Leadership Research Reports

Leadership Book Reports from the Class of 2006

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Regional Institute for Health and Environmental Leadership

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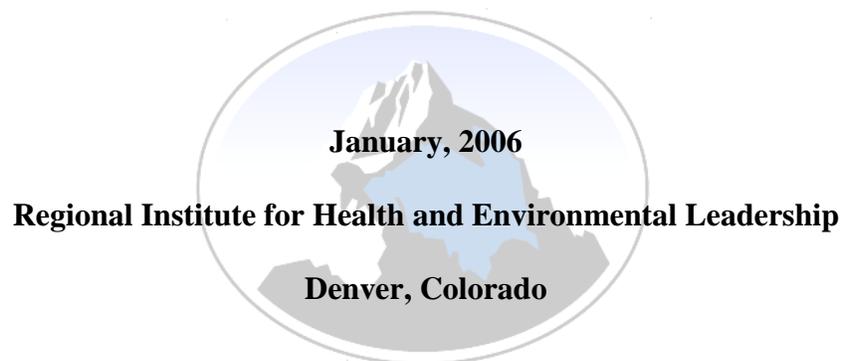
Preface

Leadership Research

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

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

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

May 2005

Table of Contents

Regional Institute for Health and Environmental Leadership
Research Reports

The Ant and the Elephant: Leadership for the Self, Vince Poscente (Be Invincible Group, 2004).
Report by Sara Robbins, 2006.

An ant, Adir, and an elephant, Elgo, characterize the conscience and the subconscious, respectively, in an allegory on how to achieve your peak performance personally and professionally.

Adir finds himself traveling on the back of an elephant, lost in the savannah and without his ant friends after a terrible storm deposited him onto Elgo's back. Adir is reflecting on his colony and how he had disappointed the queen by not being able to inspire his team. In this predicament, Adir feels defeated, hopeless, and beleaguered, until a crow swoops down, eats all his food, and tells him of the oasis where whatever he dreams of can happen. But how would he, a tiny ant, get there?

Elgo is a timid elephant who has grown up to fear straying from the beaten path. He has a tendency to daydream and imagine life in an oasis where lush green grass abounds and he doesn't have to walk miles to get water. But, this was an imagined life and Elgo snapped back to his reality that life was really tough.

"When the ant is ready, the owl will appear," was an old adage about the wise owl, Brio, who helped many creatures of the savannah reach their true potential. One day, Brio landed upon Elgo's back and asked Adir what his destiny was. Adir described the oasis and being back with his colony so he could have a chance at proving himself as a good leader.

Brio started to work with Adir and led him to realize that he could get to his oasis by guiding his elephant. Through the trials and tribulations of learning to guide his elephant, Brio's concepts resulted in a list of five "C" words.

- *Clarity of Vision*: A goal with a depth of meaning has an emotional buzz; to inspire, you must find the emotion that ignites the vision within yourself and your team.
- *Commitment*: Commit to a process of positive dominant thoughts. To see real change, you must learn to stay the course. Change is gradual not instantaneous, you must delay gratification.
- *Consistency*: Apply consistent strategies. Use visual reminders that evoke emotion to remind you and the team of the goal.
- *Confidence*: Strengthen confidence by breaking negative patterns. When you recognize yourself or your team in a pattern of negativity, interrupt the pattern by experiencing the vision in detail.
- *Control*: Practice responses to the unforeseen events that may arise. Write down stressful scenarios that could lead your team to stray from the path you have set out and mentally experience handling these stressful situations with ease.

This book was a joy to read because of the humor and ease with which it was written. The metaphor of the ant moving the elephant, while entertaining, is also applicable to mastering your own leadership skills. Poscente relates that your conscious mind uses about two thousand neurons while your subconscious mind, in that same second, uses four billion neurons. Therefore, your subconscious is the elephant driving many of your daily actions. By controlling

your subconscious, you conquer your fear to lead and commit yourself daily to your vision. This concept can also be used with your team. By consistently clarifying the vision and intent of the team, you can inspire a shared vision and instill confidence in the members of the team.

The five "Cs" taught Adir to find the emotion in his elephant, to commit to finding the oasis, to think consistently and positively about reaching the oasis, to control stressful situations on the way to the oasis, and to find the confidence they needed to reach the oasis. Once you are able to harness your elephant and the collective elephant of your team, you will have the power of a herd of elephants driving towards a common goal.

The Art of Leadership, J. Donald Walters (MJF Books, 1987).
Report by Stewart Thomas, 2006.

The Art of Leadership really says it all in the title, that leadership is an art! This book is a quick read of 136 pages. For me, it captures the real down and dirty truth of leading by its several short chapters which define and describe many components that go into leadership and the guidance of people.

In *The Art of Leadership,* Walters describes leadership as only one type: supportive. Leadership leads people; it doesn't drive them. It involves them; it doesn't coerce them. Leadership never loses sight of the most important principle governing any project involving human beings; namely, that "people are more important than things."

I found the readings to be a bit conventional, yet necessary to lead people. The book describes many components of leadership, such as taking responsibility, the fact that leadership is not an ego game, leadership means taking responsibility, providing service, offering loyalty, support, working with people's strengths, and setting aside personal desires for the benefit of the team.

I don't believe any of us in RIHEL would disagree that these are all factors. However, I also think that as we reflect on the five practices of exemplary leadership (Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart), the discipline of exemplary leadership has evolved. At the same time, the five practices RIHEL teaches and those practices that *The Art of Leadership* defines are not mutually exclusive; you can not do one without the other.

My perspective is that leadership has a "coming from within" approach, meaning the leader actually steps back and allows the team to come forward while the leader facilities and leads the way more subliminally, yet maintains control at all times. All five practices mentioned above are practiced somewhat simultaneously, but they are less of a "forefront" direction, if you will, than we know it today.

The Art of Leadership is a good reading. I believe individuals who are early in their leadership roles would gain much knowledge from the reading; however, it is with maturity, practice, and refinement that the real art will come.

The Carolina Way: Leadership Lessons from a Life in Coaching, Dean Smith and Gerald D. Bell, with John Kilgo (The Penguin Group, 2004).
Report by Melanie Granberg, 2006.

I like basketball, and during my short time with RIHEL I have been reminded that the role in which I find myself leading is not always the traditional one. Working in a small law

firm, I end up managing clients more than I manage any staff. Clients change over the years a bit like basketball players change from season to season, so, when looking for a book on leadership, I thought; why not try something outside the traditional bibliography. As it turns out, Coach Smith's book is not only an excellent statement on leadership but is also a wonderful reminder of how to be a good and productive human being.

It's no secret—the North Carolina basketball program under Dean Smith was highly successful. Coach Smith attributes that success to the implementation of their "process" which requires their teams to always "play hard, play together and play smart." Coach Smith explains that during his tenure at North Carolina they had no particular "program" but instead they had a "process" which allowed them to focus on becoming the best team that they could be, year after year. By focusing on the process, they were able to create individuals who functioned quite effectively as a team.

Each chapter of the book is written by Smith and each is followed by two commentaries, one from former players and one from a more general business perspective. The business perspective is intended to more closely tie the sports coaching lessons to the business leader's experiences. In my personal opinion, the business commentaries are the weakest parts of the book and feel strained. The chapters written by Coach Smith are absolute gems.

To begin his story, Coach Smith offers some preliminary opening concepts and excellent reminders for us as leaders. First, he reminds us to respect the game—whatever game it is that each of us plays—and not to forget the reasons why we do what we do each day we come to work. Second, he encourages his readers not to fear change. In every business, change is inevitable; it is how we deal with change that defines, in part, our success as leaders. Third, he encourages focusing on the process of winning rather than the win itself and reminds that losing is not the end of the world.

"Playing Hard" is the first of three elements at the heart of Coach Smith's theory on leadership. Smith focuses on helping his players to be careful and mindful of their place on the team. He, of course, has a regimented system for practice which is intended to teach not only the basics but also to prepare players in a way that they can anticipate challenges and adapt accordingly. Of course, recruiting is central to any sports team, but Coach Smith emphasizes that it is important not only to recruit athletically talented individuals but also those who share the team's common values. Telling the truth and not just what someone wants to hear is a cornerstone of Coach Smith's leadership style. While being careful not to be overly negative, he insists that greatness is born out of honesty. Finally, helping teams to break bad habits was a crucial tool in Coach Smith's leadership arsenal. He tells us that people must be able to see their performance gaps before a change in their behavior can reasonably be expected. They accomplished this at Carolina under Coach Smith by changing beliefs first and habits second.

"Playing Together" is the second of the three Carolina fundamentals. As everyone knows, and as Coach Smith reminds, the better the chemistry the better the team. There are several things that a leader can measure to monitor the success of the team: individual peak performance, selflessness, high morale, no fear of failure, and mutual care and support. A high degree of each of these elements results in better and more effective teams. It is important for leaders to define and help team members understand their roles. As Coach Smith says, not everyone can be a point guard, maximize the talent you have on your team and help each member to understand how they work together. Coach Smith reminds us that good people are happy when something good happens to someone else. They do not fight for credit and they

rejoice in the success of a fellow team member. Teams were built at North Carolina by encouraging rituals, promoting closeness, and insisting on unselfishness.

"Playing Smart" is perhaps the most difficult of the three fundamentals to apply to the business world. Coach Smith does, however, offer some ideas which can be carried on and practiced by successful leaders. For example, recognize that every person on the team is important—if they were not important there would be no role for them. Treat everyone with dignity and respect, regardless of their position. Set goals and expectations. A leader cannot measure the progress of his or her team without knowing where they are headed in the first place. As Coach Smith says, you have to get to the tournament before you can win it. Revisit those goals and expectations regularly both as a team and one-on-one. Coach Smith teaches that confidence comes from the process. We all know, as he reminds us, hard work + success = confidence. Some of us are small fish in a small bowl but others are small fish in a huge ocean. Being a part of the overall corporate structure and earning the respect of the bigger organization is key to earning the support that will allow your team, of whatever size, to be successful. Coach Smith emphasizes the importance of treating all team members equally. Discipline should be handed out consistently and without favoritism. Learning how to encourage teams to exercise self-discipline is the goal. Finally, Coach Smith discusses why it is so important to never give up on learning. Always engage in an effort to learn from those you lead and from others around you.

One word of caution, *The Carolina Way* is not a book for the non-sports fan. It is definitely a book about basketball, but it carries a greater message, "play hard, play together and play smart." It is a lesson that I hope to pass on to those I lead in the future.

The Collaborative Leadership Fieldbook: A Guide for Citizens and Civic Leaders, David Chrislip (Jossey-Bass, 2002).
Report by Barbara Gabella, 2006.

This leadership model is for the civic community and its stakeholders who are in the position to address complex or risky issues that become stuck in the political process. In this model, government is viewed as an implementing organization. Critical to this model are four distinct roles: diverse stakeholders, process experts, content experts, and "strong facilitative leadership." Diversity of the stakeholders—the "usual voices" and the "unusual voices"—can add credibility, informal power, and creativity. The usual voices have high influence in the traditional sense and also high stakes in the outcome of the collaborative process. The unusual voices have high stakes but low influence. Persons who have high influence but low stakes can be effective as facilitative leaders rather than stakeholders. Informed by the content experts, stakeholders can work together constructively as a result of the process expert's role. Stakeholders become transformed into "a constituency for change" by the collaborative process, which the facilitative leaders sustain.

Chrislip covers the importance, premises, principles, practices, and real-world examples of collaborative leadership in the civic community. The highlight for me was the section of the book on the practices, organized by what Chrislip refers to as the four phases of the collaborative process. Chrislip summarizes the practices in these phases in Figure 5.1 (page 55) as a guide or framework for successful collaboration.

- *Getting Started*. A few civic leaders form an initiating or convening group. This group analyzes the context for collaboration; that is, both the political dynamics

and how citizens think about public issues. They decide on an initial collaborative strategy (problem solving, visioning, or strategic planning) and an initial purpose, scope, and focus of the collaboration.

- *Setting Up For Success*. The convening group identifies, then invites or recruits, and convenes the stakeholders. The convening group designs the constructive process, including the decision-making method and the ground rules. They identify both the information needs and the educational needs of the stakeholder group. They define critical roles, such as the process experts, the content experts, and the facilitative leaders. These additional participants are crucial to this model and are not stakeholders. In addition, they establish a steering committee, recruit staff to assist the collaborative effort, and document the process. All of these steps are necessary to manage the collaborative process. Finally, the convening group must find the resources to fund the collaborative process and develop the budget for it.

- *Working Together*. In this phase, the stakeholders build relationships and skills. Chrislip discusses the value and ways of engaging the stakeholders through dialogue and through written information. Stakeholders must gain an understanding of both the content and the context related to the purpose or issue of concern. Key to this effort is analyzing "the strengths, weaknesses, opportunities, and threats" of the context. Chrislip suggests using scenarios as a way for the stakeholders to gain a better understanding of the context. The stakeholder group decides what needs to be done to address the issue and the collaborative strategy of problem solving, visioning, or strategic planning guides the group's tasks.

- *Moving To Action*. With the resulting solutions, vision, or plan, the stakeholders facilitate a public forum in this phase, where the broader constituency can shape the final recommendations. The stakeholders develop an action plan, clarify responsibilities, organize, and oversee the implementation.

Chrislip stresses the importance of communication at each phase with the broader community, including the formal decision makers and implementing organizations that are not already part of the stakeholder group. He states that following the agreed-upon ground rules and process encourages true collaboration among the usual and unusual voices and builds credibility and support for the resulting recommendations. Despite giving readers the "how-tos," Chrislip stresses that the agenda and the stakeholder group are both open—a challenge and strength of the collaborative process.

I now appreciate the time and careful planning that successful collaboration takes. Language is very important, so much so that Chrislip gives examples of questions for soliciting information on how citizens think about public concerns (p.66-67) or for selecting diverse stakeholders (p.76). I am applying Chrislip's distinction of roles to my project.

Since this model includes learning, I recognize elements of this model in our leadership training, such as providing a transforming group experience early in the process. On page 127, Chrislip describes an "integrating facilitator" as someone who "helps build group identity, helps participants work through the issues and concerns arising from their experience, and provides the connecting links between program elements." We have a great role model for that at every event of this training.

Collaborative Leadership: How Citizens and Civic Leaders Can Make a Difference, David D. Chrislip and Carl E. Larson (Jossey-Bass, 1994).
Report by Kelly Voorhees, 2006.

The primary purpose of this book is to define how citizen and civic leaders can make a difference by serving as catalysts for collaboration.

The concept of collaboration goes beyond communication, cooperation, and coordination. The Latin roots of the word indicate that it means "to work together" (*com* and *laborare*). Collaboration is a mutually beneficial relationship between two or more parties who work toward common goals by sharing responsibility, authority, and accountability for achieving results. The purpose of collaboration is to create a shared vision and joint strategies to address concerns that go beyond the purview of any particular party.

Chrislip and Larson identify a fundamental premise called the collaborative premise: If you bring the appropriate people together in constructive ways with good information, they will create authentic visions and strategies for addressing the shared concerns of the organization or community.

Collaborative leadership is fundamentally different from positional or tactical leadership. One definition in this book is based on the five leadership practices for getting extraordinary things done in organizations from Kouzes and Posner's *The Leadership Challenge*. Collaborative leadership gets extraordinary things done in communities. Collaborative leaders challenge the way things are being done by bringing new approaches to complex public issues when nothing else is working. They convince others that something can be done by working together. They inspire collaborative action that leads to shared vision. They empower people by engaging them on issues of shared concern and helping them achieve results by working together constructively. Their credibility comes from the congruence of their beliefs with their actions. If they espouse collaboration, they collaborate themselves. They recognize that their ability to get things done must come from respect, since they have no formal authority. They keep people at the table through difficult and frustrating times by reminding them of the common purpose and of the difficulties of achieving results with other approaches. They "encourage the heart" by helping to create and celebrate successes along the way to sustain hope and participation. The main principles of collaborative leadership, also called transforming, servant, or facilitative leadership, are to 1) inspire commitment and action, 2) lead as peer problem solver, 3) build broad-based involvement, and 4) sustain hope and participation.

In this "no one in charge" society, there are few forums for creating recognition of the broader needs of society and region. There is no larger vision to provide a context for decision and action. Agencies and institutions are stymied by their own "turf" problems, which preclude concerted action and starkly silhouette agencies' growing inability to cope. There is no "constituency for the whole." Collaborative leadership allows us to address those problems that require us to face each other, to create a broader sense of caring and responsibility, and to recognize that we are all in this together. We need an unprecedented willingness to set aside narrow interests to find ways of helping each other achieve common goals.

Based on the authors' research and evaluation of exemplary cases of collaborative leadership initiatives, they define several "lessons of experience" that must be present or deliberately built into the process for collaboration to succeed:
- Good timing and clear need.
- Strong stakeholder groups.
- Broad-based involvement.

- Credibility and openness of process.
- Commitment and/or involvement of high-level, visible leaders.
- Support or acquiescence of "established" authorities or peers.
- Overcoming mistrust and skepticism.
- Strong leadership of the process.
- Interim successes.
- A shift to broader concerns.

To set the stage for success, collaborative leadership must take several concepts into account:

- Understand the motivation to collaborate.
  - What are the real needs, necessary timing and primary goals?
- Understand the context of collaboration.
  - Identify the problem type.
  - Understand what makes leadership difficult.
  - Identify the relevant community of interests: the stakeholders.
  - Assess the extent of stakeholder agreement.
  - Evaluate the community's capacity for change.
  - Identify where the problem/issue can be most effectively addressed.

In successful collaborative initiatives, participants work together as peers, bring their "core competence" to the table, create a sense of community that breaks down barriers between groups, form networks to work together, and convene around specific needs, and then, more often than not, disband when the specific needs are met. Successful collaborative initiatives produce results that matter to address specific issues of shared concern to the community. The successful collaborative process encourages empowerment of the individual, renewal of community, and a new civic culture.

The overall purpose of collaborative leadership initiatives is to create an abiding sense of community—a sense that "we are all in this together." The value of individual citizens and their membership in the larger community is confirmed through building trust so that citizens can be of mutual help to each other while acknowledging a responsibility to the wider interests of the community and by learning the rituals and practices of working and living together successfully.

Most important lessons: I was overwhelmed by how perfectly suited the collaborative leadership approach is to the process I envision for the Montbello Leadership Coalition. I am trying to follow the steps outlined in the book. Each collaborative leadership challenge is unique, and I am constantly reminded about how much I have to learn here, if I am able to guide and shepherd this process successfully. I find a sense of comfort in the concepts presented in this book, but I have an underlying sense of fear that I will create major community problems if I try to incorrectly apply the collaborative leadership principles. There is an underlying sacred trust that I do not want to betray here. I guess this is an important "lesson-in-progress."

Empowerment Takes More Than a Minute, Ken Blanchard, John P. Carlos, and Alan Randolph (Berrett-Koehler Publishers, c1996).
Report by Dennis Hoefs, 2006.
    Empowerment Takes More Than a Minute is about changing a company from the top-down management approach to one that empowers the employees. Empowerment is about how organizations can achieve extraordinary results by recognizing and taking advantage of the

skills, experience, and knowledge that already exists within the company. Utilizing three keys, organizations can tap into the knowledge, experience, and motivational power that people have. These keys include: 1) sharing information with everyone, 2) creating autonomy through boundaries, and 3) replacing the old hierarchy with self-managed teams.

I have tried to empower my employees by using the three keys mention in the book, but I have learned that some people are motivated by different approaches. I have tried to be open in sharing information with my employees. However, sharing too much information can backfire on you because details can change. I also have learned that when creating employee's independence, it is important to set boundaries with that independence. I think the three keys mentioned in the book can be utilized in an organization or company, but when these three keys are used, they must include guidelines so people can not take advantage of the independence.

Encouraging the Heart: A Leader's Guide to Rewarding and Recognizing Others, James M. Kouzes and Barry Z. Posner (Jossey-Bass, 2003).
Report by Curt Drennen, 2006.

Kouzes and Posner's *Encouraging the Heart* follows the same structure and narrative style of their *The Leadership Challenge*. In this book, they ratchet up their focus on the fifth practice of exemplary leadership, "Encourage the Heart," by several notches. *Encouraging the Heart* is divided into three parts: 1) The Heart of Leadership, 2) The Seven Essentials of Encouraging, and 3) Finding Your Voice.

Part I sets the stage by focusing on the importance of encouraging those with whom you work. Based on their research, Kouzes and Posner state the case that most employees do not get the necessary recognition or emotional support for their work. The expectation is that people do their best and are provided feedback only when they are failing. As Kouzes and Posner state it, people are "starving" for recognition. The flip side of this is that as leaders and managers we fear the process of encouraging others simply because this requires of us the vulnerability of expressing some basic emotion. The research cited suggests that those who are identified as great leaders express affection for others and have a strong desire to be loved by those who they lead. This portion of the book closes with the 21 item self assessment—the "encouragement index."

Part II reviews the seven essentials of encouraging the heart. These are:
- Set clear standards.
- Expect the best.
- Pay attention.
- Personalize recognition.
- Tell the story.
- Celebrate together.
- Set the example.

The first four are from the first Kouzes/Posner book. However, the authors take these seven "essentials" significantly past the discussion presented in *The Leadership Challenge*.

In setting clear standards, Kouzes and Posner make the argument that the primary failings that leaders make are not articulating clearly what is expected of those in our charge and not keeping the individual focused on their goals. This, in association with frequent feedback, is a major tool in encouraging others along difficult and arduous paths—expecting the best falls along the line of creating a self-fulfilling prophecy. If we, as leaders, communicate the high

standards that we use consistently and appropriately, then we tend to create for our teams significant success simply because the standard has been stated and expected and those who work for us do not want to let us down. Paying attention really focuses on being connected to those who turn to you as their leader. This simply means being human—listening, responding, hanging out, and sharing from our own perspective. This builds trust and, more importantly, communicates that you care. Personal recognition—the emphasis on personal, the kind that hasn't taken the time to truly recognize the individual for their accomplishments and contributions—may actually do more harm then good. Thus, we consistently and continuously build on these essentials because they lead us to the ability to personalize the responses that we give to others. Telling the story is critical to encouraging others. People connect to, learn from, and visualize the process through hearing the story. Leaders can have large impact on those with whom they work through their story and the story they imagine unfolding. For those of us who do not have a natural tendency to story telling, Kouzes and Posner outline the basics: agents, predicament, intentions, actions, objects, causality, context, and surprises. Celebrating together, I believe, is a natural extension from practicing the other essentials, and practicing this kind of encouragement makes you a part of the community, rather than an aloof leader. Therefore, celebrating builds a greater sense of community, reinforces standards and values, and provides a natural way to care for yourself as well as others. Setting the example, the seventh essential, pulls everything together. When we initiate all of these actions to encourage ourselves, we more fully and effectively act as leaders for others.

Part III closes the book by addressing the importance of trying the seven essentials on for size and implementing them in ways that fit who we are as individuals. We must each lead from the foundation of who we are as individuals. Therefore, Kouzes and Posner close with 150 examples of how to encourage the heart in order to boost the reader's creativity in finding what will fit them and their situations.

The Fifth Discipline: The Art and Practice of The Learning Organization, Peter M. Senge (Currency Doubleday, 1990).
Report by Janna West Kowalski, 2006.

I became intrigued with *The Fifth Discipline* at our first leadership event. The "Iceberg" metaphor provided immediate application. I began this book by listening to it on tape, then upon recommendation from the author, Peter Senge, I explored the disciplines in the book to which I was most drawn. Therefore, this report is not a summary of the book, but a brief description of a couple of concepts and my learning and application of the concepts. This book is rich and complex, I'm a bit overwhelmed summarizing it in one to two pages, let alone applying it.

The Beer Game

Senge opens the book by describing a lab experiment first developed in the 1960s at the Massachusetts Institute of Technology's Sloan School of Management. The game has been played for years with different players producing similar outcomes. This result was powerful for me. It demonstrates that the "problems" were not about individuals but were built into the system. In other words, there is no one to blame. Senge describes this lesson as "structure influences behavior." It seems that our culture, organizations, and individuals (including me) are more comfortable blaming a person(s) than in looking at the system. I'm applying this lesson by first observing how often I jump to conclusions and judgments based on individual behavior

and/or surface events. This concept is challenging me to suspend judgment and ask more questions to assess what else is occurring under the surface. Senge outlines two additional lessons of the beer game: "Structure in human systems is subtle and leverage often comes from new ways of thinking. In human systems, structure includes how people make decisions—the operating policies whereby we translate perceptions, goals, rules, and norms into actions." In other words, the lens by which we interpret the world influences our daily behavior. The last lesson demonstrates how in human systems we lose the opportunity for leverage because we don't think through how our own decisions and behaviors affect others. I am applying these lessons by having (or attempting) a more systemic view of my work and organization as well as those with whom I work. Admittedly, this takes some discipline, patience, and compassion.

Personal Mastery

The second concept I am working with is the process of personal mastery. This is no small task and is humbling. One of the core disciplines of a learning organization is personal mastery. Learning organizations must consist of individuals who learn. In this section of the book, Senge states: "Personal mastery is the phrase my colleagues and I use for the discipline of personal growth and learning. People with high levels of personal mastery are continually expanding their ability to create the results in life they truly seek. From their quest for continual learning comes the spirit of the learning organization." As a process, personal mastery is ongoing. It is not a task we complete and check off our list.

Personal mastery is about creating life rather than reacting to it. One of the first and continual steps to this is clarifying what is important. The second and ongoing step is to see current reality more clearly. We explored these steps briefly at our first RIHEL event. The gap between a vision of what we want and our current reality is creative tension. Those with personal mastery have discovered how to have the "right" amount of creative tension to produce the desired results in life.

Persons with personal mastery have a few common characteristics. They have a sense of purpose. They see current reality as an ally rather than an enemy. This allows them to work or flow with current reality rather than to resist it. They are also deeply inquisitive. Those with personal mastery also feel connected to others and something larger than themselves. They understand their powerlessness.

Personal mastery involves emotional development. Just as we must exercise to improve physical development, personal mastery requires work and discipline. Senge sites several examples of why organizations encourage personal development. The reason that most resonated with me was "to seek personal fulfillment only outside of work and to ignore the significant portion of our lives which we spend working, would be to limit our opportunities to be happy and complete human beings."

The discipline of personal mastery involves having a personal vision and a sense of purpose. Vision is concrete, a specific destination. Purpose is abstract. Purpose drives vision. Remembering that creative tension is the gap between what we want, our vision, and current reality—Senge describes how people manage this tension. Senge also explains "structural conflict" and the three strategies for coping with it. The most effective strategy is to tell the truth. This means exploring personal beliefs, attitudes, biases, and being willing to open up and challenge them.

Personal mastery also involves integrating reason and intuition. It requires a commitment to the whole and an understanding of our connectedness. As we recognize this connectedness, compassion is often a natural by-product.

The process of personal mastery feels overwhelming, yet it is and necessary personally. When asked how leaders who want to foster personal mastery in organizations can go about the task, the author recommends first modeling the way. Leaders can also create an environment where it is safe for people to create a vision, tell the truth, and challenge the status quo. Senge closes this section with, "There's nothing more powerful you can do to encourage others in their quest for personal mastery than to be serious in your own quest."

First Things First: To Live, To Love, To Learn, To Leave a Legacy, Stephen R. Covey, A. Roger Merrill, and Rebecca R. Merrill (First Free Press, 2003 edition).
Report by Daniel Collins, 2006.

This book is by the same author of *The 7 Habits of Highly Effective People*. It is a follow-up self-help book for those highly effective believers who understood all the lessons from the first book and are getting more accomplished in less time but are now wondering if they are doing what is important to make their lives fulfilled.

The book is divided into four sections: "The Clock And The Compass," "The Main Thing Is To Keep The Main Thing In The Main Thing," "The Synergy Of Interdependence," and "The Power And Peace of Principle-Centered Living."

The first section, "The Clock And The Compass," discusses the history of time management and how becoming more effective becomes a never ending cycle of urgency that may never have an end. For some, the urgency to be more effective and to get things done faster and better becomes addictive as they continually try to perfect the ambition to get things done faster and be more efficient. They find themselves working on tasks that no longer satisfy or provide them a value. In this cycle, the clock of time quickly goes by with little to show when the alarm goes off.

In the second half of this section, Covey offers the explanation that each of us is driven by the need to live, love, learn, and leave a legacy.

- *Live*: Are you able to do the things you want to do physically, or are you tired and out of shape? Are you earning enough to provide for the basic fundamentals of life and be financially secure?
- *Love*: Are you able to have satisfying relationships with others? Love is also demonstrated when you can work with others effectively to accomplish a common purpose—you're not able to love when you feel alone and unable to spend quality time with the ones you love. Are you challenged when working with others because of miscommunications, or other reasons?
- *Learn*: Learning means having the desire to constantly ask why, to grow in new knowledge, to gain new perspectives and new skills. When you are not learning you may feel stagnant. You may be held back from advancement or other things because you do not have the education or skills.
- *Leaving a Legacy*: You leave a legacy when you have a sense of direction and purpose that inspires you and energizes you to a high goal. If you do not have this drive, you may feel vague about what is important to you and unclear about what you want to accomplish with your life?

The second section, "The Main Thing Is To Keep The Main Thing In The Main Thing," is all about helping you identify what is important to you so that you are able to put that first in every aspect of your life. (Covey includes an appendix that helps you to create your own mission statement to define your passions if you are not able to define them at this point in your life.)

This section starts with a description of how you can find out what you are passionate about and then goes on to illustrate how we all live in a balancing act between the different forces in our lives. This is followed by a chapter on helping you to come to terms with balancing everything by breaking down our passions in terms of goals. To keep the main thing the main thing, Covey includes a weekly planner to help in keeping keep your main "thing" in focus by placing those mission-related goals in your daily activities.

The third section, "The Synergy Of Interdependence," is about relationships. Relationships in the context that everything we ever can or ever will accomplish in life is done with and through the energy and skills of others working in concert to a common goal or vision. An example of this can be found in our work settings or at home. We may be able to do things independently of others, but in environments where many become interdependent on one another, the product becomes much greater than the sum of its parts. In this section, the importance of trust, empowering others, creating a collective conscience and shared vision, and always thinking in terms of win-win are discussed in terms of creating synergy when working toward a common goal.

The fourth and last section, "The Power And Peace of Principle-Centered Living," puts these ideas and thoughts together using examples and case histories. The examples show how others have taken their mission-driven goals and values and put them into words and actions. The examples also show that when decisions are based on principles derived from goals and values one becomes more centered in all aspects of living. When this process occurs and people become centered based on their own goals, values, and principles, Covey says they take on the following characteristics (of which I have only provided a few):

- They are more flexible and spontaneous.
- They have richer, more rewarding relationships.
- They're more synergistic.
- They're constantly learning.
- They become more contribution-focused.
- They produce extraordinary results.
- They radiate positive energy.
- They enjoy life more.

The book ends with a quote from Emerson: "Nothing can bring you peace but yourself. Nothing can bring you peace but the triumph of principles." I would agree that being centered would certainly help one become more fulfilled. After the text, Covey provides appendices. Appendix 1 is a workshop on how to create your own mission statement. In Appendix 2, there is a review of the Management Literature followed by one on the Wisdom Literature that is used in the book. In the "Note" section, each chapter has a cross index showing where each reference was used, followed by the page numbers where the text can be found. Lastly, a "Problem/Opportunity Index" is provided so that the reader can look up specific problems they may want to research further.

Fish! : A Remarkable Way to Boost Morale and Improve Results, Stephen C. Lundin, Harry Paul, and John Christensen (Hyperion, 2000).
Report by Fummy Adeyemi, 2006.

"Exceptional customer service is more than a philosophy or a set of policies: it's an experience!" (Bob Nelson, president, Nelson Motivation, Inc., Author of *1001 Ways to Reward Employees*.)

Catch the energy and release the potential is what *Fish! : A Remarkable Way To Boost Morale And Improve Results* is all about, and this philosophy can bring energy, passion, and a positive attitude to the job. This book describes how we can turn work from being a "toxic dump" to a fun place. There are three main reasons why people come to work: salary, security, and benefits. However, not deliberately choosing the attitude you bring to work may threaten that security you seek at work. As the authors of *Fish!* write: "There is always a choice about the way you do your work, even if there is not a choice about the work itself."

The authors present 4 key points to use in order to make our work place a better environment:

- *Play*: When we have fun at work we treat others well. We live a happier life and are always full of energy. Time is always on the run and work becomes more than a pay check each week. If you think of work as a reward instead of another paycheck your mind and spirit will be alive. As it is commonly said, "all work and no play make Jack a dull boy." There should be a balance between work and play. It keeps the energy alive.
- *Make their day*: As a customer, I want to be treated with dignity and respect. I want to be satisfied with how I am served. If we all make our work environment a place where we need to respect and serve others with dignity, we will make each other's day. Everyone wants to be treated well. No matter how small a gesture may seem, it makes a difference. Serving customers will give us all a satisfaction that comes to those who serve others.
- *Be present*: If I am present when my fellow co-worker discusses an issue with me, it shows that I am considerate and committed either to helping find solutions or generating ideas for how to resolve a problem or situation. Being present is making appropriate eye contact, asking open-ended questions, not getting distracted, and making comments and suggestions when necessary and appropriate.
- *Choose your attitude*: This, I think, is the most important point in making one's work environment a better place. To choose your attitude means you have accepted to demonstrate a level of personal accountability and responsibility. Personally, I do not know of anyone who would choose to bring a nasty attitude. Since we spend most of our time at work, why not try and bring a jolly, holiday-type attitude to everything we do? Work will forever continue regardless of whether you are present or absent, whether we have our dream job or not. If we want better days, we need to love the work we do and we need to make the best out of what we have.

As *Fish!* would say: "As you enter this place please choose to make today a great day. Your colleagues, customers, team members, and you yourself will be thankful. Find ways to play. We can be serious about work without being serious about ourselves. Stay focused in order to be present when our customers and team members most need you. Should you feel your

energy lapsing, try this surefire remedy: Find someone who needs a helping hand, a word of support, or a good ear—and make their day."

Personally, I play a lot at work. I enjoy coming and having a good time. Most of my time, I spend at work. We should take this *Fish!* and run with it because this is one of the best pieces of advice you will have.

Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing, Doug McKenzie-Mohr and William Smith (New Society Publishers, 1999).
Report by Christina Beck, 2006.

One of my favorite motivational quotes is from Albert Einstein: "We can't solve today's problems with the same kind of thinking we used when we created them." *Fostering Sustainable Behavior* is a tool box for building effective public education programs that help solve environmental and health problems.

Public leaders are continually presented with complex problems and limited resources for their resolution. Community-based social marketing is a recognized, organized approach for addressing societal issues by changing public thinking and behavior. Familiar examples of successful programs that were reviewed by the authors include anti-smoking, carpooling, and waste reduction. Common components in achieving these social goals included:

- Crafting targeted information campaigns to create awareness.
- Understanding and reducing barriers to ease transition.
- Incorporating respected role models into the training effort.
- Firming the good intentions of a critical mass into committed, sustainable actions.

More specifically, developing focus groups and surveys are useful tools in understanding what factors influence early adopters. After knowing your audience, creating captivating messages and using credible sources are chief communication elements in public education campaigns. Next, formalizing verbal and written commitments can be a vital tactic in creating a conscious connection to the cause. Establishing a commitment to change among cohesive groups builds further momentum since people have a strong desire to be seen as consistent with others. Finally, not using coercion and helping people see themselves positively in the change effort are key to this process.

Incentives to accomplish the above are necessary to create most behavioral changes. Yet, rather than being arbitrary, incentives should link back to the cause itself. For instance, sorting recyclable material places a discount on your waste collection bill and consistent diet management may be rewarded with a new outfit. Two factors leaders should keep in mind when developing incentives are that people are creative in avoiding them and incentives may have diminishing returns.

In social marketing, repeating an individual's actions, consistently, is a major accomplishment toward sustainable change. Integrating "prompts" are a structured part of this repetitive process. Common public education prompts, promoted by organizations, include such things as household hazard decals, lawn watering policies, and energy conservation tips. Prompts should be self-explanatory, easy to implement, and placed in close proximity to the action.

Social change is best accomplished by individuals influencing each other. Making these new behavioral norms visible in a community can plant one of the best seeds for behaviors to

take root. Two such high-profile examples that increase awareness, change public thought, and motivate behavior are public recycling centers and booths for checking blood pressure.

Community leaders are becoming increasingly aware of how social marketing methods can increase the overall success of programs and policies. Through the funding and implementation of effective public education campaigns, the adoption of new ways of thinking and acting will reap a wealth of tangible benefits.

Getting to Yes: Negotiating Agreement Without Giving In, Roger Fisher and William Ury, with Bruce Patton, ed. (Penguin, 1991).
Report by Jason Vahling, 2006.

This book was powerful to read because it changed my view of negotiation. In the past, I was fearful to engage in negotiations because it felt like such a time intensive process and always seemed to end in conflict. I viewed negotiations as most people do, which is positional bargaining. In positional bargaining, each party opens with their position on an issue. The parties then bargain from their separate opening positions to agree on one position. Disputes with a partner about chores or haggling over a price are types of positional bargaining.

The authors also describe their view point that people usually fall into two types of bargainers: soft and hard. A hard bargainer sees people as adversaries; the goal is victory. The hard bargainer demands concessions as a condition of the relationship, is hard on the problem and the people, distrusts others, digs into their position, makes threats, misleads about their bottom line, demands one-sided gains as the price of agreement, searches for the single answer that fits their needs, insists on their position, tries to win a contest of wills, and applies pressure.

A soft negotiator sees participants as friends and views the goal as agreement. The soft bargainer makes concessions to cultivate relationships, is soft on the people and problem, trusts others, changes positions easily, makes offers, discloses their bottom line, accepts one-sided losses to reach agreements, searches for the single answer that fits the other person's needs, insists on agreements, tries to avoid a contest of will, and yields to pressure.

In *Getting to Yes*, the authors present a new style of reaching agreements called principled negotiation, which can be used in almost any type of dispute. Principled negotiation sees people as the problem-solvers, focuses on wise outcomes reached efficiently and effectively, separates people from the problem, is soft on the people and hard on the problem, proceeds independently of trust, focuses on interests and not positions, explores interests, avoids having a bottom line, invents options for mutual gain, develops multiple options to choose from and decide from later, insists on using objective criteria, tries to reach a result based on standards, and insists the participants be open to reason.

Below is a table of the four main principles and a summary of the keys issues within each.

Principles	Issues to Consider	Lessons Learned
Separate people from the problem.	• Basic sorts of people problems: • Differences in perception	• Relationships don't have to be damaged. • Understand other's viewpoints; put yourself in the other's place; try to make proposals which would be appealing to the other side.

	• Emotions	• Acknowledge emotions; don't react emotionally to emotional outbursts.
	• Communication	• Utilize active listening; avoid blaming or attacking the other parties.
Focus on interests and not positions	• Good agreements focus on the parties' interests, rather than their positions.	• Identify the parties' underlying interests. • Discuss underlying interests together. • Look forward to the desired solution, rather than focusing on past events. • Keep a clear focus on interests, but remain open to different proposals and positions.
Invents options for mutual gain	• Brainstorming	• Shift between four types of thinking: stating the problem, analyzing the problem, considering general approaches, and considering specific actions.
	• Evaluation of ideas	• Start with the most promising proposals and, if needed, refine and improve • Focus on shared interests • "Look for items that are of low cost to you and high benefit to them, and vice versa."
Insist on using objective criteria	• Differences can spark a battle of wills which may destroy relationships. • Decisions based on reasonable standards make it easier for the parties to agree and preserve their good relationship.	• Develop objective criteria. • Criteria should be both legitimate and practical, such as scientific findings, professional standards, or legal precedent. • Each issue should be approached as a shared search for objective criteria. • Each party must keep an open mind. • Must never give in to pressure, threats, or bribes.

The main lessons I learned were that negotiations are a natural part of business and relationships don't have to be damaged by entering into negotiations, such as one party having to win and another party having to lose.

The Heart of a Leader: Insights on the Art of Influence, Ken Blanchard (Honor Books, 1999).
Report by Karl Hermann, 2006.

I highly recommend Ken Blanchard's book, *The Heart of a Leader.* It is a well-composed, easy-to-read compilation of the attributes that constitute a "good" leader. Blanchard uses the approach of presenting short sayings followed by his enhancement comments, which give insight and meaning to the sayings. The compilation is a description of what is the "heart" of a good leader. The presentation is good because it stays with you—after reading the text, reading a simple saying triggers the remembrance of the more in-depth meaning. I have extracted the sayings in order to serve as a quick reference of what to strive for in my leadership practices.

In August, at our Florissant session, we memorized the sayings of Kouzes and Posner's five practices of exemplary leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. We learned the deeper meaning behind each of these practices. What Blanchard has to say in *The Heart of a Leader* encompasses all of these five practices. In fact, the contents of Blanchard's book are essentially additional details that could be grouped into the broader five practices. In the RIHEL sessions, we have already learned much of what Blanchard presents. So, I find his approach compatible to our training.

Seeing or hearing the sayings of the five practices and Blanchard's sayings in *The Heart of a Leader* are good triggers for our remembrance of desired leadership qualities. I recommend printing out Blanchard's sayings as a reference while always remembering Kouzes and Posner's five practices.

To illustrate Blanchard's approach, I've selected an example saying: "Sometimes when the numbers look right the decision is still wrong." Blanchard's comments on this saying focus on the mistake of only evaluating the bottom line (i.e., most money, faster time, etc.) and on a better decision making process. In the decision making process, Blanchard emphasizes that the first step is the need for comprehensive information gathering. I know from my own experience that quite often faulty assumptions are made and broader qualitative values are ignored in decision making processes. Given the results from a broader effort of information gathering, yielding as much information as possible and sharing among the team, Blanchard suggests the team/group examine what the "right" question should be. Finally, Blanchard suggests a process of "inward listening" for each team member (internal reflection after being given all the information and the question) before a group consensus is attempted.

There is no better way to summarize the book's full content than to list the sayings themselves. Based on our training to date, most of these should already simulate our thought processes. Each one of these sayings has a page of comments in the book:
- "The key to developing people is to catch them doing something right."
- "People who produce good results feel good about themselves."
- "Don't wait until people do things exactly right before you praise them."
- "Feedback is the breakfast of champions."
- "No one can make you feel inferior without your permission."

- "None of us is as smart as all of us."
- "Things not worth doing are not worth doing well."
- "Success is not forever and failure isn't fatal."
- "When you stop learning, you stop growing."
- "In life, what you resist, persists."
- "Don't work harder—work smarter."
- "Nice guys may appear to finish last, but usually they are running in a different race."
- "In managing people it is easier to loosen up than tighten up."
- "Anything worth doing does not have to be done perfectly—at first."
- "What motivates people is what motivates people."
- "Life is all about getting A's."
- "Create Raving Fans; satisfied customers are not good enough."
- "If you want to know why your people are not performing well, step up to the mirror and take a peek."
- "Managing only for profit is like playing tennis with your eye on the scoreboard and not on the ball."
- "If you want your people to be responsive, be responsive to their needs."
- "It's more important as a manager to be respected than to be popular."
- "People with humility don't think less of themselves, they just think of themselves less."
- "Never! Never! Never! Never! Give Up!"
- "Trying is just a noisy way of not doing something."
- "Good thoughts in your head not delivered mean 'squat'."
- "You may fool the whole world down the pathway of life and get pats on your back as you pass, but your final reward will be heartaches an years if you've cheated the man in the glass."
- "Sometimes when the numbers look right the decision is still wrong."
- "Love is being able say you're sorry."
- "Good religion is like good football; it isn't talk, it's action."
- "Take what you do seriously but yourself lightly."
- "The trouble with being in a rat race is that even if you win the race, you're still a rat."
- "Think Big! Act Big! Be Big!"
- "Real communication happens when people feel safe."
- "All good performances start with clear goals."
- "Different strokes for different folks."
- "Different strokes for the same folks."
- "If God had wanted us to talk more than listen, he would have given us two mouths rather than two ears."
- "Life is what happens to you while you're planning on doing something else."
- "Without vision the people perish."
- "If you don't seek perfection, you can never reach excellence."
- "People without information cannot act responsibly. People with information are compelled to act responsibly."
- "A river without banks is a large puddle."
- "Your game is only as good as your practice."
- "All empowerment exists in the present moment."

- "We are not human beings having a spiritual experience. We are spiritual beings having a human experience."
- "You get from people what you expect."
- "I have never seen a U-Haul attached to a hearse."
- "Inquire within."
- "People in organizations need to develop a fascination for what doesn't work."
- "Choose work you love and you will never have to work a day in your life."
- "Winning coaches make their teams audible-ready."
- "Never punish a learner."
- "People are okay, it's their behavior that's a problem sometimes."
- "Consistency isn't behaving the same way all the time."
- "This is the first time in history of business that you can be great at what you're doing today and be out of business tomorrow."
- "The only job security you have today is your commitment to continuous personal improvement."
- "When you know what you stand for, you can turn around on a dime and have five cents change."
- "Share the cash, then share the congratulations."
- "There is no pillow as soft as a clear conscience."
- "It's surprising how much you can accomplish if you don't care who gets the credit."
- "Positive thinkers get positive results because they are not afraid of problems."
- "Early in life, people give up their health to gain wealth. In later life, people give up some of their wealth to regain health!"
- "Servant leadership is more about character than style."
- "Ducks quack. Eagles soar."
- "Eagles flourish when they're free to fly."
- "Take responsibility for making relationships work."
- "New today, obsolete tomorrow."
- "G.O.L.F. stands for Game of Life First."
- "Leadership is not something you do to people. It's something you do with people."
- "Don't settle for less than a Fortunate 500 company."
- "Take time to identify core values."
- "Core values must be communicated."
- "Walk your talk."
- "Knowing where you're going is the first step to getting there."
- "As a leader, the most important earthly relationship you can cultivate is relationship with yourself."
- "Purpose can never be about achievement; it is much bigger."
- "Purpose has to do with one's calling; deciding what business you are in as a person."

A Higher Standard of Leadership: Lessons from the Life of Gandhi, Keshavan Nair
(Berrett-Koehler Publishers, 1994).
Report by Heather Tolby, 2006.

This text serves to apply the life and ideas of Mohandas Gandhi to the decisions and scenarios confronting today's current leaders. The author, Keshavan Nair, contends that by

relegating Gandhi's teachings to the realm of sainthood, we do ourselves a disservice by failing to employ them as intended, in a direct manner that is applicable to our everyday challenges and opportunities.

The notion that we often apply a separate standard of conduct to our work and personal lives is discussed as a falsely held double standard that results in phenomena such as politicians requesting to be judged by their policies, without regard to personal conduct, or working in a nonprofit organization but withholding data or information from colleagues in order to reduce their chances for success. Nair advises that in order to lend legitimacy and respect to the systems in which we work, we must apply a single standard of conduct in both private and professional life. Nair contends that just as in science and religion, we look for universal principles that bring order to chaos. The application of similar principles (absolute values) can provide the framework for more effective leadership. Gandhi's absolute values were truth and nonviolence. By "operationalizing" these, Gandhi was able to continually evaluate his actions in terms of their impact on these two overarching ideals and to work incrementally toward their achievement in every aspect of his life and leadership. Nair suggests five basic commitments that lead to a higher standard of leadership:

- Develop a basis for the single standard: commit to absolute values.
- Acknowledge the ideal: commit to the journey.
- Develop the guide that will keep you on the journey: commit to training your conscience.
- Reduce forces that lead you astray: commit to reducing attachments. (Even dedicating one's actions to causes that improve the life conditions of others can easily stem from a hidden attachment such as the desire for praise, acknowledgement, or money, the striving for which can negatively influence leadership choices.)
- Be willing to stand scrutiny: commit to minimizing secrecy. (By committing to avoid secrecy we are forced to continually consider the true consequences of our actions and behave in a manner that is values-based.)

Courage is discussed as a necessary element to practicing the five commitments leading to a higher standard of leadership. Just as in public health and environmental protection efforts, most of Gandhi's causes had short-term solutions. The author posits that courage, discipline, and will are required to gain confidence in our role as leaders. He goes on to suggest that these are also required for a leader to ask for the impossible and get it.

Nair suggested four ways to apply moral principles to leadership practice:

- Create integrity in the decision process.
- Change the criteria for decision-making.
- Implement decisions within moral constraints.
- Establish principles of governance.

The practice of daily evaluation of one's actions, through personal reflection and discipline, was emphasized as necessary to ensure adherence to the selected path and will help us raise our performance as leaders. With a firm commitment to the truth, personal reflection and evaluation can avoid degenerating into rationalization and justification of actions that are not values-based. One revealing concept was that there is a danger in confusing absolute values, such as truth and nonviolence, with pseudo-absolute values such as ideology, tradition, and organizational goals. Examples include patriotism, group loyalty, and organizational survival.

Commitment to causes and leaders, without using a values-based filter, can be misdirected into policies of exclusivity, repression, and discrimination.

The discussion of operating under a spirit of service was especially germane to public health efforts. Recommendations given included:

- Focus on responsibilities, not rights.
- Emphasize values-based service. (Service must be truthful and may include telling persons what they do not wish to hear. This is in contrast to a service definition that implies merely providing persons with what they want, and which is not conducive to strong leadership.)
- Make a commitment to personal service.
- Understand the needs of the people you wish to serve.
- Reconcile power with service. (Leadership is not to be equated with power, and seeking to gain power rather than to provide service interferes with the achievement of a higher standard of leadership. This was an important message for me, that by giving up the desire for power and popularity we can provide better leadership, particularly when it involves conveying unpleasant truths.)

Nair highlights Gandhi's belief in the goodness of the individual and his belief that individuals want to work for the common good and was therefore able to appeal to their honor and conscience when working toward the greater good. By infusing a moral dimension into our leadership practice, we can convey meaning and purpose to our work, even in the face of incremental success or recurring obstacles. Nair posits that Gandhi's message encourages us to strive for the ideal. Making a commitment to the journey is far more important and has far more impact than fearing imperfection.

H.O.T. (Hands-On Transactional) Management, Bruce Tulgan (HRD Press, c2004). Report by Bridget Hettgar, 2006.

H.O.T. (Hands-On Transactional) Management, is a technique-type management book for those seeking high-performance supervision skills. This is not a large book with a philosophical approach to leadership principles like *The Leadership Challenge*; rather, it is more along the lines of an instruction manual with worksheets on supervisory techniques that have been used in extensive organizations. H.O.T. was developed by Bruce Tulgan, who is one of the founders of RainmakerThinking, Inc., which has done consulting with many Fortune 500 companies in dealing with management level problems.

What I found when reading this book and coming to understand Tulgan's approach to management is that there are two areas that Tulgan stresses that are essential for a manager to know: 1) the "under-management disease" of their employees, and 2) the rigorous use of the H.O.T. Management technique.

The H.O.T. Management basics are:

- Clear statements of performance requirements and standard operating procedures for tasks and responsibilities.
- Clear statements of measurable goals, concrete deadlines, and defined guidelines for all work assignments.
- Accurate monitoring, evaluation, and documentation of work performance.
- Timely feedback on work performance that includes support, resources, training, and coaching for improvement.

- Financial and non-financial rewards distributed fairly and equitably, based on one criterion: performance.

Although the above points are the basics of H.O.T. Management, Tulgan is stating that there has to be a thought pattern to being transactional. His recommendation is that there be an understanding and embracing of management as a day-to-day negotiation. Another point of transactional management is that everything that is not set in rules or job descriptions is open for negotiation; meaning that even though we don't realize it, we are often in the process of negotiating with coworkers, and it is problem only when we are not also negotiating back. This I see often with some coworkers who want more time off than they have but fail to make up the work when they come back. So, negotiating needs to be addressed before the deal is made. Another point that Tulgan brings up is tying financial rewards and detriments only to measurable instances of Employee Performance. This means raises based on performance. In a state system, when your performance evaluations are measured at performing "as expected" (meaning that nothing drastic has affected the quantity or quality of their work, nor have they exceeded previous expectations), you still get a raise—thus many people are there until retirement. But, Tulgan recommends that each individual set their own goals and deadlines on a regular basis, just keep an eye open to how they are working on those performances that they have set and document, in writing, their progress. The fourth point that Tulgan brings up is offering non-financial rewards and detriments based on performance, the key to the "executive bathroom" ploy. If there is no such key, offer flexible work schedules, choice of offices, choice of coworkers, or training opportunities. This, I have noticed, works, especially when everyone is open to going to out-of-town trainings by allowing only those to go who are caught up with their work or have actual clientele that would benefit by these trainings. In exchange, they have to come back and offer a sample of the training methods learned.

Tulgan's final point is to use each employee's unique needs and wants to make custom deals; for example, when one employee wants off at a specific day every week to watch their child play soccer. In exchange, you can offer that they work through the lunch hour for two days. Tulgan recommends that you have the guts to stick to your plans and enforce every deal that you make.

All of Tulgan's points deal with managing employees so that they are working to the standards you want as well as to their own standards. This is distilled leadership—the nuts and bolts of the 8-5, M-F life in which we all live. At first I was put off because it seemed so cut and dry and harsh. But I realize that I have unwittingly tried some of Tulgan's transactional points and they do work. There is a lot of bargaining that we do when working with coworkers, and if there is good rapport between you and them the work gets done. Also, within less than 6 months, I have hired two new younger employees that have a completely different work ethics. Dealing with them does involve planning out their week and what they will be doing, where they will find the accounts, people that they will be working with, etc. Part of this is orientation, but most of it is getting them used to the work environment that they are in and the expectations that the job requires and that I will be expecting daily to weekly reports of how their work is progressing. These are points that Tulgan stresses in this H.O.T. Management. In his book, Tulgan has templates for worksheets for performance measures either for "direct reports" or your coworkers.

It took awhile to like this book because it is not about style or principles or ethics, just technique; it is like a cookbook of how to manage your employees.

Jack Welch and the 4 E's of Leadership: How to Put GE's Leadership Formula to Work in Your Organization, Jeffrey A. Krames (McGraw-Hill, 2005).
Report by Sean Lieske, 2006.

In his 20-plus years as the CEO of General Electric (GE), Jack Welch took a struggling company and made it one of the most successful companies in America, if not the world. During his tenure, Welch learned that the most important aspect of any company was its leaders and thus spent a lot of time and money selecting and developing leaders. This book describes the 4E Leadership model that was central to Welch's success and how he used it to select and develop leaders. While the book describes how Welch's leadership model impacted the people around him by describing how five of his managers applied what they had learned, I am only going to focus on the leadership model. In addition, as I was reading the book, I began thinking about how nicely the 4E model fits within the context of *The Leadership Challenge*.

Before diving into each of the 4Es, the book begins with a little history of the 4E Leadership model because the concept was not developed overnight. In fact, there were several different leadership models along the way, each with its own contribution to the 4E model. First there was the concept of head, heart, and guts. "Head" meant that a person had the intelligence and competence to develop the right plan. "Heart" meant just that—an individual with empathy and understanding that was able to get others to follow him. "Guts" meant having enough confidence in one's self to make the tough decisions. Next came the five-traits document, which is a memo composed by Welch and described the qualities he felt were important in all managers. Several of the qualities would later evolve into three of the 4Es. Finally came the Authentic Leadership Model, which described the 12 traits Welch looks for in every leader. The 4E Leadership model is basically a summary of those traits. The 4E leader has each of the following traits: energy, energizes, edge, and executes.

Energy: Energy doesn't only entail physical energy but also involves emotional energy such as passion. Passion is important because people with passion have a strong desire to see things done right. Welch believed that a person with energy could cut through complexity, which was vitally important because he felt bureaucracy stifled passion and, thus, productivity. I believe that a leader with "energy" can "inspire a shared vision" because that person would more often be forward thinking and have the passion and desire to bring about change.

Energizes: Leaders who energize have the ability to get others to act by instilling confidence and by praising employees for things they do right. Energizers don't micro-manage, instead they set a few goals and allow others to develop the means in which to achieve those goals. Energizers encourage others to think for themselves and to bring about new ideas, thus allowing them to feel like part of the organization. In the terms of the leadership challenge, a leader that "energizes" is able to "model the way" and "encourage the heart" because they are able to understand the importance of their employees and the importance of creating an environment where any and all ideas are valuable.

Edge: Edge can mean any number of things, but typically leaders with edge have the ability to make the tough decisions. As Kenny Rogers once sang, "They know when to hold 'em and they know when to fold 'em." Leaders with edge are decisive and are able to take care of the short-term while preparing for the long-term. They recognize when change is needed and aren't afraid to take the leap. A leader with edge is willing to "challenge the process" because they recognize that change is good and are always looking for new and innovative ideas.

Execute: This was the last of the 4Es to come about because it took Welch a while to determine why some managers were more successful than others. He had managers that had

energy, were able to energize and had edge, but simply continued to come up short. Welch felt that something was missing and finally concluded that what was missing was the ability to execute. In essence, the other three Es didn't have much bearing unless they were leveraged to produce results. When asked about what they felt were the important elements to executing effectively, Welch's managers concluded that one of the keys was that one must be focused on mastering the job at hand before focusing on future promotions. When comparing this to the leadership challenge, I believe that in order to execute a leader must be able to "enable others to act" because a leader can't get things accomplished by himself. A leader needs the help of others in order to continually execute and be successful.

As I'm sure many have discovered, there are often similarities between *The Leadership Challenge* and most, if not all, leadership models. I truly enjoyed this book on leadership and found it to be inspiring, mainly because it reinforced many of the lessons we have already learned.

Leadership, Rudolph W. Giuliani with Ken Kurson (Hyperion, 2002).
Report by Mike Moreland, 2006.

Although Giuliani has divided this book into three parts: 1) a reflection of his experience on September 11, 2001, 2) a summary of major events in his life, and 3) the days immediately following the September 11 attacks, it is the fourteen chapters within Part II that give the reader guidance on basic leadership principles while providing examples of how Giuliani developed and exercised his leadership style throughout his career as an attorney and a political leader.

Giuliani gives us an insightful look at how he handled business during the horrific tragedy of September 11, 2001. While sharing his experiences throughout this book, the reader gets the sense that Giuliani is a demanding leader, yet one that is fair and honest. He takes on life with a passion and that is what makes him successful. He also surrounds himself with successful people, fosters collaboration, and strengthens others while working on common goals. During his two terms as Mayor of New York City, Giuliani not only set goals and objectives to address the problems of the city but also he was effective in communicating them. He met with his staff everyday for a brief period of time, just to coordinate and ensure that everyone was on the same page. Even if the meeting was for only five minutes, Giuliani made sure to hold that meeting because everyone counted on it. He would do what he said he was going to do; that way his staff had a leader that they trusted and knew what was expected of them. By showing up early and staying late, he also set the example for his staff when it would have been very easy to do something different. Giuliani lists several role models ranging from his parents to colleagues to former President Ronald Reagan. Through his mentors, he found his voice early in life, honed his skills, and then used all of his tools during the events that shook the nation. While grieving for the deaths of his friends and colleagues within the New York Police and Fire Departments, Giuliani managed to remain an effective, infallible leader for the residents of New York and the citizens of the United States.

Giuliani shows us how he systematically put together his business support system by taking calculated risks, enlisting others, and recognizing the contributions of those who worked for him. On a side note, Giuliani provided examples of how he gained trust and built loyalty among his staff/team by embracing those who had made mistakes, instead of chastising them. Those who observe this type of behavior by their leader have confidence that they will not be embarrassed in a similar situation, which strengthens relationships and builds trust over time.

Giuliani demonstrated remarkable leadership throughout his career and especially during the September 11th tragedy. He was able to take his anger and the rest of his emotions and channel them into a positive, motivational driver of his work.

I chose to read this book because Mr. Giuliani was the Mayor of New York and I wanted to learn more about how such a dynamic person was able to remain focused throughout an event of such magnitude. As a reader, I was able to follow his thought processes during this and other significant events in his life. I gained insight on how such a successful leader operates, and learned new, valuable leadership techniques. Obviously, I came away with more than I expected from this gripping New York Times bestseller.

Leadership and Self-Deception: Getting Out of the Box, The Arbinger Institute (Berrett-Koehler Publishers, 2000).
Report by Lauren Jervik, 2006.

This book introduces the concept of self-deception; the authors believe that self-deception determines an individual's experience in every aspect of life. Our perception of people and events determines how we interact with everyone around us. The question the authors pose and attempt to answer is how can people simultaneously create their own problems, be unable to see that they are creating their own problems, and resist any attempts to help them stop creating these problems?

Through describing a fictional company with the strategic initiative to minimize individual and organizational self-deception and working with an employee to get him to see his problem, the authors set out to describe self-deception.

They define self-deception as resisting others and the inability to see that one has a problem. They also believe self-deception is the most common and damaging problem in an organization. They use a metaphor of a box, or being in the box, for how you are resisting others and creating your own problems. The authors describe the distorted perception of yourself as "in the box" and realistically seeing your self and others as "out of the box." Their belief is that an individual's behavior is not as important as their perception of themselves.

The authors describe a moment of self-betrayal as an act contrary to what you feel you should do for another as the starting point for self-deception. At that point, you have a choice to honor what you think you should do or betray that feeling. At the instant, you betray yourself; you begin to justify your actions by blaming others and not seeing yourself realistically. At that point, you "enter the box." You inflate the faults of others, inflate your own virtue, and inflate the value of things that justify your self-betrayal and blame. These views become characteristic over time and we carry them with us. The behavior and feelings we project from this viewpoint actually provoke the behaviors and feelings we are blaming others for—creating a self-escalating cycle. We invite mutual mistreatment and mistrust and obtain mutual justification. We collude in giving each other reasons to stay in the box. This creates lack of commitment, lack of engagement, troublemaking, conflict, lack of motivation, stress, poor teamwork, backbiting and bad attitudes, misalignment, lack of trust, lack of accountability, and communication problems.

The authors then discuss what doesn't work to "get out of the box." Trying to change others, doing your best to cope with others, leaving, communicating, implementing new skills or techniques, or changing your own behavior don't work to get you "out of the box." The only way to get out of the box is to stop resisting people, to view them as people with their own issues, priorities, and problems, and to change how you feel about people. To relate it to an

organization, they give the following model: self-betrayal leads to self-deception and the box; when you are in the box, you can't focus on results; your influence and success depend on being out of the box. You get out of the box when you cease resisting people.

This is an interesting viewpoint and one that is new to me. I think we've all met or worked with people who see themselves as the victim and realize to an extent that our perception of events and people has a lot to do with those feelings of being a victim. We also realize that people's perceptions are their reality. What was a new perspective for me was that changing behavior or communicating will do nothing to change a person's perspective. Also new to me is the viewpoint that we all have these "boxes," or perspectives, that cause others to deal with us in a way that is perhaps not productive. I am interested in observing myself and others to see if I really think the self-deception theory is true. This book has motivated me to learn more and read more about their theory of self-deception.

The Leadership Moment: Nine True Stories of Triumph and Disaster and Their Lessons for Us All, Michael Useem (Three Rivers Press, 1998).
Report by Kristin Diedrich, 2006.

Wow. What a great read. I was brought to tears twice, which has never happened to me while reading a book.

The Leadership Moment is a compilation of nine compelling accounts that tell courageous stories of courageous leaders who influenced culture and shaped history through defining moments. From Wall Street to El Salvador, NASA to Merck & Company, a Montana gulch to a Pennsylvania hill, these stories are as diverse and fascinating as they are inspiring. Vision and action, or the lack of one or both, is the common thread that weaves through these narratives.

Each account is quite detailed as Useem breathes life into worlds or cultures that are potentially unknown to the reader. While the background of each story can be complicated and difficult to understand at times, Useem does a great job of leading the reader into the emotional and intellectual issues at hand. While the leadership in each scenario is examined, it is not overanalyzed. This allows the reader to contemplate and extrapolate.

Whereas this book does not try to impart a particular leadership theory, in the conclusion, Useem presents nine leadership principles from the nine leadership moments:

Know yourself: Understanding your values and where you want to go will assure that you know which paths to take. This principle is from the story of Roy Vagelos, former executive and senior vice president at Merck & Company. Vagelos committed Merck to a philanthropic cure for river blindness, a devastating disease affecting nearly 20 million people worldwide. "We try never to forget that medicine is for the people. It is not for the profits."

Explain yourself: Only then can your associates understand where you want to go and whether they want to accompany you. In August of 1949, Wagner Dodge led a team of 15 firefighters into a forest fire in Mann Gulch, Montana. After a series of apparent missteps, only three men survived.

Expect much: Demanding the best is a prerequisite for obtaining it. As flight director for Apollo 13, Eugene Kranz illustrates how attitude and optimism are vitally important during a critical leadership moment.

Gain commitment: Obtaining consensus before a decision will mobilize those you are counting on after the decision. Arlene Blum leads the first women's ascent of Annapurna in October, 1978.

Build now: Acquiring support today is indispensable if you plan to draw upon it tomorrow. Joshua Lawrence Chamberlain creates unity and commitment by appealing to common heritage and values, as he leads his regiment to success at Little Round Top during the Civil War.

Prepare yourself: Seeking varied and challenging assignments now develops the confidence and skills required for later. Clifton R. Wharton Jr. orchestrates substantial change in the embedded culture of a 70 year old pension plan.

Move fast: Inaction can often prove as disastrous as inept action. Salomon Incorporated, a Wall Street giant, is nearly destroyed when CEO John Gutfrend neglects to deal with an internal trading scandal.

Find yourself: Liberating your leadership potential requires matching your goals and talents to the right organization. Nancy Barry expands Women's World Banking in the visionary fight against Third World poverty through micro-financing. "The object of our loan is not to help poor women survive, but to help poor women and their children become less poor."

Remain steadfast: Faith in your vision will ensure that you and your followers remain unswerving in pursuit of it. Alfredo Cristiani draws on his past as a business manager to bring El Salvador to peace after a decade of bloody, brutal civil war.

Wall Street and the Civil War seem far removed from my world of public health. Or are they? I loved reading these great, heroic stories and thinking, assimilating, reflecting, and relating them to my own world. The nature of this book does leave a lot up to the reader to think about since it does not try to present a one-size-fits-all theory or approach. This book brings me back to the value of storytelling, to the value of continuous learning by taking the time to examine our everyday actions or inactions, and to the value of our own exploration of vision.

Leadership the Eleanor Roosevelt Way: Timeless Strategies from the First Lady of Courage, Robin Gerber (Penguin Group, 1999).
Report by Amy Doran, 2006.

Anna Eleanor Roosevelt was born on October 11, 1884, and is known as one of the world's most respected and well-known female leaders. Social reform was her leadership mission, and she worked to overcome obstacles and reached high standards.

Eleanor Roosevelt believed that one should use childhood struggles to develop character as a strong leader. Eleanor used her own losses and struggles to develop discipline, inquisitiveness, and collaboration in her work with immigrant women and at settlement houses.

Eleanor believed that all leaders need to have mentors throughout their lives. Her first mentor was Marie Souvestre from Allenswood, a school Eleanor attended as a teen. The author, Robin Gerber, states that mentors "have the nature of the best teachers, patient and loving, and the wisdom to give you the advice that you need when you are ready to receive it. They take a deep interest in you." Eleanor stated that great mentors will not only lead you professionally, but also spiritually, mentally, and emotionally as her first mentor did. Becoming a mentor is also an important step in developing leadership skills.

Eleanor married her distant cousin, Franklin Delano Roosevelt, in 1905, and had six children, one of whom died in infancy. Eleanor held a strong belief that motherhood and family

life can serve as a model for organizational life and dynamics. The skills of negotiating, collaborating, mediating, and arbitrating between and among all sides are often learned when raising a family. A unique opportunity available to mothers is the opportunity to foster leadership and character in their children. Multitasking, flexibility, thinking on your feet, and organizing are transferable skills that society tends to de-value and should be respected as important leadership skills.

Finding your leadership passion is, as Eleanor Roosevelt stated, "being true to your nature." In finding leadership passion, one must clarify their values. In order to lead effectively and make lasting change, one must know what they stand for. Eleanor's leadership passion was social change and she worked with activist women who were fighting for suffrage and against prejudices.

When Franklin D. Roosevelt was elected president, Eleanor became first lady and continued her fight for social change. She fought against poverty in Appalachia, lynching in the South, unemployment, and for poor children in American cities and farms. She founded a model city called "Arthurdale" for the rural poor and started a daily column called "My Day," as well as being active in giving radio addresses and speeches. Eleanor often held press conferences exclusively for women journalists and supported women for public office appointments.

After Franklin D. Roosevelt died in 1945, Eleanor addressed social change globally. She was appointed to the first United States delegation to the United Nations by President Truman. In 1947, Eleanor was elected to chair the United Nations Human Rights commission and she drafted the Universal Declaration of Human Rights. The Universal Declaration of Human Rights was secured in 1948, and Eleanor's vision of justice and humanity came to the world.

Eleanor was effective as a leader because she was able to communicate her vision to others. Her vision was clear and others were willing to work with her to "see inside her dream." Other key strategies on being an effective leader by Eleanor include: facing criticism with courage, maintaining contacts, developing networks and connections, embracing risk, and never stop learning.

After reading this book, I do believe that Eleanor Roosevelt was a great leader. The strategies in the book are useful both personally and professionally.

Leading Change, John P. Kotter (Harvard Business School Press, 1996).
Report by Kent Voorhees, 2006.

Leading Change, by John P. Kotter, is a valuable book that anyone in a leadership position will find useful. It breaks down the process of how to make changes in a business or organization into an eight-stage process and provides explanations as to the importance of the order and value of each stage. Kotter points out common errors in making change. He provides many real-life examples to illustrate his points. He looks to the future of what it will take for businesses to be successful and what the leadership structure of businesses should look like. Finally, he points out the value of ongoing leadership training.

Kotter begins the book by pointing out eight common errors which cause organizations to fail when trying to enact changes. By understanding common mistakes, says Kotter, one is provided with a better understanding of what it takes to be successful in making changes. Kotter's eight-stage process of successful change ties directly to these eight errors. I will list and describe both the errors and Kotter's corresponding stage.

- Error #1: Allowing too much complacency.

- *Stage #1: Establishing a sense of urgency*. Complacency means being too satisfied with the status quo. In order for transformations to take place in organizations, everyone needs to be motivated, to understand and embrace the need to change, and to feel a sense of urgency in order to successfully make the change. This urgency will not be felt if complacency levels are high. Individuals within an organization who do not feel this sense of urgency and have a high sense of complacency will not buy-in to the process and may easily contribute to its failure. Kotter points out factors that cause complacency, which need to be removed for the feeling of increased urgency to pervade. Kotter also points out ways to raise the urgency level.
- Error #2: Failing to create a sufficiently powerful guiding coalition.
    - *Stage #2: Creating the guiding coalition*. For change to be successful, key people in the organization need to come together to help guide the organization through the change. This coalition is important in conveying the message to all others in the organization. They can help to convey the sense of urgency of the need to make change. They are necessary to complete the next stage of developing a vision and strategy, and they play important roles in even subsequent stages. They help to create a feeling of trust in the organization for the changes being made. If there is not a powerful guiding coalition then change will generally not be successful.
- Error #3: Understanding the power of vision.
    - *Stage #3: Developing a vision and strategy*. Without an appropriate vision, projects may go in the wrong direction or nowhere. Without vision each possible choice can end in interminable debate. A clear vision helps to direct, align, and inspire actions on the part of a large number of people. The vision should be simple to understand and should be able to be conveyed in 5 minutes. He points out characteristics of an effective vision.
- Error #4: Under communicating the vision by a factor of 10 (or 100 or even 1000).
    - *Stage #4: Communicating the change vision*. Major change will be impossible unless most employees are willing to help even to the point of making sacrifices. The vision needs to be communicated through multiple forms and in a fashion so that everyone in the organization understands it and gets behind it. Members of the organization need to be able to ask questions and understand how this will affect them. Kotter points out various methods to provide this communication.
- Error #5: Permitting obstacles to block the new vision.
    - *Stage #5: Empowering broad-based action*. Employees who are not empowered to solve problems and make choices will find obstacles in their paths that will block progress and enactment of the change. There are a number of examples, including organizational structure, lack of skills, inadequate systems, or perhaps managers or supervisors who have not bought into the process. If employees feel the sense of urgency and understand the vision but are not empowered to enact the changes, they will become frustrated and their support will generally be lost.
- Error #6: Failing to create short-term wins.
    - *Stage #6: Generating short term wins*. Transformation takes time, and it is important to maintain momentum and continued support by celebrating interim

successes along the way to completing the change. This helps to build the credibility to sustain everyone's efforts along the way.

- Error #7: Declaring victory too soon.
    - *Stage #7: Consolidating gains and producing more change*. If individuals who have been working extra hard to achieve success with the change are made to feel that the job is done, there is a natural tendency to relax too early, which can stop momentum and perhaps even cause regression to the previous state. It is important not to loose the urgency. Strong leadership is important to celebrate the short-term wins without loosing the sense of urgency to complete the transformation and to maintain the momentum. Changes need to sink in and become deeply ingrained into the culture.
- Error #8: Neglecting to anchor changes firmly in the corporate culture.
    - *Stage #8: Anchoring new approaches in the culture*. Change sticks only when it becomes "the way we do things around here." Culture is defined as norms of behavior and shared values among a group of people. Once changes are anchored as part of the organizations culture, there is a common pervasive way of acting with common goals which persist over time, even when membership in the group changes. For this to occur it requires a sufficient amount of time. This is the last event in the transformation process, it is dependent on the results, it requires a lot of communication, and it may involve changes in key personnel, or the promotion and succession processes.

Kotter points out the importance of going through the stages in this order. For example, it would be difficult to make change without first establishing a sense of urgency. It would be impossible to go forward without a vision, and you need a coalition to help to create and refine the vision, as well as communicate it. Companies who have skipped or unsuccessfully completed a stage generally are unsuccessful in completing the transformation. Kotter gives examples of this at each stage. Several steps may be ongoing at different stages concurrently so that one stage may be 80 percent complete and the next step 20 percent complete.

Kotter also points out the difference between leaders and managers, which is important to understand. Leadership helps to define what the future should look like and align and inspire people with that vision to desire to make it happen despite the obstacles. Management is a set of processes that keep the people, technology, and processes running smoothly, such as with budgeting, staffing, organizing, controlling, and problem solving. Traditional business training has often been management training. Management is important and necessary; however, to lead change in the future, in addition to leaders, managers also need to learn leadership skills to be able to empower their employees and not stifle progress by being too controlling.

This book provides an excellent framework that should be considered in order to successfully make changes in a business or organization. It also points out the pitfalls of skipping or not completing any of the stages which could cause the changes to fail. By understanding the stages described in this book, the chance of making a successful transformation is enhanced. These are items that all leaders should understand and it is, therefore, an important and worthwhile book for leaders to read.

Let Every Child Be Wanted: How Social Marketing is Revolutionizing Contraceptive Use Around the World, Philip D. Harvey (Auburn House Publishing, 1999).
Report by Karen Ramstrom, 2006.

Faye Wattleton was President of Planned Parenthood Federation from 1978-1992. The leadership lessons conveyed in this biography of Faye Wattleton are shaped by the emotionally charged subject matter that was at the heart of her vision (e.g., family planning, teen services, abortion).

It was interesting to view Faye's career and leadership development from the biographical perspective; her approach to life, personally and professionally, was shaped by her values and upbringing, as well as from life experiences and persons of influence. Overall, she was highly driven by her convictions and passion for family planning and reproductive rights.

Leadership Lessons Learned
- A good listener and storyteller uses historical perspective and information she hears from others to guide her efforts and to personalize the stories that help convey her message.
- Simply having a dream and vision doesn't mean being allowed to implement it.
- Recognize the progress made in baby-steps. For example, after Roe v. Wade passed, Wattleton could not convince the Board of her local affiliate to offer abortion services. With the parental consent movement, Wattleton was unsuccessful in her attempts to convince local affiliates to proactively oppose these laws by working with their legislators. Wattleton's vision required addressing these challenging issues. "Pushing forward while stuck in a position that frustrated her ideals…," she had to find satisfaction in taking steps to force the issue and raise awareness.
- Impression is important. "My lifestyle and conduct were tied to the image of the organization. If I did anything socially questionable, it would not simply be my reputation at stake but the group's credibility—attention to my rectitude would become even more important in later years." (Wattleton learned a personal lesson when she announced that she was pregnant. This news disturbed some of her Board members. Some Board members who were not close to her personally did not know she was married and that she was intentional in planning her pregnancy.)
- "The image of a movement is vested in the persona of its leaders." (This was a comment in response to the proposal that a woman should run for the position of President of the Planned Parenthood Federation; an organization founded by a woman, primarily for women, yet not led by a woman since Margaret Sanger retired in 1942.)
- Take advantage of opportunities when they arise. Granted, Wattleton had multiple professional opportunities approach her with "calls to serve." However, she notes that she missed opportunities which she recognized only in retrospect. For example, with the passage of Roe v. Wade, there was an opportunity to spur along the reproductive rights movement. At the time, Wattleton was with the Dayton, Ohio, Planned Parenthood affiliate. In actuality, Planned Parenthood did not have a plan at this time. There were not only missed opportunities but also adverse consequences. This serves as a reminder to keep watchful.
- Stick by your convictions, even when it is not the most pleasant or popular stance.
- Communication of a uniform, unwavering, and clear message is critical to move a vision forward. Wattleton's presidential acceptance speech to the Planned Parenthood Federation board of directors outlined her priorities: "Access to abortion; development of

new, safe, acceptable contraceptives; effective means for reaching teenagers; effective sex education programs; effective delivery systems for rural populations." She also conveyed two profound commitments: 1) to Planned Parenthood becoming the foremost leader in the reproductive rights movement, and 2) the excellence of our service delivery system—our affiliates.

- Wattleton was frustrated by the fact that there was ambivalence even among those firmly committed to reproductive rights. This ambivalence was prevalent throughout the reproductive rights movement and was exploited by the opposition over and over again. "The federation's lack of unity on this crucial issue perpetuated the negative perception [of abortion services]." Many local affiliates were feeling vulnerable to the anger of their communities in reaction to Wattleton's priorities. They feared that pushing the issue of Medicaid coverage for abortion services was sparking controversy (with the recent passage of Roe v. Wade, this would limit access to this recently recognized right to affluent women). "The desire for silence seemed motivated by the hope that if we weren't so visible, we wouldn't attract controversy. I believed we would gain more support if we did not veer from these principles." With the Reagan administration's effort to dismantle Title X funding of contraceptive services, "I became more and more determined to keep repeating our message, over and over again—no matter the heat I might be forced to take form the opposition and from within my own organization."

- Be politically aware. In 1979, Wattleton contracted with a nationally known political consultant to determine the strategic direction most likely to advance Planned Parenthood's reproductive advocacy efforts. She was aware that 4 years previously the National Catholic Bishop's Conference announced its Pastoral Plan for Pro-Life Activities, one focus of which included "public policy effort directed toward the legislative, judicial, and administrative areas so as to ensure effective legal protection for the right to life." The consultant strongly recommended that Planned Parenthood similarly position itself in order to influence elections. This was a new and scary proposition that was met with outrage by some Board members, considering the organization's tradition as a "social conscience, unsullied by the unpleasant business of partisanship." Ultimately, the Board decided instead to take the safe route and increase efforts in public relations and litigation strategies—merely "stop-gap" efforts in Wattleton's opinion.

On Becoming a Leader, Warren G. Bennis (Perseus Books, 1989).
Report by Claudia Goldin, 2006.

Warren Bennis's *On Becoming a Leader*, first published in 1989, focuses on the importance of knowing and remaining true to one's self and one's vision and using that self and vision to create positive change as a leader. A significant portion of Bennis's book derives from interviews with individuals whom Bennis has identified as leaders in a variety of fields. Bennis's book weaves together lessons and aphorisms (and a few platitudes) based on his own observations intertwined with quotations and stories from his interviews. Bennis oversimplifies and does not always persuasively articulate the basis for his judgments. Nevertheless, the book offers helpful reminders about becoming an effective actor in the world while remaining loyal to one's core beliefs and true self.

The book's central theme is that only by becoming a fully developed and "deployed" human being, can one truly become a leader. A fully developed and deployed human being cares about the world, has discovered an area about which she has a great passion, is able to articulate and share that passion through visionary thinking and behavior, knows and uses her strengths, and understands and compensates for her weakness. In Bennis's words, "Developing character and vision is the way leaders invent themselves."

Bennis urges aspiring leaders to know themselves, and he offers concrete proposals to guide leaders through the process of "becoming a leader" through self-discovery. Bennis recommends reflection through writing, dialogue with one's self, pursuing knowledge and understanding, accepting responsibility, understanding and then overcoming past hurts, and "un-learning" bad habits and negative thought patterns. Bennis's blueprint for self-discovery includes "knowing the world" by learning from failure and adversity, listening to others from a variety of perspectives, traveling, and fully engaging with friends and mentors.

After embarking on the journey toward self-knowledge and engagement with the outside world, the aspiring leader should begin listening to inner voices and "deploy" herself. Bennis reminds readers that success is not linear and requires going up to bat even at risk of a strike out. (He notes that Babe Ruth set both the home run record and the strike-out record in baseball.)

Although Bennis's model of leadership development emphasizes introspection and self-discovery, he also he urges leaders to resist the modern (or simply human) desire to "cocoon" one's self by retreating from the world into a private sphere walled off from concerns about the public good. Bennis's ideal leader promotes ethical behavior not only to benefit her own organization but also to assure that her organization behaves ethically vis-à-vis the outside world. And Bennis's leaders inspire others to join them in their mission by demonstrating trust in others, by being trustworthy, consistent, and reliable themselves and by articulating an inspiring vision. To inspire trust in others, a leader should cultivate what Bennis calls the "tripod" of ambition, competence, and integrity.

Bennis's ideal leader engages in an ongoing process of self-discovery and transformation, and then engages at full force with the outside world, using the "basic ingredients" of leadership: a guiding vision or purpose, passion, integrity, trust, curiosity, and daring. In Bennis's words, "Our leaders transform experience into wisdom, and, in turn, transform the cultures of their organizations."

On Leadership, John W. Gardner (The Free Press, 1990).
Report by Kelly Johnson, 2006.

On Leadership is not a how to book, a self-help book, or a cook book about leadership. This book is more of a discussion about leadership, leadership skills, and leaders that have been influential to the author, John W. Gardner. Gardner has quite a formidable and prestigious resume, which includes being a leader himself and serving with or under powerful leaders.

Dr. John W. Gardner was president of the Carnegie Corporation and the Carnegie Foundation for the Advancement of Teaching (1955-1965); U.S. Secretary of Health, Education, and Welfare (1965-1968); Chairman of the National Urban Coalition (1968-1970); Founding Chairman of Common Sense (1970-1977); and a Co-Founder of Independent Sector (1980). Dr. Gardner served on President Kennedy's Task Force for Education and was Chairman of President Kennedy's Commission for International Education and Cultural Affairs. He was Chairman of President Johnson's Task Force on Education, served on President Carter's

Commission for the 80s, and Chaired President Carter's Commission of White House Fellowships. He served on President Reagan's Task Force on Private Sector Initiatives. Dr. Gardner has also been the director of a number of corporations, including Shell Oil Company, The New York Telephone Company, American Airlines, and Time, Inc. He served as a board member of Stanford University and the Scientific Advisory Board of the Air Force. Dr. Gardner was the editor of President John F. Kennedy's book *To Turn the Tide* and author of *Excellence, Self-renewal, No Easy Victories, The Recovery Confidence, In Common Cause and Morale*. He is coeditor of *Quotations of Wit and Wisdom*. In 1964, he was awarded the Presidential Metal of Freedom.

Highlights and Most Important Lessons Learned From the Book:
- The first step to becoming a successful leader is not action; the first step is to understand.
- Successful leadership skills may or may not be transferable. Just because an individual is a successful leader in one arena, does not mean they will be a successful leader in another arena. "But the probability is greater than chance that leaders in one situation will be leaders in another situation" (48).
- Leadership skills can be taught, but it helps if an individual is born with certain innate leadership attributes. The following attributes are common to leaders:
    - Physical vitality and stamina.
    - Intelligence and judgment-in-action.
    - Willingness (eagerness) to accept responsibility.
    - Task competence (the knowledge the leader has of the task at hand).
    - Understanding of followers/constituents and their needs.
    - Skill in dealing with people.
    - Need to achieve.
    - Capacity to motivate.
    - Courage, resolution, steadiness.
    - Capacity to win and hold trust.
    - Capacity to manage, decide, set priorities.
    - Confidence.
    - Ascendance, dominance, assertiveness (strong impulse to take charge).
    - Adaptability, flexibility of approach (48-53).
- Leaders need constituents, or followers. In a sense, leadership is conferred by followers. This is a two-way relationship and good constituents tend to produce good leaders. "Executives are given subordinates; they have to earn followers" (24).
- We must not confuse leadership with status. There are leaders at all levels and it is not always the person with the highest ranking title. They are often gate-keepers. It would serve the top leader well to know these individuals and earn their trust and respect.
- Many of our best people avoid leadership roles, particularly roles in public leadership. "At the time this nation was formed, our population stood at around 3 million. And we produced out of the 3 million perhaps six world-class leaders: Washington, Adams, Jefferson, Franklin, Madison, and Hamilton. Today our population is about 245 million, so we could expect at least 80 times as many world-class leaders: 480 Jeffersons, Madisons, Adams, Washingtons, Hamiltons, Franklins. Where are the Jeffersons and Lincolns of today? The answer, I am convinced, is that they are among us. Out there in

the settings with which we are all familiar are the unawakened leaders, feeling no overpowering call to lead and hardly aware of the potential within" (181).

- Healthy and strong middle and lower levels of leadership can produce greater vitality in the higher levels of leadership.
- Leadership requires enormous expenditures of effort and energy—more than most people care to make.
- Not all *effective* leadership is *just* leadership. (For example, Adolf Hitler, Idi Amin, Ayatollah Khomeini, James Jones of Jonestown, and Mussolini, to name a few.)

Personal History, Katharine Graham (Alfred A. Knopf, 1997).
Report by Mona Bedell, 2006.

Personal History is a Pulitzer Prize winning biography about the Washington Post Company and Katharine Graham's personal life. The book reveals a personal story about Graham's journey to become one of the most powerful women in Washington. It is also a story about the Washington Post Company and Graham's leadership of that company during turbulent times. Graham became publisher and president of the Washington Post Company, a position she held for over two decades. She succeeded as a wife and mother for 23 years and a successful career woman for 30 years. She championed women's causes and changed minds about women succeeding in a man's world.

Katharine was born in 1917, into a family of wealth and privilege. Her father was an astute businessman, entrepreneur, and multimillionaire who bought the Washington Post at a bankruptcy auction in 1933. Katharine's mother was ambitious, independent, articulate, assertive, and outspoken. Newsweek described her as not just a roving reporter but a one woman reform movement. Though neither parent was especially attentive and nurturing, they had a strong influence on Katharine's life and how she came to view the world. Katharine attended Vassar and the University of Chicago and worked for the Post as a journalist for several years. She married Phil Graham and left work after the birth of the first of their four children was born to raise her family. Her role was as a traditional, supportive wife and mother. Katharine's world revolved around her husband's. She adored him, although at times she resented the compromises she had to make to accommodate his life. Katharine managed her home life like a business, hiring kitchen staff, gardeners, a personal assistant, and nannies for the children. She provided the foundation and stability for the family.

When Phil Graham came to work for the Post, it was he, not Katharine, who was groomed by her father to take over the family business. At the time, Phil knew nothing about the newspaper business, but by the age of 30 Phil became the youngest publisher of a major newspaper in America, after only five months of working at the paper. Katharine and Phil became owners of the business within three years. Phil received a larger portion of the voting shares because, her father explained, "no man should be in a position of working for his wife." At the time, Katharine agreed. However, Katharine was involved with the newspaper business, wrote a regular column, attended meetings, and traveled on business with Phil. She seemed to live a charmed life for many years, until her world was shattered by his sudden and unexpected death. Phil and Katharine had struggled through a difficult time in their marriage—Phil suffered from severe depression, alcoholism, and was involved in a very public affair. He was later diagnosed with manic-depressive illness (bipolar disease) and subsequently committed suicide.

Katharine was then catapulted into the family-owned business and was determined to keep it going to honor both her father and husband. At the time, Katharine considered passing the company on to her son but decided she was obligated to give it her best to make the Post succeed. This was a turning point for her. She became passionately devoted to her career and the Washington Post Company, succeeding her husband as publisher of the Post and president of the company. Katharine triumphed over her insecurities, feelings of inadequacy, anxiety over making speeches, and addressing large audiences. Her insecurities stemmed from the narrow way women's roles were defined. She overcame the generational assumption that women were intellectually inferior to men and not capable of governing, leading, and managing anything but the home and family. She became a titan of the publishing world, one of the few female executives, although she knew little about how to manage a business and regretted not having a business background and education. She writes: "I had very little idea of what I was supposed to be doing, so I set out to learn. What I essentially did was put one foot in front of the other, shut my eyes, and step off the edge."

Katharine learned by doing. She surrounded herself with talented people and, initially, relied heavily on others for advice. She was fortunate to find mentors who provided the support she needed and taught her the fundamentals of business. At one point, when she realized she was not an effective manager, she attended a business class composed of all males. She was in the company of a group of high-powered executives who ran large banks and were heads of large companies. She was not intimidated by being the only female in the room, actually she rather enjoyed it. She lived in a man's world and stood out as a woman in control of a respected company. Katharine was highly regarded and respected. In her leadership role, Katharine made some gutsy decisions. She, along with Ben Bradley, set a new standard for investigative journalism and the Post became know for it's hard hitting investigations, which included the publication of the secret Pentagon Papers against the advice of her lawyers and in support of the beliefs of the editorial staff that the story had to be told. She also supported the aggressive reporting by Carl Bernstein and Bob Woodward on the Watergate break-in and resulting scandal, which earned a Pulitzer Prize for Public Service and forced the resignation of Richard Nixon. She revealed her inner strength and resolve during the pressman's strike that almost broke the company. She and the Post battled the union and succeeded.

When asked why she wrote her memoir, Katharine replied that she wanted to put things into perspective and to tell her story. She lived a fascinating, challenging, and fulfilling life. I would describe her style of leadership as collaborative. She modeled the Five Practices of Exemplary Leadership: Credibility, Inspiring a Shared Vision, Challenging the Process, Enabling Others, and Encouraging the Heart.

The Power of Agreement, Brian D. Molitor (Broadman & Holman Publishers, 1999).
Report by Ada Torres, 2006.

While short enough to be read in one sitting, Brian Molitor's *The Power of Agreement* is, nevertheless, full of concrete ideas we can all easily adopt. Molitor has divided this book into two main sections: "Foundations of Change" and "The Molitor Developmental Process." In 18 short chapters, Molitor not only covers the basic principles of leadership we have learned during our RIHEL training this year but also takes his readers on a journey designed to develop and implement their own vision. Molitor explains how successful leaders share their vision to produce successful outcomes in all types of relationships. Leaders who align themselves with

those who share their vision will successfully move a group through the many changes each organization experiences. Molitor highlights the importance of having a "process" mentality versus a "program" mentality. He states that a program mentality has a beginning and an end; however, a process mentality is more conducive to honoring changes in the lives of individuals, groups, businesses, and organizations.

To show the reader this, Molitor provides two life-changing points that will help anyone become a more effective leader. First, his analysis of the leadership "style" of flying geese teaches one of the key lessons for effective leadership (p. 197). Geese fly in a noticeable "V" formation, wherein the leader is essential for the group to reach its destination. Once the leader gets tired, he falls back and another goose takes the lead. Since the leader "takes on the brunt of the cruel wind," the other birds do not have to expend as much energy. Molitor states that "using this approach, the geese have accomplished their mission with a minimum of effort, protected their leaders from failure, and made provision for the safety of future generations by preparing young followers for leadership" (p. 198). This sounds like a formula for success in any organization.

Second, Molitor highlights the importance of team-building. His main point is that "team building takes place when groups of people begin to work more effectively together, not when a few enlightened people begin talking about it" (p. 214). If we take on the responsibility of team-building, we have to remember that doing so is only a way for us to collaborate with a group of people who share our vision because team-building "is the glue that holds the entire process [of effective leadership] together" (p. 215).

Molitor ends this chapter by outlining the foundations of teamwork: "clear purpose and direction, effective leadership, productive interpersonal relations, communication/listening skills, problem-solving and decision-making skills, trust, conflict resolution methods, proper skills, knowledge and abilities, sufficient resources, information, supplies and equipment, and finally, fair performance evaluations, recognitions, and reward systems." These were ALL of the points we were taught this year!

Finally, one of the best features of the book may be that each chapter ends with a series of questions, which Molitor includes in order to encourage reflection on the part of the reader. For example, the first chapter asks the reader to evaluate the changes they are currently either experiencing or denying. In the last chapter of the book, Molitor not only asks the reader, "What is your new vision for your organization or your personal life?" but also ends by challenging us with the question, "What are you waiting for?"

Profiles in Courage, John F. Kennedy (Harper Books, 1955).
Report by Carl Anderson, 2006.

Profiles in Courage was researched and written by John F. Kennedy during 1954 and 1955 as he recovered from surgery due to a spinal injury he sustained when his torpedo boat was rammed by a Japanese destroyer during World War II. The book was published in 1956, and won the Pulitzer Prize for biographical/autobiographical literature in 1957. I chose to read *Profiles in Courage* because I'm an armchair historian and thought I would benefit from actual accounts of leadership. Surprisingly, given my generational niche, I had never read the book.

Kennedy had been elected to the Senate two years prior to researching and writing *Profiles in Courage*. At the time, he was interested in understanding what qualities made great senators. Ultimately, *Profiles in Courage* focuses on the political careers of eight senators who

were willing to act on their principles for the national good at the potential expense of their careers. The eight senators are: John Quincy Adams (MA), Daniel Webster (MA), Thomas Hart Benson (MO), Sam Houston (TX), Edmund Ross (KS), Lucius Lamar (MS), George Norris (NE), and Robert Taft (OH).

As Kennedy develops his thoughts on courage and politics in the book, he hypothesizes that politicians are driven by three pressures: 1) the universal desire to be liked, 2) the desire to be re-elected, and, most importantly, 3) the pressure from constituents, party, interest groups, and others. Kennedy asserts that acts of political courage occur when politicians act on conscience and principles, when their "abiding loyalty to their nation [triumphs] over all personal and political considerations," and when they become something other than "time-servers skilled only in predicting and following the tides of public sentiment." The eight senators profiled by Kennedy, whether their names are familiar to us or not, had long and distinguished political careers. As a result of their particular acts of courage and the attendant political set-backs, some careers rebounded, while others did not. None of the senators were naive about recognizing the potential repercussions of their actions, but some did misjudge the magnitude of the response. However, regardless of their particular party, state, or regional affiliations, and in the face of hostile backlash from their constituents, party, the public, and press, the senators acted from a principled and conscientious perception of the best interests of the nation and the Constitution.

In the 1850s, when the country was divided over the issue of slavery and on the threshold of disintegration, senators Webster, Benson, and Houston acted by compromise to preserve the Union and avert war. Senator Ross cast the vote that prevented the Senate from convicting President Andrew Johnson after the House had voted for impeachment. Ross believed the actions of Congress threatened the Constitution and would weaken the executive branch making it subservient to the legislative branch. Prior to our entry in World War I, Senator Norris opposed legislation allowing the president to arm merchant ships feeling that such action would negate Congress' constitutional right to declare war. After World War II, Senator Taft (called Mr. Integrity) spoke out against the Nuremburg war crimes trials, in particular the death penalty, because he believed the trial and convictions were based on retroactive (ex post facto) application of law, which is forbidden by the Constitution.

At the time these particular acts of courage occurred, they were very unpopular; these politicians and the others profiled by Kennedy displayed uncommon courage and resolve. As Kennedy notes, the senators acted courageously "because each one's need to maintain his own respect for himself was more important to him than his popularity with others […] because his desire to win or maintain a reputation of integrity and courage was stronger than his desire to maintain his office […] because his conscience, his personal standard of ethics, his integrity or morality, was stronger than the pressures of public disapproval […] because his faith that his course was the best one, and would ultimately be vindicated, outweighed his fear of public reprisal."

I enjoyed *Profiles in Courage*; it is historically interesting, the personal stories are compelling, and the precepts are as relevant now as they were in the mid-50s. However, I did find Kennedy's frequent defense of the American political system trite. As I read the book, I equated Kennedy's "courage" with my definition of principled leadership. In our personal and professional lives, we face choices that beg for principle, conscience, and leadership. Acting on these motivations may not be consistent with "majority-think," may not be *de rigueur*, and may not be popular with friends, family, and peers, but we should acknowledge that not to lead and

act from principle and conscience when a circumstance cries for such action is irresponsible, nor is it fulfilling. As Kennedy observes, "the same basic choice of courage or compliance continually faces us all: ...whenever we stand against the flow of opinion on strongly contested issues."

Radical Collaboration: Five Essential Skills to Overcome Defensiveness and Build Successful Relationships, James W. Tamm and Ronald J. Luyet (Harper Business, c2004). Report by Molly Hanson, 2006.

Employees, teams, and organizations function best by "leveraging the effectiveness of all relationships." *Radical Collaboration* describes a method to help individuals master certain skills to create strong collaborative relationships in the work place. Tamm and Luyet believe the 5 essential skills of collaboration are: 1) Collaborative Intention, 2) Truthfulness 3) Self-Accountability, 4) Self-Awareness and Awareness of Others, 5) Problem-Solving and Negotiating. Once these skills are mastered, individuals and teams foster trust among partners, communicate more effectively, and ultimately perform better.

- *Collaborative Intention*: Tamm and Luyet believe the collaborative process begins first with individual change. They emphasize personal reflection and behavioral change as the foundation of collaboration. Tamm and Luyet spend a lot of time exploring defensiveness and its negative implications in the work setting. The way to reduce defensiveness in the work place is for individuals to study their own behavior so they know when they are acting defensively. When individuals are working in a non-defensive manner, the "Green Zone," individuals are working to increase "mutual gains" for both parties. In contrast, people who work in the "Red Zone" are driven by underlying fears and act aggressively. The authors go on to explore current research that shows creative problem solving and critical thinking decrease when in the Red Zone. The authors then help the reader explore his or her own history around conflict resolution and offer suggestions of how to decrease defensiveness in conflict situations.
- *Truthfulness*: The authors state that being truthful is key in all collaborative relationships. Tamm and Luyet propose that the level of truthfulness in a working relationship is a strong reflection of the level of trust in the relationship, and they offer four tools to help individuals gain skills around being more honest in working relationships. Listening is another key part in building collaborative relationships. When an individual is being listened to in an active manner, he or she is more open, articulate, and coherent. One of the major components of listening is helping the listener feel "understood." The authors go on to offer twelve "keys" to being an effective listener.
- *Self-Accountability*: Tamm and Luyet explore the importance of taking control of our working relationships. They state that the majority of people have far more control over their circumstance than they believe. One of the most important things we can do to increase our effectiveness as an individual, and as a collaborator, is to increase the belief that we have control over our personal and professional lives.
- *Self-Awareness and Awareness of Others*: Change in organizations first comes when all the parties become more self-aware. The authors promote the FIRO theory by Will Schutz to increase our understanding of our behavior and that of our colleagues. In short, this theory states that people have a level of "Inclusion, Control, and Openness" that they are comfortable with in relationships. The FIRO theory also states that behavior is often

shaped by a person's belief about their own significance, competence, and likeability. Additionally, an individual's behavior can be shaped by their fears of being ignored, humiliated, or rejected. Schutz goes on to state that "Openness" is key when trying to increase problem solving and building relationships in the work environment. Tamm and Luyet state that being flexible and adaptable in our behavior when we work with people who are different from us on the FIRO continuum is key in being a successful collaborator. One of the worst things we can do is to be rigid in our behavior when we encounter people different from us.

- *Problem Solving and Negotiating*: Resolving conflict effectively is key in collaborative relationships. To work collaboratively we must decide on a way to handle conflict prior to entering into a project with our colleagues. The Interest-based approach is a methodology to plan for and resolve conflict involving six steps:
  - Set a positive tone.
  - Create a statement of issues to be resolved.
  - Understand the underlying interests of all the parties.
  - Develop a contingency plan.
  - Jointly invent creative solutions.
  - Evaluate possible solutions, reaching clear commitment and compliance-prone agreements.

A key component of problem solving/negotiating is making sure all parties agree on what the problem is. It is also important to be clear about our intentions, and to talk about the process to resolve the conflict while in conflict. Additionally, Tamm and Luyet offer evidence that parties in conflict should never, in the initial phase, include solutions when dealing with a problem. Another key point in conflict resolution is to understand all the parties underlying interests when trying to create solutions. Throughout the resolution process, we continually focus on the interests of those around us involved in the conflict. We try to find solutions that will serve as many interests as possible. We do this by having as many options as possible when working through solutions. The authors offer ten guidelines for generating creative solutions and twelve suggestions of what to do when you are stuck in the conflict resolution process.

In conclusion, I find this book to be a perfect compliment to the content we are covering in RIHEL. An over-arching theme in this book, and in RIHEL, is that the first step in being a strong collaborative leader is personal reflection about our thoughts, feelings, beliefs, and behaviors. Then, by fine-tuning our skills around listening, communication, conflict resolution, and coaching we evolve into a fully developed leader who acts with integrity and purpose.

Rules and Tools for Leaders: A Down to Earth Guide to Effective Managing, Perry M. Smith (Berkley Publishing Group, 2002).
Report by Brian Bacak, 2006.

Perry Smith, author of *Rules and Tools for Leaders*, has a national reputation as a leadership speaker, a news commentator, and a successful military leader. He also has connections to Augusta, Georgia—I too was in the military and lived in Augusta. I find his book to be an excellent, practical summary of leadership points and practical skills that can be adapted for use rather easily in real life. As a benefit, Smith sprinkles quotes on leadership throughout the book and has a reading list at the end of the book for additional study.

Smith breaks his book into three large sections: Leadership, People and the Organization, and Personal and Professional Growth and Education. Each section is subdivided into different chapters for specific topics. Almost every chapter has a checklist that can be used in a real life application. There are checklists on Hiring, on Integrity, on Strategic Planning, on Media Interviews, on Solicitation of Advice from Associates, on Crisis Leadership, and on Making Tough Decisions, to name just a few. The suggestions mirror the thoughts in some of the other leadership texts that RIHEL fellows are reading, and they are colored with his reflections and experiences from a long career in both military and civilian leadership.

Leadership: Smith starts with "Thirty Fundamentals to Remember." Among my favorite points were his comments on the importance of listening, trusting, being physically fit, taking care of people, providing vision, and the need for self introspection. For Smith, the overriding value that is important to leadership is personal integrity, which is displayed in the day-to-day practice of leadership. Personal integrity colors everything a leader does, enables her to earn the trust of subordinates and associates, and provides the capital needed to move forward. Smith then moves into a section on "Transition;" that is, what to do when you are taking over as a new leader. I have used many of the techniques that he describes in my own career, and I find this section particularly useful and beneficial to anyone who is new to leadership. In his chapter titled "Ethics," Smith gives a reading list for those interested in ethical leadership and quotes Grover Cleveland: "Public office is public trust." In his chapter on "Strategic Planning," Smith gives a description of how to brainstorm in a formal process (not the way I have often erroneously done in the past) and he explores how to create a better organization. Often, poor leaders can serve as good role models on what NOT to do.

Smith gives advice on how to make a "Final Decision" and lists seven steps: sanity check (does the decision make sense), dignity check, systems check, media check, safety check, strategy check, and integrity check. He found that this system worked well for him in making some of his biggest decisions. Smith then goes on to discuss how to deal with the media, how to deal with failure, and, citing personal examples, how to solicit feedback on your performance as a leader.

People And the Organization: In this section, Smith describes how to work for different types of bosses, including the "Type-A boss," the "Power Seeker," the "Wimpy boss," the "Laissez-faire boss," the "Country Club boss," the "Captured-by-the-staff boss," the "Big Ego boss," and the "Mother-hen boss." He then discusses how to hire people and includes a checklist on how to do so, as well as how to take care of your employees and the importance of mentoring them. I like the quote he uses from Ruth Smeltzer: "You have not lived a perfect day - unless you have done something for someone who will never repay you." He goes on to touch on the importance of "teachership responsibility," modeling self-education, and translating that growth into mentoring of subordinates. Smith concludes that section by discussing the need to remove people when they are not performing, and that this is an important responsibility of the leader to both the individual and the organization. Smith cites a personal failure of his in describing a situation where he did NOT remove a fighter pilot who was having difficulty because of the pilot's enthusiasm and hopes. Subsequently, the pilot died in a crash as a result of an error. Smith's tolerance of incompetence in that situation actually led to someone's death.

Personal and Professional Growth and Education: Smith spends quite a bit of time discussing how to be introspective and examines all areas of one's personal leadership style. He values communication, infectious enjoyment of one's job, flexibility, and integrity and suggests that leaders should assess themselves across those characteristics. He speaks of the importance

of avoiding being labeled negatively, as an alcoholic, for example, or as a philanderer. He then describes how to build a "braintrust" of important people who can be used to help one make informed decisions and how to develop one's leadership schedule so that important items are addressed and that leadership issues are not sidetracked. Smith stresses the need for leaders to be active and engaged and not holed up in their office swamped with e-mails and interruptions that keep them from the business of leadership.

In summary, *Rules and Tools for Leaders* is a book that is filled with checklists and information to help any leader become better at managing and leading. Smith's ideas are rooted in his experience, and I believe that his personal convictions as a leader give weight to his suggestions and have contributed to his success. I share his philosophy of leadership, and I'll end with his final quote: "Leadership is serving the mission, giving power away, and raising the level of dignity and integrity in your organization. There is no activity in human endeavor that is more fascinating, more challenging, and more rewarding than leading an organization with an important mission." The true role of a leader is to attract and mobilize others to undertake tasks that they do not dream they could undertake.

Ruling Your World, Sakyong Mipham (Morgan Road Books, 2005).
Report by Debbie Polelli, 2006.

Sakyong Mipham is the leader of Shambala, a worldwide network of Buddhist meditation and retreat centers. He is also an avid marathon runner and golfer, a regular columnist in the Shambala Sun, and teaches Tibetan Buddhist beliefs and concepts, along with a blend of Eastern and Western perspectives, to students all over the world. Sakyong's father, Chogyam Mipham, was instrumental in establishing Tibetan Buddhism in the western world and taught young Sakyong the traditions of Tibetan beliefs and culture. Sakyong still honors his Buddhist upbringing by his frequent retreats to study in a Tibetan monastery in India.

In *Ruling Your World* Mipham shares with us ancient secrets that enable all of us to become better leaders by taking control of our lives and being successful and self-confident in our own leadership abilities while developing compassion for others. The key to this well-being in us lies in the ancient strategies of the warrior kings and queens of Shambala. It is not known whether the kingdom of Shambala is real or mythical, but Mipham shares practical instruction, with good humor and relevance to modern life, on creating a Shambala in your own world—bringing peace, purpose, and perspective to your life and others.

According to Sakyong, the secret of good ruler-ship is simple: by serving others selflessly, you bring happiness and confidence to your life and the lives of others. By stopping the constant thinking about ourselves and beginning to think about others, it takes the focus off of our own suffering and we then become part of the greater good. Setbacks in life become easier to deal with, and as good leaders, we can face them with total calmness, clarity, and control. This simple idea is based on the universal law of karma (causes and conditions) which is unbiased and brings either happiness or suffering depending on our previous deeds and intentions.

Mipham then shares the lessons of good leadership through the paths of four animals: the tiger, the lion, the Garuda, and the dragon. The first path is the one of the Tiger, which teaches us humility, discernment, and decisiveness in all we do. We sit back and survey our situation carefully before taking action with awareness of what we are doing. What derails the path of the tiger is lack of direction; without a strong motivation to use discernment, we get caught up in the

habit of running around in circles of meaningless thought. We get caught up in worry, irritation, or laziness, and end up making poor choices due to habit or the mood of the moment. The tiger way to prevent this quandary is to stay focused on the issue at hand. "Tiger mind" looks at things simply: either I do it this way or not. Tiger does not let unnecessary thought cloud his decision. In this sense, in following Tiger path, we live our lives with virtue, direction, and proper exertion.

The second path of good leadership is the one of the Lion. On the path of the lion, we use the precision of discipline to increase our joy and ultimately those of others. With the discipline to engage in virtue and stay with it, enjoyment comes naturally. It is easier to take the higher path of staying patient and calm in difficult situations than it is to stay mired in anger or frustration. This levity is nyingje: "noble heart." When our nobility is liberated, compassion and love flow freely. We become uplifted in our core being because we have risen above aggression. We are no longer caught in the trap of doubt. Thinking of others becomes the lion's discipline. Because of this discipline, we no longer enter the lower realms of negativity and blaming others. Instead, we look forward to helping others because it brings us joy in our compassion and love to do so.

The third path is that of the Garuda, a mythical bird with human arms that hatches from space fully developed. The Garuda teaches the important lesson of accepting change and letting go. The Garuda is able to fly high and look at things from a distance, clearly and without attachment. With the big mind of the Garuda, we have an intelligence that balances our life. We don't get upset when things don't go our way because we are able to see it as a passing inconvenience. On the other hand, when something nice happens to us, we don't become too elated and too attached to the outcome, because we know it's not permanent. This kind of outrageousness in the face of change takes practice. As we learn to let go of attachment, gain, and loss, we begin to understand the reality of change. When we do this, we learn to accept what the moment presents and use it to expand our hearts and minds. In staying calm in the face of change, we can then serve others with clarity of vision and with intentional outrageousness. With confidence, we are able to take bigger risks without too much attachment to the outcome.

The last path of leadership is that of the Dragon. The dragon teaches selflessness, wisdom, and profundity. To know profundity is to know basic goodness. With profundity, we can look at people and see all the games they are playing. Understanding the reality of the situation, we become less gullible. We do not let ourselves get caught up in needless hopes or fears. The wisdom of the dragon transcends duality: we no longer look at the world as "us" versus "them." We become a part of the world instead of fighting against it. Instead of becoming fearful, we become curious. With the wisdom mind of the dragon, life itself becomes the source of our energy rather than our own selfish motivations. We are able to look at the bigger picture and operate for the greater good. With this sense of confidence, we become totally empowered and are then able to empower others. We are able to hold our future in our own hands.

In learning the important lessons of the tiger, lion, Garuda, and dragon, we are then able to rule our own world with confidence and wisdom. I enjoyed this book immensely, not only because of the Buddhist concepts and imagery it presents but also because of the simplicity of its message. This book taught me that we all have basic goodness and it is our job as leaders to bring out the basic goodness in others. The other important lesson I learned is that all good leaders are those who are willing to serve others first, rather than themselves. By learning good self-management, that is, by watering the seeds of peace and stability in our own minds, we can impart this same fulfillment and happiness to others. I encourage anybody, but especially those

who have an interest in Eastern thought and philosophy, to read this book. Sakyong Mipham uses beautiful and simple imagery, along with good humor, to teach some very important lessons on the virtues of good leadership.

The Servant Leader: How to Build a Creative Team, Develop Great Morale, and Improve Bottom-Line Performance, James A. Autry (Three Rivers Press, 2001).
Report by Melinda Morris, 2006.

Servant leadership embraces the idea that being and behaving authentically benefits you, your co-workers, and your organization. This approach is neither soft nor easy according to the author. It is challenging and requires a great deal of courage. Autry believes that leadership is a calling, and that we can find growth and spiritual meaning in leadership in the service of others. He states that where servant leadership is practiced, organizations have experienced improved performance and success.

Autry relates that some people think that being a servant leader is merely being nice to their employees, and avoiding the hard stuff of management, but that is not the case. Rather, Autry suggests, servant leadership is "a way of being that combines the personal characteristics of authenticity, vulnerability, being accepting, being present, and being useful with self-discipline and the unwavering commitment to creating a workplace of efficacy and productivity as well as of opportunity for personal spiritual growth for all."

We all know about old-style top-down management and its limitations. Power trips and behaviors such as those parodied in the movie *Office Space* are some of the examples. Autry tells us that not even the military operates in this way anymore.

Autry describes how the behaviors that flow from each of the above characteristics can benefit those in the workplace. The book is organized into four parts: Character and Vision, Everyday Nuts and Bolts (of being a servant leader/manager), The Harsh Realities of Organizational Life, and Finding the Balance.

The book provides detailed examples of how to practice fundamentals of management with the attitude of service, how to hire, how to fire, how to use performance standards and appraisals, as well as how to handle layoffs, worker's personal issues, legal issues, etc. Autry emphasizes that the transition from managing to becoming a servant leader is a process of moving from the external (doing things right) to the internal (doing the right thing).

This book dovetails with the style of leadership that I have been practicing in the past year. Reading it has enhanced my understanding of how I can continue to work in this way, which to me is the only way to lead—with the heart. It is helping me to approach management problems as a way to grow; for example, addressing the difficult situation of an employee who is an excellent worker yet whose personality is seriously affecting the work environment in a negative way. It has provided guidance on how to work through hard issues while holding the well-being of the job, the employee, and myself as equally important.

Some of the suggestions do not seem appropriate to my workplace, but are interesting ideas for enhancing organizational well-being.

One of my favorite parts was the final chapter, in which the author narrates a slide show, which is a tour of a healthy, servant-leader style workplace of the future. The narration summarizes the ways in which the workplace can support its employees to do the best job possible for the organization, by supporting each employee as a whole person.

The Seven Habits of Highly Effective People, Steven R. Covey (Simon and Schuster, 1989).
Report by Colleen Catanach, 2006.

It has been several years since I first read this book. As I was reading it again, I was struck by the simple truth in the messages that Covey is trying to convey. I was also struck by the idea that as I have matured in my leadership style (from novice to practicing leader) how much many of these habits have helped me. Some of them I struggle with constantly and some have become second nature to me. This is a leadership book that can be referred to over and over again.

In this book, Covey begins by encouraging the reader to try to look at things differently. He introduces the concept of a "paradigm shift" and gives some examples of these "aha! moments" in his life. This introduction sets the reader up to be more open-minded about the concepts to follow. He begins by explaining that almost everything we do is based upon previous learned experiences and habits. Covey defines habits as an intersection of knowledge, skill, and desire. Habits are powerful factors in our lives. Because they are consistent and often unconscious patterns, they constantly (daily) express our character and produce our effectiveness and/or our ineffectiveness (Covey, 1989). Covey also introduces the idea that although people are independent and have reached a level of accepted maturity, it is not enough. In order to be truly successful as human beings, we need to learn and master the value of interdependence. We are more successful if we learn to work together. The goal is to move from dependence to independence and finally to achieve interdependence. Each chapter of Covey's book gives a detailed explanation and description of the 7 habits, which I've listed below.

- *Habit 1: Be proactive*. Covey says, "It is not what happens to us but our response to what happens to us that hurts us."
- *Habit 2*: *Begin with the end in mind*. This encourages us to identify our own value systems and to live our life accordingly. Covey encourages each person to develop a personal mission statement and stick to it. In addition, it encourages the reader to identify a clear outcome or destination so that you make sure what you are doing leads you towards that end.
- *Habit 3*: *Put first things first*. This chapter focuses on time management. Covey encourages the reader to "organize and execute around priorities." This chapter was especially helpful for me and I plan to go back and reread it whenever I get too overbooked and overwhelmed.
- *Habit 4*: *Think win, win*. I think that this is the best habit that Covey describes. It really forces you to look at both sides of situations for mutual benefit. That seems to be a key concept of successful interdependence.
- *Habit 5*: *Seek first to understand, then to be understood*. This centers on becoming a good listener and really making sure that you understand what is happening before you try to force your solution on the problem at hand. Covey states that this is a risky step because it leaves you vulnerable and you may be influenced by the human dynamic at hand.
- *Habit 6*: *Synergize*. This, Covey says, is the "essence of principle centered leadership; it catalyzes, unifies and unleashes the greatest powers within people." He encourages leaders to "value the differences." By bringing people who have different points of reference together, we are more likely to have a successful outcome, because we all see the world based on our own personal frame of reference.

- *Habit 7*: *Sharpen the Saw*. This habit reminds us to take care of our physical, mental, spiritual, and emotional well-being so that we can be the best that we can be. Covey teaches that we are the most valuable asset that we have so we should take the time to care for ourselves. I believe that a life of integrity is the most fundamental source of personal worth. Peace of mind comes when your life is in harmony with true principles and values and in no other way (Covey, 1989).

Something Beautiful for God: Mother Teresa of Calcutta, Malcolm Muggeridge (Harper and Row, 1971).
The Spirit to Serve: Marriott's Way, J. W. Marriott Jr., and Kathi Ann Brown (Harper Business, c1997).
Report by Sandra Diaz-Castillo, 2006.
      I am presenting here a summary of the highlights of each book for the purpose of discussion.

<u>The Spirit to Serve</u>
      "Experience is not what happens to a man; it is what a man does with what happens to him." A. Huxley

Road-tested Research: The benefits of being a Hands-on Manager
- Don't get trapped in the office—get out into the field, walk around.
- Support, encourage, lead, inspire, and listen—listening is the most important skill.
- Notice what needs to change—be present.
- The benefit to using these tips is that they help to understand the business, to connect with employees and customers, and to assess business first hand in order to improve customer and associate satisfaction, as well as provide a strong knowledge base for making decisions and learning the marketplace free of charge.

The Devil is in the Details, Success is in the Systems
- Must have process in place to produce consistency.
- Consistency = ↑quality; customer confidence = ↑satisfaction = ↑profits.
- Provide a framework to build on and utilize standard operating procedures, but be careful with rigidity.
- "Efficient systems and clear rules help everyone to deliver a consistent product and service."
- "Show me a thoroughly satisfied man – and I will show you failure." Thomas Edison
  "Success in never final." Winston Churchill

Give to your employees and they will give back to you
      "Treat people as if they were what they ought to be and you help them become what they are capable of being." Johann W. Von Goethe
- Adopt the employees-first philosophy. (e.g., use a hotline for issues; try work-life programs; when opening a new hotel, have employees from other established hotels go work at the new hotel until the new staff feels comfortable; institute a lay-offs and employment base camp where staff is available to help find new jobs, prepare a resume, etc.

He Who Listens Well Learns Well
- Listening is the most important on-the-job skill that a good manager can cultivate.
- Master your own body language; show you are listening.
- Ask frequently: "What do you think?"

Preserve Order Amid Change

"The Art of progress is to preserve order amid change and to preserve change amid order."

A.N. Whiteheade

- Lack of grunt work = no growth = no future.
- To grow successfully, you must stay true to who you are even while working feverishly to change who you are. Maintain order and embrace change the same time. For example, instead of being a hotel ownership company, become a hotel management company. Sell property and keep the management of it. "How we achieve consistency may change, but the drive for consistency itself will not."

Preserve Change Amid Order

"It is common sense to take a method and try it. If it fails, admit it frankly and try another. But above all, try something." FDR

- Be willing to experiment but be careful in "allowing setbacks to make you too cautious, fearful or just plain suspicions of experimentation and innovation." (Marriott took risks in diversification—cruise ships and theme parks—but realized the business did not fit the corporate culture.)
- Implement an organizational structure for analyzing and managing change.
- You can't really know your strengths and weaknesses until you test them.
- Manage risk productively.
- Be resilient and flexible.
- Be willing to acknowledge mistakes and move on.
- Find a comfortable balance between trying new things and sticking to what you know you do best—you may just come close to be balanced.

No Tree grows to the Sky

"Sometimes it takes an old friend who knows you well and has seen you in good and bad moments to remind you of who you really are."

- You can't grow as one mega company; you need to split to continue growing. For example, split into two companies—Real Estate (Host Marriott) and Management and Service (Marriott International).

Never believe your own hype or what the press says about you

Overconfidence is a destructive force for individuals and institutions. "Calculate the risk as best as you can, decide whether you are up to it, accept that no strategy is foolproof and recover from mistakes as gracefully as possible."

- Build an environment that values and celebrates success but that remains capable of critical self-analysis.
- Practice good listening skills, pay attention to details, put employers first, and value your partner's success (e.g., ask guest for 3 individual employees who made their stay special… then ask those 3 employees to name another 3 employees that helped them).
- The rewards of working together far outweigh the rewards of working for one's own interest.
- Value the organization more than an individual.

Success is a team sport
>"No man is an island, entire of itself; every man is a piece of the continent." John Donne

Listen to your heart and don't look back
>"Not to decide is to decide." Harvey Cox
>
>"First ponder, then dare." Helmuth Von Moltake

- Make best decision at the moment, cross your fingers and keep moving.
- Rules for making decisions:
    - Be willing to make a decision.
    - Do your homework.
    - Listen to your heart (e.g., the Ritz-Carlton was born out of casual meeting).
    - Do not waste time regretting, revisiting, or ruminating over what might have been. (Disney)
    - Make peace with your self.

Decide to Decide
>"The unfortunate thing about this world is that good habits are so much easier to give up than bad ones." Somerset Maugham
>
>"A man lives by believing something, not by debating and arguing about many things." Thomas Carlyle.

- You don't need to spend energy or time re-thinking certain issues or questions.
- When you decide to decide, you are not starting from scratch each time you are faced with a temptation or issue
- Recognize personal limits.
- Achieve balance among family, work, and play. Search for it, you might discover talents you did not know you had, strength you never imagined, and dreams worth spending a lifetime to build.

<u>Something Beautiful for God</u>
>"The biggest disease today is the feeling of being unwanted, uncared for and deserted by everyone. The greatest evil is the lack of love and charity, the terrible indifference towards one's neighbor." Following is a summary of Mother Teresa's teachings:

- Welfare is for a purpose, an admirable and necessary one, Christian love is for a person.
- Every life is, in all circumstances, sacred. (Decide to decide)
- We need to be servants.
- Love to pray = enlargement of heart until it is capable of containing God's gift of himself.
- Ask and seek, and your own heart will grow.
- Take personal time, everyday.
- Put structure in the day—same daily routines and systems.
- The poor deserve not just service and dedication, but also the joy to human love.
- Mother Teresa's core values: faith is a personal relationship with God; Mass is spiritual food, which sustains her; the Church is something she belongs to, serves, and obeys as revealing and fulfilling God's purpose on earth.
- She preaches Christ every moment of every day by living for and in him.
- On Silence: all of our words will be useless unless they come from within—the more we receive on silence the more we can give in our active life.
- "I will despoil myself of all that is not of God."
- On Humility: let there be no pride or vanity in the work.

- On Submission: do God's will with a smile.
- On Joy: a joyful heart is a result of a heart burning with love; when you love what you do, you will ultimately be joyful.
- On Kindness: let not one come to you without coming away better and happier.
- Thoughtfulness is the beginning of great sanctity—learn the art of being thoughtful.
- Let us do our work with great love and efficiency.
- Never disgrace your vocation by way of coldness, unkindness, or impatience.
- Mother Teresa saw to the training of other sisters.
- The spirit of our society is total surrender, loving trust, and cheerfulness.
- Her special vows: free service to poor, not to work for the rich, and do not accept money for work do. (Decide to decide)
- There is a danger of becoming social workers if the work is done just for the sake of doing it or if you forget for whom you are doing it. (Stay true to who you are.)
- Give something of your self as beautiful as possible for God.

"To get to love the person, we must come in close contact with him." (Hands-on Management)

Top Performance: How to Develop Excellence in Yourself and Others, Zig Ziglar with Krish Dhanam, Bryan Flanagan, and Jim Savage (F.H. Revell, c2003).
Report by Deborah DeLay, 2006.

The foundation for this book is the research conducted by the Stanford Research Institute, Harvard University, and the Carnegie Foundation, which states that "85% of the reason you get a job, keep that job, and move ahead in that job has to do with your people skills and people knowledge." I highly recommend the book, it is easy to read and has amusing anecdotes, vivid illustrations, short chapters, and a summary at the end of each chapter on the Performance Principles mentioned. The book also tells you how to get the most out of yourself and others by developing and improving your relationships with superiors, coworkers, and subordinates. Zig Ziglar comes from the perspective that "as a leader your objective is to produce other managers and leaders who can be more productive that you are." Here are his 5 goals related to people management skills:

- Identify key factors in people management, including helping managers to identify potential sources of conflict.
- Offer solutions to help overcome these potential sources of conflict.
- Share how you can apply the principles and ideas other managers have used successfully (this makes the book applicable to the real world).
- Showcase top performance through real-life illustrations from successful executives.
- Bridge the gap between training and development to create top performers "who are performance champions."

When Teams Work Best: 6,000 Team Members and Leaders Tell What It Takes To Succeed, Frank LaFasto and Carl Larson (Sage Publications, Inc., 2001).
Report by Jose Reyes, 2006.

The reason I chose this book was to get a sense of what makes people work well together. Wanting to know what drives people to perform is a major interest of mine. As a person with a unique interest in multiculturalism, I always try to seek more information on the impact a multicultural workforce plays in the development of team work and leadership.

Another reason for choosing this book is that I am intrigued by the knowledge that is captured in research. I find Dr. Larson to be a very knowledgeable person and I love to learn from a seasoned researcher.

Reading *When Teams Work Best* was, without question, an enlightening experience. I became so interested in the book that halfway through it I began reading *Team Work: What Must Go Right / What Can Go Wrong* by the same authors. This particular book presents the features that make groups work effectively. The point here is that our personal contributions and leadership skills increase as we become more equipped to understand and learn more about how groups work.

When Teams Work Best is a five chapter summary of the data collected from a pull of about 6,000 employees concerning some of the most important factors in effective teams. Chapter one outlines the issue of collaboration and presents concrete examples of behaviors and attitudes that are important in effective teams. Chapter two highlights the issues of relationships and discusses concrete practical applications to deal with and foster healthy relationships in groups. Chapter three presents information on creative problem solving and building the environment to create support. Chapter four presents six dimensions of team leaders. The last chapter builds on the structural and environmental features necessary in building effective team performance. I highly recommend this book to all who are in management positions trying to understand and mobilize teams.

The most important points for me after reading this book are my increased awareness of the importance of understanding what makes an effective team and my responsibility as a leader (manager) to help create and foster a healthy work environment.

At a practical level, I am still attempting to understand how the variables of culture and diversity play into the mobilization of groups. I believe that the information presented in this book can be generalized, but, as a manager, I question how value orientation, norms, and other cultural values impact my intervention in recognizing diversity and understanding my own bias.

Who Moved My Cheese? : An Amazing Way to Deal With Change In Your Work and In Your Life, Spencer Johnson, M.D. (G.P. Putnam's Sons, 1998).
Report by Ken Williams, 2006.

I chose to report on Spencer Johnson's *Who Moved My Cheese?* because it is a simple parable that reveals profound truths about change in one's life. I strongly feel that how a person deals with change in their work and personal lifestyle will greatly affect their leadership skills, not only for themselves but also for how they are able to enlighten others to accept new changes through inspiring a shared vision. While reading this book, I was reminded how the five practices of exemplary leadership noted in *The Leadership Challenge* by Kouzes and Posner play a huge part in how an individual accepts change.

Who Moved My Cheese? is divided into three sections. In the first section, "A Gathering," former classmates talk at a class reunion about trying to deal with change happening in their lives. The second section, "The Story of Who Moved My Cheese?" is a story of four characters that live in a maze and look for cheese to nourish them and make them happy. The third section, "A Discussion," focuses on the classmates discussing how the story relates to their past and present situations in their lives.

In "The Story of Who Moved My Cheese?" there are four characters: the mice, Sniff and Scurry, and the little people, Hem and Haw. The characters are intended to represent parts of ourselves, the simple and the complex. The characters are in a maze, which consists of walls and isolated stations, and are looking for cheese, cheese being a metaphor for what we want to have in life, whether it's a job, a relationship, money, property, freedom, health, recognition, power, or spiritual peace.

Each of us has our own idea of what cheese (our needs) is and we pursue it because we believe it makes us happy. When we get it, we often become attached to it and if we lose it or it is taken away, it can be very traumatic. The maze represents where you spend time looking for what you want. The maze can be the organization you work in, the community you live in, or the relationships you have in your life.

In the story, the mice, Sniff and Scurry, do better when they are faced with change because they keep things simple. Sniff recognizes change early and Scurry reacts to change very quickly. When their cheese is taken away, Sniff and Scurry don't panic. They are prepared with a plan to move out into the maze and find their particular type of "new" cheese. The mice did not overanalyze. They recognized the problem and the answer to be both very simple.

On the other hand, the little people, Hem and Haw, who have complex brains and human emotions, which seems to greatly complicate things, have a very difficult time accepting and dealing with the reality that their cheese is taken away. Hem denies and resists change because he fears it will lead to something worse, and Haw, who appears to possess the same fears as Hem, learns to adapt in time when he sees that changing can lead to something better. As Haw starts on his quest in the maze to find "new" cheese and leaves Hem behind, he finally realizes that most of his fears were irrational and kept him from changing when he needed to. In the different areas of the maze, Haw wrote his thoughts on the wall to mark a trail for Hem to follow. The handwritings on the wall by Haw are:

- Change happens (they keep moving the cheese).
- Anticipate change (get ready for the cheese to move).
- Monitor change (smell the cheese often so you know when it is getting old).
- Adapt to change quickly (the quicker you let go of old cheese, the sooner you can enjoy new cheese).
- Change (move with the cheese).
- Enjoy change! (Savor the adventure and enjoy the taste of new cheese!)
- Be ready to change quickly and enjoy it again and again (they keep moving the cheese).

When Haw finally found "new" cheese, he saw his old friends, Sniff and Scurry, with fat bellies, which showed him that they had been there for some time. After a period of time, Haw thought of going back to get Hem, but Haw realized that he had already tried to get his friend to change. Hem had to find his own way, beyond his comforts and past his fears. No one else could do it for him or talk him into it. Hem had to see the advantage of changing himself. As the story ends, it appears Hem overcame his fears and joined his friends in happiness with "new" cheese.

In conclusion, Haw learned to deal with change by realizing the following, which helped showed his friend Hem the way:

- Be more aware of the need to keep things simple, be flexible, and move quickly.
- Do not overcomplicate matters or confuse yourself with fearful beliefs.
- Notice when the little changes begin, so that you can be better prepared for the big change that might be coming.
- Adapt faster, for if you do not adapt in time, you might as well not adapt at all.
- Admit the biggest inhibitor to change lies within yourself, and that nothing gets better until you change.
- And most importantly, realize that there is always "new" cheese out there whether you recognize it at the time or not.

"You can't believe how hard it is for people to be simple, how much they fear being simple. They worry that if they're simple, people will think they're simple-minded. In reality, of course, it's just the reverse. Clear, tough-minded people are the most simple."

<div align="right">Jack Welch CEO, General Electric, Harvard Business Review</div>

Witness to Hope: The Biography of Pope John Paul II, George Weigel (HarperCollins, 2001).
Report by Lisa Van Bramer, 2006.
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Disclaimer: The inclusion of titles of leadership books read by my esteemed RIHEL colleagues is meant to describe the Pope as a leader who embodies many, if not all, of the virtues described by the titles. While it is risky to attempt to be clever, I do not in any way wish to offend anyone or diminish this project.
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Pope John Paul II, born Karol Józef Woytola (Voy-TEE-wah) in Wadowice, Poland on May 18, 1920, lead as he lived—with humility, optimism, grace, belief in the dignity of all human beings, and, above all, faith in God. John Paul's epic life journey was detailed in this 886-page account of his vast personal, local, national, and global accomplishments. When Pope John Paul II died on April 2, 2005, the world-wide outpouring of affection and respect for this great man was a testament to his life-long work as a *Witness To Hope*.

Leadership has been described as practices, paradigms, processes, and principles. Regardless of how leadership is packaged and presented, there are fundamental truths and *Timeless Strategies* employed and promoted by all great leaders. The first non-Italian pope in 455 years and the first Slavic pope ever, John Paul was a *Servant Leader* who used prayer and *Collaborative Leadership* to foster hope in the hearts of mankind and confront totalitarian regimes in places such as the Soviet Union, Philippines, Nicaragua, Chile, his beloved Poland, and other locales where injustice and dehumanizing persecution were taking place. Although force appeared, for some, to be the quickest route to freedom, he had an uncanny ability for *Negotiating Agreement Without Giving In* as he firmly believed that "violence begets violence." John Paul's role in the collapse of communism in Eastern Europe and the rise of the Solidarity movement in Poland are believed by many to have been one of the crowning achievements of his phenomenal pontificate.

John Paul's *Personal History* of losing his mother at age 9 and his brother at age 12, experiencing the horrors of the Holocaust and the demoralization of the communist take-over of Poland as well as witnessing acts of extraordinary heroism and living examples of God's love shaped John Paul into the "People's Pope" as he was affectionately known. He knew first hand how long it can take to change dire circumstances and men's hearts. He knew all too well that *Empowerment Takes More Than a Minute*, but that it is worth the wait. His relentless pursuit of freedom in all aspects of human life—freedom to worship, be born, die with dignity, express free thought, pursue education, and abolish class/caste systems—demonstrated his patience and diligence as an advocate for all.

Just as *The Ant and the Elephant* illustrates, the utility of harnessing the conscious and subconscious John Paul's vision demonstrated the power of harnessing *Conscience* in *Ruling Your World*. *Working with Emotional Intelligence* in advocating non-violence as a means of *Fostering Sustainable Behavior* of peace and freedom, John Paul's *Highly Effective Habits* allowed him to rise to *The Leadership Challenge* and inspire humanity to go from *Good To Great*. No matter how *Careless Society* could be, John Paul found a *Remarkable Way to Boost Morale and Improve Results*.

Prior to becoming a priest, Karol was an accomplished actor, counselor, and philosopher. He was known to be quite a skier, hiker, and kayaker. He often communed with friends of all faiths—literally and figuratively *Getting Everyone in the Boat Rowing in the Same Direction*. His skill of uniting people around a common vision on the *Journey to Authenticity and Power* was found in his understanding of *When Teams Work Best*. He was adept at encouraging unity and peaceful resistance not only *against* some common threat but also *towards* the high ideals that make humanity great.

A master of the *Art of Influence*, John Paul used *The 4 E's Of Leadership* (Excellence, Energy, Ecumenism, and Evangelization) for *Leading Change*. One might say that he accomplished another "E" in *The Fifth Discipline of Encouraging the Heart* [by] *Rewarding and Recognizing Others*. He challenged the papal status quo by simplifying the process of recognizing Saints' and Martyrs' *Profiles in Courage*. John Paul canonized and beatified more people, Saints, and Martyrs than all the popes before him combined. His critics claimed that his prolific "Sainthood Fast Track" diminished the recognition of extraordinary people. His response is that *all* people are called to holiness and that untold miracles are performed everyday.

On Becoming a Leader, John Paul felt blessed with great mentors who helped him to refine his philosophies and pastoral approaches. As a mentor, he was described as a great coach to those he counseled. He would allow people to talk through their issues and guide them to find the wisdom within themselves and their past experiences to problem solve. In fact, he was known by his signature phrase, "You must decide." He consistently instructed in word and deed the virtue of *Getting to Yes* without compromising or negotiating anything less than the modern Church's stance on non-violence and advocating peace. Although it was apparent that John Paul was often conflicted about not fighting back, he held firm to his beliefs and found prayer to be *An Amazing Way to Deal With Change*.

As an instrumental architect of the Vatican II Council, John Paul was determined to implement the new *Rules and Tools for Leaders* in the Catholic Church, especially as it pertained to ecumenism. The Pope's life-long pursuit of healing the wounds of Judeo-Christian history and his global outreach to people of all faiths was a *Radical Collaboration* never before attempted on such a scale by any leader in history. He stunned the Roman Curial community with his innovative initiative to bring the world's religious leaders—Catholic, Christian, non-

Catholic, and non-Christian alike—together for a World Day of Prayer for Peace in Assisi, Italy. Although many questioned this proposal, the Pope, who rarely acted unilaterally or used his papal authority to get "his way," did it anyway. The response by the participants was overwhelmingly positive. Though the World Day of Prayer was neither able nor intended to right all the wrongs amongst the groups gathered, it was a monumental first step.

During his 27 year pontificate, Pope John Paul II embarked on pilgrimages to 130 countries in an expression of his *H.O.T (Hands-on Transactional) Management* style. A superb linguist and fluent in 11 languages, John Paul made attempts to address people of each country in their own language, but not *In a Different Voice. Putting First Things First*, he used these *Leadership Moments* as well his numerous encyclicals and apostolic letters to promote his unwavering devotion to the sanctity of life. Nowhere was this more evident than in his tireless efforts for *Every Child [to] Be Wanted Around the World*. John Paul, through word and deed, personified and promoted *Ethics for a New Millennium*.

As one of the *Greatest Leaders in the Twentieth Century*, and perhaps of all-time, Pope John Paul II strived to be *Something Beautiful For God*. He was a master of *The Art of Leadership* in that he consistently *Modeled the Way, Inspired a Shared Vision, Challenged the Process, Enabled Others to Act, and Always Encouraged the Heart*. I realize that this report makes Pope John Paul II sound like a saint—but that is because he is. His successor, Pope Benedict XVI has expedited the usual 5 year waiting period for canonizing this extraordinary man and leader.

Working with Emotional Intelligence, Daniel Goleman (Bantam Books, 1998).
Report by David Salinas, 2006.

Goleman divides his book into five sections: Beyond Expertise, Self-Mastery, People Skills, A New Model of Learning, and The Emotionally Intelligent Organization. Each section is further broken down into chapters that explain emotional intelligence.

This has been one of the most interesting books I have had the pleasure of reading. Emotional intelligence (EI), as it turns out, is considered to be more important than IQ. In fact, analyses done by dozens of different experts in close to five hundred corporations, government agencies, and nonprofit organizations worldwide have arrived independently at remarkably similar conclusions. Their conclusions all point to the paramount place of emotional intelligence in excellence on the job—in virtually any job.

Goleman is backed by twenty-five years worth of empirical studies which have given him a foundation in brain science for the emotional intelligence model. He states that: "The ancient brain centers for emotion also harbor the skills needed for managing ourselves effectively and for social adeptness. Thus these skills are grounded in our evolutionary heritage for survival and adaptation."

The Emotional Competence Framework is explained throughout the chapters. Personal competence is discussed in chapters: (4) Self Awareness: Knowing one's internal states, preferences, resources, and intuitions; (5) Self-Regulation: Managing one's internal states, impulses and resources; (6) Motivation: Emotional tendencies that guide or facilitate reaching goals. Social competence is discussed in chapters: (7) Empathy: Awareness of other's feelings, needs, and concerns; (8 and 9) Social Skills: Adeptness at inducing desirable responses in others.

As I read and reflected on my own experiences it became apparent that EI is the foundation for any leader; IQ alone is not sufficient to lead people. More importantly, I now feel

that one has to master his/her own feelings first before they are able to truly understand others and get them to work towards a common goal. Goleman has definitely provided a concrete foundation for anyone who is seriously interested in finding the true leader within.