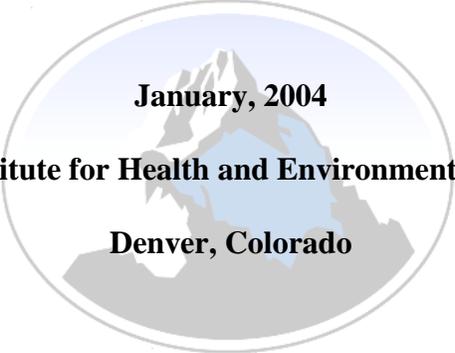


# **Leadership Research Reports**

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**Leadership Book Reports from the Class of 2004**



**January, 2004**

**Regional Institute for Health and Environmental Leadership**

**Denver, Colorado**

# Preface

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## **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 (disregarding the articles "A" and "The" when they appear as the first word in the title) and are listed in the table of contents.

May 2003

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# Regional Institute for Health and Environmental Leadership

## Research Reports

### **Autobiography of Eleanor Roosevelt** (Harper, 1961).

Report by Mary E. Fairbanks, 2004.

"I have always seen life personally; that is, my interest or sympathy or indignation is not aroused by an abstract cause but by the plight of a single person whom I have seen with my own eyes." Eleanor Roosevelt

Reading the autobiography of Eleanor Roosevelt was to read about the journey of a life. In her younger years, Eleanor tended to be passive, simply absorbing the personalities around her. But, when Franklin went to the Albany legislature for the first time, Eleanor began to grow and blossom, gaining independence and skills. One of Franklin's advisors, Louis Howe, clearly took Eleanor under his wing and taught her how to be a political spouse. Franklin, after his attack of polio, began using Eleanor as his eyes and ears to go places he couldn't physically be. Over time, the most important players in Eleanor's life were herself and her own growing curiosity and intelligence. Each new thing Eleanor did seems to have enhanced her skills, be it from teaching, working for the NY Democratic State Committee, going to conventions, and, finally, from her role as First Lady. Eleanor observed and studied all of the leaders and others around her and took in what was useful for her work. As time went on, she became less and less shy about identifying problems and engineering solutions.

Eleanor's ultimate work was with the creation of the United Nations—World War II had strengthened her resolve to prevent future war. Eleanor was placed on a committee (where the men thought she could do the least harm) that dealt with humanitarian, educational, and cultural questions. This committee was a group that, to some degree, set the whole tone for the UN. Later, Eleanor was the chair of the Human Rights Commission and was intimately involved with writing The Universal Declaration of Human Rights.

Eleanor's perspectives on her life and times are fascinating. There were many quotes I recorded about leaders and leadership. Ultimately, she illustrates how the personal is political: that it was the individuals whom she met and the situations she personally saw in life that guided her. "I had only three assets: I was keenly interested, I accepted every challenge and opportunity to learn more, and I had great energy and self-discipline."

### **Benjamin Franklin – An American Life**, Walter Isaacson (Simon and Schuster, 2003).

Report by Gary Belew, 2004.

Walter Isaacson has made a commendable effort in identifying Benjamin Franklin's personal strengths and liabilities, as well as investigating how Franklin either utilized these attributes or mitigated his weaknesses to achieve the many accomplishments he has been noted for. Ben Franklin was a sociable person who loved bringing together friends and acquaintances to collaborate and communicate. As a young man, Franklin organized a group of friends to provide a structured forum for discussion. The group, initially composed of twelve members, called itself the Junto. The Junto was one of many organizations, groups, and assemblies that Ben Franklin developed and participated in. The Junto became a catalyst for many of Ben

Franklin's inventions, advancements, and innovations. Ideas such as the volunteer fire department, private militias, and public hospitals were first conceived and developed during the collaborative weekly meetings of the Junto. Out of the Junto, the American Philosophical Society emerged—it is still in existence today.

Isaacson determined that of all the founding fathers Franklin was the most instrumental in building a free American nation. Franklin was the only one that signed all three of the major documents that freed the colonies from British rule (the Declaration of Independence, The Treaty of Paris, and the United States Constitution), establishing the United States as an independent nation.

### *Most Important Lessons Learned*

Although my primary focus while reading was on Benjamin Franklin's leadership style, how he motivated others, and how he achieved all that he accomplished during his life, I also maintained a focus on what motivated Ben Franklin, the man. Additionally, during the reading of this book, I learned, or relearned, a lot of history.

With these foci in mind, I believe that the following are the most important lessons learned from this book:

- Throughout Ben Franklin's life, he continually questioned authority and/or processes. He strove to improve the way processes, teams, machines, technology, and functions worked. He believed that anything he did, worked with, or cooperated with could be improved. He invented swim fins and bifocals, and of course, developed new theories and terms (i.e., positive and negative charges) relating to electricity.
- A significant aspect of Franklin's brilliance was the diversity of his interests. He constantly worked to enhance his knowledge and abilities in science, government, diplomacy, and journalism. He approached every task with a practical rather than a theoretical style.
- Franklin continually strove to improve himself as well as others. He developed written plans and task lists to assist him in this effort. Plans, such as the "Plan for Future Conduct," laid out the framework he felt was required to live as a "rational creature." In this plan, there were four rules addressing the topics of frugality, truthfulness, industriousness, and not denigrating others.
- Isaacson identifies Franklin as the "consummate net-worker." He loved to mix his social life with his personal life, and then leverage both to enhance his business life. This aspect of his personality was strongly exhibited when he formed a club of young, working men, commonly called the Leather Apron Club, and, as I've mentioned, the Junto. Members of the Junto were tradesmen, artists, etc., (people not from the social elite). All members were required to demonstrate that: 1) they would show no disrespect for other members, 2) they would maintain a love for mankind in general, regardless of religion or profession, 3) that no one would be punished for their opinions or religious beliefs, and 4) that they loved and pursued truth for its own sake.

Isaacson did a good job portraying Franklin's prime motivation for all he did—his desire to help and improve society.

**Beyond the Myths and Magic of Mentoring**, Margo Murray (Jossey-Bass Publishers, 2001).  
Report by Elizabeth Pottorff, 2004.

This book is about developing mentoring programs within a workplace, corporation, or organization. I was specifically looking for information about setting up a mentoring program within a professional woman's organization where the mentors and protégés are in similar careers but do not work for the same organization. In this book, there is one example outside a workplace structure of a mentoring program for students by alumna of a single college. However, judging from the amount of underlining I did and sticky notes I placed, I found a lot of ideas and useful information in the book. Murray calls the process of mentoring "facilitated mentoring" and defines it as "a structure and series of processes designed to create effective mentoring relationships; guide the desired behavior change of those involved; and evaluate the results for the protégés, the mentors, and the organization."

In order to systematically develop the skills and competencies of less experienced people, Murray suggests that the employee specify what skills they want to learn and the mentor be chosen with those skills in mind. Some skills, like learning a trade or technology, are fairly simple to define. However, management skills are much more experience based. Most people do not have the knowledge and objectivity to assess their own developmental needs, therefore, employers must provide training and resources to allow employees to identify which of their skills are relevant and could be developed.

The benefits mentoring provides an organization are: increased productivity, cost-effective training, improved recruiting ability, increases in organizational communication and understanding, retaining intellectual capital and maintaining motivation, the ability to enhance services provided, and improved strategic and succession planning. Benefits to protégés could include: making the school to career transition, rapid assimilation into the corporate culture, accelerated leadership development, higher earnings, advancement of minorities and/or women, shortening the technical learning curve, increased job satisfaction, adding value to education, creating greater influence within an organization, and increasing the likelihood of success. Mentors also benefit from a mentoring relationship, possibly with: enhanced self-esteem, revitalized interest in work, close relationship with protégé, financial reward, expanded awareness of the business environment, fulfillment of their own developmental needs, leaving a legacy, and professional assistance for their own work.

A generic implementation plan will include most of the following elements: assess the needs and goals of the organization, assess readiness of the organization for mentoring, identify protégés, develop process goals and plans, match and orient mentors and protégés, design individual development plans, negotiate agreement on relationships, execute development plan, define conclusion to relationships, oversight by a coordination team, and evaluation of the process.

A number of different programs are summarized and evaluated. The key element of facilitation is in having a coordination committee that is responsible for the development, implementation, and evaluation of the program. This part of the book was the most enlightening for me and provided many ideas for what I need to do in the development of the Association for Women Geoscientists (AWG) program. These ideas also raised my expectations beyond the effort I had anticipated as far as time and training that might be required to develop a quality program.

The chapters on structuring the mentor's role, selecting protégés and diagnosing their developmental needs, and the role of the coordination team all contained valuable ideas that can

be adapted to the non-workplace mentoring program as well. Because of the close personal relationships developed by mentoring, pairing of direct reports with their boss is not encouraged. However, mentors must be aware of the needs of the supervisor and communicate with them to allay their fears and enhance the development plan for the protégé. Another chapter discusses the components of the mentoring agreement that should be developed between the mentoring pair, stressing that most problems in a relationship could be prevented by a clear agreement.

Finally, Murray advocates developing a plan to evaluate the effectiveness of the program during program development, not as an afterthought. Gender, culture, and relationship issues and concerns are addressed throughout the book; some of the thornier issues have a chapter devoted to them.

I will first use what I have learned from this book to educate the group of women who have volunteered to help me develop the program. I have done some limited research on a mentoring Web site and found only a couple of mentoring programs that might be similar; one is designed to mentor women in technology fields and another is for a women's business organization located in a large metropolitan area. So, we have a lot of brainstorming ahead of us to design a program that works within our organization. The basics of mentor/protégé training are covered but the coordination committee will also have to think about how to adapt those concepts to the needs of individuals in our organization.

**The Bowden Way: Fifty Years of Leadership and Wisdom**, Bobby Bowden (Longstreet Press, 2001).

Report by Jeff Lara, 2004.

*The Bowden Way: Fifty Years of Leadership and Wisdom* provided great insight on the leadership skills used by Bobby Bowden, who is currently the head football coach at Florida State University. I was particularly interested in the book because I love the game of football and have always admired the Florida State University football program.

I was interested to read about how the philosophy of a head football coach can be applied to everyday leadership skills in any discipline. A head coach of a collegiate football program has several responsibilities that are common in other professions. Coach Bowden talks about some of the following responsibilities of being a head coach: overseeing a multi-million-dollar athletic budget, hiring and firing coaches, recruiting players, coaching players, planning for upcoming games, dealing with the media, and providing feedback to his supervisors, for example, the Director of Athletics and the Board of Regents.

Coach Bowden uses an "old-fashioned" approach while leading a successful program. He talks about honesty, integrity, humility, loyalty, and faith. Even though he uses an old-fashion approach, he doesn't appear to be afraid of change. To be successful, a leader must be able to accept change because "change is inevitable." Coach Bowden has been able to adapt to change throughout his career, without compromising the principles by which he lives.

I found it interesting that Coach Bowden was able to break down a comprehensive task, such as building a successful program, into four objectives: (1) Devise a good plan. (2) Hire good people to implement the plan. (3) Motivate players to buy into the plan. (4) Execute the plan. I especially like objective number two *hire good people to implement the plan*. Coach Bowden explains that he looks for the following characteristics when he is interviewing people for a job: Loyalty, Good Character, Ambition, Dependability, Hardworking, Good-Attitude, and Goal-Oriented.

In the book, Coach Bowden talked about several incidents that challenged him during his career. One story in particular discussed how Bowden dealt with adversity after a player passed out and died while participating with his teammates during conditioning drills. After 50 years of coaching, Coach Bowden had never witnessed an incident like this before. In order to deal with adversity, Coach Bowden's priorities are ranked in the following way: 1) God, 2) Family, 3) Others, 4) Football.

I learned that Coach Bowden is a religious man who speaks proudly of his faith. He has a great passion for life and is a positive role model through his leadership. Bowden also makes sure that he stresses the importance of *setting a personal example* as a leader. Reading about this lesson made me reflect back to the "Model the Way" practice of exemplary leadership.

### **Failure Is Not An Option: Mission Control From Mercury To Apollo 13 And Beyond, Gene Kranz (Simon and Schuster, 2000).**

Report by James M. Stewart, 2004.

Since I was a boy, I have been fascinated by a quiet, crew-cut haired, white-shirted, tie and pocket protector wearing engineer who was present in Mission Control for most of America's space launches. Later, when I became a military pilot and officer, but before the movie "Apollo 13" was released, I learned his name: Gene Kranz, Flight Director. This book is Kranz's autobiographical account of the American Manned Space Program.

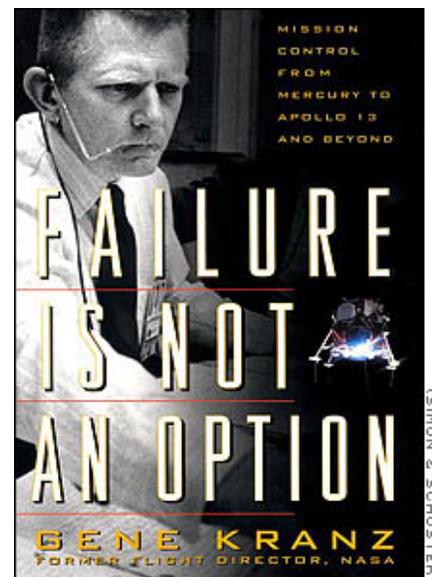
"Houston, we've got a problem." These famous words, spoken by astronaut Jim Lovell from space in April 1970, launched the most famous public demonstration of problem solving, the likes of which had never been seen and may never be seen again.

Apollo 13 was made of three components: the main command module, the service module, and the lunar landing module. Fifty-five hours into the mission, a cryogenic tank exploded in the service module causing loss of oxygen and power to the command module. From that moment, the mission was not about success, it was about something far more important: solving an unforeseen problem under sudden and unexpected limitations.

"Failure is not an option," Gene Kranz, lead flight director for Mission Control, announced to the ground crew in Houston as Apollo 13 approached the critical earth-to-moon decision loop. Did he mean that failure had been an option at one time, but wasn't now? Perhaps that was why things weren't working the way they should have.

The mission went beyond testing physical limits, which the space program had been doing from the beginning. It was far more than a contest of athletic, technological, or engineering prowess. This was something more. It is a case study in problem-solving; a drama of solution finding played out with limited resources against unknown odds, using the wits of two teams—the three-man flight crew in outer space and the computer operators on earth.

Creativity need not begin with inspiration. Sometimes creativity is a reactive force, triggered when all else fails. Creativity can be a response to a new order of things. We experience our highest creativity not in doing business as usual, but when there is the most at



stake and failure is a possibility but not an option. When our fixed assumptions about how things operate won't do, a new mission must be launched. "Forget the flight plan," ordered Kranz, "from this moment on we are improvising a new mission. How do we get our men home?"

### *Defining the Problem*

Step by step, the Apollo crew took their problem apart piece by piece, in order to see how it worked and, therefore, how it could be "fixed," which meant it had to be redefined, reconfigured, and re-created, in order to get the astronauts home. What fueled the creative process was "reverse vision." Instead of figuring forward from their present status, they had to work backwards from their target: splashdown in the Pacific. The gap between present and future was closed by looking at how everything aboard the spacecraft (the command module and the lunar module) could fit that future. Here the objective could not be a straight-line projection of the present, but, rather, "drew" the present toward the desired state in ways not logically expected.

Defining the problem came by fits and starts. It was soon apparent that this crisis had less to be "defined" and more "worked." A new goal was forged from which solutions had to be devised (then tested on the ground) in rapid sequence. In fact, the event that caused the tank to explode wasn't understood until *after* the astronauts had landed.

The solution was derived from a series of inductions, deductions, calculations, simulations, decisions, trials, errors, planning, re-planning, and execution, all driven by on-the-spot creativity, fuzzy logic, and incomplete data. These are the same factors that drive many of our day-to-day innovations, innovations that surface, under pressure, in coping with crisis. Knowledge plus motivation plus manipulation skills, ignited by passion and perseverance, demonstrated that innovation operated in top form.

### *Managing Change*

The mission was also an object lesson in change management. The instant they lost the moon as the goal, the goal shifted to returning to earth. Everything posed a new challenge or opportunity. Once the moon-landing was no longer an option, each element of the original game plan had to be reevaluated, questioned, redefined, and transformed to serve an alternate purpose. From its originally designed purpose, each feature of the flight was transformed by "value added," whatever performance it could deliver in its new role.

The self-contained lunar landing module was converted to function as the *main* cabin. Energy from the lunar module was counted and doled out in units normally used to run a coffee maker because sufficient energy had to be reserved for re-entry. In the absence of a working on-board computer, the earth itself was pressed into service as the fixed focal point to orient the "burn" phase of the return trip. Everything became potential problem-solving material, which meant problems had to become opportunities. Here, there was neither space enough nor time for anything that didn't serve to get the team home. Freezing temperatures, fever, thirst, no sleep, and a silent radio were endured to stockpile the energy boost that would be needed to re-enter the earth's atmosphere.

As Kranz put it, somewhere around the third day of the mission, "I don't want to know 'what anything is *for*.' The question now is, 'what can it *do*?'" The crew set out to find out, transferring systems from one capsule to the other, adapting each operation to match the change of venue. Fortunately, the problem was solved and the crewmembers landed safely. Among the many ideas for this success were several that hadn't been considered in the numerous pre-mission

rehearsals. Round holes were squared away to take square plugs to keep the CO<sub>2</sub> buffers working. Battery exchanges between the modules were necessary to achieve power in the final stages. Even the spaceship's center of gravity had to be shifted to make it easier to maneuver with the limited power.

### *It's Often Easier to Quit*

What can be gleaned from examining this episode of space exploration for application to business, research, or relationships and the whole gamut of problems and problem solving? First, sudden and severe limitations can evoke the highest order of creativity, but only if problem solvers are not allowed to "abort the mission." Second, the automatic reflex when situations go bad is to get out rather than to make them better or turn them around. Third, the knee-jerk answer to loss or failure is to minimize trauma through damage control rather than in creative thinking.

One example of an "aborted mission" is downsizing just to save face for the near-term bottom line—the consequences to morale, productivity, security, and opportunity are an array of self-reinforcing negative forces, social, economic, and psychological. These forces, of course, don't solve the underlying problems, which don't go away. The worst effect is that this policy of "containment," layoffs followed by piling work on the remaining staff, which threatens their security, all lower creativity, dulling incentives to solve problems innovatively rather than reactively.

The alternative, following the astronaut's example, is to drive the crisis through the "burn" to a creative solution, utilizing new products, better methods, refined targets, and improved quality, to convert failed solutions to one problem into effective solutions to another. In order to convert chaos and crisis into opportunity, however, failure must first be precluded as an option. Once that hatch is closed, solution finding can begin in earnest as a serious venture, not as just another human-resource excursion.

Closing off failure also constructs a tighter box of opportunity. When there is really no available fix-it kit, solutions must be devised that no one has dreamed of. Working the problem inside the parameters of cost, time, competition, consumers, technology, and legality forces negotiation of resources (ideas, brainpower, talent, skills, and know-how) into the most creative channels. Only under the stress of limits are definitions reconsidered, ideas reshaped, connections rewired, and relationships reconfigured. In this sense, thinking "inside the box," rather than *outside* it, is the more creative act.

The human values mobilized in the problem-solving process are the catalysts to innovation. Creativity isn't simply applying the tools of science to the job at hand. It involves the culture of creativity, the human mindset, and the "deep structures" that tell us what is important.

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

Report by Benny Samuels, 2004.

Great Book! Easy to read, well researched and, most importantly, this book contains some unexpected information. The central idea presented by Buckingham and Coffman is that people are different, that we all have different talents, skills, drives, and needs, and that great managers recognize those differences and treat people in ways that are appropriate. This seems like common sense, but, apparently for many managers it isn't. The book talks about knowing the difference between skills, knowledge, and talents, and, knowing that you cannot teach talent, that

perhaps as a manager your employee's talent is what really needs to be nurtured and, to some extent, protected.

The entire paradigm of the book is based on twelve questions, which are listed below. According to the authors, when you have an "agree" or "strongly agree" answer from your employees to each one of these questions, you have a productive, satisfied, and committed workforce.

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

The unexpected part of the book is that Buckingham and Coffman's paradigm requires a manager to be preferential and protective of productive employees. I was really surprised to hear that great managers have learned that they should spend the least of amount of time with their least productive people and to be the most flexible with their most productive people. According to these authors, great managers play favorites.

The greatest lesson I learned was that the authors—according the results of the surveys they have administered—claim that your direct supervisor is perhaps the most influential person in your work environment. They claim that if you have a strong and good relationship with your direct supervisor you can weather almost any storm from a corporate culture perspective. This was interesting to me as I began to take a look at my own relationships with past supervisors (good and bad) and how I felt about my work based on those relationships, regardless of whether the big picture was grim or not. In other words, you can have the greatest job, in the greatest company, with all the perks and benefits in the world and the greatest salary, but if you cannot answer "agree" or "strongly agree" to the 12 questions you are probably not a happy worker. Another lesson learned from this book is that it is the responsibility of great managers to motivate, teach, and nurture their employees to a point where they can answer "agree" or "strongly agree" to all 12 questions.

The thrust of the book is that people are different and great managers are able to detect those differences and channel them in the right direction not only for their employee's sake, but also for the company's sake.

**Freedom In Exile – The Autobiography of the Dalai Lama**, Tenzin Gyatso, The Fourteenth Dalai Lama of Tibet (Harper Collins Publishers, 1990).

Report by Bruce Blair, 2004.

While just a young child of two, Tenzin Gyatso was propelled into a process that would ultimately and irrevocably alter the course of his life. Through a "discovery" process, both spiritual and scientific, it was determined that the young Tenzin Gyatso had indeed come into this life as the fourteenth reincarnation of the Dalai Lama. By the time that he was five years old, Tenzin was installed as the spiritual leader (and later also the political leader) of 6 million people—in a country the size of Western Europe.

Before he had reached his early teenage years, Tenzin had to watch, helplessly, as China began a series of totally unprovoked incursions into his homeland that the Chinese would refer to as "the liberation of Tibet." During the following decade, these incursions not only included the wholesale destruction of the temples, monasteries, and historical relics of a society that is centuries old, but also evolved into some of the most brutal massacres of any peoples throughout the entire twentieth century.

After a decade of struggling to be the spiritual and political leader to the Tibetan people against the escalating violence created by the far superior numbers of the Chinese army, and facing the reality that his own life was in danger, the Lama reluctantly concluded that he could no longer serve his people from within Tibet. By the time that he was 24 years old, having already served as a confidant for Chairman Mao as well as Jawaharlal Nehru, the Dalai Lama was forced into exile in neighboring India.

Even as a child, the Dalai Lama began to form many of the patterns and insights that later became the hallmarks of his leadership. His entire life was strongly informed by his education as a Buddhist monk—who see all life as sacred—and he learned at a young age to see through the superficial masks of people's uniforms and titles. One of the fundamental precepts of Buddhism is interdependence (teamwork). This could be seen in as simple a gesture as the building of a public building where many of the town's people would appear, each taking a turn to lay one of the stones in the new walls. This principle has evolved throughout the life of the Dalai Lama into a basic principle which he refers to as Universal Responsibility. He considers the concepts of Universal Responsibility as the key to human development and holds that we all must understand that we do not live on this planet in isolation from each other, but are all inextricably interconnected as brothers and sisters.

Much of the strength of the Dalai Lama's leadership begins with a life-long, unwavering, love of his people—he maintains, at all times, a sense of responsibility for their well-being. From the time he was a child he strongly identified with the average, working-class people, and seemed to take great joy in those moments when he was able to move beyond the formality and protocol attached to his position and meet with them one-to-one, longing to know what they thought and how they saw their lives. After entering into exile in India, and establishing a new Tibetan government, the Dalai Lama took a number of steps to remove much of the protocol surrounding his position in a way that made him even more accessible to the Tibetans.

Although the Dalai Lama has met with many of the leaders and senior military officials of countries throughout the world, and has spoken often in international governing bodies such as the United Nations, he continues to remain unimpressed by appearances. Although he spent many of his teenage years being courted by the Chinese—as they systematically brought Tibet to its knees—he was ultimately able to understand that Chairman Mao's words "were like a rainbow—beautiful, but without substance."

Perhaps one of the greatest leadership themes running throughout the Dalai Lama's adult life has been his ability to form alliances, often in the face of seemingly insurmountable odds. Buddha's teaching—that our enemies can be our greatest teacher—is not wasted on the Dalai Lama. After a decade of being enmeshed with the Chinese, and observing their constant attempts to win people over by bullying them, he truly appreciates that real and lasting friendships and alliances occur only through mutual respect and when created in a spirit of truth. When the Chinese invasion of Tibet began in the early 1950s, the Dalai Lama initially found himself alone in the international community. None of the major world powers would come to his aid, either because they were afraid of damaging whatever relationship they had with China or, as the Dalai Lama observed, because they were afraid of acknowledging the extent of the brutality inherent in the human race. During the decades that followed, in numerous meetings with heads of state, the Dalai Lama was able to create lasting friendships, educate many on the realities of what was occurring in Tibet, and enlist the support of India, Great Britain, the United States, the United Nations, the world press, and many others. The alliances extend far beyond simple partnerships with other governments. The Dalai Lama has always acknowledged that behind each of these facades are the people. In the case of Tibet, this has very much included women. He is quick to point out that he has openly encouraged women to participate in the government of Tibet, and that many in fact do hold key positions in this government.

In 1989, the Dalai Lama was presented with The Nobel Peace Prize—one of the ultimate acknowledgements of his creations as a leader.

**Hidden Power: Presidential Marriages That Shaped Our Recent History**, Kati Marton (Pantheon Books, 2001).

Report by Yvonne Long, 2004.

This book is more a work of history than one of leadership and specific leadership styles, but the saying, "Behind every great man is a greater woman," rings as particularly true for most of the presidential administrations presented here. The book takes us through twelve administrations—from Woodrow and Edith Wilson to George W. and Laura Bush—and offers lessons about power and marriage, the influence of presidential wives, and the evolution of women's roles in the twentieth century.

To say these women were not leaders in their own right would be misleading. For many, they were the reason their husbands were elected to the highest office. Although many of the wives remained behind the scenes, readers of this book discover that we didn't elect one person to the office of president, but two. In healthy marriages, power is distributed evenly. One-sided adulation, self-pity, intense scrutiny, and loss of privacy all mitigate against such a union. A public show of distress or disapproval by a wife can be fatal for a politician. Yet this book shows there have been some very strong presidential marriages in which husband and wife shared almost equally in the rewards and sacrifices and the nation has benefited from such solid partnerships. These couples rise together, serve together, and sometimes fall together.

It is common to hear a great deal about the presidents yet very little of their partners, other than the platforms they choose to work on or the annual Christmas tour of the Whitehouse. To see these women for the strong and important role they play and have played in our history, makes one want to scrutinize spouses more closely when their husbands are running for political office. Each one of these stories about the first couples is unique, and each illustrates that the effect of marriage on the presidency is far deeper and more profound than most realize.

I learned that while most of the ladies led from the rear, this in no way diminished the impact they have had on the history of our country or the influence they have had in their husband's decisions. With the exception of Hillary Clinton (she learned the hard way), most have recognized that in order to make an impact their political role is one that is circumscribed. The quality of the relationship between the president and his wife is the key factor in determining the extent of her influence, as we saw with Eleanor, Lady Bird, Nancy, Barbara, and Hillary. I learned that it isn't necessary to be in the front seat to lead and to make an impact, but it helps to know the driver.

**How to Talk to Anyone, Anywhere, Anytime: The Secrets of Good Communication**, Larry King (Crown Trade Paperbacks, 1994).  
Report by R. Mauricio Palacio, 2004.

Good communication skills are key to the implementation of the five practices of exemplary leadership. This book provides practical advice on effective communication skills, attitudes, and approaches to a variety of situations in our personal and professional lives. It also provides guidelines and case scenarios to illustrate the use of effective communication tools. King's formula for communicating successfully includes:

- Honesty: Let your listeners share your experiences and how you feel.
- The right attitude: The willingness to talk even when it might not be comfortable.
- A sincere interest in the other person.
- Openness about yourself.

The first rule of conversation is to listen. Careful listening makes you better able to respond, and follow-up questions enhance effective two-way communication. Body language and eye contact are important, but they should feel natural because forced postures or gestures will make us look insincere. If you love what you are doing, show your enthusiasm in your conversations, but do not fake it if you don't feel enthusiastic, sharing your enthusiasm will help you in your leadership. It is important to have empathy for others and allow them to tell you how they feel, so that you can show them you relate to what they are saying and feeling. It is important to learn from our experiences and develop our own communication style, and, if possible, employ humor, which is another important quality of good communicators, if it's not forced.

Developing great communication skills requires practice and awareness of the messages we want to convey. Avoid inflated words (pompous words and jargon), trendy talk (fashionable, catchy phrases), nothing words (e.g., you know, like, whatever, basically), and bad speech habits (e.g., dropping words). Your business talk should follow the same basic principles as social conversations. We should be direct, open, good listeners, clear, and timely. Larry recommends learning about yourself, the products, and services (what works, what doesn't) in order to accomplish good communication in selling. We need to know what we are selling, and stop selling once we close the deal. Selling ourselves in job interviews involves showing prospective employers what we can do for them, maintaining an open attitude, being prepared, and asking questions.

Public speeches will be successful if we choose a topic we know about or if we take a personal approach to a broader subject. Prepare for your speech; tell your audience what you are

going to tell them; deliver your speech, then summarize your main points. Other tips involve eye contact, pace and inflection, posture, and humor.

Effective communication during TV and radio interviews requires preparation and knowledge of the subject matter. We should be in control of the interview because we know more about the subject matter than the interviewer. We don't need to answer every question or go into as much detail. Larry recommends that we only do what makes us comfortable, to stay current, to think positively, and work to improve our voice, deliverance, and appearance (for TV).

**If Aristotle Ran General Motors: The New Soul of Business**, Thomas V. Morris (Henry Holt and Company, Inc., 1997).  
Report by Michelle Leibig, 2004.

Author Tom Morris, a 15-year professor of philosophy at Notre Dame, shares his insights on building morale, productivity, and excellence within organizations and oneself. Drawing upon the wisdom of Aristotle, Morris has made a clear distinction that the virtues of Truth, Beauty, Goodness, and Unity, virtues which Aristotle identified more than two thousand years ago, are directly linked to attaining true excellence within the corporate or organizational culture. By intertwining classic philosophy with modern business, Morris demonstrates that philosophers have left a bank account of wisdom that can be drawn upon for insight and reflection in both our business life and personal life.

Morris builds his book around The Four Dimensions of Human Experience and The Four Foundations of Human Excellence. Morris is convinced that the four dimensions of experience and the four foundations of excellence provide us with the key to discover personal satisfaction at work and to unlock the corporate spirit which often times is closed.

<b>THE FOUR DIMENSIONS OF HUMAN EXPERIENCE</b>	<b>THE FOUR FOUNDATIONS OF HUMAN EXCELLENCE</b>
The Intellectual	Truth
The Aesthetic	Beauty
The Moral	Goodness
The Spiritual	Unity

Looking at the applications of truth, beauty, goodness, and unity in the personal and corporate life allows us to examine the inner foundations for sustainable excellence in business endeavors.

The *Intellectual dimension*, which aims at truth, emphasizes that when truth is given and received properly, it helps create trust and a foundation for solving problems in a sustainable manner. Morris states that truth is a "mapping of reality which corresponds to the way things are." When writing about truth, Aristotle simply states, "truth is our guide." People who tell the truth, no matter how difficult, have a high regard for its importance and respect for the persons involved.

The *Aesthetic dimension*, which aims at beauty, is one of the most neglected dimensions of human experience in the culture of organizations. Beauty is when one feels relaxed, peaceful, refreshed, reinvigorated, and even inspired. This section helps create understanding of the connection between empowerment, aesthetics, job satisfaction, and overall performance. Morris

explains the difference between "Active" beauty vs. "Passive" beauty. Active beauty takes a twist to have organizations look at the beauty in the work that has been created or the excellent service that has been provided. Passive beauty means instilling joy and enthusiasm by enhancing the organizational environment aesthetically.

The *Moral Dimension at Work* aims at goodness. Morris states that our nature strives for goodness. This dimension may be the most understood of all and the most unappreciated in business matters. Simply put, goodness is necessary for developing healthy relationships. Creating a climate of goodness and an atmosphere in which others can flourish leads to stability and strength. As Thoreau wrote, "Goodness is the only investment that never fails."

The *Spiritual Dimension at Work* aims at unity. This dimension strives for connectedness between our thoughts and actions, between beliefs and emotions, between others and ourselves. Morris goes on to discuss the relationship between connectedness and spirituality. The more spirituality is developed, the more one can see depth of meaning and significance under the surface appearances of things within our world.

To sum up, Morris shares his thoughts about connecting the virtues together. Truth is a resilient and lasting tie for connecting people and organizations. Beauty means to connect our work with meaning and purpose. Goodness is necessary for healthy relationships and a thriving community. Unity is the integration of truth, beauty, and goodness, creating connectedness and depth.

**In Search of Excellence: Lessons from America's Best-Run Companies**, Thomas J. Peters and Robert H. Waterman, Jr. (Harper & Row, 1982).  
Report by Bobby J. Sanchez, 2004.

I chose this book because I thought it would be similar to the two tomes we read in the first half of our RIHEL training. I was both correct and incorrect in my assumptions about the book. This book is a primer on leadership, but it is mostly a look at what has made many companies excellent.

Peters and Waterman examine two principles that make for excellent leadership and excellent companies. The first principle discussed is the McKinsey 7-Ss. This is a matrix that shows the interconnection between seven elements that serve as a useful way to think about organization. The seven elements of the framework are: Strategy, Structure, Systems, Style of Management, Skills (Corporate strength), Staff (personnel), and Shared Values. This was a valuable tool to begin thinking about how to manage an organization.

The authors discuss that although the 7-Ss did get managers thinking about management, the matrix wasn't complete and some "things" were missing. They took a look at 43 top performing Fortune 500 companies and examined what they were doing. Their research showed that each of these companies stuck to the "basics." Peters and Waterman discovered that there were eight attributes that characterized these excellent and innovative companies. The eight attributes are:

- *A bias for action*: Don't just talk about the problem; find a solution and then ACT ON IT!
- *Stay close to the customer*: Learn from the people you serve. Listen to them.
- *Autonomy and entrepreneurship*: Foster creativity, innovation, and leadership from within.

- *Productivity through people*: Treat the rank and file as the source for quality and productivity gains. Don't foster us/they attitudes.
- *Hands-on, value-driven*: Keeping management in touch with the rank and file and projecting a company's ideas/philosophy and not a "management" idea.
- *Stick to the knitting*: "Never acquire a business you don't know how to run." Expand within the industry that is your business!
- *Simple form, lean staff*: Keep the management simple. Don't make the mistake that a large, complex business requires a large, complex management.
- *Simultaneous loose-tight properties*: Let the rank and file do the job in their own way, incorporating the company's values and philosophies into their work.

I found this book to be an interesting and excellent read. Since this text was written over 20 years ago, it fascinates me that the principles espoused within continue to be valid today. The idea of having only eight principles to focus upon to make in making an "excellent" company is appealing. I am not sure how the authors would re-write this today, but that would be an interesting challenge.

On another note, I did some follow-up research on the growth of these companies since 1982. I found a FORBES article that states that if you had treated the 43 companies as an investment index and used them as a basis for investment, you would have fared very well in the past twenty years (article dated October 4, 2002). Peters and Waterman state that the total return of these companies was 1305.32 percent with an annualized return of 14.1 percent. This outperformed both the Dow Jones Industrial Average and the S&P 500 indexes. Basically, if you had invested \$10,000 dollars in this "Excellent" index, you would have had a return of \$140,050 at the time of the article. An equal investment in the Dow index would have only returned \$85,500.

Many have stated that this was one of the most influential business books ever written. I don't know if that is true, but I have learned that this book began a trend in management research that continues today. I would recommend this book and will definitely keep this one handy and near my desk!

**Jack: Straight From the Gut**, Jack Welch with John A Byrne (Warner Books, 2001).  
Report by Jan Jordan, 2004.

Jack Welch began his career with GE in 1960 as an engineer and ended his career as the CEO of GE in 2000. This book details Jack's rise in the company and how he went about getting to the top position. As the title of the book suggests, Jack's style of leadership was *Straight from the Gut*.

Welch gives a great deal of credit to his mother for the type of person he became. He depicts her as a tough woman and one that demanded "the right thing" from her son. She was competitive and taught him to be the same, which was a useful quality and instrumental in Jack's future.

I found no concrete points of leadership in the book. Simply put, Welch had a vision and worked toward that vision in his rise to the top. Welch "did" and then fixed what he had done if it hadn't worked. Welch frequently discussed mistakes he made and his need to "fess up" and get about the business of correcting what he had done. Most of his mistakes were related to people. It took Welch a long time to recognize that what he saw in a person was not necessarily what he

would get. He was usually impressed by a person's looks and degrees. This led to mistakes about people's abilities. "The inconsistency of my first hires was laughable. One of my most common errors was to hire on appearances. In marketing, I'd sometimes recruit good-looking, slick-talking packages. Some of those were good, and some were just empty suits" (53).

Early on in his career, Welch recognized the need to associate himself with bright people, people who would strengthen any of his weaknesses. In most of the positions he held at GE, Welch was able to surround himself with a team that worked well together. Only once was he in a position of not being supported by his supervisor. At that point, he understood the need to do his best and endure for a period of time. Welch also maintained his relationships with people, even after he had moved into other areas—this left him with a lot of support when it was needed.

Welch tended to think and work outside the box and he had difficulty being the same as all the others in the corporate world. His peers considered him a round peg in a square hole. He was not a suit and tie kind of guy. He preferred to wear jeans and sweaters and work in small towns where the camaraderie was close. No matter how much money (usually millions) was involved he "saw the benefits of acting like a small company. Giving the project visibility, putting great people on it, and giving them plenty of money continues to be the best formula for success" (56).

I found Welch's strategy for getting rid of people who were not performing interesting. He gave them ample opportunity to do what needed to be done, but once he realized that they were not up to the task, he would give them the opportunity to go elsewhere instead of firing them, in the hope that they could find a better fit.

Welch is a family oriented man, in spite of his dedication to his career, and it was always a career, never just a job. For the sake of his children, Welch convinced his boss to allow him to stay in Pittsfield, Massachusetts for a long time while he worked up the ladder with promotions, which enabled his children to have permanency. It also kept him out of the corporate eye. Eventually, of course, he had to move to Fairfield where the center of the company was located. But by then, the whole family was ready for the move.

In his capacity as CEO, Jack espoused the business philosophy of "Fix, Sell, or Close." Since GE is such a conglomerate of entities, this not only worked for Welch, but also for the company and became their edict. Performance, not just sales, was important to the company. Growth was vital. Without growth in a division, there was a problem and the fix, sell, or close philosophy was enforced.

I enjoyed this book. It is the story of a man who succeeded without strict rules, other than honesty and fairness. Welch did things his own way to a degree and succeeded. He took risks and made changes even before he was supposed to within the corporate structure. Not many people can do that and win. Apparently Jack Welch won, or he would not have made it to the top and stayed there. That is the key, the staying ability.

**Latino Success: Insights From 100 of America's Most Powerful Latino Business Professionals**, Augusto Failde and William Doyle (Simon & Schuster, 1996).  
Report by Esperanza Ybarra, 2004.

The motivation for writing this book stemmed from the frustration Mr. Failde encountered when trying to find books for his younger brother about successful Latinos in the U.S. but came up empty-handed. Failde and Doyle decided to create this book to showcase the experiences and insights of some of the many successful Latinos and Latinas who are making a

significant contribution to this country. The one hundred Latino(a) business executives and entrepreneurs interviewed were identified from sources such as: *Who's Who Among Hispanic Americans*, *Hispanic Business*, *Hispanic* magazine, *The Wall Street Journal*, *Fortune*, *Business Week*, *Forbes*, and by referrals from those interviewed. The interviewees vary in their education (some have advanced degrees while others do not), in their heritage, which includes Mexican, Puerto Rican, Cuban, and Dominican Republican, as well as in their state of residence (from New York to Los Angeles and various places in between), and in their professional positions—the group included CEOs, presidents, executives, senior vice presidents, managing directors, and small business owners. Failde and Doyle contacted these individuals in person and by phone and asked them six primary questions:

- What are the most crucial success insights you've learned?
- What have been the biggest surprises of your career?
- What insights have you discovered in the areas of managing people and managing yourself?
- Who are the best and worst bosses you've ever had and what lessons did you learn?
- What was the best day of your career? The worst? What did you learn?
- What insights and experiences have you had that are of special interest for Latinos only?

The responses to the questions were then categorized into seven major Latino Success Insights, which were used as the chapter titles:

- Level the Playing Field
- Advice
- Tremendous Asset
- Image
- Never Fear Failure
- *Orgullo* (Pride)
- Stay on Track

The book is a compilation of real-life stories, struggles, and triumphs of individuals who, while they have had distinctive roads to success, share many of the same life lessons. These leaders recognize their Latino heritage as one of their strongest leadership assets. In the end, the authors discovered one major message that resounded again and again in their conversations and interviews: "The strengths and values that most make us Latino – family, pride, courage, passion, compassion, language assets, loyalty, cultural sensitivity, adaptability – are precisely the same strengths and values that are the keys to success in America today."

I deliberately selected a book about Latinos in leadership because I believe in the value and power of diverse points of view. Also, I wanted to find a book that I could more closely relate to. In our study and development of leadership, I think it is imperative to actively seek out and include the contributions of many. I feel people of various racial and ethnic backgrounds can provide insights that will enrich our leadership learning. In a diverse and complex world such as ours, the academics and practice of leadership have to reflect the bigger world in which we live and work. From the books and materials we read, to the instructors who teach, to the students who learn, every individual brings with them their unique qualities that can enhance their leadership abilities. Our heritage and culture add to our uniqueness and should be recognized and highlighted as a key leadership strength.

Here are a handful of quotes taken from the book as related to the Five Practices of Exemplary Leadership:

- Model the Way: *"My dad was my best boss. He led by example."* Rafael Garcia, CEO, Rafael Architects, Inc.
- Inspire a Shared Vision: *"If you have a vision and believe in it enough, other people will believe in it, too."* Manuel D. Medina, President and CEO, Terremark, Inc.
- Challenge the Process: *"My mother taught me if you're reactive and wait for the call to action, you're going to be behind the game."* Sara Martinez-Tucker, National Vice President, AT&T
- Enable Others to Act. *"We cannot seek achievement for ourselves and forget about progress and prosperity for our community.... Our ambitions must be broad enough to include the aspirations and needs of others, for their sakes and our own."* Cesar Chavez, Founder, United Farm Workers of America, AFL-CIO (1927-1993).
- Encourage the Heart: *"Don't be afraid to follow your heart."* Felipe Rodriguez, President, GLOBO International. *"Don't ever become a member of the 'walking dead society.'" Andy Plata, Founder and CEO, COPI- Computer Output Printing, Inc.*

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

Report by Eric Buxman, 2004.

*First Things First*

- Set the tone by taking control of a situation/meeting early.
- Start small with success: try and find a clear and decisive "victory" early in a process.
- Always sweat the small stuff: sensitivity to small problems can help prevent larger complications.

*Prepare Relentlessly*

- Visualize things for yourself: do your homework and have a solid understanding of the issues before acting on them.
- Instill preparedness in others: create a culture of confident problem solvers.

*Everyone is Accountable, All of the Time*

- There must be accountability across the board: everyone has an important role.
- Do what's possible, try what's not: don't be afraid to take risks (calculated risks, of course).

*Surround Yourself with Great People*

- Analyze strengths and weaknesses (including your own): know how to work with and empower different personalities (most importantly, yourself).
- Learn from great teams: often the greatest teams do not have a star.
- Resumes aren't everything: a resume does not always demonstrate determination.
- Motivate: Sometimes you will have to help others find intrinsic rewards in their work, make it an adventure.

*Reflect, Then Decide*

- Envision how each possible outcome will play out.

- Be ready to pull the trigger when time is short: know how to act when there is not time to deliberate.
- Use creative tension: sometimes debates can uncover different views.
- Hear people out: welcome the feedback that will follow your decisions.

#### *Under-promise and Over-deliver*

- Promise only when you are positive: this rule is broken many times over.
- Don't turn a victory into defeat: don't set expectations too high.

#### *Develop and Communicate Strong Beliefs*

- Develop strong beliefs: be idealistic and practice good judgment.
- Communicate strong beliefs: don't only set direction, but communicate that direction.
- Be direct and unfiltered: choice of language is extremely important.
- Stick to your word: "A leader's word is not only an emblem of trust but a crucial device in spreading the message."
- Tailor the message to the listener: present your message so that it can be clearly understood by the audience.

#### *Be Your Own Man*

- Set an example: don't expect others to do what you are unwilling to do yourself.
- Defy expectation: you have to be able to make the decision that you think is the right one.
- Don't let critics set your agenda: trust your instincts and follow them.

#### *Loyalty: The Vital Virtue*

- Embrace those who are attacked: be loyal to the people who stand beside you.
- You're not paid to be abused: be patient with others but don't let them take over.

#### *Weddings Discretionary, Funerals Mandatory*

- Funerals are difficult: it is important to show love and support during trying times.

#### *Stand Up to Bullies*

- Go into a fight with a plan: do your homework and don't back down.
- Don't exceed the pig factor: don't ruin a good thing.
- Don't overreach: know your limits.

#### *Study, Read, Learn Independently*

- Teach yourself first: understand and enjoy.
- Don't leave it to the experts: a good leader must have a solid knowledge foundation.

#### *Organize Around a Purpose*

- Chart it, understand it: find a method to help you visualize a problem and focus your attention toward a solution.
- When I delegate, I delegate. Avoid micromanaging and trust those that support you.
- Sometimes add, sometimes subtract. Be flexible and agile in your leadership style.

#### *Bribe Only Those Who Will Stay Bribed*

- Know who you are dealing with.
- Trust by verify (Ronald Reagan).
- Can the person deliver? Be sure that you are negotiating with the right person.

**Leadership and the One Minute Manager: Increasing Effectiveness Through Situational Leadership**, Kenneth Blanchard, Patricia Zigarmi, and Drea Zigarmi (Morrow, 1985).  
Report by Shelia Mitchell, 2004.

This book is a down to earth proposal for Situational Leadership and is a synthesis of major leadership styles already proposed by other writers. The authors attempt to teach how to use the correct leadership style with different individuals; it is a "different strokes for different folks" approach to leadership.

This book also takes into account the evolutionary nature of people at work and, thus, promotes the change of leadership style with the same person in different situations and at evolutionary levels. For example, if your management motto is "everyone should be treated equally," *Leadership and the One Minute Manager* will show you why this style not only hinders workplace efficiency, but also frustrates your staff. This theory proposes that all people should be treated as equals, which makes this theory adaptable in any situation. This book can also be adapted to any basic human interaction for eliciting the correct responses to situations.

The book also explains why tailoring management styles to individual employees is so important; why knowing when to delegate, support, or direct is critical; and how to identify the leadership style suited to a particular person. There are four main points that I learned from reading this book:

- Start with goals that are clear to both the manager and the people who will help accomplish the goals. Goal setting is all about making sure employees understand what their duties are, what is expected of them, as well as a way to ensure that there are no surprises.
- The manager should work with his/her people to diagnose their "competence" and "commitment" to accomplish those goals.
- Decide what management style is most appropriate for the individual.
- Follow through and provide praise or reprimands based on the adopted style. The praise and/or reprimands are simply a manager's acknowledgment that the employee is doing their job, or not, and these tactics provide a way to deal with the situation as well as to communicate effectively with the employee.

**The Leadership Secrets of Colin Powell**, Oren Harari (McGraw-Hill, 2002).  
Report by Leigh Cobb, 2004.

I first became aware of and grew to admire Colin Powell during the Gulf War. His calm manner and masterful articulation of the details of the war exuded confidence. Although I did not read Powell's biography, *My American Journey*, I was aware of his work with America's Promise Foundation and I was relieved when Bush II named him Secretary of State. Although written by a management professor as a model for the private sector, *The Leadership Secrets of Colin Powell*, by Oren Harari, gives great insight into how principled leadership can work in the context of everything from the State Department down to a small public interest group or even a family.

Harari divides the book into lessons/chapters which are easy to read and include some interesting political and historical anecdotes. Harari also includes an appendix of leadership lessons from Powell that can serve as a quick 7 page synopsis of the book, which is useful if you don't have time to read the whole book. Included in the text of the book are examples of private

sector leadership decisions which also illustrate the points Harari is making about Powell's leadership style.

It is worth noting that one of the catalysts to the leadership strategy developed by Powell was his experience as a young Lieutenant on the ground in Vietnam. It was clear to Powell and other young officers that there was a tremendous disconnect between the officers and men in the field and those giving the orders at central command. That disconnect, and the lack of a clear mission in Vietnam, is something Powell and others vowed would never happen when they were in charge. This early experience with leadership (actually it was a chain of command) and "illusionary" thinking clearly had a profound impact on Powell.

Here are some of the lessons I thought were important and useful:

- Being responsible sometimes means pissing people off (i.e., trying to get everyone to like you is a sign of mediocrity).
- Never neglect the details. Good leaders delegate and empower others liberally, and they pay attention to details, every day.
- You don't know what you can get away with until you try. Less effective middle managers endorse the sentiment, "If I haven't explicitly been told 'yes,' I can't do it," whereas good ones believe, "If I haven't explicitly been told 'no,' I can."
- Keep looking below surface appearances. "If it ain't broke, don't fix it," is an excuse for inaction.
- Only by attracting the best people will you accomplish great deeds. The key to leadership is creating an environment where the best, the brightest, the most creative are attracted, retained, and, most importantly, unleashed.
- Never let your ego get so close to your position that when your position goes, your ego goes with it. Effective leaders create a climate where people's worth is determined by their willingness to learn new skills and grab new responsibilities, thus, perpetually reinventing their jobs.
- Perpetual optimism is a force multiplier.
- Powell's rules for picking people:
  - Look for intelligence and judgment and a capacity to anticipate—to see around corners.
  - Look for loyalty, integrity, a high energy drive, a balanced ego, and a drive to get things done.
- Execution matters. Unless you are unequivocally committed to a path, don't even go there.
- Trust those in the trenches. Decentralize. The people in the field are closest to the problem so that is where real wisdom is. Liberate the small units in the field from the suffocating embrace of headquarters and hold them accountable for results. Use the Internet to level the knowledge/information playing field. Stay lean and supportive.
- The essence of leadership is the willingness to make tough, unambiguous choices that will have an impact on the fate of the organization.

**Leadership Secrets of Elizabeth I**, Shaun O'L. Higgins and Pamela Gilbert (Perseus Books, 2000.)

Report by Patricia Anello, 2004.

Although Elizabeth I had no management texts to guide her, she was able to formulate and develop her leadership style from her intelligence and input from those around her. The appointment of her Privy Counsel, her "team," added to her success and introduced the concept of "teamwork" to England.

#### *Elizabeth's Teamwork Philosophy*

- Establish authority
- Take responsibility
- Establish accountability
- Commit to public interest
- Release personal gain or glory

Early in her reign, Elizabeth established that she meant to rule, not just preside. She once told Parliament: "The head [meaning her] is not ruled by the foot [meaning them]."

#### *Team Building*

- Effective teams foster shared responsibility.
- Choose those who serve well, those with clear focus on what is necessary.
- Keep team to a manageable number.
- Balance age, youth, experience, geography, culture, gender, and competing interests.
- Influence those around you not just to follow but to think and to act.
- Choose those with good skills, honesty, intellectual integrity, and humor.
- Provide a method for those not chosen to save face.
- Express your vision to your team.
- Clearly state your expectations.
- Define appropriate strategies.
- Delegate responsibility and authority to execute strategies.
- Maintain clear and frequent communication.
- Insure that those to whom you delegate have the resources with which to work.
- Encourage those to whom you delegate by frequent pep talks and coaching.

#### *Team Member Accountability*

- Because you delegate authority to execute strategies, your delegates are accountable for their actions, thus:
  - allowing you to identify and counsel an unproductive team member.
  - allowing the public a voice to remove a dishonest official.
  - allowing you to congratulate an outstanding job.

#### *Traits for Team Members*

- Intelligence
- Willingness to question the boss
- Creativity
- Drive
- Insight

- Flexibility
- Broad range of life experiences
- To conduct a program in Public Health, one must obviously have the interests of the public at heart.

*Principles of Elizabeth's reign applied to Public Health*

- Become a champion for the public.
- Strongly with the welfare of her people.
- To gain the support of the public, one must go to them, by:
- Conducting focus groups to learn what they want.
- Speak to the public in their own tongues.
- Find common ground and start from there.
- Release personal gain; it is important that people perceive you as their servant.
- The point is to not remove yourself from the public you serve.

**Leadership the Eleanor Roosevelt Way: Timeless Strategies From the First Lady of Courage**, Robin Gerber (Prentice Hall Press, 2002).

Report by Aimee Lewis, 2004.

Born to an alcoholic father and a cold mother, Eleanor was orphaned shortly before her tenth birthday. For Eleanor, difficult experiences as a child, including a lack of security, love, and affection, resulted in leadership qualities such as empathy and a healthy search for attention as a leader. Contemplating our childhood experiences will help us understand our leadership goals, values, and traits.

This book is divided into twelve sections, each with an important lesson that can be learned from the former first lady's style of leadership.

*Find Mentors and Advisers*

At the age of 15, Eleanor was sent to a boarding school in Europe. There she met her lifelong mentor Mademoiselle Marie Souvestre. Women mentors are hard to find. However, women will benefit most from a female mentor due to gender barriers that may interfere with forming a relationship with a male mentor. Regardless of gender, finding a mentor is an important factor in developing personal leadership skills.

*Mothering: Training for Leadership*

"Remember that a home requires all the tact and all the executive ability required in any business." Eleanor Roosevelt

Motherhood is a terrific arena for leadership training, allowing for development of interpersonal skills, presentation and modeling of values, and learning to multitask.

*Learning the Hard Way*

After learning that Franklin was having an affair, Eleanor learned a very important lesson: "You do not and cannot control others. In fact, the harder you try to change other people's behavior, to make them act as you think they should, the less successful you will be."

After taking some time to reflect on her situation, Eleanor used the strength that she developed through her sorrow to create change in her own life. "From each [disaster] you learn

something, from each you acquire additional strength and confidence in yourself to meet the next one when it comes."

### *Find Your Leadership Passion*

"I think in some of us there is an urge to do certain things, and if we did not do them, we would feel that we were not fulfilling the job which we had been given opportunities and talents to do." Eleanor Roosevelt

For Eleanor, this certain thing was improving the lives of those less fortunate. Our greatest opportunity for leadership will come when we find this certain thing, our passion, what we value the most.

### *Your Leadership Your Way*

Each time we meet a new challenge, we need to ask ourselves: How can I act on my leadership vision in a way that feels authentic to my leadership instincts? While Franklin was Governor of New York, and even President of the United States, Eleanor continued to lobby for the causes she was passionate about.

### *Give Voice to Your Leadership*

"If you have something to say you can say it." Eleanor Roosevelt

After much practice, Eleanor became an effective communicator. She began to hold regular press conferences where only women reporters were invited. A couple of years later she began writing a syndicated column titled "My Day" to expand the outreach of her message. Important steps in becoming a good communicator include receiving honest feedback, assessing your communication skills, and searching for new ways to reach your audience.

### *Face Criticism with Courage*

"Develop a skin as thick as a rhinoceros hide!" Eleanor Roosevelt

A leader must be prepared for critics by being knowledgeable about the issue at hand. No amount of preparedness will stop criticism, however. A leader must learn to expect criticism and be ready—criticism is simply a part of leadership.

### *Keep Your Focus*

In the middle of World War II, Franklin decided to run for a third term as President. Eleanor worked hard to get Franklin elected once again. However, once the election was over, she worried that her usefulness was over. Instead, Eleanor used the change as an opportunity to adjust her personal vision to fit with her current circumstances. Using Eleanor as our example, we should not lose sight of our leadership passion, and continue to focus on our goals when we face such situations.

### *Contacts, Networks, and Connections*

Throughout her years as a leader, Eleanor created a large network of friends, colleagues, and political supporters. Eleanor's achievements greatly depended on these networks. Each challenge we face provides a different networking opportunity. Each time, we should ask ourselves: Who can help me achieve my vision, how, and when? It is important to be open to the potential connections around us and then develop those that offer a mutually beneficial relationship.

### *Embrace Risk*

In 1945, President Truman asked Eleanor to be a delegate to help organize the United Nations. This remarkable challenge frightened Eleanor, who reluctantly agreed to serve after much encouragement from her children. The ability to take risks is a very important quality in a leader. When the risk is especially high, the networks that we have created should be used to find allies. Optimism and an ability to confront a fear of failure are essential characteristics of leaders who successfully take risks.

### *Never Stop Learning*

When the United Nations session was complete, Eleanor took a trip through Asia at the suggestion of President Truman. Eleanor's trip was focused on learning—her ability to listen without presumption leading her way. A leader must open themselves to the possibilities of new ideas and experiences. This includes seeing the potential for learning in unexpected situations. Listening is one of the best ways to begin the learning process.

### **Leadership the Eleanor Roosevelt Way: Timeless Strategies From the First Lady of Courage**, Robin Gerber, Portfolio, (Penguin Press, 2002).

Report by Kristen Rundell, 2004.

This was an inspiring and informative biography of Eleanor Roosevelt's leadership style. The book interwove her personal life experiences with her leadership lessons in a seamless manner that makes the book enjoyable to read. At the end of each chapter, Gerber summarizes the philosophies of leadership demonstrated in that chapter, which makes it easy to go back and review the chapter for advice.

Personally, the lessons I have learned from this book are based mostly upon the leadership skills I wish to cultivate in myself. At the beginning of the book, there is a timeline of Eleanor Roosevelt's life. I was struck by the observation that her sense of leadership wasn't really cultivated until her late 30s and early 40s. Her successes for human rights weren't accomplished until her 60s and 70s. Eleanor worked tirelessly for her principles until the day she died. I find this to be a good model of leadership and see it as a personal challenge. I recently turned 40 and at my birthday party several people commented to me that my best is yet to come. Upon reflection, I would have to agree and I hope that I will be able to live out my principles and continue to be productive in my life goals until my death.

Gerber divided the book into several leadership strategies that mirror the Kouzes and Posner five principles of leadership. Throughout the book, Gerber gives examples of how Eleanor Roosevelt inspired a vision and modeled the way. Through her books and daily newspaper articles, Eleanor encouraged many people (mostly women) to find their leadership passion. In her daily newspaper column, entitled "My Day," Eleanor recounted events and added commentaries on her various political activities and ideals. She also offered advice for women to learn about politics and encouraged them to take action in society.

Ms. Roosevelt found it easier to model the way rather than tell others how to live or vote. There are examples of her inclusive nature and her empathetic style. For example, in 1939, Ms. Roosevelt attended a meeting in Birmingham, Alabama for the founding meeting of the Southern Conference on Human Welfare. The meeting was segregated. At first, Ms. Roosevelt sat on the black side of the aisle and as the police approached she moved her chair to the center where she remained for the rest of the evening. Eleanor was a great advocate for women as well as for the

importance of women's roles in society. She felt that all individuals have a role in and a responsibility to the community. She was instrumental in getting women into the workforce during WWII. She helped establish the first on-the-job-site day care as well as encouraging restaurants and grocery stores to have meals and groceries ready for working women to pick up on the way home. Women are facing the same demands regarding career and family today, almost 60 years later.

The chapters that held the most value to me were based upon facing criticism and failure, which were reassuring to find in a book that gave so many dramatic examples of success. Ms. Roosevelt was very human and subject to failed ideas and projects as well as criticism. A suggestion from Eleanor Roosevelt for women was "to develop a skin as thick as rhinoceros hide." She encouraged others to handle criticism with less emotion and more intelligence and to use that intelligence to distinguish between valuable and destructive criticism. As long as you are true to yourself, she maintained, you would be able to weather the critics. It is said that she liked to say, "A woman is like a tea bag. You never know how strong she is until she gets in hot water."

Embracing risk and making connections are issues that are most difficult for me because I am an extreme introvert. Reading about these issues gave me courage—Eleanor suffered from profound shyness and an inability to speak in public at the beginning of her life. She practiced for many years to be able to speak well in public and travel throughout the world with ease. Throughout the book, it is evident that she spoke from her heart with conviction and this helped her overcome her public discomfort. The other piece that feels quite risky to me is to network and make connections. Eleanor tried to make connections with almost everyone she met. There was an example of an elevator operator who stated he was quite dull, but after talking with Ms. Roosevelt he stated that she made him feel quite interesting.

The last point in the book deals with lifelong learning. I think this is the most inspiring aspect of the book. Ms. Roosevelt continued to learn and find new experiences until her death at age 78. She was 62 when she started drafting the Universal Declaration of Human Rights as the head of the United Nations Human Rights Commission. It was also at this time she asked President Truman to send a representative from the U.S. to India and Pakistan in order to learn from the people and gain an understanding of the situation in their countries. Eleanor wasn't suggesting sending an advisor to tell other leaders how to rule their countries, but, rather, one who would observe and learn. Eleanor was asked to fulfill this role. She was one of the few people from the West that received a warm welcome from both countries.

After discussing this book with my husband, his question was "Did this woman have any faults?" I have portrayed a glowing review of a woman with many grand accomplishments. After reading this account of her life, I understand her to be a real woman, with limitations, disappointments, and failures. Through these situations she remained true to herself and her ideals and passions. She remained active and vital in life until her death. Near the end of her life she wrote, "Each new bit of knowledge, each new experience is an extra tool in meeting new problems and working them out."

**Leadership: Theory and Practice**, Peter G. Northouse (Sage Publications, 1997).  
Report by Joe Malinowski, 2004.

Leadership has been studied both qualitatively and quantitatively in many contexts. Research is finding that the concept of leadership is much more complex than the often

simplistic view presented in some of popular books on the subject. *Leadership: Theory and Practice* describes multiple theories of leadership, the strengths and criticisms of each theory, and how each can be used in real situations. Although there are multiple theories of leadership, there are several components that have been identified as central to the phenomenon of leadership:

- *Leadership is a process:* Leaders affect and are affected by followers. Leadership is not a linear, one-way event but rather an interactive event. When defined in this way it becomes available to everyone, not just the formally designated leader in a group.
- *Leadership involves influence:* Good leadership is concerned with how a leader affects followers. Without influence, leadership does not exist.
- *Leadership occurs within a group context:* Leadership involves influencing groups that have a common purpose.
- *Leadership involves goal attainment:* Leadership involves directing a group or individuals toward accomplishing a task or goal.

Both leaders and followers are involved together in the leadership process. Leaders need followers and followers need leaders. Although leaders and followers are closely linked, it is the leader who often initiates the relationship, creates the communication linkages, and carries the burden for maintaining the relationship.

Based on these components, the definition of leadership used in this text is, "Leadership is a process whereby an individual influences a group of individuals to achieve a common goal."

### *The Nature of Leadership*

*Trait vs. Process Leadership:* The "trait" viewpoint conceptualizes leadership as special, innate or inborn characteristics that not everyone possesses. The "process" leadership phenomenon is one that resides in the context of and is observed in a leader's behavior; this form of leadership can be learned, thus making it available to everyone.

*Assigned vs. Emergent Leadership:* This theory suggests that the differences among people in leadership roles can be understood in two ways: (1) either leadership was assigned to a person, or (2) a person became a leader because of the way group member responded to them. Again, either way, leadership is available to anyone because it can be an emergent quality.

*Leadership & Power:* Leadership and power are related because they are part of the influence process. Power is the capacity or potential to influence. People have power when they have the ability to affect another's beliefs, attitudes, and courses of action. In organizations, there are two types of power: (1) position power and (2) personal power. Rank or title, versus personal powers, is power a leader derives from followers.

*Leadership & Coercion:* Coercion is a specific kind of power that is available to leaders and involves the use of force to effect change. Using power in this way can be detrimental and can involve threats, punishment, and negative rewards. Coercion is not used in models of what ideal leadership is about. Leaders who use coercion are interested in their own goals and is not part of the leadership definition.

*Leadership & Management:* Many aspects of leadership and management are similar (e.g., influence, working with people, and goal attainment). Leadership and management differ in that management is designed to bring order and consistency to organizations (through agendas, operational plans, staffing, etc.), while the primary function of leadership is to produce change and movement. For leadership, organizing and staffing take the form of communicating a vision

to employees, invoking their commitment, and working to build teams and individuals who will fulfill the organization's mission.

### *Approaches to Leadership*

*The Trait Approach:* Past theories looked at innate qualities, characteristics, and special traits. It was believed that "great people" are born with these abilities. Although the trait theory is still alive and well, we have learned that there is an extended list of traits that would-be leaders might hope to possess if they want to be perceived as leaders by others:

- Intelligence: Leaders cannot be too far beyond subordinates, or they may have difficulty communicating.
- Self-confidence: Leaders have the ability to be certain about their competence and skills.
- Determination: Leaders have a desire to get the job done. This includes characteristics such as initiative, persistence, dominance, and drive.
- Integrity: Leaders have the qualities of honesty and trustworthiness.
- Sociability: Leaders are inclined to seek out pleasant social relationships, and are friendly, caring, outgoing, and sociable.

*Strengths of this theory:* Leaders are intuitively appealing; there is a lot of research supporting this theory; this theory highlights the leader component in the leadership process; this theory provides some benchmarks for what we need to look for if we want to be leaders.

*Criticisms of this theory:* This theory fails to give a definitive list of leadership traits; it fails to take situations into account; it is a highly subjective determination of the "most important" leadership traits; it is not a useful approach for the training and development of leaders.

*The Style Approach:* This approach emphasizes the behavior of the leader and focuses exclusively on what leaders do and how they act by focusing on two types of behaviors:

- Task behavior, which facilitates goal accomplishment, organizing work, giving structure, scheduling, and role responsibilities.
- Relationship behaviors, which serve to help subordinates feel comfortable with themselves, each other and situations, and builds camaraderie, respect, and trust.

The central purpose of the style approach is to explain how leaders combine these two kinds of behaviors in order to influence subordinates in their efforts to reach a goal. The core of the style approach is: "Leaders supply structure for subordinates, and they nurture them."

*Strengths of this approach:* This approach broadens the scope of leadership research to include behaviors and how behaviors function in various situations. There is much research showing the style approach to be a viable method of assessing leadership and the leadership process. Research has found this to be the core of leadership but it must be properly balanced between task and relationships; leaders can learn a lot about themselves and how they come across to others by seeing themselves in these two lights.

*Criticisms of this approach:* There is not a lot of research that actually shows how leader's styles are associated with performance outcomes. This theory also fails to find a universal style of leadership that could be effective in almost every situation.

*The Situational Approach:* This approach focuses on leadership in situations. The basic premise is that different situations demand different kinds of leadership, which requires that

leaders adapt to a situation. Again, leaders need to balance directive and supportive dimensions. A good leader needs access to the needs of the subordinate and to realize where they are with relative competence and commitment and, then, to adapt their style to meet those needs. In this approach, leaders can change daily, monthly, etc., and evaluate where the subordinate is on the development continuum.

*Strengths of this approach:* This approach is well known and widely used to train leaders, and it is practical and easy to understand and easily applied. This approach is descriptive and clear about what to do in specific circumstances in order to balance competence and commitment. This approach emphasizes a leader's flexibility and reminds us to treat each subordinate differently.

*Criticism of this approach:* This approach does not address the issue of one-to-one versus group leadership; therefore, some may be left behind.

### *Contingency Theory*

The "Leader-match theory" tries to match leaders to appropriate situations. Good leadership depends on how well the leader's style fits the context (the framework around a task), or motivates the development of close interpersonal relationships. Situations can be classified by leader-member relations, the task structure, the position of power, and the ability to reward or punish, which equates to the "favorableness" of situations in an organization.

*Strengths of this theory:* This theory is grounded in research and broadens our understanding of leadership by forcing us to consider the impact of situations on leaders. It also provides predictive meaning and useful information regarding the type of leadership that will be most effective in certain contexts. This theory does not require that people be effective in all situations.

*Criticism of this theory:* This theory doesn't fully explain why individuals with certain leadership styles are more effective in some situations than others. This theory can be cumbersome in the real world in that it requires assessing the leader's style and three relatively complex situational variables. This theory fails to explain what to do if there is a mismatch between the leader and the situation.

This theory has applications in showing why a person is ineffective even though they may be loyal, conscientious, and hard working; finding out how well a person will do when moving up in an organization; or in finding the right person for a lower-level position.

### *Path-Goal Theory*

This theory discusses how leaders motivate subordinates to accomplish designated goals and deals with enhancing employee performance and employee satisfaction by focusing on employee motivation. This theory is derived from the expectancy theory: subordinates will be motivated if they think they are capable of performing their work, if they believe their efforts will result in a certain outcome, and if they believe that the payoffs are worthwhile. This theory believes that leader's behavior has an effect on subordinates in situations of directive leadership, supportive leadership, participative leadership, and achievement-oriented leadership situations, and that it will affect subordinates depending on what they want and need in order to be motivated.

*Strengths of this theory:* This theory is strong in its theoretical framework for understanding how various leadership behaviors affect the satisfaction of subordinates and their performance. It also integrates the motivation principles in a theory of leadership and reminds

leaders that their purpose is to guide and coach subordinates as they move along the path in achieving goals.

*Criticism of this theory:* This theory is complex in that it incorporates so many aspects of leadership and interpretation of their meaning. This theory relies on a one-way event and subordinates can become dependent on a leader to get their work done.

#### *Leader-Member Exchange Theory*

This theory is centered in the interactions between leaders and followers and utilizes the idea of "in-group" and "out-group." Subordinates in the in-group receive more information, influence, confidence, and concern from their leaders than do members of the out-group. Good leadership makes high-quality exchanges with all subordinates rather than just a few.

*Strengths of this theory:* It makes sense to describe units in terms of those who contribute more and those who do less. This is the only approach in which the centerpiece is on relationships between leaders and subordinates.

*Criticism of this theory:* This theory runs counter to the basic human value of fairness; it doesn't totally explain the way high-quality leader/member exchanges are created.

#### *Transformational Leadership*

This theory is part of the new leader paradigm of changing and transforming individuals. This theory is concerned with values, ethics, standards, and long-term goals. It involves assessing follower's motives, satisfying their needs, and treating them with respect. This theory describes a wide range of leadership styles, from one-on-one to whole organizations.

*Transactional leadership versus transformational:* The bulk of literature talks about transactional leadership, which focuses on the exchange between leaders and their followers rewards for achieved goals. The transformational process occurs when an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. The leader is attentive to the needs and motives of followers and tries to help followers reach their fullest potential (e.g., Gandhi). This theory can be practiced by strong role models who appear competent, who can articulate ideological goals, and who can communicate high expectations to followers.

*Strengths of this theory:* This theory is intuitive in its appeal and describes how a leader is "out front" advocating change for others, which is consistent with society's popular notion of what leadership is. This theory treats leadership as a process that occurs between followers and leaders; therefore, leadership is not the sole responsibility of the leader but emerges from the interplay between leaders and followers. This theory provides a broader view of leadership that augments other leadership models and places a strong emphasis on follower's needs, values, and morals. This theory attempts to move individuals to a higher standard of moral responsibility.

*Criticism of this theory:* This theory lacks conceptual clarity because it is so broad. Leadership is treated as a personality trait or personal predisposition rather than behavior. Traits are hard to change and this theory requires changing a person's values and moving them to a new vision.

**Leading Change**, John P. Kotter (Harvard Business School Press, 1996).  
Report by Michael Wallingford, 2004.

John P. Kotter begins his book, *Leading Change*, by addressing how and why organizations fail to make the changes necessary to keep competitive and ahead of their competition. The reasons for these needed changes are a result of markets that are ever and quickly changing in a global economy where stability is no longer the norm. As a result, organizations will be pushed to reduce costs, improve the quality of products and services, locate new opportunities for growth, and increase productivity. Often, organizations attempt to achieve these goals only to fall short—costing them money and time, as well as disgruntled employees and management. According to Kotter, the errors that organizations make fall into the following eight categories:

- *Allowing to Much Complacency*: By far the biggest mistake people make when trying to change organizations is to plunge ahead without establishing a high enough sense of urgency in fellow managers and employees.
- *Failing to Create a Sufficiently Powerful Guiding Coalition*: Major change is often said to be impossible unless the head of the organization is an active supporter of the change effort.
- *Understanding the Power of Vision*: Vision plays a key role in producing useful change by helping to direct, align, and inspire actions on the part of large numbers of people.
- *Under Communicating the Vision by a Factor of 10 (or even 100 or 1000)*: Major change is usually impossible unless most employees are willing to help, often to the point of making short-term sacrifices.
- *Permitting Obstacles to Block the New Vision*: New initiatives fail too often when employees, even though they embrace a new vision, feel disempowered by huge obstacles in their paths.
- *Failing to Create Short-term Wins*: Complex efforts to change strategies or restructure business risk losing momentum if there are no short-term goals to meet and celebrate.
- *Declaring Victory too Soon*: Until changes sink down deeply into the culture, which for an entire organization can take three to ten years, new approaches are fragile and subject to regression.
- *Neglecting to Anchor Changes Firmly in the Corporate Culture*: Until new behaviors are rooted in social norms and shared values, they are always subject to degradation as soon as the pressures associated with a change effort are removed.

Once these errors are recognized, they can be avoided or at least greatly mitigated or negated in order to make change successful in an organization. In order to initiate the needed change, Kotter emphasizes several times throughout his book that "the leadership required to drive the process in a socially healthy way means more than good management." Kotter then offers an Eight-Stage Change Process that provides methods that have been used successfully in numerous organizational changes. Kotter then lays out a "road map" in order to establish required mile-markers that must be reached in order to overcome barriers and make change happen successfully and to sustain the needed change. As Kotter points out, "To be effective, a

method designed to alter strategies, reengineer processes or improve quality must address these barriers and address them well."

Kotter then lays out the Eight-Stage Process of Creating Major Change as follows:

- 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

Successful change of any magnitude goes through all eight stages, usually in the sequence shown above. Although one or more operates in multiple phases at once, skipping even a single step or getting too far ahead without a solid base almost always creates problems.

Kotter also recognizes that managing change is important. However, without competent leadership to blast through the many sources of cooperative inertia and to motivate the actions needed, behavior will not be altered in any significant way. Only leadership can get change to stick by anchoring it in the very culture of an organization. It is only by carrying out the Eight-Stage Process of Creating Major Change and having the required leadership to carry the change processes through will the change effort take hold and blossom. Once the efforts and hard work take hold, they will allow the organization to succeed in the twenty-first century where a rapidly changing environment will be the norm in our now global economy.

**Leading Out Loud: The Authentic Speaker, the Credible Leader**, Terry Pearce (Jossey-Bass, 1995).

Report by Susan Hilton, 2004.

This book expands upon two of the five practices of exemplary leadership, which are included in the book *The Leadership Challenge, 2002*:

- *Model the Way*: Find your voice by clarifying your personal values. Set the example by aligning actions with shared values.
- *Inspire a Shared Vision*: Envision the future by imagining exciting and ennobling possibilities. Enlist others in a common vision by appealing to shared aspirations.

This book expresses that effective leadership is about envisioning change and inspiring true commitment, and it stresses the importance of knowing how to communicate effectively. According to this book, communicating effectively means the speaker draws from his heart and mind. Following are some of the elements and highlights that a speaker should think about and include in a speech in order for the message to be delivered effectively.

**Beginning:** When being introduced, be prepared to supplement your introduction with information that creates credibility and fosters trust. Express real appreciation and be specific, which will deepen the audience's connection towards you. For example, do not just say, "I'm honored to be here tonight," or "I appreciate this opportunity." Be specific and explain why you are appreciative. You must have a purpose and express it strongly: What action do you want your

audience to take? Invite conflict and engagement with positive provocation. Be empathetic to your audience and address the emotions that your audience may be feeling as well as their conflicting opinions. It's not easy, but getting everything out in the open will help you be an authentic speaker. Express the stakes, and then quickly express the benefits of what you are asking the audience to do and provide "best case" and "worst case" scenarios, offer no evidence at this point.

*Mid-point:* State a case for engaging the hearts and minds of your audience. Here is where you briefly express the history, current status, and the vision of change you're advocating. This creates a common understanding of culture. Then, provide the evidence and arguments for change. Use specific data and explain the impact of proof to your audience. Use familiar examples as illustrations if possible. If you quote leaders, make sure your audience is familiar with whom you quote. It's important to make a connection with your audience; when a connection is made it assists the audience in making a commitment to the action you are asking them to take, which goes back to the purpose of your speech. Use personal experiences and story telling that is relevant, and avoid abstractions that are not supported by your personal experiences. Creating images with analogies and metaphors have powerful connection impact when your audience is familiar with the images. For example, Martin Luther King Jr. was a master mind in using metaphors: "This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. No, we will not be satisfied until justice rolls down like water and righteousness like a mighty stream. I have a dream...that the sons of former slaves and the sons of former owners will be able to sit down together at the same table of brotherhood...."

*End:* When concluding, take your audience back to the beginning of your speech, outline what was said by reiterating some of the same words and images previously expressed. Express your vision of the future in concrete terms, and then call specific audience members to action by asking them to demonstrate commitment through some type of specific "doable" change in their performance. Close your speech by reinforcing the audience's belief in your competence and trust in humanity. And, do not forget to express gratitude for your audience's attention.

**Lives of Moral Leadership**, Robert Coles, (Random House, 2000).

**A Problem From Hell: America and the Age of Genocide**, Samantha Power (HarperCollins, 2002).

Report by Mark Korbitz, 2004.

The first book, *Lives of Moral Leadership*, is an analysis of crucial events in the lives of individuals who were confronted with moral challenges and difficult circumstances that sometimes led to inspiring results. The author, Robert Coles, is currently a professor of psychiatry at Harvard University; however, his life has not been marked by academic isolation or withdrawal from the historical/political context of modern American life. Coles has worked with or interviewed many of the people featured in the book, people whom he holds up as examples of people who have achieved moral accomplishments. Coles clearly shares their passion for making a significant difference by doing good and not evil in this world, and Coles' lifelong commitment to civil rights, education, and justice are clearly evident.

Robert Kennedy is remembered as an effective moral leader, particularly when Coles and a group of his colleagues traveled to Washington in 1967 to attempt to bring the problems of southern poverty and childhood malnutrition to the country's attention. Kennedy became their

chief political ally and mentor in the effort to schedule congressional hearings that would make a difference, eventually, in the lives of many children. Robert Kennedy listened intently and worked with the young doctors; he did not dominate or dictate. When the doctors were ready to give up and walk away, Kennedy said simply, "I think we can do a little more." This, in 1967, near the end of his life, Kennedy proved to be tenacious and capable of immense moral energy and wisdom in the effort to find food for malnourished children.

Coles also addresses the effort to register black citizens in McComb, Mississippi. This effort came about through the experiences of: Andrew Thomas, a young tenant farmer who was encouraged to persist by the Tomasellos, the risk-taking Caucasian owners of the local hardware store; Elaine Vogel, a 4<sup>th</sup> grade teacher in New Orleans, who challenged her students to consider what it might be like to experience racism during the court-ordered desegregation of the public schools there; and other individuals in a southern state—for example, writers and social progressives—who opposed the 1960s culture of Georgia and argued that racial progress was necessary and inevitable. In these stories of the lives of people who met the challenge to speak unpopular truths and then act to change lives, Coles illustrates the grueling and sometimes physically dangerous work of moral leadership.

Other portions of the book are devoted to other extraordinary people: Dorothy Day, founder of the Catholic Worker Movement, known for feeding the hungry in soup kitchens, providing clothing for those in need, and steering the unemployed toward available work, and her spiritual mentor, Peter Maurin, who prodded Dorothy as well as himself to make Christ's presence real in the world; Danilo Dolci, who challenged the waste and corruption of Sicily by inspiring the poor to take their lives and time into their own hands in order to solve problems locally even when opposed and threatened by the forces of fascism, organized crime, and moments of doubt; a colonel in the Air Force who forced a class of doctors, including Coles, to reflect on what responsibility belongs to those who are leaders; Dietrich Bonhoeffer's life, his opposition to Nazism, and his execution just before the defeat of the Third Reich; and Erik Erikson, a colleague of Coles, and their friend Albert Jones, an African-American bus driver, who spoke and acted decisively to take black children to better schools in south Boston. Coles borrows some of the light of these lives to ask appropriate questions about morality and leadership in a democracy. He does not offer easy answers, but, instead, illustrates the importance of acting for others as a way of finding one's purpose in this world.

If the book *Lives of Moral Leadership* illustrates the struggle of moral leadership toward effective action with a positive end, the book *America and the Age of Genocide* is a brilliant exposition and a profoundly disturbing account of consistent moral failure and criminal governmental ineffectiveness. St. Paul admonished the Romans not to think more highly of themselves than they ought to think, but to think soberly. Similarly, I believe that we must confront the failure and shame of our government's repeated refusal to take decisive action to prevent genocide in order for us to begin a realistic appraisal of our place and purpose in history. While it is true that we have often worked and bled to advance the cause of freedom around the world, it is also true that our leaders have, in our name and in our place, paid lip service to preventing genocide while hundreds of thousands have died. Those lives lost, those cultures nearly extinguished, cannot be made whole at this point. Still, the truth can be told so the citizens of this country and others around the world will, in the future, better recognize evil and choose to decisively oppose it with vigor and consistency.

In *America and the Age of Genocide*, Samantha Power has written an immensely important book. She provides the names of those most responsible for crimes against humanity

and details the dates, places, and methods employed. Their actions, or in the case of the United States Government fumbling indecisions and tacit complicity, are appropriately condemned by the agonies and stories of those who could have been saved or who accidentally, sometimes miraculously, survived. This book is not an easy one to read. It goes into excruciating detail. There is not a wasted page.

The *America and the Age of Genocide* began during the years of World War I with the murder of a million Armenians at the direction of the Turkish leadership. The heroic efforts of U.S. Ambassador, Henry Morgenthau Sr. to convince President Wilson to intervene went unheeded. Hitler took many lessons from the Turkish treatment of the "Armenian problem" and applied those lessons to the "Jewish problem" and other "undesirables" in Europe, until 6 million Jews and 5 million Poles, Roma, and Communists were exterminated. The politicians pledged that such atrocities would "never again" stain the Earth.

Then, in 1975, the Khmer Rouge wrested power in a destabilized Cambodia. While the Carter administration looked away, nearly 2 million Cambodians were murdered or starved to death in a country of 7 million. Then, in the late 1980s Saddam Hussein resolved to take of the "Kurdish insurgency" once and for all. His methods are well known by now but the fact that Reagan and Bush opposed even levying economic sanctions against the Iraqi regime is not as well known. After the first Gulf War, President Bush encouraged a revolt, and then failed to support the efforts of the Shiites in the south and the Kurds in the north to overthrow the Hussein regime. American troops were forced to stand by while a brutal Iraqi counteroffensive crushed the rebellion. Bush, and then Clinton, failed to respond with effectiveness in Bosnia or to alleviate any of the suffering of the Muslim population at the hands of the Serbs—200,000 were killed. It is not known how many were raped and tortured.

Meanwhile, 800,000 human beings were slaughtered in Rwanda. President Clinton made speeches and said "Never again!" at the dedication of the Holocaust Museum in Washington D.C., but he did nothing, absolutely nothing, to help end the Rwandan slaughter. Since then, we have witnessed Srebrenica and Kosovo (where a NATO bombing campaign finally blocked the Serbs), and more tens of thousands have died. Through all of this sordid history, there have been heroes, but none of them have been residents of the White House at the time they acted in conscience to oppose genocide. Raphael Lemkin, William Proxmire, Bob Dole, Richard Holbrooke, Peter Galbraith, Tom Lantos, George Kenney, Elie Wiesel, Frank McCloskey and Romeo Delleire certainly deserve to be recognized for their efforts, but their efforts were too often ignored or opposed by Congress and Presidents. In the end, we are confronted by the mysteries of human capacity both for good and for evil. The line between those capacities runs through each of us. Here in America, for those of us who enjoy the blessings and carry the burdens of representative democracy, the words of Abraham Lincoln ring true: "We—even we here—hold the power, and bear the responsibility."

**Madam Secretary: A Memoir**, Madeline Albright with Bill Woodward (Miramax Books, 2003).

Report by Sara E. Miller, 2004.

Women and the roles they play in politics or other high-profile public-sector careers has long been an interest of mine. In contemporary politics, Madeline Albright is one of the highest-ranking women in America and the challenges she has faced while working in a profession dominated by males warrants exploration. In addition, I am interested in learning about how

Albright addressed and responded to mounting criticism for supposedly being milquetoast on terrorism, border security, and foreign policy during her term as Secretary of State.

Albright's story is fascinating and I felt that it was portrayed well in this book. The ability to appease a diverse group of lawmakers extends to Albright's dealings with the U.S. Senator from North Carolina, Jesse Helms, known as "Senator No" for his many dislikes, which includes The United Nations. Although Albright and Helms deplored each other's politics, they maintained a cordial and professional relationship during her confirmation hearing and tenure as Secretary of State.

I was also fascinated to learn about where Albright drew her strength to survive the personal setbacks in her life—she lost a child, had a marriage end in divorce, and experienced the deaths of family members as well as friends. While she may be rightfully guarding her privacy, I feel that more revelations of her personal life would aid future female leaders and would perhaps serve as inspiration.

Albright is candid in her writing and flows comfortably between her personal and political lives, yet I feel that I got only a glimpse of a rare female perspective on diplomatic life. I did, however, learn important lessons from reading Albright's book. For example: Albright is willing to admit mistakes and she is willing to stick to her deeply rooted convictions on a daily basis as a way to guide her decisions. Albright is candid, yet gentle, in her approach, but she can be direct when she needs to be. She is not afraid of huge, seemingly insurmountable barriers, even though she was anxious about many of the issues she faced. I also learned from her that it is possible to raise a successful family while simultaneously pursuing a career. Albright is an inspiration in that she recognized the lessons she was learning in her interactions and did not forget them in future experiences, and she believed that each person can and should go as far as his or her talents will allow.

"Perhaps some will also say that I helped teach a generation of older women to stand tall and young women not to be afraid to interrupt." Madeline Albright

**Margaret Sanger: Her Life in Her Words**, Miriam Reed (Barricade Books, Inc. 2003).  
Report by Gina Febbraro, 2004.

Margaret Sanger was almost single-handedly responsible for the birth control movement in this country. She is responsible for women having access to contraception, for the establishment of birth control clinics across our nation as well as internationally, and for the consideration of women's reproductive health in many fields of study. In her book, *Margaret Sanger: Her Life in Her Words*, Miriam Reed tells the story of Margaret Sanger's life. Included in the book are many of Sanger's articles, speeches, and publications.

In 1873, Anthony Comstock was successful in passing a federal law through Congress. It was a law that "made it a crime to manufacture, sell, or send through the U.S. mails any obscene article, including any article that was intended to prevent conception or any printed matter that offered information on preventing conception." The wealthy and middle class had means of securing contraception; however, "the most poor and uneducated immigrants had neither leisure nor money to search out device or advice (on contraception)." It seems to me as though some things haven't changed in 150 years.

Margaret Sanger was a woman beyond her years, both in her thoughts and in her actions. She believed in the human rights of women, especially those women who were poor and disenfranchised, and she worked tirelessly and persistently to create social change. In my

opinion, it was Margaret Sanger's exemplary behavior, her dedication and persistence, and her courage to challenge the norms and laws of the time that made her a great leader.

Margaret Sanger was not an average woman according to the gender norms of the early 1900s. She was educated and outspoken, stood up for what she believed, mingled with the elite, traveled the world, broke the law, and challenged societal norms. Sanger led people by example. She was a strong, persistent woman who presented herself with dignity, self-respect, and confidence. I believe that Sanger was successful in creating change because people trusted her, respected her, and believed in her. They saw her not only talking the talk, but walking the walk.

Margaret Sanger was an effective leader because of her dedication, commitment, and persistence. She began working towards this cause in her late 20s or early 30s and continued to do so for the rest of her life, in one way or another. She faced endless challenges and obstacles, but persevered. Her dedication to the cause for so many years also allowed her to build extensive support networks and collaborations. There were many individuals she met along her journey who played important roles throughout the movement. Without them, she never would have accomplished what she did.

Finally, one of Sanger's most significant leadership qualities was courage. At the time, there were laws against birth control as well as against women accessing information on contraception. Margaret Sanger broke the laws repeatedly. She published materials that weren't allowed to be printed, she gave speeches that were not supposed to be given, and she opened a birth control clinic in Harlem, which was illegal to establish at the time. She served many nights under lock and key to demonstrate that she was serious about her convictions. She did not let fear stand in the way of social change.

There were many times while reading this book I felt as though so little has changed in the past hundred years regarding women's reproductive rights. However, Margaret Sanger was responsible for great strides in the quality of women's lives and health. She was an inspirational and effective leader who truly made a difference in the world.

**A Measure of Endurance: The Unlikely Triumph of Steven Sharp**, William Mishler (Alfred A. Knopf, 2003).

Report by Mercedes Harden, 2004.

This is an inspiring story about a 16-year-old boy, Steven Sharp, who grew up in a tiny farming community in eastern Oregon. The descriptions of the small town atmosphere reminded me of where I grew up, near the St. Lawrence River in northern New York, and how Steven could have been a boy I went to high school with. He was hardworking, naturally athletic, popular, and the star pitcher for Richland High. He spent his spare time hunting and fishing in the surrounding Blue Mountains, and packing into Hidden Lake or Eagle Valley on his horse for days at a time.

Steven's saga began on a hot day in the summer of 1991, between his junior and senior years of high school, while he was working on a neighbor's farm, driving a tractor, mowing, raking, and baling hay. This was not a new experience for Steven since he had done this same work for years for his father and grandfather. It was hot, sweaty, repetitive work, but Steven enjoyed it and he was saving money for a car.

One Saturday afternoon, with only three rows of hay left to bale, the baler clogged because the hay was slightly damp. Steven shut down the tractor engine, climbed out of the tractor and began to redistribute the clogged hay by hand. Suddenly the tractor rollers started up

and his left hand vanished instantly between the rollers. He pitched backward and grabbed his left wrist with his right hand in an attempt to pull it out. Then his right hand was seized as well, vanishing between the rollers. Now he was in a struggle for his life, his hands and wrists already destroyed. The baler was drawing him in like any sheaf to be crushed with the force of 90 horsepower. He was utterly alone. He cried for help until his voice gave out. By bracing his forehead, stomach and knees against the unmoving parts of the baler and pulling with all his power he was able to slow the rate at which he was being drawn in. After 45 minutes of this agony, at the point where he figured he was going to pass out or die, he decided to cut off his arms. He jerked his arms from side to side and by sawing them on a sharp edge on the front of the roller, he was able to cut through the remaining flesh, muscle and skin and free one arm. After that he cauterized the stump on the hot roller to stop the blood and cut through the second arm. He fell backward and a wave of happiness went through him that he was alive. Without his glasses, eyes full of chaff, blood, and sweat that he could not wipe away, near death, he staggered, fell, got up and somehow made his way four hundred yards to the farmhouse, kicked in the screen door and found help. It had taken him two hours to reach the farmhouse.

What follows is the incredible story of his remarkable recovery while maintaining his optimism and zest for life throughout multiple surgeries, rehabilitation, and learning a new way of life as a teenager without arms.

Steven had no intention of seeking damages from the tractor company because everyone assumed that he had not turned off the machine. But, with the help of a brilliant and idealistic lawyer (who had learned that others had been injured by the same kind of tractor suddenly coming to life) Steven refused a small settlement and, instead, took on a multinational, multibillion dollar company. The book documents in detail the David and Goliath story of a small town kid and one lawyer who fought a sophisticated, multi-lawyered giant over a seven-year period.

### *Lessons Learned*

This account was inspirational to me as a student of leadership because of the matter of fact way that Steven persevered in the face of adversity. He almost immediately took a "can do" attitude and never looked back. The hospital staff psychologist thought he was covering up deep feelings of loss and probably rage, but, little by little, Steven shows by his actions that he feels that sure, his life has changed, but he has not.

"I'm not just my arms. My arms aren't me. You follow me?" he responded to his roommate when asked why he didn't feel like killing himself because of all the things he couldn't do anymore.

The story also shows the strength of character that Steven exhibits when faced with a challenge. After three weeks in the hospital, he yearned to go home but his physical therapist suggested one more week to improve his dexterity with his prosthesis. When he persisted, she made him a deal. She gave him beanbag and said, "take three or four days and as soon as you can toss and catch it half a dozen times you can go home." The following morning he told the therapist he was ready. They tossed it back and forth and he caught the bag easily a dozen times, then over and over again. Steven had stayed up all night practicing.

It occurred to the therapist that while she was doing her dishes the night before, Steven was tossing the beanbag, dropping it, bending over, grasping it, and tossing it again. While she watched the 10 o'clock news, Steven was tossing the bean bag. She thought that during the hours when the corridors in the hospital were quiet and she was across town getting ready for bed,

Steven was tossing the bean bag. He was swinging his stump, flexing his shoulder, periodically cranking his neck to shed the stiffness settling into his back and shoulder muscles. Later, while the therapist lay reading her novel in bed, Steven was tossing the bag. Then, through the night until the first birds stirred in the shiver of dawn, most of that time Steven was flexing his stump in a rhythm, finally as regularly as a metronome. "OK, Steve," she said, "You're ready. Go on home."

**The Measure of Our Success: A Letter to My Children and Yours**, Marian Wright Edelman (Children's Defense Fund, 1992).

Report by Vicki Wright, 2004.

In *The Leadership Challenge*, Kouzes and Posner state that the five practices of exemplary leadership are: 1) Model the Way, 2) Inspire a Shared Vision, 3) Challenge the Process, 4) Enable Others to Act, and 5) Encourage the Heart. These five practices are demonstrated by Marian Wright Edelman in her accomplishments as the founder and president of the Children's Defense Fund and in her book *The Measure of Our Success*.

In *Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference*, Chrislip and Larsen describe collaborative leadership practices as being able to renew a sense of community and empowering citizens. Marian Wright Edelman is a collaborative leader because she inspires commitment and action, builds broad-based involvement, sustains hope and participation, and leads as a peer problem solver. She demonstrates servant leadership because she is concerned with the broader needs of our society. These were the characteristics of a collaborative leader as stated by Chrislip and Larson.

Edelman was born on June 6, 1939, in Bennettsville, South Carolina. She received her Bachelor of Arts degree at Spellman College in Atlanta, Georgia, in 1960, and received her law degree at Yale University in 1963. She was the first African-American woman to pass the bar in Mississippi. Edelman modeled the way for other African-American women through this accomplishment. She worked as a staff attorney for the Legal Defense and Education Fund for NAACP. She married Peter Edelman in 1968. In 1973, Edelman founded the Children's Defense Fund and it is one of the most effective organizations in advocating children's rights.

*The Measure of Our Success* is a letter to the author's three sons that summarizes the lessons she has learned and describes them as the "best road maps" she can share. The lessons give some explanation to the person she is today and the sources of her strength and leadership skills. She inspires a shared vision of supporting children by sharing her experiences. My personal favorites are summarized below.

*Lesson 3: Assign Yourself.* Edelman tells of how her father encouraged his children to assign homework to themselves if they did not have any assignments from school. She goes on to say that we do not have to wait for someone to ask us to do something nor should we be waiting for others to solve problems. Edelman demonstrated how to "assign yourself" by assigning herself the task of being the children's rights advocate as president of the Children's Defense Fund. "And so children, my own and other people's, became the passion of my personal and professional life, for it is they who are God's presence, promise, and hope for humankind" (1). Edelman has dedicated herself to "lift[ing] those who cannot lift themselves up, [and] to those who cannot vote for legislation to benefit themselves, they are the Children of the United States and the world."

*Lesson 5: Don't be afraid of taking risks or of being criticized.*

*Lesson 13: Be confident that you can make a difference.* Challenging the process means taking risks. Edelman points out that an anonymous sage said, "If you don't want to be criticized, don't say anything, don't do anything, or be anything." She states there are few people who get things going and keep things going. She reminds us not to get overwhelmed, and to break down problems into manageable pieces. "Be a flea for justice, enough committed biting fleas can bring down the biggest dog." Empowering individuals is one step to enable individuals to have the confidence to take action.

*Lesson 25: Always remember that you are never alone.* "Nothing can take away God's love." Edelman draws strength from her father, who was a minister, her mother, members of the church and community, religious leaders, contemporary black authors, and world leaders. She "encourages the heart" by sharing what has encouraged her which was her faith in God and love of her family and friends.

Internet Resources: [www.childrensdefense.org](http://www.childrensdefense.org) ; Childwatch (weekly column by Marian Edelman); [www.nolamarie.com](http://www.nolamarie.com); [www.thehistorymakers.com](http://www.thehistorymakers.com); [www.hsph.harvard.edu](http://www.hsph.harvard.edu).

**Member of the Club: Reflections on Life in a Racially Polarized World**, Lawrence Otis Graham (Harper Perennial, 1993).

Report by Arthur McFarlane II, 2004.

The book is organized as a series of essays about different topics related to life as an African American individual in the United States. Lawrence Otis Graham is an African American male with a bachelor's degree from Princeton and a law degree from Harvard. Several of the articles were published in national magazines or newspapers with a national or international circulation. A summary of each essay follows.

In the "Invisible Man," Graham attempts to go undercover as a waiter at an all-white country club in Connecticut. Despite an appropriate resume, Graham is given only a busboy job and it is from that vantage point that he reports on his experiences. The essay was published as a cover story for *New York* magazine on August 17, 1992.

The essay "I Never Dated a White Girl" is a discussion about the concerns the black community has around interracial marriages. The most prominent theme discusses the issue of male leaders and role models who choose to marry outside the race.

In "Head Nigger in Charge," Graham profiles a number of personas that are adopted by blacks in corporate America. Graham lays claim to the last profile as fitting him best. This persona is of the black person who thinks: "I'm going to save my money and plan a backup job in case they can't put up with my demands for respect."

"The Shame of the Black Middle-class" is a short essay on the reactions that middle-class blacks have to black criminals, the street crime committed by blacks, and the articles written about blacks.

In "My Dinner with Mr. Charlie," Graham presents some relatively objective criteria that he used to judge how he and his companions were treated at ten of the top restaurants in New York City. His list of criteria is applicable to encounters one might easily have today.

"How White People Taught Me to be a Good Black Neighbor" is a satirical look at curing racial tensions in suburbia.

In "Who's Running the Race?" Graham proposes that we divide the leadership of African Americans into socioeconomic strata. The essay includes a frank discussion of the failings of

"current" black leadership as well as background information regarding how black leadership came to this point. The primary focus falls on the mainstream leadership of the NAACP, the Urban League, and prominent individuals like Al Sharpton, Louis Farrakan, Carol Moseley-Braun, Jesse Jackson and others.

The essay "The Black Lunch Table is Still There" is about the choices Graham made in junior high school regarding self-segregation versus integration in the lunchroom.

"The Underside of Paradise" is an interesting look at Graham's experiences as a black undergraduate student at Princeton University in the early 1980s. This essay contains excellent historical background and reveals, as the title implies, a side of Princeton seldom seen.

This essay "Black Man with a Nose Job" raises some of the same questions and concomitant issues revealed by Kenneth Clark's social science research of the 1950s, for example: Is black really beautiful to people who are black?

"Moving from 'Black Rage' to 'Bias Neutralizing'" nicely encapsulates many of the issues, questions, and concerns surrounding affirmative action and its role in changing our views of each other.

"Harlem on My Mind" is a look at the place so many people think they know but many don't understand. Once again, Graham goes undercover for a month, living in a four-story rooming house just off Lenox Avenue in the 130s. This essay was a cover story for the *New York* magazine on September 27, 1993.

Overall, the book is insightful and at times touching in its discussion of many of the top issues for black professionals in today's America. Graham approaches many difficult issues with understanding and intelligence. I found several of the essays compelling and worth considerable attention and discussion, no matter what the race and socioeconomic underpinnings of the reader.

**Orbiting the Giant Hairball: A Corporate Fool's Guide to Surviving with Grace**, Gordon MacKenzie (Viking, 1998).

Report by Pat Elliott, 2003-2004.

When I first saw this book on the shelf in the "Managing for Success" section of my local Barnes & Nobel, I thought that perhaps some bored kid left it there while Mom or Dad plotted their next leadership success strategy. But, with a title like *Orbiting the Giant Hairball*, I had to at least *look* at this book. Happily, it proved to be intended for adults, just not necessarily mature audiences.

Billed as a "corporate fool's guide to surviving with grace," Gordon MacKenzie offers his insights about surviving at Hallmark for thirty years while trying to foster and preserve the creative genius in himself and his employees. MacKenzie has organized the book into 24 illustrated chapters which also provide elegantly simple statements about how to retain creativity while working for a large organization.

### *Orbiting the Hairball*

Simply stated, the giant hairball is a "...tangled, impenetrable mass of rules, and systems, based on what worked in the past and which can lead to mediocrity in the present." There is no room in the hairball for original thinking or primal creativity. The only way to preserve your creative spirit is to not get sucked into the hairball—one must "orbit" the hairball. Entering orbit should be done gradually; too much freedom can be dangerous, particularly for those deeply

enmeshed in the mindset of a bureaucratic structure and needing permission from an authority figure to act.



### *Can I Really Do This?*

My first thoughts after reading this book was: How am I going to do this? It's fine for a greeting card company, but what about those of us with real jobs? Then I started to think about little ways I could translate the concept into my life and those of the people I supervise. I've begun to look for ways to identify the routines we absolutely need because of the inefficiencies of reinventing the wheel every time versus the things we do because that's the way we've always done them. The first step in doing this, for me, has been to ask my staff to identify (anonymously if they want) what we need and what we don't. I feel I can help them begin to orbit our little hairball by giving them permission (not that they need it) to speak up when they see something irrelevant being institutionalized. I have this picture above my desk as a reminder to keep the bureaucratic nonsense to a minimum and remember that I want to actualize people, not policies and procedures.

### **Pour Your Heart Into It: How Starbucks Built a Company One Cup at a Time**, Howard Schultz and Dori Jones Yang (Hyperion, 1997).

Report by Patricia Guzman, 2004.

*Pour Your Heart Into It* details the life of Howard Schultz, his venture into the coffee business, and how he came to be the CEO of Starbucks, making the company what it is today. The book details the life of a man and the company he created, both of which care passionately not only about coffee but also about people.

Howard Schultz came from a family that made a meager living in New York. Schultz grew up in the Projects and had a father who worked hard but never made it very far. He blamed his father for being an underachiever and felt that he would have made more of his life if only he had tried harder. As Howard grew up, he realized that it wasn't that his father hadn't tried, it was that he was never able to find the opportunity that would allow him to be successful no matter how hard he tried. This, in turn, made Schultz realize that if he was ever able to make a difference he would make sure that he never left people behind. Since those days in the Projects,

Howard Schultz has come a long way and has worked very hard to ensure that he always put people, both employees and customers, first.

Schultz continued to use his father's shortcomings as a way to maintain what it was he shouldn't do in his life and in the company he ran. Schultz didn't want his company to be like the many that his father worked for—companies that lacked passion and the ability to lead with their hearts. Because of this, Schultz has always believed that having passion about your job and eliciting that passion in those that work around you and for you proves that you can make an organization successful, so long as everyone believes. He has proven that it is important to share a common vision with your employees, and he believes in creating a business that values its people, inspires them, and then shares its rewards with them, which is one thing that his father was never able to experience within the companies he worked for.

What is inspirational about Mr. Schultz is that he proves that in today's "Corporate America" it is still possible to manage a company in a manner that puts people first. In so many organizations these days, each employee is just another number, another face in the crowd, as the Supervisor, Manager, or CEO passes them in the building. However, those that have been given the opportunity to be in a position of authority should take some responsibility and actually take the extra step to acknowledge those whose daily work keeps the company going. Sometimes a little acknowledgement and appreciation go a long way. It is very easy to go about your daily work life assuming that your employees know you appreciate them. As a leader, you are only as good as those that work for you.

As Howard Schultz says, "Success is empty if you arrive at the finish line alone. The best way to get there is to be surrounded by winners."

**The Practical Executive and Leadership**, Dayle M Smith, PhD (NTC Business Books,1997).  
Report by Janerio Farrington, 2004.

This book provides advice on skills and tips for effective leadership. The message of the book is that leadership skills can be described and learned. The key to leadership lies not in having the right stuff from birth, but in getting it. Leaders are seldom born to lead. No matter what our lineage, we each have the opportunities from time to time to step forward and emerge as leaders. What is the right stuff? A leader has the ability to develop a vision, the skill to articulate that vision, and the skill to direct and assist others in executing the various aspects of that vision.

#### *Leadership Tips*

- Practice leadership skills at all levels of life responsibilities. What works at home also works at the highest corporate level.
- Experiment with leadership skills that do not come naturally for you.
- Learn about leadership to understand following more deeply. Knowing who's driving the bus and why he/she is driving it can help you to decide which bus to take and then to ride with more comfort.
- Don't fall for the Birthright Myth. Leaders are made, and usually self-made. No one is or can be a leader in all life circumstances. Expect leadership talent, including your own, to emerge in some circumstances and take a back seat in others. Avoid the temptations of the Intensity or Anger Myth. Attempting to motivate others by the force of your temper or other forms of emotional intensity backfires on all concerned.

### *The Core Roles of Leaders*

In the vision role, leaders see beyond the events of the moment in the life of their organization to glimpse what the organization and its membership can become. The vision role is played out through six distinct leadership activities.

- *The vision statement:* Putting the vision into written form that can be grasped by all.
- *Visionary actions:* The leader translates visionary words into actions that confirm and support the vision.
- *Goal-setting:* The leader sets specific goals that contribute directly to the attainment of the vision.
- *Motivation:* The leader encourages organization members to think and act in ways that make the vision a reality.
- *Conceptual architecture:* The leader makes sense out of the various aspects and aspirations of the organization's parts.
- *Prophecy:* The leader challenges the best talents of group members by making bold pronouncements about problems and opportunities in the organization's near-term or long-term future.

In the relationship role, leaders practice and foster relationships that help the organization achieve its mission. As leaders mature, their value to organizations may lie primarily in the range and depth of their personal and professional associations. The relationship role is divided into four areas:

- *Teamwork:* The leader assembles and manages teams that make the most of the complementary talents of group members.
- *Personnel structures:* The leader establishes the formal relationships among job categories and levels of responsibility within the organization.
- *Networks:* The leader initiates or joins networks that prove valuable to the organization.
- *Representation:* The leader represents the organization to external stakeholders.

In the control role, leaders act in consultation with others and exercise legitimate control over the organization and its members by defining which of the organization's possible goals will be pursued. The leader prioritizes the organization's problems and determines resources needed for solutions. The control role is in five specific arenas of activity:

- *Problem definition/solution:* The leader selects which of the organization's problems will be addressed. The leader does not usually solve these problems single-handedly; he/she does define what constitutes a solution to a given problem.
- *Decision-making:* The leader controls the nature and frequency of decision making in the organization. The leader also determines to what degree others will be involved in the decision making process.
- *Delegation:* The leader distributes tasks through delegation and maintains a reporting order among subordinates for the control of these delegated duties.
- *Work descriptions:* The leader controls the activities of individual organization members by defining the responsibilities and limitations assigned their respective positions.
- *Conflict management:* Through personal intervention and intermediaries, the leader manages and redirects interpersonal relationships that appear to be out of control.

In the encouragement role, the leader establishes a system of rewards and support that encourages and enables the organization's members. The encouragement role involves three specific areas:

- *Recognition*: The leader praises individuals and work teams who meet or exceed expectation in the organization.
- *Reward incentives*: The leader defines and distributes rewards that are meaningful to their recipients.
- *Support*: The leader devotes part of the organization's resources to support the work activities of its members.

In the information role, the leader sets up and maintains an information network that provides both internal and external communication channels. The information role consists of five categories:

- *Communication design*: The leader oversees the design and maintenance of the information system that serves the organization.
- *Monitoring*: The leader keeps a finger on the pulse of the important information sources for early warning of problems and occasions to seize opportunities.
- *Informing*: The leader provides stakeholders in the organization with the information they need to best serve the organization's interest.
- *Consulting*: The leader seeks out expert counsel inside and outside the organization.
- *Mentoring*: The leader encourages learning at all levels within the organization.

**Primal Leadership: Realizing the Power of Emotional Intelligence**, Daniel Goleman, Richard Boyatis, and Annie McKee. (Harvard Business School Press, 2002).  
Report by Constance M. Walker, 2004.

"to advance a new concept: primal leadership. The fundamental task of leaders, we argue, is to prime good feeling in those they lead. That occurs when a leader creates *resonance*—a reservoir of positivity that frees the best in people. At its root, then the primal job of leadership is emotional."

So ends the first paragraph of the preface. In this book, there are numerous stories of different leaders and what they demonstrated about the different styles of leadership and the ability to motivate or deflate. Also in this book, is a discussion of the neurological issues underlying positive and negative experiences, patterns of behavior, and how to re-wire your brain to help you be a better leader. This is not a series of stories on how to make people feel good with warm and fuzzy tricks.

As much as the authors describe positive and resonant leadership, their illustration of the destructiveness of negative leadership and the resultant dissonance encourages me to try the positive approach. Various stories illustrate how negative emotions (e.g., inept criticism) can generate a negative "stew" that stays with you for hours or days or longer. A leader or organization that focuses on gaps, "the tyranny of gaps," creates anxiety and defensiveness. "Once defensiveness sets in, it typically demotivates rather than motivates, thereby interrupting, even stopping, self-directed learning and the likelihood of change"(p.137). The authors explain the neurological pathways and physical impacts caused by stress, negativity, and dissonance. I

have some personal experiences with the described dissonant leadership behaviors and I agree with the authors' information and conclusions about the deleterious short and long-term effects.

The authors provide a great deal of information for those who want to try the resonant style of leadership. It does not mean that as a leader you never deliver bad news or ask for difficult change. It does mean you learn and choose how to proceed in ways that do little harm, which results in quicker turnarounds, better results, and more motivated employees.

Four leadership styles that foster resonance and two that can quickly generate dissonance when not used effectively are described:

- The Visionary style is the most strongly positive and the best choice when a change or clear direction is needed.
- The Coaching style improves employee performance, connects the employee's and the organization's goals, and is highly positive.
- The Affiliative style connects people to each other, is positive, and is effective for teams and for motivating during stressful times.
- A Democratic style values people's input and gets commitment, it is positive and will get buy-in as well as valuable input from employees for better decisions.
- The Pacesetter style can be highly negative when poorly executed, yet can get high-quality results from certain individuals and teams who are motivated to meet the challenging goals or by a leader needing quick changes when used in combination with some of the other styles. As a personal style, it can be effective for individual contributors (such as sales positions), and these individuals need to adopt additional styles when promoted into managerial roles.
- The Commanding or coercive style, the "do it because I say so" style, is also highly negative when misused and considered the least effective in most situations. The Commanding style is effective in a crisis or emergency when clear direction soothes fear, or with problem employees.

These described styles, and how they impact leadership, are not so different from the ideas in *The Leadership Challenge*. For example, the Visionary leadership style is consistent with the reported results in *The Leadership Challenge* that says that 2 of the top 4 qualities for leaders are to inspire and to be forward looking. Also, the approaches agree that the best leaders can utilize a variety of approaches (the 5 practices/6 styles) as needed for a particular situation. The ideas behind the Coaching style and our classroom work on coaching align—a good coach helps people find their own answers and supports or emphasizes their strengths to help them close the gaps, rather than merely focusing on the gaps.

The authors of *Primal Leadership* describe a "five discoveries" process for leaders and teams to use in order to change their behaviors and patterns. For individual leaders, *self-directed learning* is recommended: "intentionally developing or strengthening an aspect of who you are or who you want to be, or both" (p.109). The authors recommend reflection to get a strong idea of what you want to be (your ideal self) then working on an accurate picture of your "real self." Then one has the basis to work on the process of change.

The process to help a team grow from ineffectiveness and dissonance to effectiveness and resonance takes a different sequence of steps and is slightly different from the individual's path. For a team, the "real self" is identified first, and then the "ideal self" is identified. Similar to the guidance in the book *When Teams Work Best*, many teams have norms or habits that are contrived or that developed over time to cope with poor leadership or a member that is

disruptive. The team must first identify the norms that are interfering with their success, and, then, as a group and individually they can choose to change for effectiveness.

The neurology of leadership fits in when discussing both the impacts on others and the process of change. The authors explain that one's present leadership style has been adopted after observation of others, and learned through their own practice over their lifetime of experiences. Changing a leadership style requires one to relearn, rehearse, visualize, practice, get help from others, etc., in order to change how to respond and react to people to the new, selected manner. The motivation to change can only come from within the leader. The good news is that we can change, and we are probably already open to that or we would not be in RIHEL.

These authors also suggest that the people one trusts, like those we have with us in class, or back at the office or at home, can be very helpful in our journey of change.

There are other bits I think are particularly worth sharing. With respect to the Coaching style, the authors report that people want good coaching and feedback. That doesn't mean people want only good news. It means people want meaningful feedback to help them achieve their goals and be aligned with the overall direction. With respect to feedback, the authors believe that assessment from direct reports is the most predictive of a leader's success. Two premises for this are: that you are leading those that report to you, and they know best how you are doing that, and, secondly, the traits that may ingratiate you to, or irritate, your boss may not be good, long-term predictors of your real leadership abilities.

**The Souls of Black Folk**, W.E.B. Du Bois (Bantam Books, 1989).

Report by Brent Jaster, 2004.

Let me preface my comments and opinions regarding my reading of *The Souls of Black Folk* by saying that I have not read many books which address prominent African-American intellectuals and leaders or African-American history specifically. My statements are based on my interpretation of what *might* have been 100 years ago and the implications for today, what others have said about W.E.B. Du Bois, and simply what moved me during the reading.

### *Leadership Truths*

- We are able to lead by whatever means we choose, be it through our writing, speaking, or by our daily actions.
- We may be called to a leadership role by the nature of our privilege, whatever that may look like, in order to advocate for those with less privilege than ourselves.
- We may be required to oppose other powerful leaders, simply to remain true to our integrity.
- We may be scorned, if not persecuted, for our stance and beliefs, even by our own peers.
- We may be required to accept unfair situations, or a purposeful undermining of our efforts, and continue to smile.
- We may be called upon to denounce our political leaders and the opinion of the majority if their ideals are inconsistent with our truth.

William Edward Burghardt Du Bois was born in Massachusetts, in 1868. He is the first African-American to graduate with a PhD from Harvard, and is considered a great social activist, scholar, and writer. Du Bois held impressive appointments in the classics, history, sociology, and

economics. His book, *The Souls of Black Folk*, is "one of the most influential books ever published in America."

Many leadership points can be gleaned from the essays of Du Bois, which portray the realities of former slaves after their emancipation. For former slaves, simply to write about their experience was to enter a position of leadership. Another leader of the Afro-American at the time was Booker T. Washington. Washington was considered powerful and popular not only with the average white person, but also with many blacks. To confront the positions of Booker T. Washington, which Du Bois did, was to take a stand that required much self-confidence and leadership abilities. Interestingly, Du Bois is considered to never have had leadership aspirations. However, he "was thrust [sic] into political activism on behalf of the Negro because of his privileged education." Thus, without apparent intent, Du Bois could be named as one of the earliest civil rights activists, and "[b]etween 1903 and 1963. . .[he was] the dominant intellectual leader of African descent."

With this leadership role came incredible challenges: Du Bois "was threatened by the Dept of Justice for protesting military racism, attacked in the House of Representatives for allegedly inciting race riots, censored by the NAACP (the organization which he initially helped found), fired from a professorship for his radical views, fired from the NAACP, indicted and later acquitted by the US government, and refused a passport and harassed for being a 'communist-sympathizer.' In fact, few American intellectuals have been treated with as much scorn and disrespect or harassed so relentlessly as Du Bois during the McCarthy era." However, this did not crush his spirit and Du Bois' writing certainly did not suffer—he averaged one "work" for every 12 days of his final 65 years. (Quotations are from the introduction, written by Henry Louis Gates Jr.)

Not only was Du Bois productive in his writing, but also his works are considered brilliant. *The Souls of Black Folk* is considered a classic. Du Bois narrates the plight of the newly emancipated slave, as well as black Americans in general, who, Du Bois suggests, live "the double life...as a Negro and as an American, as swept on by the current of the nineteenth while yet struggling in the eddies of the fifteenth century, --from this must arise a painful self-consciousness, an almost morbid sense of personality and a moral hesitancy which is fatal to the self-confidence" (Du Bois). This double life and the virtual four century discrepancy did not prepare a former slave for emancipated life, which in turn left the "freed men" as essential slaves to landlords, merchants, and the continued prejudice of the United States.

As I read this book I could see the connection between the disparity of opportunity, education, and training of one hundred years ago and some of our current social challenges. Du Bois' chapter "Of the Sons of Master and Man" lays out issues that are still ripe today—the geographical color-line where: "both whites and blacks see commonly the worst in each other"; "cunningly devised laws...made by conscienceless men to entrap and snare the unwary"; "moral retrogression and political trickery"; "a double system of justice, which erred on the white side by undue leniency...and erred on the black side by undue severity...I have seen twelve-year-old boys working in chains...directly in front of the schools, in company with old and hardened criminals"; "of every five dollars spent for public education...the white schools get four dollars and the Negro one dollar"; "the daily paper chronicles the doings of the black world from afar without with no great regard for accuracy"; "human advancement is not a mere question of almsgiving, but rather of sympathy and cooperation...Only by union of intelligence and sympathy across the color-line, in this critical period of the Republic shall justice and right triumph."

It is disappointing that despite one hundred years of *progress* we are still battling the same concerns that Du Bois talked about. Perhaps Du Bois' story and provocative prose can sustain us with similar integrity as that which seemed to sustain him.

**South: The Story of His Last Expedition to Antarctica**, Sir Ernest Shackleton (Barnes and Noble, 2002).

Report by Mark McMillan, 2004.

Sir Ernest Shackleton's story of his expedition to Antarctica aboard the *HMS Endurance* is perhaps the most powerful first-person account of polar exploration that exists. On this voyage, Shackleton's ability to persevere and to lead in the worst of conditions illustrates why he is considered one of history's greatest explorers.

Born in Kilkee, Ireland, in 1874, Sir Ernest Shackleton began his career as a junior officer by joining Scott on a sledge journey across the Antarctica's Ross Ice Shelf. During his career, Shackleton had many adventures including a near reach of the South Pole, for which Edward VII knighted him. However, it is the trans-Arctic expedition in the *HMS Endurance* for which Shackleton is best known. The expedition's purpose was to cross the frozen continent of Antarctica on foot, a distance of roughly 1800 miles, half of which was unexplored territory. During this two-year ordeal, beginning August 1, 1914 (the very eve of World War I), Shackleton sailed from England to the heart of Antarctica. There, Shackleton and his crew of 28 men were stranded as the ship was frozen solid in ice, unable to proceed. Eventually the *HMS Endurance* was crushed by the moving ice pack, leaving the men hopelessly marooned and short on supplies. During this period, men lived on ever-moving ice floes and survived on few supplies (except the limited equipment salvaged from the lost *Endurance* and food caught from the sea).

Always at his best during times of crisis, Shackleton and five other men made a voyage of nearly 800 miles in a 22-foot lifeboat to reach help for the stranded party. They crossed the open South Atlantic during significant storms, constant temperatures near zero, sheeting ice, and near-hurricane conditions. After sixteen days on open sea, Shackleton reached South Georgia Island, the site of a year-round whaling village. After reaching the village and securing an appropriate vessel, Shackleton returned to his remaining men and safely rescued them. Not a single man was lost. Their unexpected survival is credited fully to the vision and leadership of Shackleton. The story of the standing and subsequent tribulations make for a story that amply demonstrates the extraordinary determination and leadership ability of Shackleton.

Interestingly enough, many of the qualities demonstrated by Shackleton are the very ones taught at the Regional Leadership Institute including:

- Model the Way
- Inspire a Shared Vision
- Challenge the Process
- Enable Others
- Encourage the Heart

**Ten Things I Wish I'd Known—Before I Went Out into the Real World**, Maria Shriver (Warner Books, 2000).

Report by Patricia Klocker, 2004.

Maria Shriver says that she didn't set out to write this book. Rather, the contents of the book evolved from a request she received to give a commencement address to the graduates of the College of the Holy Cross in Worcester, Massachusetts. Once the commencement was given, several people and colleagues encouraged her to write a book and elaborate on the points she covered during the commencement address.

The book is formatted into 10 chapters; each chapter has an overall theme where Maria shares a life experience. At the end of each chapter, there is always a lesson learned from the experience.

The titles of the chapters are as follows:

- "First and Foremost: Pinpoint Your Passion"
- "No Job Is Beneath You"
- "Who You Work For and With Is As Important As What You Do"
- "Your Behavior Has Consequences"
- "Be Willing to Fail"
- "Superwoman Is Dead...and Superman May Be Taking Viagra"
- "Children Do Change Your Career (Not To Mention Your Entire Life)"
- "Marriage Is a Hell of a Lot of Hard Work"
- "Don't Expect Anyone Else to Support You Financially"
- "Laughter"

These are only the 10 topic areas Shriver indicates she wishes she had known. At the very end of the book, she lists 17 other great items that are good learning experiences. I'm sure everyone could write a book on the same topic and customize it to their life experiences.

### *The Most Important Lessons I Learned*

This book brings to light that it does not matter if you are someone as well known as Maria Shriver or if you are someone as unknown as Patti Klocker, you can still have similar life experiences in your career and personal lives. Your name alone does not give you a free ride. Several times in your life you need to perform, give guidance, mentor, and earn the respect and admiration you deserve. This gave me more of a reality check than a new lesson.

One of my favorite quotes in the book is: "If I could spare you the pain you're experiencing, I wouldn't—because I wouldn't want to deprive you of the strength and wisdom you'll gain from having gone through it and come out the other side."

There has been quite a turnover of staff in the Division for which I work, particularly in the last two years. I must keep reminding myself that I am now one of the more experienced employees, that I have lots of historical perspectives, and that I need to make sure the less experienced staff can be well equipped to be the future leaders.

I don't want the future leaders or myself to fail. However, I can be quite conservative and need to be more open to new ideas and risk the chance for failure. I need to make sure that failure doesn't lead to a demise of the Division. However, if failure does occur, less experienced staff can be lead to learn from these failures, and that can only make them stronger employees in the future.

**Women and Leadership in Healthcare: The Journey to Authenticity and Power**, Catherine Robinson-Walker (Jossey-Bass, 1999).  
Report by Susan Gelbart, 2004.

This book explores the issues that surround the gender disparity in healthcare leadership. Catherine Robinson-Walker, using her own research (Gender and Leadership in Healthcare Study) as well as a review of management literature, has created a sort of guide book for healthcare leaders and executives.

The first part of the book reviews the role of gender in leadership and in particular the paradox in healthcare. The paradox is that women outnumber men in healthcare roles by six to one, yet women struggle to gain leadership roles. I find that this paradox is a bit outdated as this book was published five years ago. However, Robinson-Walker does offer evidence from a study done by the American College of Healthcare Executives which suggests that as women age they do not attain the same success as their male counterparts.

Also introduced in the first part of the book is the 1997 Gender and Leadership in Healthcare Study, which is referenced throughout the book. The study examines the relevance of gender in healthcare. The most relevant question asked in this study was whether or not participants believed that gender played a role in healthcare leadership. Ninety-two percent of participants answered yes to this question.

The most interesting part of this section was Chapter Four, which summarizes the social vestiges that narrow a woman's chance for leadership success and briefly considers options for resolving these predicaments. (These options, Robinson-Walker calls them dynamics, are detailed in greater depth in Part Two of the book.) Robinson-Walker enumerates 17 dynamics, which, while closely related, can be grouped into three main subject areas: Dynamics 1-8 are about females, Dynamics 9-11 are about males, and Dynamics 12-17 are about both. (Curiously, Robinson-Walker offers the above but never gives us Dynamic Seventeen.) Listed below are these Dynamics and a quick explanation of the opportunity for change.

#### *Female Dynamics*

- 1) *Denial*: There should be a trusting environment in order for gender issues to be discussed.
- 2) *Women, Boundaries, and Relationships*: This is a difficult issue for women but women must learn to set boundaries!
- 3) *Low Self-Esteem*: Seek professional help or develop additional skills.
- 4) *Women Can Overdo It*: Achieving balance is the key to success; try to learn from someone who has great time management skills.
- 5) *Taking It Personally*: "Many women will do well to honor yet manage their emotions."
- 6) *Ambivalence About Power*: Many women work better in creative environments, therefore, leadership roles should create this type of environment whenever possible.
- 7) *Women Can Undermine Their Own Effectiveness*: Move towards mutual valuing, more assertiveness, and that good old creation of boundaries.
- 8) *Many Men Do Understand*: Don't continue the belief that male leaders do not appreciate female leaders!

#### *Male Dynamics*

- 9) *Privilege Deprivation*: It is hard for "white males" to now be in competition for top spots; all must be understanding and make deep personal changes if needed.

- 10) *Sexual Static*: Men and women will always be attracted to one another and we must now become more conscious of our behaviors as we enter board rooms together.
- 11) *Inbred Male Culture and Closed Organizational Climates*: Focus on mutual objectives!

#### *Female and Male Dynamics*

- 12) *We Do Gender Unconsciously*: Become more sensitive to gender issues, each of the sexes can learn from the other.
- 13) *The 10 Percent Factor*: We need to develop more female leaders in healthcare so as to balance the "masculine" way of doing things.
- 14) *Either-Or Thinking*: Again, focus on mutual objectives and principles.
- 15) *Acknowledging the Dark Side*: Be able to acknowledge and then drop those behaviors or individuals who perpetuate "victim" or "negative" type mentalities.
- 16) *Habits of Thought*: We need to move to a more coordinated effort in the way we deliver healthcare.

Part two of this book provides four antidotes for moving beyond the factors brought to light in part one, they are:

- 1) Defuse gender's role in conflict, negotiations, and power.
- 2) Use communication as a bridge.
- 3) Use career renewal strategies. My favorite is, "Learning is a Continuing Cycle."
- 4) Nurture ourselves, mentor others. (This is the one I found to be most helpful.)

For me, the most interesting point that I learned came in the final section. The third and final part of this book talks about the journey to authenticity and power and that one must sometimes veer from that journey. The author shares GLHS participants' views on the impact of gender and how they believe they became authentic leaders as well as what authenticity looks like to these leaders. She discusses the GLHS participants' views on what authenticity means. "Leading from Values," "Credibility," and "Reflection" are among the characteristics discussed.

**Working with Emotional Intelligence: Why it can Matter More than I.Q.**, Daniel Goleman (Bantam Books, 1995).

Report by Jeanne North, 2004.

Goleman explains to the reader that business leaders and outstanding performers are not defined by their IQ's or even their job skills, but, rather, by their "emotional intelligence": a set of competencies that distinguishes how people manage feelings, interact, and communicate. Goleman states that: "Analyses done by dozens of experts in 500 corporations, government agencies, and non-profit organizations worldwide conclude that emotional intelligence is the barometer of excellence on virtually any job."

This book explains what emotional intelligence is and why it counts for more than IQ or expertise for excelling on the job. It details 5 personal competencies based on self-mastery:

- Self awareness (emotional awareness, self assessment, and self-confidence).
- Self regulation (self-control, trustworthiness, adaptability, and innovation).
- Motivation (achievement driven, commitment, initiative, and optimism).
- Empathy (understanding others, developing others, service oriented, politically aware).

- Social skills (influence, conflict management, leadership, catalyst, building bonds, collaboration and cooperation, and team).

Goleman includes many examples and anecdotes that show how these competencies lead to or undermine success.

"Emotional intelligence, unlike IQ, can keep growing—it continues to develop with life experiences. Understanding and raising your emotional intelligence is essential to your success and leadership potential."

The book does an excellent job of explaining each competency, but does little to describe any practical applications. Much of the explanations are just common sense for many people, although I am sure that there are some leaders that will find many of the concepts enlightening and "cutting edge."