the person you are speaking to for someone better to talk to. I found this quite useful because in the past I had tried to speak with as many people as I could. Ferrazzi also reinforced the importance of using a method that I use often—researching a person I would like to meet before actually meeting them—so that I always will have something to talk about when I do meet them. He also has some good ideas about what to do when meeting people for the first time, and I love his idea of keeping a list of people whom you hope to meet someday. He offers a good plan for keeping the relationships alive with long-term contacts too. Ferrazzi's ideas about establishing relationships at conferences are excellent,

especially his suggestions to make a presentation of your own and to help out with the conference as much as possible to gain access to those who will be there.

This has become a book that I will reread frequently in order to assimilate its valuable contents. I am continuing to refine my professional "soft" skills. Networking has always been one area that I've felt I could improve on. *Never Eat Alone* breaks down networking to the bare essentials and makes it easy to understand. The important thing is that this book makes it easy to make small successes every day, and then soon enough you're a networking maniac! I highly recommend it to all of the current RIHHEL fellows who want to benefit from learning how to widen their network of friends and from making mutually beneficial relationships with anyone.

The Power of Servant-Leadership: Essays, Robert K. Greenleaf, Larry C. Spears, ed. (Berrett-Koehler Publishers, 1998).

Report by Rita Beam, 2007.

The Power of Servant-Leadership is an enlightening book about servant-leadership—a critical concept and approach for today's leaders. This collection of eight essays on servant-leadership reflect Greenleaf's years of experience as he discovered, developed, and refined the concept of servant-leadership. In particular, the theories of servant-leadership bring more meaning to the leadership practices of modeling the way and inspiring a shared vision. I appreciated the direction this book provided, and, as I read, I began to use marker tabs on quotes that I wanted to remember and reread—most pages were marked!

The concept of servant-leadership is about the need for leaders to begin to understand the importance of first being a servant and then to develop into a leader who can carry with them the respect and critical need to care for their protégés and colleagues. I believe this attitude and leadership practice motivates and inspires others to join the leader and become partners who then contribute to successful outcomes and goals. When people feel they are part of a shared vision and are a part of creating that vision, they will experience more energy and satisfaction in their daily work. A skillful leader will recognize and inspire each person and acknowledge what their colleagues bring to the work place and the big picture each day. We spend a great deal of our lives in the work place. Great leaders who acknowledge how others contribute to the overall success of an idea or organization generate excitement and commitment from them. This motivates people as much as monetary gain.

The editor of this book, Larry Spears, identifies the characteristics of a servant-leader as the ability to listen, be empathetic, heal, be aware, persuade, conceptualize, have foresight, be a steward, be committed to the growth of people, and build community. These characteristics are as powerful to me as Kouzes and Posner's five practices of exemplary leaders. They make sense, and Greenleaf's descriptions of what these characteristics mean to a successful leadership style spoke to my heart. They seem simple at first glance, but as Greenleaf weaves them into his concept they take on new meaning that deepens their relevance to successful leadership.

Greenleaf offers a unique perspective about the critical need for more liberating and visionary leaders. However, he stresses the importance of maintaining people's need of a sense of order. I appreciated this insight because of my past experiences with leaders who were visionary yet came on too strong and too quickly—making drastic changes in an organization caused a loss of confidence in the employees. I saw many great ideas that never were successful because the people in the organization were not involved in implementing the ideas, nor did they understand the long-term vision of the leader.

Our world is complex and often difficult for those who want to lead with a caring and humane attitude. However, leaders who have inspired me certainly have demonstrated this concept and were models to many successors. For example, nursing leaders, such as Florence Nightingale, left a lasting legacy because they were servant-leaders. Nightingale was a servant who keenly understood the need for other caregivers to understand the reason a particular action promoted health. She inspired others to gain knowledge and develop the practice and philosophy of nursing. Furthermore, she modeled compassion and how that contributes to healing. The powerful lesson I gained from these readings is how servant-leadership is not about what the leader does or about the leader himself, but about how the leader allows others to be a part of the process, the idea, and the dream. It is this attitude and approach that unites people, stimulates their creativity, and allows others to reach their potential. Servant-leadership helps others tap into their heart's desire and to be leaders as well. Dreams can create hope and become the reality of the future when a leader shares the dream with others.

The Power of Servant-Leadership: Essays, Robert K. Greenleaf, Larry C. Spears, ed. (Berrett-Koehler Publishers, 1998).

Report by Bethany VanWyk, 2007.

The Power of Servant-Leadership is a collection of Robert Greenleaf's final essays on the topic of servant-leadership. At the core of this concept is the belief that leaders must have a natural desire to serve, conscious choice then brings the aspiration to lead. The best test of servant-leadership is the answer to the question: "Do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?" I was drawn to the concept this book portrays because of the service nature of the nursing profession. One cannot be involved in healthcare without being exposed to the idea of serving another's highest priority needs first. But how does leadership fit into this idea? A central theme to the essay titled "Servant: Retrospect and Prospect" is that societies must have a vision that inspires others to act. Servant-leaders must become visionaries who go out ahead of others to show the way to those whom they serve. Followers are persuaded by the actions of the leader because they feel it is the right path for them and know that no one will knowingly be hurt by the action. As a young person reading these essays, I found myself relating most closely to only three of the eight essays. These three essays seemed to have messages geared toward young people learning to become servant-leaders as well as warnings against some of the dangers that come with the role as leader. I will focus on these essays and the themes that emerged from reading these.

The first lesson I learned from the essay "Servant: Retrospect and Prospect" is to stand against power and competition. A young potential servant-leader must have an awareness of power and its consequences. The idea of servant-leadership calls for teamwork—not holding a position of ultimate power. Competition, or the urge to beat out someone else, is as dangerous as power for servant-leadership. The stronger the urge to serve, the less likely one will be to compete for power. Rather, a servant-leader is more concerned about those being served. Servant-leaders are strong without power or competition.

The second lesson I learned, this one from the essay titled "Education and Maturity," was that throughout life, one must be focused on what is "uniquely me." Maturity is a blend of experiences and a basic perspective of who you are. No matter how serious a failure or how big a success, a person is still at the center of their world and must draw on what is uniquely them. In

becoming mature, there are four issues that one must be aware of: 1) the consequences of stress and responsibility, 2) the tension between the requirement to conform and the essential person, 3) the struggle for significance, and 4) facing the requirements for growth and accepting some process for drawing forth one's uniqueness. Out of these struggles come maturity, the surprise to discover what you have become, and the realization that more is yet to come!

Lastly, I was peculiarly drawn to the final essay titled "Old Age: The Ultimate Test of Spirit." I am not nearing old age, and I have many, many years ahead of me, so I was surprised at the lessons from this essay. Greenleaf concludes in this essay that old age is the ultimate test of spirit, and that spirit is the driving force behind the motive to serve. As one looks back on their life, the question is whether they can achieve serenity from the knowledge that they have served. Greenleaf noted that as one starts a career, they evolve as opportunities present themselves and as the spirit moves them. This conscious and unconscious preparation may not only lead to a fruitful old age, but also may make the years of preparation more productive and enjoyable. The most important aspect of preparation is awareness of life's fragility and constant danger. Maturity emerges when a person learns to accept new conditions as they arise. A motto to live by: "Be prepared."

Quiet Leadership: Help People Think Better, Don't Tell Them What to Do! : Six Steps to Transforming Performance at Work, David Rock (Collins, c2006).
Report by Phyllis Woodford, 2007.

David Rock, author of *Quiet Leadership*, provides a guide, which he calls the Six Steps to Transforming Performance, for having conversations based on how the brain works. The book explains the six steps using new ways of thinking, listening, and speaking that provide a new approach to conversations. In short, the book includes three parts:

- *Part One*: The context and the theory behind the six steps.
- *Part Two*: Presentation of the six steps.
- *Part Three*: Advice on a new way of approaching every conversation with a number of practical examples and situations.

The Six Steps include:

- *Think about Thinking*: Let the other person think through their own issues, rather than telling them what to do. Keep them focused on solutions, not the problem(s). Help a person to stretch for new goals and challenges and accentuate the positive.
- *Listen for Potential*: Listen to people as if they are successful, competent, and able to resolve their own dilemmas. When you listen for potential, you are assuming that others have the capacity to answer their own questions. Your job is to determine how you can best make yourself useful.
- *Speak with Intent*: Speak with intent so that you have the maximum possible likelihood of improving people's thinking—be succinct, be specific, and be generous.
- *Dance Toward Insight*: Create an environment in which people have insights for themselves. The steps involved in the Insight Model include asking for permission (to have a conversation or ask personal questions), placement (restating where you and the other person are in the conversation), questioning (questions that ask

about the nature of people's thinking); and clarifying (voicing the essence of what is being said).

- *Create New Thinking*: The Create Model explores the current reality for someone (or the reality of their thinking). It explores alternatives (helping move insights into action) and taps their energy (help someone take tangible action while the energy is there).
- *Follow Up*: According to Rock, the final step to transforming performance is following up with people to help them recognize and further embed new habits that have been developed through this leadership approach. Focus on facts and people's feelings.

In summary, this approach makes sense but is considerably different than the way most of us communicate. I would recommend to anyone considering reading this book to work through the steps slowly in order to allow time to process, practice, and integrate.

The Servant: A Simple Story About the True Essence of Leadership, James C. Hunter (Prima Publishing, 1998).

Report by Lin Wilder, 2007.

"What we think or what we believe is, in the end, of little consequence. The only thing of consequence is what we do." John Ruskin

In *The Servant*, the principles of servant-leadership unfold through the story of John Daily, a man who is failing in his various leadership roles as boss, husband, father, and coach. To get his life back on track, he reluctantly attends a unique week-long leadership retreat at a monastery. Surprisingly, the monk leading the seminar is a former business executive and Wall Street legend. The monk guides John (and the reader) to a simple yet profound realization that the true foundation of leadership is not power, but authority, and that authority is built upon relationships, love, and service.

At heart, the servant-leader is a servant first, making the conscious decision to lead because he or she wants to serve better, not because he or she desires increased power. The common top-down hierarchical styles of many organizations puts leadership at the top of a triangle at a symbolic pinnacle of power. Whether it is intended or not, the outcome of such a hierarchy is an organization in which the staff, company, and even the customers exist to serve the leadership. Servant-leadership inverts this triangle, placing the leaders at the bottom so that they might support and serve the staff, company, and customers. Servant-leadership emphasizes collaboration and sees leaders as "stewards" of an organization's most important resources—its people—the people who exist to serve the customer (not the boss).

Perhaps what is most difficult to take for the protagonist of this story, and likely for many readers, is the assertion that the characteristics that define good leadership—patience, kindness, humility, respectfulness, selflessness, forgiveness, honesty, and commitment (which are all taken from 1 Corinthians 13) also define "love." Indeed, the strongest take-home message for me in this book is the reminder that we tend to define love as a feeling, but it is and should more often be a verb. So, when Jesus instructs us to "love our neighbor," he is not asking us to feel love for him/her, but to still act in loving ways toward him/her (i.e. with patience, kindness, respectfulness, forgiveness, honesty, etc.).

Personally, the messages of this book were not hard to swallow because they supported my own intuitive philosophy of leadership. The presentation of the principles, in part through scripture and religious teachings, was not necessarily key to the messages, so even for a non-Christian, such as me, this wasn't of concern.

After reading this book, I was left with questions about how I can become a better servant to my team, organization, and customers, and to ask how the structure of my organization either enables or discourages me from doing this. I have also found myself taking a long, hard look at the leaders I know and asking myself whether they lead from a place of authority or of power. I believe that many still find their motivation in power.

The concepts of servant-leadership may seem simple and sometimes self-evident, but they are much harder to put into action—and it is action that really matters. Indeed, the systems in which we may try to lead as servant-leaders may outwardly espouse some of these principles but are, in reality, not always set up to support them. The hierarchy still exists. Leaders still emerge from the ranks due to their ability to wield power rather than exercise authentic authority. Leaders are still chosen for their ability to manage things and not develop people. And many leadership positions are structured, both in the job description and in the expected allocation of time, so that truly serving those they lead is impossible to accomplish.

I ask you to imagine for a moment the organization or leader you work for openly espousing a leadership philosophy based on patience, kindness, humility, respectfulness, selflessness, forgiveness, honesty, and commitment—in short, the ability to love (the verb) the people whom they lead. Imagine that the job description of the leaders of your organization (including your own job description!) now require the existence of these traits and abilities as the primary requirements for the job: "Wanted: CEO. Must be able to love staff and customers." Now, how many of the "higher-ups" you know would go for that?

In summary, the lessons that I heard and appreciated the most from *The Servant* include:

- To lead, you must serve.
- Leadership is based on authority, not power.
- Authority is based on the quality of the relationship, including love, service, and sacrifice.
- You manage things, you lead people.
- Listening is the most important skill a leader can develop.
- Trust is the most important ingredient in successful relationships.
- A leader is someone who identifies and meets the legitimate needs of their people and removes barriers so they can serve the customer.
- As "servants," leaders are not slaves to the whims of those they lead. Slaves do what others want, servants do what others need.
- Intentions + actions = will. Intentions - actions = "squat."
- It is only when our actions are aligned with our intentions that we become congruent people and leaders.
- Love is the act of extending yourself to others by identifying and meeting their legitimate needs. This is done with patience, kindness, humility, respectfulness, selflessness, forgiveness, honesty, and commitment. This is also a definition of leadership.

The Servant Leader: Unleashing the Power of Your People, Robert P. Neuschel
(Northwestern University Press, 2005).
Report by Mike Wagner, 2007.

The following is a list of quotes, concepts, and philosophies found throughout this book, all reflect qualities that I respect in a leader and that I will continue to strive to follow in order to become a more effective servant leader:

- "Reading this book will not make you a better manager or leader; you can learn to lead only by leading."
- "Leadership is more judgment than knowledge, more art than science, more human relations than savvy. This is why it cannot be learned like a formula or conferred like a title."
- "Repeated acceptance of performance that is less than expected will erode the standards of the organization, and it will gradually settle into a lethargic pace at a lower productivity and quality level."
- "The aspiring leader can learn much from others who have already demonstrated leadership skills and accomplishments. One thing that distinguishes an effective leader from others is their ability to learn from the experience of others; each new generation has the potential to start on the shoulders of its predecessors."
- "Know your people. Understand why, through listening, your people take a certain position or express a point of view. Knowing your people through understanding will make you a much more effective servant leader."
- "Change is the only thing that has ever brought progress."
- "Striving for perfection is frustrating but striving for excellence can be gratifying."
- "The real secret to building a winning organization is to be able to forge an effective team from the imperfect people by raising them up to be bigger than they otherwise might have been—to increase individually and collectively their power to perform."
- "The true servant leader has a sense of love toward his/her people, and they know it."
- "Some leaders use authority sparingly and depend more on persuasion, logic or the fact that followers respect the leader and want to please by compliance."
- Leaders extend their effectiveness and power not by holding everything to themselves, but by growing others to make decisions and motivating followers at all levels throughout the organization."
- "Leaders constantly seek knowledge and new ideas and most importantly act upon them to help their own organization grow and in the process grow themselves, not instantly but continually over time."
- "A leader needs much more than integrity to be successful, but without integrity and trust nothing else matters much."
- "A leader does not profess honesty and trustworthiness; they live them."

The Tao of Leadership, John Heider (Humanics Limited, 1985).

Report by Philippe Marquis, 2007.

The Tao of Leadership is an adaptation of the *Tao Te Ching*, which was originally written by Lao Tzu, ostensibly between 551 and 479 B.C.E. This Chinese classic has been translated into dozens of languages, including innumerable English translations. Very few facts are known about the original author, Lao Tzu. It is widely believed that though Lao Tzu was a hermit living on the fringe of society, he cared about society and the well-being of his fellow human beings. The concept of *The Tao* has since been popularized in the West by the ubiquitous "ying-yang" symbol, denoting the balance and co-existence of polarities, also known as "The Tao." One of the core teachings of the *Tao Te Ching* is "wei wi wei," which translates into "doing not-doing," and has often been viewed as passivity when compared to traditional western thinking. This is, in fact, a misunderstanding of the message of the text, which portrays a master who is so wholeheartedly involved in the task that she becomes lost in its doing. Rather than being passive, the leader/master, who is acting with the Tao, is immersed in the act of leading, is deeply in touch with the needs to the group, and is responding to subtleties with patience and compassion, all while essentially leading by example.

Both the *Tao Te Ching* and Heider's *The Tao of Leadership* consist of 81 "chapters," which are essentially one-page prose observations describing an ideal in which the doer, immersed in "The Tao," navigates their life and affairs. In *The Tao of Leadership*, the author strives to apply these texts specifically to the act and art of leadership. Heider portrays and defines leadership in his text with a broad brush, indicating both leadership of small group dynamic as well as leadership of a larger change process (e.g., facilitation of a community stakeholder group). A key illustrative verse regarding how leadership with the Tao occurs: "Governing a large country [organization] is like frying a small fish. You spoil it with too much poking."

The leadership concepts portrayed in *The Tao of Leadership* fly in the face of what many of us know and are familiar with, which is a technical approach, relying heavily on acumen, domination, and one-upsmanship. Unlike most western-oriented models of leadership, which appear to value short-term impact (e.g., quarterly earnings), *The Tao of Leadership* is heavy on implication and light on tools, heavy on thoughtful nuance and light on base examples, heavy on patience and flexibility while light on aggressive interventions. Reading and subsequently applying the principles presented in *The Tao of Leadership* is a long-term endeavor because each reading appears to render new understanding and perspectives. According to Heider's interpretation, the master/leader is unostentatious, plain-spoken, and disinterested in glory or even credit in their part in great accomplishment: "The Master doesn't talk. He acts. When his work is done, the people say, 'Amazing: we did it all by ourselves.'"

Theodore Roosevelt on Leadership: Executive Lessons from the Bully Pulpit, James M. Strock (Prima Lifestyles, 2001).

Report by Daniel Heffernan, 2007.

I selected this book because I wanted to learn more about that other theory of leadership, the one that says great leaders are born not made, a theory which seems to stand in opposition to the RIHEL message and reading assignments. What I found was that my initial assumption, that Theodore Roosevelt was the perfect example of the natural-born leader, could not have been further from reality. Further, while his privileged upbringing did give him a leg-up in some

regards, it was by sheer will, coupled with an insatiable hunger for knowledge and a rejection of artificial boundaries, that Roosevelt became the influential leader that we recognize him as today.

Highlights

- A journalist once wrote that the story of Roosevelt is the story of a small boy who read about great men and decided that he wanted to be like them—and succeeded.
- Roosevelt was a sickly boy with an infirm body, weak heart, and asthma. He rejected his doctor's orders that he lead a sedentary life and rebuilt his body into a powerful and imposing physique.
- Roosevelt was an eternal optimist and dreamer. He was an NCAA co-founder, pushed through a massive naval expansion and the building of the Panama Canal, was a founder of the workers rights, food safety, and conservation movements, and was responsible for taking 230 million acres into federal protection.
- Roosevelt volunteered for active military duty 6 times throughout his life. Further, he resigned from a desk job with the naval department and enlisted in the army to go to Cuba as a rough rider.
- Roosevelt believed in the importance of luck and timing and that luck is not in the development of ones own abilities, but in having the occasion arise for their application.
- Roosevelt was shot and still delivered his campaign speech before going to the hospital because he knew the message it would send to the nation.
- While Roosevelt was always focused on action, action, and more action he was also able to watch from the balcony while he danced.

Most Important Lessons

- Build a foundation.
 - Always focus on learning through reading, discussion, and travel.
 - A leader's value comes not from what he has learned but from continuing to learn.
 - Courage is the foundation of all other virtues.
 - Lead public and private lives openly and try to be an example in each.
- Get moving and lead by example.
 - Action, action, and then more action.
 - Get moving immediately to solve problems that can be solved. Put out of mind those problems that are beyond one's control.
 - Lay it on the line and take risks.
 - Recognize that there is no effort without error or shortcoming.
 - Refuse to accept conventional limits and push jurisdictional and hierarchical boundaries.
 - Do not ask of others what you are not willing to do. Walk-the-walk and then you can credibly talk-the-talk.
- On career advancement:
 - Take a position because you believe it is important and that you can do it well, not with an eye to the future.
 - Approach each position as if it were your last and do it as best you can.

- It is foolish to attempt to plan one's life or career out in advance.
- Never make yourself a lame duck by revealing future plans too early.
- Along the way remember:
 - Do not bluff and always be willing to walk away from the table in negotiations.
 - Incremental progress is preferable over no progress at all.
- On building and maintaining a good team:
 - Hire people more talented than one's self, and focus on individual strengths.
 - Set clear personnel standards and stick to them.
 - Delegate authority and develop your team into leaders.
 - Acknowledge your own mistakes.
 - Follow the Goethe dictum by treating people as if they were what they ought to be and you will help them become what they are capable of becoming.

The 3 Keys to Empowerment: Release the Power Within People for Astonishing Results, Ken Blanchard, John P. Carlos, and Alan Randolph (Berrett-Koehler Publishers, c1999).
Report by Kimberly Love, 2007.

The thrust of *The 3 Keys to Empowerment* is that because of forced changes due to competition, new technologies, and customer mind shifts a change to empowerment is needed. What may have been exciting and acceptable a year ago may not be acceptable today. Management needs to create a trusting environment between management (team leaders) and employees (team members). Team leaders need to allow team members to act responsibly, and team members need to know if they have the freedom to put their best efforts forward.

If team members were allowed to use their personal knowledge, skills, experience, and motivation, they would feel like partners in a business, and they would experience the joy of involvement, ownership, and growth. Companies will begin to see that empowerment is necessary for competition. If businesses cannot produce at a lower cost, with better quality, they will soon be out of work and team leaders will feel the stress of producing more with fewer people. Leaders will see results with fewer resources and allow team members to search for job security, ownership, and a renewed sense of pride in their work by allowing empowerment.

The process begins with team leaders sharing information with front-line staff that will begin to make good business decisions—using the same information that management is aware of. Members must trust management before they will be willing to take the risk of being accountable and, thus, understand the need for change. They do not need the overall picture (too much information or misinformation); they need to know just what is wrong with the current situation and what must change in order to fix it. Leaders may want to share operational figures and should remember to share good and bad information; this will develop trust and interest.

The next step is to recognize the need for boundaries. The following lists compare hierarchical versus empowerment cultures.

Hierarchical Cultures

Have plans
Demand individual responses

Empowerment Cultures

Have visions
Encourage team responsibility

Have workflow process
Have managers
Are "do as you're told" environments
Employees must be in compliance

Have projects
Have coaches/team leaders
Encourage employees to own their jobs
Encourage use of personal good judgment

Companies should set performance goals that are not mandated, that are meaningful, useful, and motivating. They should be specific (e.g., What am I going to do?), motivational (What's in it for me?), attainable (Can I reasonably expect to achieve it?), relevant (Why am I doing this?), and traceable (How will I assess ongoing process?). Staff must develop skills to become more responsible and self-directed. Leaders should provide trainings that will result in new skills, and before attending these training sessions staff need to know why they are going and what they are expected to learn. Leaders should make sure to define small but important decisions that staff can make in the early stages of their movement to empowerment.

The third step is to develop interaction and work through the discouragement stage. This will provide the direction and support needed to use and develop talents that staff have and will acquire. The team member should have an "I want to" attitude. Leaders can show this (if they give clear parameters for decision making), hold the team accountable, and acknowledge good work while working with the team to improve less-effective efforts. Team leaders will need to combat discouragement, if they expect team members to increase their roles in getting the job done. Team leaders should provide direction and encouragement for members to exercise some leadership themselves.

Teams should decide what its commitment to service will look like, listen to customers, and develop a plan for improving service that exceeds customer expectations. A team charter would be beneficial to new staff if it allows them to know what the specifics are regarding information sharing, boundaries, and team effort. Individual goals should be replaced by team goals, and each team member needs to know what must be done to meet those goals. Once teams begin to hold themselves accountable for understanding strategic goals, tracking information, and setting team goals, they should start to interpret information and offer suggestions to leadership. Self-directed teams should now become responsible leaders of key business outcomes. Empowered teams should recognize the diversity of team member talents, knowledge, ability, and experience as an asset to empower the team even further. It will not be easy to leave the hierarchal mind-set and move to the culture of empowerment, accountability, team pride, and job ownership. This book has shown me the way to begin the keys of empowerment among the staff I supervise, and hopefully I will begin a new atmosphere for the New Mexico Public Health Division.

The Tipping Point: How Little Things Can Make a Big Difference, Malcolm Gladwell (Little, Brown and Company, 2002).

Report by Erin Hall, 2007.

In *The Tipping Point*, Malcolm Gladwell talks about various hypotheses regarding the causes of certain social epidemics, and he offers interesting observations from a sociological perspective. While I am glad I read this book, I am disappointed to have chosen it for this assignment because it is quite a stretch to relate these hypotheses to conscious leadership. However, there are several lessons in this book that can apply to the type of community development work that I am involved in, so all was not lost.

Gladwell's basic premise is that there are three ingredients that contribute to the creation of social epidemics. They are:

- The Law of the Few
- The Stickiness Factor
- The Power of Context

I found the Law of the Few the most interesting and most applicable to leadership, or at least to community development, and have chosen to focus on this idea for the purposes of this brief review. The Law of the Few states that the involvement of three types/groups of people is required to reach the tipping point where social change becomes widespread.

The first group is the "connectors": people who know, like, and maintain relationships with hundreds of other people. Connectors have a certain magnetism that effectively influences other people even if they don't intentionally try to influence them. The role of connectors is to spread the word, share the idea, and set the trend.

The second group is the "mavens": people who collect and disseminate information. They do this not because of their job or position but as part of their basic nature. Mavens also spread the word, just not as broadly as the connectors. Mavens are believable and trustworthy, which makes the information they share believable and trustworthy. We seek out the mavens when we want to know where to get the best deal on a new car or to find out which is the best cell phone company for our business. The key role of a maven in social epidemics is as a teacher and information broker.

The third group is the "salesmen": people who are by nature influential. Again, this is not necessarily because of a job or particular position but because of their basic human nature. These are the people who suck you in and build rapport with you even if you try to resist. They are masters of human to human conversation. They do intend to influence others and they are extremely good at it.

Gladwell cites many studies in this book; one of the studies looked at human interactions on a moment by moment basis. The researchers found a predictable dance, of sorts, between the body language of two or more individuals engaged in a conversation. For example, a predictable head tilt in response to a particular question, comment, or gesture. Salesmen always take the lead in the dance and the rest of us willingly (if unknowingly) follow. The role of the salesmen in a social epidemic, then, is to convince others that it is time to take action or make a change.

So, how does The Law of the Few relate to community development? My understanding is that I need to recognize who, out of my 80 member partnership, are the connectors, mavens, and salespeople, and then to strategically position them so they can be most effective in helping our community achieve the kind of broad, system-level changes we are aiming for. Secondly, and I'm not convinced this one is possible, I have been toying with the thought that perhaps each of us can, to a limited extent, take on the role of connector, maven, or salesperson at will for the purpose of moving others toward change. It seems that Gladwell recognizes connectors, mavens, and salespeople as born and not made. However, it may be worth it to at least try their costumes on for size.

The Top Ten Mistakes Leaders Make, Hans Finzel (Victor, c2000).
Report by Dan Martindale, 2007.

The Top Ten Mistakes Leaders Make was an easy read and the ideas are fairly simple. Sometimes, we start out thinking that leadership is something that is and needs to be complicated

when, in fact, it needn't be. The two main points of this book are: be practical and follow common sense. Finzel suggests that realizing the opposite of these two points breeds poor leadership for the future. A very important point discussed in this book is that many people inherit leadership roles in their organizations. In other words, the leader leaves and someone has to fill their slot, even if that person has no leadership experience or skills. Practicing not to make the ten fundamental mistakes outlined in this book will serve rookie and veteran leaders alike.

Integrated throughout the book are other basic but important components for all staff to use as a road map. Clear vision, mission, and specific values are just a few. Another important aspect as we progress along our leadership journey is the realization that all is not black and white with those who we lead and attempt to direct. Minor details such as gender, religious beliefs, culture, generational differences, work ethic, and, in general, how people were raised throws a wrench into the perception that all things leadership-wise can be clear and absolute.

For individuals thrown into the realm of supervision and leadership, the following are ten general mistakes that are best avoided:

- Taking the top-down attitude.
- Putting paperwork before "peoplework."
- The absence of affirmation (pay raises are only part of it).
- Not making room for mavericks.
- Making decisions via a dictatorship.
- Failing to delegate.
- Communicating chaos.
- Missing the clues of corporate/agency culture.
- Succeeding without successors.
- Failing to focus on the future.

The above mentioned mistakes are fairly basic but often unattended. Although avoiding these mistakes might be fundamental to any good leader, finding the time and developing a process to practice them can be difficult. Another issue arises when your supervisor, and their supervisor and on up the chain, feels that these mistakes are not mistakes at all. In fact, they feel that a top-down attitude and a dictatorship is what they are all about. As is the case with those you supervise, all is not black and white when in dual roles as both leader and subordinate. Does one rock the boat for the good of the agency, or not, for personal preservation? This leadership thing can be a slippery slope.

The bottom line is that good leaders are not born overnight and corporate/agency changes in culture, vision, and expectations are no different. If you can develop a road map for becoming a good/great leader by using common sense approaches, you will be well ahead of the game. Attempt and expect great things!

Tough Choices: A Memoir, Carly Fiorina (Portfolio, 2006).
Report by Kandace Buckland, 2007.

Carly Fiorina is a business woman who worked her way up and through major corporations such as ATT and Lucent. She was a leader in the development of the Lucent Corporation and then was hired as the first CEO/Chairwoman of Hewlett Packard. The main

leadership lessons in this book relate to change and the important leadership requirements for implementing change in an organization. The main leadership lessons are:

- *Communication*: Leaders must be able to communicate the vision clearly and repeatedly.
- *Honesty*: Honesty is essential in order to have employees follow the vision. Goals and objectives must be clear, concise, and followed. Leaders must communicate how the changes will affect employees directly.
- *Planning*: Set goals, objectives, and action steps. These must be clear and concise.
- *Data*: Always monitor the data against the goals and objectives to know if you are moving forward.
- *Accountability*: Everyone, at all levels, must be accountable for their roles and responsibilities.
- *Team work*: Development of a key team to lead the change is a must. Trust is essential among team members. Diversity in opinion is essential. Clear expectations of the change and roles/responsibilities must be identified. Remember that all team members must wear two hats—that of their areas of responsibility and the agency overall.
- *Lonely at the top*: Media will watch every step and miss-step. Those against the change may take shots at the leader. Remember to not take it personally. Believe in the vision and steps it will take to get there.

A couple of quotes that I thought were very good include:

- "Values are the sign posts to guide people's behavior when the rules aren't clear and the supervisor isn't present. Goals and metrics are what get done; values are how those things get done."
- "Every employee and every executive was evaluated against our core values and our leadership behaviors. How things get done is as important as what gets done."
- "A Chief Executive must strike that right balance between letting people do their jobs and constantly verifying that the details are being attended to properly and then making course corrections as required."

Overall, I thought it was a great book and certainly tied into the leadership principles we have been learning about in RIHEL.

The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You, John C. Maxwell (Thomas Nelson Publishers, c1998).

Report by Michelle Motsinger, 2007.

John C. Maxwell provides 21 laws for leadership. He says that all of the laws can be learned, can stand alone, carry consequences with them, and are the foundation of leadership.

The 21 laws of leadership are:

- *The Law of the Lid*: Leadership ability determines a person's level of effectiveness.
- *The Law of Influence*: The true measure of leadership is influence nothing more, nothing less.
- *The Law of Process*: Leadership develops daily, not in a day.

- *The Law of Navigation:* Anyone can steer the ship, but it takes a leader to chart the course.
- *The Law of E.F. Hutton:* When the real leader speaks, people listen.
- *The Law of Solid Ground:* Trust is the foundation of leadership.
- *The Law of Respect:* People naturally follow leaders stronger than themselves.
- *The Law of Intuition:* Leaders evaluate everything with a leadership bias.
- *The Law of Magnetism:* Who you are is who you attract.
- *The Law of Connection:* Leaders touch a heart before they ask for a hand.
- *The Law of the Inner Circle:* A leader's potential is determined by those closest to him.
- *The Law of Empowerment:* Only secure leaders give power to others.
- *The Law of Reproduction:* It takes a leader to raise a leader.
- *The Law of Buy-In:* People buy-in to the leaders, then the vision.
- *The Law of Victory:* Leaders find a way for the team to win.
- *The Law of the Big Mo:* Momentum is a leader's best friend.
- *The Law of Priorities:* Leaders understand that activity is not necessarily accomplishment.
- *The Law of Sacrifice:* A leader must give up to go up.
- *The Law of Timing:* When to lead is as important as what to do and where to go.
- *The Law of Explosive Growth:* To add growth, lead followers to multiply, lead leaders.
- *The Law of Legacy:* A leader's lasting value is measured by succession.

When Teams Work Best: 6,000 Team Members and Leaders Tell What It Takes To Succeed, Frank LaFasto and Carl Larson (Sage Publications, 2001).

Report by Jennifer Maestas, 2007.

Six Thousand Team Members and Leaders Tell What It Takes to Succeed is a great tool to help in any situation you might encounter in a team setting. Each chapter concludes with a "putting it to work" section that provides suggestions and instruments that you can use in your setting, which I have found to be very helpful. The team members that were interviewed give their real-life scenarios. LaFasto and Larson go over what works and what doesn't. The scenarios they speak to are every-day work situations and are down to earth. The specific examples of behaviors of an effective team member are helpful. The authors describe in detail the dysfunctional team member and list specifics on how to help the dysfunctional team member.

This book shares five critical factors that ensure the team success and outlines specific strategies and techniques for you to use and to encourage others to use. They are:

- demonstrate the abilities and behaviors necessary to maximize team results
- what relationship behaviors build and sustain strong teams
- effective process for solving difficult problems
- demonstrating the six strengths of highly effective leaders
- how to have your organization foster teamwork

The teams go over five conditions that can help or hold back a team in obtaining the goal. LaFasto and Larson covered the topic of team members being dysfunctional or functional, they talk about understanding the differences and ways to be a good team member, and discussed relationships and how important they are to making a team successful, productive, and whether

or not they meet the goal. The authors talked about group process in helping make decisions that are inclusive and that create buy-in to the process, and they discuss the qualities and specifics of a team leader that they found most helpful. They also covered their management practices for how they can help a team succeed or fail, and how a team effort can help even the most disruptive management practices.

When Teams Work Best: 6,000 Team Members and Leaders Tell What It Takes To Succeed, Frank LaFasto and Carl Larson (Sage Publications, 2001).

Report by Carol Russell, 2007.

A good book is intellectually stimulating and moves you to action, which is demonstrated by *When Teams Work Best*, written by our own Carl Larson and Frank LaFasto. The book is based upon extensive research of thousands of individuals and their views on teams. Although the book stated that leadership cannot be reduced to a finite "to-do" list, the lists in the book, if followed, will help immeasurably. Systematic analysis of each of the layers of an organization is conveyed to the reader by way of stories, diagrams, and carefully chosen words.

The five primary layers of a high-performing team begin with collaborative team members. This is supported by team relationships, team problem solving, the team leader, and is culminated by the organization. The highlight of the first chapter is a one-page questionnaire for team members to differentiate for themselves if they are team members that 1) can be collaborative, 2) can't be supportive, or 3) won't be supportive.

The second chapter explained that the two most important behaviors in a team relationship are openness and supportiveness. The authors suggest the use of the Connect Model to develop constructive conversations, productive-mutual understandings, and the commitment to make improvements. The Connect Model:

- Commit to the relationship
- Optimize safety
- Narrow to one issue
- Neutralize defensiveness
- Explain and echo
- Change one behavior
- Track it

The third chapter focused on the goal, climate, and communication for better team problem solving. The book named the tendency of some member of a group effort to slack off or letting other members do the work as the "Ringelmann Effect." A suggestion of a process for joint decision-making to counter poor team problem solving is the "single question format," wherein the team thoroughly analyzes the problem and takes the time to explore options. One of the most common mistakes is jumping to premature solutions.

Regarding the team leader, the two primary complaints are: 1) unwillingness to confront and resolve issues associated with inadequate performance by team members, and 2) diluting the team's efforts with too many priorities. The book suggests that to manage performance one must require results, review results, and reward results. Lastly, the book took on the organizational environment, the psychological atmosphere that emerges from the structure and processes, management practices, and systems of the organization. This environment is the essence of the organization that promotes clarity, confidence, and commitment.

So I tried it. My team is quite a challenge. By setting clear expectations as suggested, I found that two team members were not producing. One of them was actually very proud to be termed a "Tom Sawyer." I tried a "Crucial Conversation" with him, which led me to another book, *Leadership on the Line: Staying Alive through the Dangers of Leading*, by Heifetz and Linsky. I found the chapters "Orchestrating the Conflict" and "Anchoring Yourself" very helpful in my current situation.

The Wisdom of Crowds, James Surowiecki (Anchor Books, 2005).

Report by Lindsey Myers, 2007.

In *The Wisdom of Crowds*, James Surowiecki challenges traditional models of decision making and argues that large groups of diverse people, acting in aggregate, are better at solving problems and making decisions than individual experts or even groups of experts. Drawing from a variety of disciplines, Surowiecki cites numerous examples of how collective intelligence is superior to individual intelligence when solving three types of problems:

- Cognition problems (problems that have definitive answers).
- Coordination problems (problems that involve members of a group coordinating their behavior with each other).
- Cooperation problems (problems that involve getting people who may not trust one another to work together).

To use a simple example, if you have a jar filled with jelly beans and ask people to guess how many are in the jar (a cognition problem), then take the average of all of the individual guesses, the answer will yield a nearly perfect estimate of the number of jelly beans, all while it remains possible that none of the individual guesses is correct.

The most useful part of this book are the chapters dedicated to outlining the conditions necessary for crowds to be wise—diversity, independence, and decentralization. Surowiecki stresses the importance of having a diverse population in order to take into account individual decisions and settle on a good collective judgment. He argues that a group composed of people from varying backgrounds and levels of intellect will generally make a better decision than a group comprising the most elite intellectuals. Cognitive diversity is important because individual judgment can be biased and inaccurate. In addition to being diverse, Surowiecki believes that in order to come up with good aggregate decisions, each person must contribute an independent thought because it keeps people's mistakes from being correlated and ensures that individuals are bringing different perspectives to the table. Finally, Surowiecki explains that groups work better when they are acting on their own and not being directed from the top down, which most of the time leads to specialization and effective problem solving for independent, diverse groups of people.

I first became interested in reading this book over a year ago, when I heard Surowiecki speak about his crowd theories at a CDC Injury and Violence Prevention conference. At the time, I remember thinking that his ideas about collective decision making were applicable to effective coalition and team building. After reading the book, I still see the benefit of valuing the collective wisdom of crowds, but direct lessons about leadership are a little harder to uncover. In fact, in his "Afterward," Surowiecki implies that he believes there will come a time when society recognizes that collective approaches to decision making are the best approaches and individual leaders will not necessarily be essential to good problem solving. Still, he does acknowledge that, for the time being, individual leaders often have a role in promoting and advocating for the

idea of collective wisdom. This book stresses the importance of involving as many diverse individuals as possible when trying to make decisions and that it is essential for these individuals to offer independent ideas. Surowiecki also convincingly proves that the best decisions or solutions may not come from a single, intelligent individual, but, rather, be an aggregate group solution that no one came up with on their own.