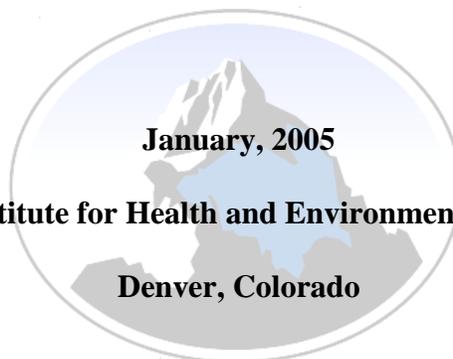


# **Leadership Research Reports**

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**Leadership Book Reports from the Class of 2005**



**January, 2005**

**Regional Institute for Health and Environmental Leadership**

**Denver, Colorado**

# Preface

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## **Leadership Research**

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

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

The leadership research summaries are organized alphabetically by title of book (although we disregarded the article "The" when it appears as the first word of the title) and are listed in the table of contents.

May 2004

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## **Regional Institute for Health and Environmental Leadership**

### Research Reports

**The Careless Society: Community and Its Counterfeits**, John McKnight (Basic Books, 1995).  
Report by Anne Marlow-Geter, 2005.

Reading this book caused some personal anguish because it posits that we public health professionals have caused many of the ills that impact those communities that we try to help. Throughout the book, the author, John McKnight, explains that the "professionalism" of offering care is actually a counterfeit for real care and that by professionalizing care we not only rob the community of an opportunity to care for itself, but in so doing we cause many of the ills we attempt to rid and institutionalize a perverted reality whereby the raw materials of the professionals are the "deficiencies" of the individuals/community. McKnight writes that in his view:

Our problem is not ineffective service-producing institutions. In fact, our institutions are too powerful, authoritative, and strong. Our problem is weak communities, made ever more impotent by our strong service system.... It is this consenting care that is the essence of our role as citizens. And it is the ability of citizens to care that creates strong communities and able democracies.... Care is, indeed, the manifestation of a community. The community is the site for relationships of citizens. And it is at this site that the primary work of a caring society must occur. If that site is invaded, co-opted, overwhelmed, and dominated by service-producing institutions, then the work of the community will fail. And that failure is manifest in families collapsing, schools failing, violence spreading, medical systems spinning out of control, justice systems becoming overwhelmed, prisons burgeoning, and human services degenerating.

One of the significant indicators of perverted care that particularly pricked me is McKnight's discussion of "specific counter productivity." Beyond the negative side effect is the possibility that a service technology can produce the specific inverse of its stated purpose. Thus, one can imagine sickening medicine, "stupidifying" schools, and crime-making corrections systems. You might think of the common phrase: "The cure is worse than the cause/illness." But McKnight makes you think that this is a far more common outcome than we realize due to the institutionalization of professional care.

Another significant discussion in this book which I think is worthy of consideration is the concept of the "hidden curriculum" of service technologies. It can be captured by the statement: "You will be better because I know better." In fact, I hear our organization using this comment constantly. Even those who recognize and profess the value of communities will often slip back into the belief that the health department knows better than the community when programs are developed. The author asks such professionals to constantly remind themselves that "the guidance we need [...] can still be found in the traditional wisdom."

As gut wrenching as this book can be for a public health professional to read, McKnight does offer some potential solutions and even opportunities for such professionals to be involved in improving the situation: "Revolutions begin when people who are defined as problems achieve the power to redefine the problem.... Health is a political issue. To convert a medical problem into a political issue is central to health improvement.... Health action must lead away from dependence on professional tools and techniques, toward community-building and citizen action.

Effective health action must convert a professional-technical problem into a political, communal issue.... The health action process can enable 'another health development' by translating medically defined problems and resources into politically actionable community problems."

These suggestions from the author have encouraged me to consider changes that we can make in the way we do business by finding new ways to empower the communities and the leaders we work with, map out community assets that can be converted into positive "raw materials" for public health service providers, and identify public policy issues that our section of the health department can raise awareness around.

One of the issues that I most struggled with after reading this book related to the last issue. In the work that I do around HIV/STD prevention, I've come to a similar understanding that many of the causes of HIV/STD transmission are based in the stigmatization of those with HIV/STDs. I have struggled to see how communities that have so stigmatized and marginalized some of its citizens can be converted into the community that can provide the best care for those same citizens. But, yet again, this points to the author's assertion that many diseases are political issues, and that often our effectiveness as health departments and "professional care givers" is to address the political issues rather than the clinical service delivery issues. Obviously, this is a very different way of doing business than is currently our practice. This can begin by at least coming to a better understanding of the distal causes of HIV/STD transmission and by balancing our efforts with the proximal causes that we all too often only address. Fortunately, this is also something I'm attempting through my involvement in my RIHEL project, which is related to our section's strategic management process.

### **Developing the Leaders Around You, John C. Maxwell (T. Nelson, 1995).**

Report by Lynn Trefren, 2005.

*Developing the Leaders Around You* contains a variety of lists about several leadership subjects and advice about being a leader, developing leaders within your organization, mentoring, and delegating. John Maxwell lists the objective of his book as helping others to reach their full potential and he utilizes a sports analogy as the main theme to talk about leadership and leading a team. In this book, the leader is alternately called the coach.

Some key points listed for developing leaders include:

- Appreciate others for who they are.
- Believe people will do their best.
- Praise their accomplishments.
- Accept your personal responsibility to them.

As the coach, a leader has the responsibility to create a strong team. Steps for building a team include:

- Make hiring the responsibility of a highly developed leader.
- Hire the most highly developed leaders you can get.
- Commit to modeling leadership.
- Commit to developing those around you.

One of the points the author makes is that developing leaders within your "team" or organization takes time, attention, and commitment. Maxwell says that "those closest to the leader will determine the success level of that leader." He says that developing strong leaders around you help you to carry the load and enhance the future of the organization. In addition, he

makes the point that the more people you are supervising or leading, the more leaders you need to develop.

Two other key lists contained in this book are a description of a dream team, and a description of a dream team coach.

*Dream Team:*

- Members care for one another. They get together outside of work and build relationships.
- Members know what is important: they have a common goal/purpose.
- Members communicate with each other.
- Members grow together and learn together on a regular basis.
- Members of the team fit: they recognize each member's unique qualities and have an attitude of partnership.
- Members place the best interest of the team above individual rights.
- Each member plays a special role.
- Team has a good "bench": depth of skills.

*Dream Team Coach:*

- Chooses players well: start with the right people.
- Constantly communicates the game plan.
  - Tells the team what is expected of them.
  - Gives them the opportunity to perform.
  - Lets them know how they are getting along.
  - Instructs and empowers them when they need it.
  - Rewards them according to contribution.
- Takes the time to huddle (focus or refocus, listen, make personnel changes, make play changes, rest).
- Excels at problem solving.
  - Anticipates problems before they occur.
  - Maintains a positive attitude when problems occur.
  - Provides resources so problems cease to occur.
  - Learns from them so they don't occur again.
  - Provides the support needed for success.
- Commands the respect of the members (players).
- Does NOT treat everyone the same. Everyone gets support and encouragement, but reward previous performance with opportunities and resources.
- Understands the level of the players: who needs direction, who needs coaching, who needs support, to whom can you delegate?

This book will work well for people who have to work within a team as the leader because it also contains advice about mentoring, delegating, and confronting negative behavior. The final chapter of the book is devoted to the importance of making time for and valuing personal growth.

**The 8<sup>th</sup> Habit: From Effectiveness to Greatness**, Stephen R. Covey (Free Press, 2004).

Report by Jay Christopher, 2005.

*The 8<sup>th</sup> Habit* is Stephen Covey's follow-up to his well known *The 7 Habits of Highly Effective People*. The 8<sup>th</sup> habit, "Find your voice and inspire others to find theirs," is not so much a new habit as it is the leadership connection that was not really present in the earlier book.

This book is a tough read, containing 328 pages of text, another 50 pages of appendices, and a CD containing videos that correspond with some of the messages in the book. Also, the information is presented in a wholly "Covey" manner, with many stories, charts and figures, and some of Covey's own spiritual philosophy (which some people struggle with and may sometimes cloud the message).

The 7 habits focus primarily on what Covey believes are the ideas and concepts involved in being a high performing individual, and, as such, are not necessarily the tools for leadership. These 7 habits are:

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand, Then to be Understood
- Synergize
- Sharpen the Saw

*The 8th Habit* assumes some familiarity with the original 7 habits, and then builds on these by moving into a leadership approach. The first section of the book focuses on finding your own voice. The second section focuses on bringing this voice into play as a leader and, therefore, helping others find where they fit into the goals of the organization.

I felt that there were many parallels between Covey's *The 8<sup>th</sup> Habit* and Kouzes & Posner's (K&P's) *Leadership Challenge*. At a minimum, the two books strongly reinforce each other. The most pronounced parallel is the importance that both books place on how to go about "finding your voice" as the core to being a great leader. The "voice" in each instance is remarkably similar—it is the set of personal values that drives each individual. Covey's voice is the place in which talent, need, passion, and conscience come together, resulting in the voice that Covey describes as each person's unique, personal significance. K&P's first management commitment is to "find your voice by clarifying your personal values." How each author states their approach and how they recommend that readers achieve the result are somewhat different, but they both come to a similar place, and they focus on the fact that great leaders need to know what they are all about and, then, demonstrate their commitment to those values and beliefs that are that person's voice. I find Covey's "Find Your Voice" to be very similar in concept to K&P's initial leadership practice "Model the Way."

Interestingly, Covey leads off the second segment of his book with "Inspiring Others to Find Their Voice – the Leadership Challenge." Not only is the title a parallel to K&P's, but, again, one can find many parallels between the message and approach of the books. Some examples follow:

Covey

Establish trust

Search for third alternatives

Develop a shared vision

Kouzes and Posner

Foster collaboration by building trust

Search for opportunities

Enlist others in a common vision

Set the direction  
Mobilize others by sharing power

Envision the future  
Strengthen others by sharing power

Covey's view that we are now shifting towards what he refers to as a "Knowledge Worker Age" provides some backdrop to why he feels it is important to make the shift in behaviors beyond being "effective" to becoming a "significant contributor." One interesting point is the difference between businesses and organizations. A business can be viewed as being effective by operating within the economic rules of the marketplace. However, that business may not become a significant contributor by just being economically successful. An organization is a cultural entity that must consider social and cultural needs in order to go beyond merely being effective to being a significant contributor. It is in this more philosophical area that Covey spends more time, and it may have some similarity to the concept of an entire organization finding its voice (as opposed to an individual leader).

If you read *The 7 Habits* and got something out of it, then *The 8<sup>th</sup> Habit* is probably a good read on leadership. There are some natural linkages between Covey's earlier book and *The 8<sup>th</sup> Habit*, and the new book may be more difficult to understand without the background of the original. If you tried but never really got into *The 7 Habits* then the new book may not work for you. However, if you want to read something with a similar concept to *The Leadership Challenge* but with a different approach, *The 8<sup>th</sup> Habit* could work for you.

**The Fifth Discipline: The Art & Practice of The Learning Organization**, Peter M. Senge (Doubleday & Company, 2004).

Report by Nancy Strauss, 2005.

In *The Fifth Discipline: The Art & Practice of The Learning Organization*, Peter Senge uses a basic tenant of psychotherapy to build his theory. He reminds us that: "Structures of which we are unaware hold us prisoner. Once we can see them and name them, they no longer have the same hold on us. This is as true for individuals as it is for organizations. In fact, an entire field is evolving, Structural Family Therapy, based on the assumption that individual psychological difficulties can be understood and changed only by understanding the structures of interdependencies within families and close personal relationships." Rather than push harder on the same familiar levels, we must identify and change the limiting factor to growth. It reminds me of the definition of insanity provided by Albert Einstein, "doing the same thing over and over again and expecting different results."

This book stresses the fact that people must be constantly learning and emphasizes learning essentially by self-awareness (reflection) and experimentation (action). Senge also teaches how to avoid the destructive, non-learning activities which detract from productivity, both in the work place and at home. The five disciplines of the learning organization bring together the individual, the team, and the systems in which we live and work to allow learning and progress to occur.

Developing engineering innovations are called technologies. Senge refers to developing innovation in human behavior as "disciplines." These components are bodies of theory and techniques which must be studied and mastered to be put into practice. They are developmental paths for acquiring certain skills or competencies. Some people have innate "gifts," but anyone can develop proficiency through practice. As Kathy just said to all of us in Santa Fe, the goal is to become "lifelong leadership learners!"

Senge's model includes Five Disciplines, each of which can be thought of on three distinct levels:

- Essences: the state of being of those with high levels of mastery in the discipline.
- Principles: guiding ideas and insights.
- Practices: what you do for each.

#### *Systems Thinking*

- Essences
  - Holism
  - Inter-connectedness
- Principles
  - Structure influences behavior
  - Policy resistance
  - Leverage
- Practices
  - System archetypes
  - Simulation

#### *Personal Mastery*

- Essences
  - Being
  - "Generativeness"
  - Connectedness
- Principles
  - Vision
  - Creative tension vs. emotional tension
  - Subconscious
- Practices
  - Clarifying personal vision
  - "Holding" creative tension
    - Focusing on the result
    - Seeing current reality
  - Making choices

#### *Mental Models*

- Essences
  - Love of truth
  - Openness
- Principles
  - Espoused theory vs. theory-in-use
  - Ladder inference
  - Balance inquiry and advocacy
- Practices
  - Distinguishing "data" from abstractions based on data
  - Testing assumptions
  - "Left-hand" column

### *Building Shared Vision*

- Essences
  - Commonality of purpose
  - Partnership
- Principles
  - Shared vision as "hologram"
  - Commitment vs. compliance
- Practices
  - Visioning process
    - Sharing personal visions
    - Listening to others
    - Allowing freedom of choice
  - Acknowledging current reality

### *Team Learning*

- Essences
  - Collective intelligence
  - Alignment
- Principles
  - *Dia logos*
  - Integrate dialogue and discussion
  - Defensive routines
- Practices
  - Suspending assumptions
  - Acting as colleagues
  - Surfacing own defensiveness
  - "Practicing"

**Finding Your Voice: Learning to Lead Anywhere You Want to Make a Difference**, Lorraine R. Matusak (Jossey-Bass Publications, 1997).  
Report by Pam Dougherty, 2005.

Inspiring a shared vision is a difficult area for me. This topic came up for me on the ropes course, it showed up in my LPI, and I even mentioned it as an area in need of improvement in my application to RIHEL. When I saw the title of this book listed in the references, I had every hope that it would help me in my quest for improvement—it did not fall short of my expectations.

Chapter 1 got my attention right away with its title, "No Previous Experience Required." The author, Lorraine Matusak, describes leadership as an organic, three-step process:

- Self-knowledge.
- Self-improvement.
- Recognizing your passion, seizing and creating opportunities to take action.

Matusak offers comforting words regarding the need to keep practicing because no one can do it perfectly. WOW. I was feeling better already. I've always struggled with the thought that leadership is rare skill, not one that could be learned.

I truly enjoyed reading this book and I offer these tidbits from its pages:

- Knowing and understanding yourself appear to be the keys to finding your voice.

- The quest for leadership is primarily an inner journey of discovering ourselves.
- Vision evolves from knowledge of ourselves, our values, and our desires.
- Leadership is a function, not a title or a status; therefore, there may be times when the leader must function as the follower.
- Vision is being able to maintain a dynamic tension between "what is" and "what could be."
- Humor can serve as a valuable asset for releasing tension and stress. "Laughter is the sun that drives winter from the human face."
- "Others may inspire and be role models for you, but, in the end, you will need to trust your own sense of what is right for you!"

**First, Break All the Rules: What the World's Greatest Managers Do Differently**, Marcus Buckingham and Curt Coffman (Simon & Schuster, 1999).  
Report by Kristin Benn, 2005.

This book presents the culmination of an extensive analysis of information gathered by the Gallup Organization from nearly 80,000 in-depth interviews with managers in over 400 companies, and it presents what Buckingham and Coffman believe to be the answers to what lies at the heart of a great workplace. Throughout the book, they debunk the conventional wisdom of managers, they present and examine twelve questions that can be used to measure the core elements needed to attract, focus, and keep the most talented employees, and they present four keys a manager must use to create a productive and positive workplace.

To measure the strength of a workplace, Buckingham and Coffman suggest that one needs to ask the following questions:

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

In great workplaces, the majority of employees will respond "strongly agree" to the questions, and their answers will be based on opinions that are formed through interactions with their immediate managers.

According to Buckingham and Coffman, great managers know:

- That people don't change that much.
- They know not to waste time trying to put in what was left out.
- They need to try to draw out what was left in.
- That their role as a manager is to draw out each employee in order to release his/her unique talents.

- That great managers do not believe that everyone has unlimited potential, so they find roles for their employees that cultivate natural talents. The authors equate the work of a manager to that of a catalyst.

Buckingham and Coffman suggest that to be a catalyst a manager must:

- Select for talent, not simply experience, intelligence, or determination.
- Define the right outcomes, not the right steps.
- Focus on strengths, not on weaknesses.
- Find the right fit, not simply the next rung on the ladder.

The points that stood out most to me while reading this book include:

- According to Buckingham and Coffman, there is a difference in the focus of great leaders compared to great managers. Great managers, they suggest, look inward toward the organization, each individual, and differences in style, goals, needs, and motivation of each employee. On the other hand, great leaders, they suggest, look outward at the competition, the future, and alternative routes forward.
- I found that the concepts in the book reiterated what I learned from Laura Belsten; specifically, the way in which the "coaching" concept is related to the authors' view of a manager's role, particularly in terms of defining the right outcome rather than the right steps.
- Buckingham and Coffman suggest that, in terms of management, to treat people as you would like to be treated (the Golden Rule) is too simplistic and does not allow one to take full advantage of a person's unique capabilities and talents. To me, it makes sense to carve out a unique set of expectations for each person and to highlight each person's unique style. This can only be done by treating each individual differently.
- I learned how to focus on people's strengths while managing around their weaknesses. Often it takes a severe change in perspective to make perceived weaknesses into non-issues; however, by focusing on talent, it is possible to avoid getting trapped in a vicious cycle.

**The Five Dysfunctions of a Team: A Leadership Fable**, Patrick Lencioni (Jossey-Bass, 2002).  
Report by Hilda Bi, 2005.

The author of this book, Patrick Lencioni, takes us through a journey of real dysfunctions that can be encountered in every team we lead or are a part of. He analyzes the five dysfunctions of a team in an intriguing, storytelling manner, and he outlines a powerful model. He also includes steps that can be used to overcome these common hurdles and build an effective team.

Lencioni outlines the five reasons why teams are dysfunctional in the following model:

- *Absence of trust*: The only way to build trust is to overcome our need for invulnerability. Team members who are not genuinely open with one another about mistakes and weaknesses make it impossible to build a foundation for trust.
- *Fear of conflict*: The ability to engage in passionate, unfiltered debate about what a group needs in order to succeed is usually hard because team members resort to veiled discussions and guarded comments in an attempt to avoid conflict.
- *Lack of commitment*: A lack of healthy conflict leads to lack of commitment. Team members rarely, if ever, buy-in and commit to decisions because they are unable to air their opinions in the course of passionate and open debate.

- *Avoidance of accountability:* Without committing to a clear plan of action, even the most focused and driven people often hesitate to call their peers on actions and behaviors that seem counterproductive to the good of the team.
- *Inattention to results:* The tendency of team members to seek out individual recognition and attention at the expense of results can result in dysfunction. The key is to make collective ego greater than an individual's ego .

I learned from this model that in order to work effectively as a team, members of the team must be able to:

- Trust one another.
- Engage in unfiltered conflict around ideas.
- Commit to decisions and plans of action.
- Hold one another accountable for delivering against those plans.
- Focus on the achievement of collective results.

The above model sounds simple in theory. In practice, however, it can be challenging and difficult because it requires some level of discipline and persistence, and it requires a leader who can stand up to the challenge of their colleagues. It is always important for the leader to assess the team that they are working with and identify opportunities for improvement before considering using the above model.

In order to work effectively as a team, we need to know a little bit about each other, some background information, or something by which to remember a team member. Sharing some personal information can make the team members tighter and more at ease with each other.

**Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing,** Doug McKenzie-Mohr and William Smith (New Society Publishers, 1999).  
Report by Therese Pilonetti-Hall, 2005.

*Note:* In this book, the authors focus on environmentalism; however, the principles in this book can be applied to any healthy behavior change in a community. This synopsis will focus on these broadly researched principles.

People naturally gravitate to actions that have high benefits and few barriers. Behaviors compete with other behaviors based on the individual's comparison to perceived benefits and barriers, perceived benefits and barriers vary dramatically among individuals and among behaviors even when they lead to the same desired outcome—healthier lifestyles or a healthier environment.

Why do individuals not adopt desirable behaviors?

- Lack of knowledge of the behavior or the benefits of the behavior.
- Perceive significant barriers.
- Perceive greater benefit from undesirable behaviors.

To influence desirable behaviors, we must understand the population's knowledge base and perceptions about the behavior.

There are many behaviors that affect any aspect of health and the environment. To have an effective behavior change campaign we have to be selective and not ask too much all at once. Therefore, in order to select the most appropriate behavior to target, we must ask, "What behaviors should be promoted?" Consider the following matrix and example. The matrix compares knowledge base and existing perceptions while weighing the resources that it would take to influence a change.

<b>Behavioral Matrix</b>	<b>Desired Behavior:</b>	<b>Competing Behavior #1:</b>	<b>Competing Behavior #2:</b>
	Walk to work	Take taxi	Take bus
<b>Perceived Benefits</b>	Good for env't Healthy Free	Quick More time with family	Inexpensive Less hard on env't
<b>Perceived Barriers</b>	Lose time w/ family Difficult in winter	No alternative Expensive Bad for env't	Less time with family

In order to enhance motivation or the benefits for desired behaviors, incentives can be employed. Research has shown that disincentives, such as fines for littering, are less effective than incentives that reward the desired behavior. When using incentives, it is important to remember that the incentives must be visible and closely paired with the desired behavior. When developing your strategy, consider incentives that can easily be sustained. Removing incentives can cause people to revert back to their old habits quickly. If funding poses a problem, consider public recognition in place of monetary incentives.

If barriers exist to the extent that the desired behavior is inconvenient, unpleasant, costly, or time consuming, no matter how well you address many of these barriers your program will likely be unsuccessful. When this is the case other behaviors addressing the same concern should be considered.

Before we can change behavior, we must consider whom to target. Clearly, it is important to target those who currently engage in the converse of the desirable behavior in order to maximize your returns.

To change behavior, the following four non-mutually exclusive actions must be engaged:

- Increase benefits of the target behavior.
- Decrease the barriers to the target behavior.
- Decrease the benefits of the competing behavior.
- Increase the barriers of the competing behavior.

Research has shown that traditional approaches, such as information campaigns and regulations alone, are ineffective means for changing behaviors.

The solution: community-based social marketing (CBSM). CBSM consists of four key components:

- Identify perceived barriers and benefits using community-based research. Set aside assumptions and speculations.
- Design your strategy utilizing behavior change tools, such as gaining commitments and developing norms.
- Pilot the strategy, allowing for refinement and comparison of different approaches.
- Evaluate the ongoing impact once the strategy has been implemented in your target community. Engage prompts where repetitive behavior, such as checking blood sugar, is desired rather than one time behavioral change such as installing a programmable thermostat.

Many behavior-change tools exist. McKenzie-Mohr and Smith focus on gaining commitment from individuals and making target behaviors norms in the community. Both of

these approaches typically require direct personal contact and have been found to be highly effective in sustained behavioral change.

In studies, commitment was found to be the most effective approach for changing behavior. Written commitment works better than verbal and public commitment works better than private. For example, publishing the names of restaurants that agree to use less saturated fat and sodium on their menu will increase sustained behavior change more than simply asking the restaurant for verbal commitments. Commitment can also be applied on another way: If you are able to get individuals to make small commitments to a particular issue, larger commitments will be likely to follow. For example, when individuals are asked to wear a lapel pin supporting cancer research, they are twice as likely to donate money to the same cause as individuals that were not asked to wear the pins.

Also, once target behaviors are seen as norms in the community, it becomes easier to effect behavior change in others. For example, in a variety of settings, people have been found to alter their answers to be in line with normative answers given by others, even if they are incorrect. The same follows for behaviors. Where five out of ten households compost organic waste on a given street, it will be much easier to convince the remaining households to follow suit than it would be on a street where no one composts.

The research and examples provided by McKenzie-Mohr and Smith are compelling. The principles in their book can be applied in any campaign to change and sustain behavior. The information in this book has made a clear impact in my approach to influencing others both personally and professionally. I strongly recommend this book to anyone concerned with public health and the environment.

**Fun Works: Creating Places Where People Love to Work**, Leslie Yerkes (Berrett-Koehler Publishers, 2001).

Report by Jody Shulins, 2005.

Initially, this book intrigued me because of the basic premise—the fusion of fun and work will result in higher productivity and job satisfaction. By virtue of working in the realm of public service, our work is already meaningful for most of us, but for much of the time, I would not describe my job as fun. I was interested in finding ways to bring more lightness and joy into my job—and creating that for my employees. The book is divided into 11 principles, each meant to illustrate the fundamentals of creating more levity in the work environment. Each of the 11 principles is highlighted with examples from a company that has integrated the concept with a high degree of success. The companies highlighted were some of the same agencies that are routinely showcased as innovative and "fun" such as Pike's Peak Marketplace and Southwest Airlines. Both these companies, and the rest that are illustrated, have clearly found success in branding the concept of "fun."

Yerkes' principles resonated with much of what we have been learning thus far through RIHEL. Yerkes discusses such concepts as risk-taking, challenging bias, authenticity, and empowerment. The following outline provides a fairly comprehensive overview of the concepts explored in the book:

- *Give Permission to Perform*: This principle emphasizes the notion of empowering staff and coaching them to bring out their strengths. Yerkes talks about the necessity of allowing people to bring their "whole selves" to work—supporting

employees in taking challenges and really listening to all ideas that are brought to the table.

- *Challenge Your Bias*: Require flexibility, open-mindedness, embracing "out of the box" ideas, confronting fears, removing roadblocks. Latitude is an important concept here—both in terms of self and acceptance of others.
- *Capitalize on the Spontaneous*: This is about good intention, personal responsibility, and championing the ideas of others. Yerkes summarizes this concept as: "This is not a program but a philosophy. It's not what you do, it's who you are."
- *Trust the Process*: An emphasis on non-judgmental listening, open-mindedness, maintaining a posture of approachability, having faith in things unseen.
- *Value a Diversity of Fun Styles*: Encapsulates the concepts of acceptance, tolerance, getting away from the rigidity of the "right/wrong" dichotomy and moving toward a more multi-faceted understanding of reality. "We don't do it all the same way," says it all.
- *Expand the Boundaries*: This is about getting rid of self-limiting behaviors, creating a vision that is inclusive and takes into account the big picture.
- *Be Authentic*: This is one of the most important lessons of the book. It's about being true to yourself and holding yourself accountable to who you are. Fun can't be forced—it needs to be organic and come from within. This is also very true of leadership qualities.
- *Be Choiceful*: I felt this echoed a bit of what I understand to be some Zen-like philosophy. Be present. Be conscientious. Be aware.
- *Hire Good People and Get Out of the Way*: Again, one of the most useful concepts I've found in my career. Surround yourself with talent and allow your staff to utilize it. Trust employees and celebrate their contributions.
- *Embrace Expansive Thinking and Risk Taking*: This is about experimentation, intuition, and reaching full potential by letting go of fears.
- *Celebrate*: Give praise. Recognize staff for work well done—both large and small accomplishments. As Yerkes asserts, "There is nothing more fun than the celebration of success."

There were some useful reminders in the book that I believe are important in leadership situations. The book emphasizes authenticity, which I think is clearly essential to any strong leader. Without a genuine belief in your self and your mission, you will not be able to create that vision for others. It also encourages authenticity and "wholeness" in your employees—setting the groundwork for their growth and investment in their work. In a nutshell, this book is about incorporating passion into the work we do. What the author refers to as "fun" is really a sense of commitment, liberation, innovation, and personal involvement in work. It is a reminder that good leadership cannot happen without a leader who is willing to bring not only their intellectual and technical skills to the table, but also an emotional side to their leadership identity—a love of the work they do and a willingness to share this with their team. Yerkes repeatedly emphasizes that fun cannot be mandated—it needs to be an organic part of the work environment. Obligatory company picnics and holiday parties won't suffice. Creating fun is about creating a workplace in which people feel empowered to share their whole selves—including a less serious, more playful side of their personalities. This, in turn, will result in a more cohesive and dedicated team who feel positively emotionally connected to their work.

**Getting to Yes: Negotiating Agreement without Giving In**, Roger Fisher and William Ury (Penguin Books, 1983).

Report by Alicia Cronquist, 2005.

Highlights and most important lessons for me:

- This book presents a practical approach to negotiating difficult issues in order to reach decisions that are wise, efficient, and that preserve the relationship between the parties (the 3 criteria proposed by the authors to judge the quality of a negotiated agreement).
- The concept is called "principled negotiation."
- The book does a good job of outlining everything that goes wrong when parties decide on a "bottom line," attempt to negotiate based on their bottom line, and come to an arbitrary decision.

The text is divided into four sections, each representing a key concept:

- *Separate the people from the problem.*
  - Do not deduce the intentions of the other party from your fears (do not assume the worst; ask questions to determine their intentions).
  - Try to look at the concerns of the other side even if they are not standing in the way of current negotiation; there might be a way to satisfy one of them at a very low cost to you.
  - Symbolic gestures can go a long way.
  - When you phrase your issues/problems, speak in first person: "I feel that..." rather than "you did this..." Blame just entangles people with the problem.
  - Try to limit the size of the meeting to prevent grandstanding. Do what you can to ensure that the dialogue is really between the parties rather than for an audience.
  - Foster the concept of partners facing a challenge, a shared problem.
- *Focus on interests not positions.*
  - Always look to understand the underlying interests behind positions that people take. Don't ask in a way that makes them feel as if they need to justify their position. Phrase it like: "What is your basic concern here?"
  - Figure out your own interests also. Advocate for them strongly. Do not go in to a meeting and just "wait and see." Be aware of some options that would work for you and be open to new ones.
  - There are usually several different positions that can satisfy an interest. If you broaden the search, you can usually find one that both sides will agree to.
  - Groups usually share or have compatible interests. Often, one interest is to reach a good, wise agreement.
  - Start by giving your interests and reasoning before offering a position.
  - Keep the focus on the interests and plans for the future; do not argue about the past.
- *Invent options for mutual gain.*
  - Don't settle on one idea until other ideas have been put forward, discussed, etc.

- Be creative. Brainstorm while withholding any judgment until after list is created.
- Look at the theory that underlies the first options you come up with and use it to create more options.
- Look for options that are low cost to you and high value to other side.
- Look for options that would be easy for the other side to accept, for which there is some precedent, and that are in line with their values, etc.
- *Insist on using objective criteria to evaluate the decision.*
  - Decisions that arise by a test of wills are not objective and are unlikely to be wise or efficient.
  - Solutions based on objective standards are less vulnerable to attack and are more likely to last.
  - Think about which standards to use. The criteria must be independent of the will of the participants.
  - Frame the issue as a joint search for objective criteria, not just the criteria that will support your position.

Following is a summary of the tips the authors provide on implementation:

- Plan ahead but stay flexible.
- Go in to the negotiation knowing what you will do if you do not reach an agreement (what is your best alternative?); this gives you more confidence in your negotiation and helps you to judge the merits of potential agreements.
- Try not to push back when the other side states a firm position or attacks you.
  - Ask them what they would do if they were in your place.
  - Ask questions rather than making statements, for example: "What are your reasons for wanting to do...?"
  - Treat the other side's position as one option of many potential options and ask questions to clarify their underlying concerns.
  - Try to recast an attack on you as an attack on the problem. For example, say: "I share your concern about...."
  - Be open to criticism and correction. Ask: "Do I have this right?"

I read this book because I have a hard time not being "nice" in negotiations and tend to value the relationship between parties to the extent that I am willing not to strongly advocate my position. I think this approach will help to provide a framework for stronger negotiations on my part in the future.

Overall, I found the book to be interesting, however, there is nothing earth shattering in any of the techniques. Many of the suggestions are things that I've noticed during or after a particular negotiation. The value of the book lies in pulling all these parts together in one place and making explicit those things that one might understand by instinct so that you can use them more systematically in the future.

**How to Win Friends and Influence People**, Dale Carnegie (Simon and Schuster, Pocket Reissue edition, 1990).

Report by Jim Ledbetter, 2005.

An advertisement for this book noted that: "The sole purpose of this book is to help you solve the biggest problem you face: the problem of getting along with and influencing people in

your everyday, business and social contacts. This book has sold more than fifteen million copies—one of the greatest records in history for a non-fiction book. Its title has become a phrase in the English language. This book can easily be worth its weight in gold to you."

Perhaps the icon of self-directed improvement in interpersonal relations, especially within the business world, Dale Carnegie first published the book *How To Win Friends and Influence People* in 1937. Carnegie attended Warrensburg (Mo.) State Teachers College, and became a salesman for Armour and Company before becoming famous with his courses teaching public speaking to businessmen. Mr. Carnegie died in 1955. Yet, amazingly, this book remains timely. My paperback copy was reissued in 1990 and I found the points emphasized consistent with what we have learned through RIHEL.

Looking at the Table of Contents serves well to summarize Carnegie's approach. The book is divided into four parts and enumerated within each part is a series of simple, well-phrased rules that guide one to achieve the overall goal of each section.

- Fundamental Techniques In Handling People:
  - Don't criticize, condemn, or complain.
  - Give honest and sincere appreciation.
  - Arouse in the other person an eager want.
- Six Ways To Make People Like You:
  - Become genuinely interested in other people.
  - Smile.
  - Remember that a person's name is to that person the sweetest and most important sound in any language.
  - Be a good listener. Encourage others to talk about themselves.
  - Talk in terms of the other person's interests.
  - Make the other person feel important—and do it sincerely.
- Win People To Your Way Of Thinking:
  - The only way to get the best of an argument is to avoid it.
  - Show respect for the other person's opinions. Never say, "You're wrong."
  - If you are wrong, admit it quickly and emphatically.
  - Begin in a friendly way.
  - Get the other person saying "yes, yes" immediately.
  - Let the other person do a great deal of the talking.
  - Let the other person feel that the idea is his or hers.
  - Try honestly to see things from the other person's point of view.
  - Be sympathetic with the other person's ideas and desires.
  - Appeal to the nobler motives.
  - Dramatize your ideas.
  - Throw down a challenge.
- Be A Leader: How To Change People Without Giving Offense Or Arousing Resentment. A leader's job often includes changing your people's attitudes and behavior. Some suggestions to accomplish this:
  - Begin with praise and honest appreciation.
  - Call attention to people's mistakes indirectly.
  - Talk about your own mistakes before criticizing the other person.
  - Ask questions instead of giving direct orders.
  - Let the other person save face.

- Praise the slightest improvement and praise every improvement. Be "hearty in your approbation and lavish in your praise."
- Give the other person a fine reputation to live up to.
- Use encouragement. Make the fault seem easy to correct.
- Make the other person happy about doing the thing you suggest.

Carnegie weaves into each of these principles illustrative stories to drive home his points. Since the stories all occurred before 1936, many may appear dated—others stand the test of time and reinforce the validity of these principles.

Two of Carnegie's most famous maxims are: "Believe that you will succeed, and you will," and "Learn to love, respect and enjoy other people." I couldn't agree more.

**It's Your Ship: Management Techniques From The Best Damn Ship In The Navy**, Captain D. Michael Abrashoff (Warner Books, 2002).

Report by Patti Tyler, 2005.

This book discusses the management techniques created and implemented by Captain Abrashoff during his twenty-month tenure aboard a guided missile destroyer, the USS Benfold.

Following is a list of the most important lessons that I learned:

- Be careful of making assumptions. Avoid placing labels on people and assuming others may be less intelligent than you are. Instead, make the choice to believe that everyone is inherently talented and find ways to motivate them to live up to their expectations. This lesson is big for me because I have been involved in active coaching over the last two years and the big philosophy surrounding coaching is that your client is inherently creative, resourceful, and whole. The book was actually quite interesting and I did learn quite a few lessons that I can definitely incorporate into my leadership style.
- I really liked being reminded that it is important to pose the question: "Is there a better way of doing things?" because inevitably the answer is YES. Get beside yourself and recognize that knowledge is power and leaders need collective knowledge in order to make better decisions.
- One leadership challenge is to continue to motivate employees so they work with passion, energy, and enthusiasm and, as you continually strive to motivate them, do so with respect and dignity. Reading this book reconfirmed for me that the number one reason for leaving their military positions was not being treated with respect and dignity. Again, low pay was the number fifth reason. Even more important for me is the fact that being treated with respect and treating others with respect is a huge value and I clearly recognize how agitated I become when I see this value getting stomped on.
- Working in a large bureaucracy such as the Environmental Protection Agency, I have become somewhat dissatisfied with observing the manner in which bottom performers are handled and I have wrestled with the question of what is the best approach to use for incorporation into my leadership style. I think I have found some valuable words of wisdom. Captain Abrashoff recommends providing feedback on a continual basis so there is no surprise during the formal performance/evaluation period. He mentions asking employees first how they would rate themselves. If there is room for improvement, then work with the employee in laying out a game plan for those improvements, provide a deadline for addressing those improvements, and articulate the consequences for not meeting those deadlines and, ultimately, improvements. Also, an important lesson that

was renewed for me was the idea that great talent may not fit into an existing framework. Try looking to those late bloomers and non-producers for innovation and do not give up on them until you have exhausted all resources. Others from within the organization will feel reassured and supported. Yes, this process is tedious and time-consuming but the benefit could be that people will feel more secure, willing to take risks, and have a positive attitude.

- Another lesson that was confirmed for me through reading this book and reflecting upon the management styles discussed throughout the book was the ability to have fun at work and with people at work. As Ken Blanchard, author of *Fish!*, so eloquently states: "You can take your work seriously and you do not need to take yourself too seriously."

Captain D. Michael Abrashoff's Management Techniques from the USS Benfold: the Best Damn Ship in the Navy:

- Take Command
- Lead by Example
  - It's funny how often the problem is YOU.
  - Never forget your effect on people.
  - Leaders know how to be held accountable.
  - Never fail the Washington Post test.
  - Obey even when you disagree.
- Listen Aggressively
  - See the ship through the crew's eyes.
  - Find round people for round holes.
  - Use the power of word magic.
- Communicate Purpose and Meaning
  - Make your crew think: "We can do anything."
  - Open up the clogged channels.
  - After creating a great brand, defend it.
  - Freedom creates discipline.
- Create a Climate of Trust
  - Never pit dog against dog.
  - Even the worst screw-up may be redeemable.
  - Welcome the bad-news messenger.
  - Protect your people from lunatic bosses.
  - Being the best carries responsibility.
  - Trust also makes money.
- Look for Results, Not Salutes
  - Help knock down the barriers.
  - Let your crew feel free to speak up.
  - Free your crew from top-down-itis.
  - Nurture the freedom to fail.
  - Innovation knows no rank.
  - Challenge your crew beyond its reach.
- Take Calculated Risks
  - Bet on the people who think for themselves.
  - Take a chance on a promising sailor.

- If a rule doesn't make sense, break it.
  - If a rule does make sense, break it carefully.
- Go Beyond Standard Procedure
  - Keep your priorities in focus.
  - Stay ahead of the competition.
  - Push the envelope for innovation.
  - Volunteering benefits everyone.
  - Go for the obvious. It's probably a winner.
  - Don't work harder, work smarter.
  - Don't fight stupidity, use it.
- Build Up Your People
  - Little things make big successes.
  - Trust people. They usually prove you are right.
  - Newbies are important. Treat them well.
  - Be the rising tide that lifts all boats.
  - Build up your bosses.
  - Expect the best from your crew. You will get it.
  - Build a strong, deep bench.
  - Counsel continuously and honestly.
- Generate Unity
  - Forget diversity. Train for unity.
  - Deal out punishment strictly but fairly.
  - What's bad for women is bad for your ship.
- Improve Your People's Quality of Life
  - Fun with your friends makes a happy ship.
  - The first priority: good food.
  - Add to your crew's bottom line.
  - In heavy times, lighten up.
  - Let the crew show off the ship.
  - The secret of good work? Good play.

**It's Your Ship: Management Techniques From The Best Damn Ship In The Navy**, Captain D. Michael Abrashoff (Warner Books, 2002).

Report by Deb Watts, 2005.

As Commander of a one billion dollar warship, the USS Benfold, Captain Abrashoff used previous experiences to develop his personal leadership principles which increased staff retention rates from 28 percent to 100 percent, reduced operating expenditures, and improved readiness. By implementing principles of effective leadership, Capt. Abrashoff challenged the traditional command-and-control management style of the U.S. Navy and turned the USS Benfold into the most efficient "organization" in the Pacific Fleet.

Abrashoff used the following ten leadership principles when commanding the USS Benfold:

- *Lead by Example*: Leaders know they must first change their own attitudes and behaviors before expecting their crew to change.

- *Communicate Purpose and Meaning*: Leaders help their crew understand (collectively and individually) how their work contributes to the success of the overall mission as well as understand how that work supports the personal goals they have for themselves.
- *Create a Climate of Trust*: Leaders trust and cultivate trust from their crew. Without trust, the barriers that prevent excellent performance will never be lowered.
- *Look for Results, Not Salutes*: Leaders maximize performance by making their people grow; they succeed only where their people succeed.
- *Take Calculated Risks*: Leaders know that taking prudent, calculated risks is instrumental in maximizing performance.
- *Go Beyond Standard Operating Procedure*: Leaders look at standard operating procedure as a guideline, because SOP doesn't change as rapidly as the environment and competition does. Therefore, leaders foster a climate that encourages people to come up with better and more innovative ways to accomplish their mission.
- *Listen Aggressively*: Leaders don't simply listen; they hear what their people are telling them. They know that those on the front lines are the most familiar with how operations can be more effective.
- *Strengthen Others*: Leaders focus on making their people grow and creating an environment where everyone can win, thereby making the entire team stronger.
- *Generate Unity*: Leaders not only work to change undesirable behaviors but also to alter the underlying attitudes. By working toward a mutual respect for everyone, leaders level the playing field, thus permitting everyone to perform at their highest level.
- *Cultivate Quality of Life*: Leaders actively integrate fun into the work experience. They want their crew to have as much fun from 9 to 5 as they do at home from 5 to 9; thereby gaining the passion, enthusiasm, and creativity that they usually leave behind in their car in the parking lot each morning.

As Abrashoff wrote: "Empowerment is setting parameters in which people can operate, then setting them free."

What I've learned from reading *It's Your Ship*:

While some of the principles mentioned in the book are familiar to me, by challenging myself to implement a few specific suggestions (such as aggressively listening and challenging the standard operating procedures) I have helped myself to create a more positive climate at work—where anything could happen.

Now, when employees come to me with a problem, rather than simply answering or solving the problem, I have begun to ask more questions. This helps to empower people, which manifests itself in the form of ownership and pride in one's work. I am not really comfortable watching employees, we are all adults and I know how irritating it would be to have someone watching my every move.

Additionally, I have asked employee's to come to me with suggestions to complete their work more efficiently; their ideas have been extremely insightful and creative. Each suggestion is reviewed and discussed with the employee to verify that it meets all applicable laws (i.e. local, state, and federal laws), then implemented using a pilot program.

**Joining Together: Group Theory and Group Skill**, David W. Johnson and Frank P. Johnson (Prentice-Hall, 1975).

Report by Diana Harris, 2005.

Membership in groups is inevitable and ubiquitous. Within all organizations, social systems, and everyday life, groups are the key setting in which things get done. People join groups to achieve goals that they couldn't achieve by themselves. *Joining Together* introduces readers to the theory and research findings needed to understand how to make groups effective as well as the skills required in order to apply that knowledge in practical situations.

Understanding of group dynamics and mastery of the skills needed to make groups perform successfully are achieved by experiential learning. In other words, we learn best through experiences, not just through words we read on a page. In order for groups to be effective, they must: achieve the goals set forth by the group, maintain good working relationships among members, and adapt to changing conditions in the surrounding organization, society, and the world. For this to happen, Harris offers seven guidelines that groups must follow:

- Establish clear, operational, relevant group goals that create positive interdependence and evoke a high level of commitment from every member.
- Establish effective two-way communication within which group members communicate their ideas and feelings accurately and clearly.
- Ensure that leadership and participation are distributed among all group members.
- Ensure that the use of power is distributed among group members and that patterns of influence vary according to the needs of the group as members strive to achieve their mutual goals.
- Match decision-making procedures with the needs of the situation.
- Engage in controversy by disagreeing and challenging each other's conclusions and reasoning, thus promoting creative decision-making and problem solving.
- Face your conflicts and resolve them in constructive ways.

I feel one of the most important of these guidelines is "establishing clear, operational, relevant goals." Goals enlist the emotions of group members and point them toward coordinated efforts. The more the goal elicits emotions from its members, the more it is a vision. Groups share a vision of what they can accomplish when they work together, which ultimately results in clarified mission and goals. One of the best ways to ensure commitment to group goals is to use the **START** criteria when forming them as well as involve group members in the process. Goals should be: **S**pecific, **T**rackable and measurable, **A**chievable but challenging, **R**elevant, and **T**ransferable. These five attributes will enable your group members to understand what you are trying to accomplish. When group members "buy-in" to the end goal and know what they are supposed to do through clear communication, social interdependence among group members is created. Social interdependence exists when individuals share common goals and each individual's outcomes are affected by the actions of the others. This, in essence, creates a "whole is greater than the sum of its parts" type relationship. In order for the group to achieve its common goals, they must depend on each other and work cooperatively and collaboratively.

This interdependence within the group will result in positive outcomes through what is known as "promotive interaction." Promotive interaction occurs as individuals within the group encourage and facilitate each other's efforts to reach the group's goals. There becomes a perception that the group is successful if and only if all the members of the group attain their goals. Examples of promotive interaction include: giving and receiving assistance, exchanging resources and information, giving and receiving feedback, challenging each other's reasoning,

advocating increased efforts to achieve, mutually influencing each other's reasoning and behavior, engaging in interpersonal skills needed for teamwork, and determining how effectiveness can be improved. Members learn that they will maximize their own productivity when they maximize the group's productivity.

The underlying theme to all of the "promotive interaction" activities is communication. For groups to be successful, it always comes down to positive, constructive communication. Effective communication exists when receivers interpret the sender's message in the same way the sender intended it and, thus, is one of the norms for highly effective groups. A shared vision will lead to shared goals and positive group interdependence through effective communication.

"Two heads are better than one." John Heywood

"The secret of success is consistency of purpose." Benjamin Disraeli

"If a man does not know to which port he is sailing, no wind is favorable." Seneca

### **Leadership and the New Science: Learning about Organization from an Orderly Universe,** Margaret J. Wheatley (Berrett-Koeler, 1992).

Report by David Coffey, 2005.

This book shows the reader how to begin to think about organizational life from the point of view of quantum mechanics, natural systems, and systems theory instead of the science grounded in a 17<sup>th</sup> century mechanistic understanding of the universe. The author, Margaret Wheatley, suggests that there are knowable ways in which the ever-changing, seemingly-chaotic universe develops into stable but flexible systems.

The text is radical in its assertions that the Universe is not a cold, lifeless, machine that should only be broken down into constituent parts. Rather, the universe is energy that is organized as information that creates structures and forms. Wheatley suggests that the Universe has intelligence and life because it generates those attributes.

Wheatley demonstrates how our 17<sup>th</sup> century thinking about reality has shaped organizations that are run like machines, and she attributes much of the problems society has to the failures of these organizations to actually perform as needed and as expected.

Wheatley makes a strong plea for us to abandon that old way of thinking and create organizations that are modeled after how the universe actually works. It is not a machine. It is not determinate. Material comes in and out of being as a result of energy in relationships. No thing exists by itself. Everything comes out of a relationship dance that produces galaxies, planets, humans, and Departments of Health.

As a result, change is a necessary part of organizational life. There is some good reading here about chaos theory and strange attractors (and by this she does not only mean people meeting in bars!).

In the brave new world that Wheatley is envisioning, leadership is as much about relational skills as it is about collaboration, empowerment, accessibility, ethical behavior, and authenticity. Leadership is not simply about power and control over variables, people, and situations. Trying to impose control through permanent structure is suicide. Wheatley advises that instead of striving for control, seek to understand and work with the underlying patterns within the organization. Seek to understand the flow. Power in organizations is the capacity generated by relationships (39).

Information is the key to the kind of dynamic stability that is desired for successful outcomes from organizational goals. For Wheatley, information does not mean merely bits of data that can be managed and controlled. Information for Wheatley actually creates the structures that we have previously thought of as real. For example, Wheatley cites Deepak Chopra who reminds us that while our skin is renewed every thirty days (or so) and our liver every six weeks, "even our brain changes its content of carbon, nitrogen, and oxygen about every twelve months," we remain the same person because of the information contained in our DNA (103).

We should, Wheatley says, not be controlling information, we should, rather, be encouraging its birth and freedom of circulation. Directed energy as information creates organizations. Let it live and flow.

There are some startling assumptions being made in this book, for example:

- That information is alive in a certain but real way.
- That organizations, because they process information and react to it, are alive and self-organizing.
- That freedom creates order.
- That mature systems in nature are stable overtime in part because they permit changes—even radical shifts—at the local level that promote stability for the whole system.

I enjoyed the discussions about quantum mechanics and classical physics while Wheatley was laying the groundwork for her discussions about organizational life. This work is not prescriptive. At first reading, it seems as far out as computers that are the size of molecules. One wonders how in the world any change can come from such distant land.

Wheatley does give some hints, though, about how the new science is affecting her consulting work:

- See the whole; don't get lost in fragments or parts.
- Look for patterns of movement over time and focus on qualities like rhythm, flow, direction, and shape.
- Avoid simple cause and effect analysis, organizational diagrams, polarities (e.g. freedom vs. order), and avoid elaborate plans and timelines.
- Life in organizations needs to have a "just in time" quality.
- Organize around capacities and skills rather than business units. In this way people can respond to the changes that are a part of life. (No silos!)
- Don't get hung up on what's "real." Reality is a moving target (but accountability and integrity are essential). There is no strictly deterministic world—that's the world of machines.
- Organizations are self organizing and if there are clear "fields" of understanding about the values and goals of the organization then the organization will be able to adapt to change even if at times things need to fall away.

My own reaction to this is to build discussions on a personal and group level about how our organization operates by 17<sup>th</sup> century understanding of reality and how those operations interfere with the results that we all seek from organizational life. We have to be able to see how an organization is operating as a machine, then we can begin to consider in earnest different ways of doing things. We can even consider how play and beauty and authenticity can align with skill to bring more joy into the workplace.

Wheatley offers a look at another way of seeing and being. Her ideas spark the imagination allowing the reader to examine the assumptions underlying current organizations.

She reminds me that "things being what they are do not imply reality" (Camus). Wheatley offers a way out of the box but there are no straight lines on that way. We have to dance the way particles dance and the way people move across a crowded dance floor. We have to be open to change, to new configurations, and new information.

**Leadership is an Art**, Max De Pree (Michigan State University Press, 1987).

Report by Erin Croughwell, 2005.

Max De Pree is the son of D.J. De Pree, founder of the furniture company Herman Miller. The concepts presented in *Leadership is an Art* have been developed and implemented at Herman Miller and are thought to be the reason for the company's success.

The main concepts of leadership embraced by De Pree and Herman Miller are the following:

- Each employee has his or her own set of skills, each of which is valuable and essential for the company's success.
- Good leaders enable their employees to use their own unique skill sets by removing obstacles and assisting them in achieving their potential.
- Good leadership requires strong relationships and communication.
- All employees must have accountability.
- Leaders must have vision, integrity, and personal character.

De Pree values the contribution that each and every one of his employees can make. He uses the basic premise that everyone wants to feel as though he/she is contributing and is part of a larger goal than the day-to-day tasks. Employees want to feel that they have control over their own destiny. Leaders must remove obstacles and foster an environment where employees feel safe using their unique skills. This requires a certain level of tolerance—mistakes may be made—and a willingness to forgive and learn from those mistakes. Employees must be given enough space to use their own skills and the support to feel safe using them.

Herman Miller put this into practice early on with the adoption of the Scanlon Idea, which is a plan for practicing participative management, which includes profit sharing for all full-time employees who have been with the company for at least a year. This concept encourages productivity and accountability at all levels. Herman Miller also practices roving leadership, which recognizes that no one person is an expert in all fields, so that ownership of problems and solutions must be shared by all. Participative management encourages the belief in the potential of all people. It demonstrates to all levels of employees that decisions are not arbitrary, secret, or closed to questioning. All employees do have a say, although they may not have a vote. Herman Miller embraces the concept that the needs of the overall team are best met when the needs of the individuals are met first. In order to implement this kind of participative management, there must be trust in one another. De Pree believes it is not necessary to completely understand each other's job, but it is absolutely necessary to be committed to supporting the success of each person.

Leaders must possess and share a clear vision that is shared by all. Leaders must also have personal character and be mature, rational, and good communicators. Most importantly, they must foster an environment of high-quality relationships based on respect, shared vision, rights, and a clear understanding of one another's role in the company. De Pree believes that relationships are much more important than the organizational structure. Strong, substantial relationships lead to intimacy and passion, which are necessary for success.

De Pree's keys to good communication are as follows:

- Respect individuals.
- All employees have a right to know.
- Information is power, but is pointless if hoarded.
- Power must be shared.
- Honesty is essential.
- "Muddy language equals muddy thinking."
- Decisions must be made based on logic, compassion, and sound reasoning.

Since strong, real relationships are what De Pree believes to be required to achieve success, leaders must be able to recognize the signs of deteriorating or superficial relationships. Some common indicators are: tension among key players, not finding time to celebrate, having more problem-makers than problem-solvers, loss of vision, loss of confidence in judgment, controlling rather than liberating leaders, creation of manuals, and loss of grace, civility, and respect for the English language.

This book is an interesting read because the contents are based on the success of a private company. I work for the state government; through *Leadership is an Art*, I have learned a tremendous amount about what I can do in my six-person unit as a leader. However, being a leader is quite frustrating when working within a much larger organization, which is a situation that is often the opposite of what De Pree describes. It is also difficult to determine when it is acceptable to let go of existing policies in the interest of creativity and if creativity is even desired in a large governmental institution. Maybe if governmental programs could focus on goals in the same way that private industry focuses on profits, we could experience greater success.

An Example of a Performance Review from *Leadership is an Art*:

- How do you feel you have done in comparison to your annual plan? What is the most important achievement in your area?
- What is your personal management philosophy? Describe your personal plans for continuing education and development this year.
- Think about ways for us to approach our accountability for the future.
- What do you think this corporate culture is and what is your role as a corporate storyteller?
- How can I personally have more time to focus on things such as strategy, our value system, participation, continuity, and team building?
- Please identify 5 key projects and/or goals you have as a key leader in which I can be of support.
- What do you expect most and need most from upper management?
- What do you want to do (or be) and what are you planning to do about it?
- Who are you personally, professionally, and organizationally?
- Does your organization need you?
- Do you need your organization?
- If you were in my shoes, what one key area would you focus on?
- What significant areas are there where you feel you could make a contribution but are not being heard?
- What have you abandoned and why?
- Do you have any feelings of failure in a particular area?

- Who are your 3 highest potential people and what will you do in the next year to develop them?
- In the past year, what, from the perspective of integrity, most affected you personally, professionally, and organizationally?

**The Leadership Pill: The Missing Ingredient In Motivating People Today**, Ken Blanchard and Marc Muchnick (Free Press, 2003).

Report by Carol McDonald, 2005.

Consider the possibility: "What if there was a simple little pill that could actually stimulate the mind and body to provide leadership?" In this story (written as a parable), an amazing new pill has been developed by Leadership Pill Industries (LPI). Years of research in the company have finally paid off, and the company has made plans to mass-market their Leadership Pill across the nation. In just one week, the leadership-pill.com Web site receives over seven million hits. Early reports show that this pill is already selling better than Viagra. The company also unveils its slogan: "The Leadership Pill-When You've Got the Need to Lead." A national poll reveals that 87 percent of all managers favor the use of the Pill. Testimonials flood in from satisfied customers. Founders of the Pill cash in the majority of their stock options, as do dozens of employees who had been there from the beginning.

As the popularity of the Pill continues, staunch critics of its use begin voicing their views. One such critic of its use, the Effective Leader who is a well-respected business guru, is convinced that the Pill is composed of the wrong ingredients. He proposes a challenge to the CEO of LPI. So, the Pill-free Challenge begins in which an independent panel selects two low-performing teams that suffer from bad morale, poor customer service, and diminished profitability. One team would be led by the Effective Leader and remain pill-free for one year. The other team would be led by a current leader of an organization that used the Pill. Each leader attempts to turn his group into a high-performing team.

The rest of the story deals with the "ups and downs" of both teams. It focuses mainly on the Pill-free group, and how the Effective Leader guides them into becoming a highly motivated team. An inspiring and supportive leader, he supplies the right ingredients, earning his team's respect and trust with a blend of integrity, partnership, and affirmation. Ultimately, it is recognized that "leadership for a lifetime" is much easier to digest than a pill for leaders looking for a quick fix.

This simple little book contained all of the five leadership practices, just worded in a different and entertaining format.

**Leadership Secrets of Attila the Hun**, Wess Roberts (Warner Books, 1990, c1987).

Report by Lyle Moore Jr., 2005.

I first chose the book *Leadership Secrets of Attila the Hun* because of the title; I am a stereotypical guy and intrigued with war and the mystique surrounding the name Attila the Hun. Shamefully, I must also admit that the size of the book was another factor in my choice. I have taken management and leadership courses but I am not enthralled with huge texts of personal achievement or a person's reasoning for why their practices are the "best." In my opinion, the principles are the timeless entities, not the methods of achieving them. The *Leadership Secrets of Attila the Hun* helped to bring about my belief that all moments are situational, what may work

in one instance will not necessarily work in another. What may work in one civilization or during one century may not work in the next. The principle one attempts, like inspiring, stays constant, but the method of achieving it changes. Attila provided this teaching to his chieftains for the betterment of the Hun Nation, not as a dictatorial lesson. The principles Attila taught created a leadership style that has been taught throughout time and must be correct as is evident with the fall of the Hun Nation by the self-serving leaders following Attila the Hun's death.

This book also provides a brief history of Attila, which is necessary in order to understand how Attila rose from a nomadic, loose-fit tribal nation to unite, lead, and conquer all that opposed the newly formed Hun Nation. Attila was born and reined during the early 400s. As a young boy, Attila fell from grace with his uncle, the new chieftain leader, with the death of his father. Attila was then sent to Rome as a child prisoner. The exchange of child "prisoners" was a subversive scheme of the Roman Empire to infiltrate and conquer nations. The prisoner child that was exchanged from Rome was actually a trained spy who helped to gain valuable information about the rival nation. The child that was given to Rome was taught Roman ways, which were then taken back and incorporated into the rival nation, making them more Roman-like. During his imprisonment, Attila used the valuable information he gleaned from the Roman court to help shape his thoughts on leadership. True, these thoughts are consumed with the drive to conquer the Roman Empire, but the principles behind the thoughts have become the basis for current day exemplary leadership. The most impressive factor I've taken from this book is the agelessness of the themes. The traits, or qualities, that Attila used and tried to instill into the Hun chieftains were the same qualities or traits looked for today in leaders.

I have also been reading a book on the leadership of Winston Churchill and have discovered these same time-tested principles. Another good book to use for comparison is *The Leadership Challenge*, written by Kouzes and Posner, which talks about setting the example and taking actions that align with the values shared by the whole. Attila taught that the greatness of Hun should be measured by the sacrifices they make for the betterment of the nation. He also defines a leader who is conceited or self-indulgent as an idolizer of himself, not a leader of people. He also taught that each and every Hun was responsible for their own actions, whether good or bad. No one can do for another person what one neglects to do for himself. Both are principles that center on leading by example. My favorite lesson relating to setting the example was that a chieftain can never be in charge if he rides in the rear. What better illustration of leading by example can there be?

Kouzes and Posner talk about the leadership trait of inspiring a shared vision. The reign of Attila the Hun as King of the Hun Nation exemplifies this trait for a leader. The Huns were basically mercenary nomads that were divided into tribal factions. Fighting each other was a constant; selling their fighting skill to gain pillage was also a part of life. There were also accounts of people selling their skill to fight because of boredom. The Huns were truly all over the place and with no real focus or purpose other than personal gain. Attila changed all of that. He started with his own tribe and moved outward. With each tribe that was conquered, teaching began and a vision was instilled. Soon, other tribes were joining in order to reap the benefits of the now shared vision being held by the newly increasing Hun Nation. As the Nation grew, each tribe was now realizing a bigger pillage, which happened to be one of the root traits for a typical Hun. Attila had channeled these personal traits and created a nation that was feared by even the Roman Empire. He took all of the divided tribes and instilled the common vision. The future possibilities were also tied with this vision, creating a vortex of commonality and even a nationality feeling, which increased the strength of his leadership. Attila summed it all with his

thought that the Hun Nation can accomplish more than any single tribe or person, especially if the thought of national goals is used over personal goals.

The theme of challenging the process is also found throughout Attila's teachings. Learning through adversity, and the thought of the Huns learning more from defeat than from success, are prime examples of challenging the process. The potential of every person is not realized without some type of challenge. If everything is given, then there is no need to improve one's self and, therefore, stagnation occurs. If it was easy to be a leader, then everyone would be one. Attila also taught that with great risk comes great reward, or defeat, but to learn from this defeat so that defeat does not happen again. Every decision we make in life has some inherent risk, be it great or small.

Enabling others and encouraging the heart were also resounding principles within the teachings of Attila the Hun. One of the sought-after attributes of a strong chieftain was the ability to take the risk of delegating duties to an inexperienced Hun in order to improve upon this inexperience. Here again is the shared vision and strengthening of the nation instead of the person or single tribe. Delegation, or proper delegation, was a sign of strength and great power. The ability to ensure the strengths of a chieftain overshadowed the weaknesses and helped to bring together the Hun Nation. The ability to recognize and reward creativity and innovation, as long as they were consistent with the nation, is a requirement for a great leader. The improvement for the Hun Nation was through this new knowledge or experience, therefore rewarding it was mandatory.

The biggest underlying principle for success as a leader dealt with the feeling of group, or nation, and the ability to make individuals work toward the good of this group or nation, not their own personal agenda. Even though this leadership was used to conquer, kill, and pillage other nations, the timeless principles behind the teachings are hard to argue against as the primary attributes for leadership.

**The Leadership Secrets of Santa Claus: How to Get Big Things Done in Your "Workshop"—All Year Long**, Eric Harvey, David Cottrell, and Al Lucia (Walk the Talk Co., 2003).

Report by Heath Harmon, 2005.

Leadership: from the outside it looks very inviting—being the one that makes decisions, the one that takes all the credit, that makes the "big bucks," etc. But, let's be realistic. Sure, leadership can be extremely rewarding, but the gauntlet of pressures and anxieties from deadlines, obstacles, conflicts, angry customers, and maintaining the satisfaction and happiness of your troops can take years off of your life. Anyone who has spent time as a leader knows this to be true. But let's not stop there. Let's imagine the most challenging job description possible and see if there are any takers. Heck, let's see if there is anyone even qualified.

Imagine a position that has a customer base of billions. Imagine a position that has to make cut-throat decisions and that directly affects children. Imagine a position that has a staff made up of animals, as well as people. Imagine a position that has the most rigorous deadline for the delivery of your product yet you are unable to utilize the services of FedEx. Imagine only having a staff of hundreds to get this all done. Imagine the location of your business is in a desolate, uninhabited land with bitterly cold temperatures all year long. And now imagine that this position comes with a few "qualifications," such as maintaining a long, shaggy beard, having a red wool suit, and being grossly obese.

I know this job description has you ready to turn in that letter of resignation that you have sitting in your desk ready to be delivered at the prospect of something better. But not so fast "short timer." As far as I know, the position isn't vacant—judging by the gifts still sitting in my stocking.

So, when tasked with researching leadership, I chose to research the techniques and advise from the person filling the most challenging job in the world—good ole St. Nick—from the book, *The Leadership Secrets of Santa Claus*. Although the title gives the impression that the content will be as fictitious as the person, this couldn't be further from the truth. In a very creative way, this book provides "eight practical strategies for leading others and getting big things done all year long."

*The Leadership Secrets of Santa Claus* reinforces the lessons already learned through RIHEL, such as focusing on the employees, reinforcing good work, open communication, and setting the example. In addition, the authors tackle some other important aspects of being a successful leader on the job. In particular, advice is given on the importance of selecting the "right" person for the job, and addressing performance issues immediately.

In the chapter titled "Choose Your Reindeer Wisely," the authors discuss the advantages of finding the most appropriate person for the position that will ultimately bolster your mission and be successful, even if the search is long and difficult. By doing so, less time will be spent on training, re-training, and disciplinary actions. This chapter also provides insight to the advantages of having a diverse staff through the many "new skills, perspectives and ideas" that individuals from different walks of life can bring to the team.

*The Leadership Secrets of Santa Claus* is a good book! The authors do a great job providing strategies for successful leadership in a very whimsical fashion, and although the examples are fictitious in origin, there is truth in their application.

#### Outline of *The Leadership Secrets of Santa Claus*:

- Build A Wonderful Workshop
  - Make the mission the main thing.
  - Focus on your people as well as your purpose.
  - Let values be your guide.
- Choose Your Reindeer Wisely
  - Hire tough so you can manage easily.
  - Promote the right ones, for the right reasons.
  - Go for the diversity advantage.
- Make A List and Check It Twice
  - Plan your work.
  - Work your plan.
  - Make the most of what you have.
- Listen To The Elves
  - Open your ears to participation.
  - Pay attention to how you're perceived.
  - Walk a while in their shoes.
- Get Beyond The Red Wagons
  - Help everyone accept the reality of change.
  - Remember the customer is always in charge.
  - Teach "the business" of the business.

- Share The Milk and Cookies
  - Help them see the difference they make.
  - Do right by those who do right.
  - Expand the reinforcement possibilities.
- Find Out Who's Naughty and Nice
  - Confront performance problems early.
  - Coach the "majority in the middle."
  - Don't forget the superstars.
- Be Good For Goodness Sakes
  - Set the example.
  - Establish guidelines and accountability.
  - Remember that everything counts.

**Leadership Sopranos Style: How to Become a More Effective Boss**, Deborah Himself, (Dearborn Trade Pub. 2004).

Report by Suzanne Parent, 2005.

The award-winning, critically-acclaimed HBO series, "The Sopranos," serves as the foundation for this book. So, be forewarned—some of the language used in this book can be shocking, especially for a text on Leadership. The author, Deborah Himself, points out that there is much to be learned from the character of Tony Soprano, and she has interpreted the leadership methods used from the given examples in the book. However, one would not want to directly imitate Tony's style in many cases, unless, perhaps, you work for a mob-type organization.

Tony is an effective leader due to his grasp of business principles. He is always looking for new ideas and, for Tony, customer satisfaction is important. What I was looking for in this book, however, was how to deal with employees and co-workers. What I liked about Tony's style in particular was his directness. I have found that I tend to approach a subject in a round-about way, and then the person I was talking to is not clear about my expectations. This is very frustrating for both parties. So, one of my "aha! moments" from this book was to learn that not every situation or person should be afforded the same tact. In fact, effective communication can and should be very direct, when appropriate. Himself writes: "Focus on how you can be more direct, empathetic, clear, and adaptable in one-on-one conversations. You'll find that you're perfectly able to assimilate these traits without threatening to break someone's kneecaps."

Another topic that I found particularly helpful was the chapter on getting feedback and learning about what to do with it. Himself suggested some day-to-day actions as well as the 360 degree feedback approach.

All in all, the book was fun and easy to read, and I would recommend it. And, although I've never watched the series, maybe someday I will get the opportunity to see Tony in action!

**Leading from the Heart: Choosing To Be A Servant Leader**, Jack Kahl, with Tom Donelan (Greenleaf Book Group, 2004).

Report by Suman Morarka, 2005.

Drawing from his thirty years of entrepreneurial experience, his friendship with Sam Walton (the founder of Wal-Mart), and years of self motivated study, Jack Kahl reveals the true spirit of leadership.

In 1971, Kahl bought a small company for \$800,000, renamed the company, and began creating one of the most exciting business stories ever. By the time he retired in 2000, the company was selling consumer products to the best retailers around the world and had achieved revenues of more than \$300 million. With *Leading from the Heart*, Kahl brings a unique and powerful lesson to all aspiring leaders—leadership begins with a choice. Today's leaders must be creative, passionate, disciplined, and courageous people who still make time to care for others. The servant leader must be of strong character and seek knowledge endlessly.

Kahl's story is about a small company beating the odds, learning their lessons from what is now the biggest company on earth: Wal-Mart Stores, Inc. What they learned was this: With the right values and the right culture any team can beat any other team regardless of size. Their core strategies were simple but their tactics complex and ever-changing. Ideas, products, and talents evolved at a frenetic pace. The situation demanded creativity and spontaneity. They tried, failed, and tried again. They let the customers define their priorities. Their retail partners appreciated that their egos were unhinged from blind allegiance to a product, brand, or manufacturing plant. They owed their flexibility to the fact that Manco was a distributing company. Product quality is a prerequisite. Part of their recipe for success was that they worked backward from what their retail customers desired. Kahl learned to put quality first from the giant of retail himself, Sam Walton.

Sam Walton taught by personal example. He shared information, recognition, and rewards with everybody and he did it consistently. Kahl recalls how Sam's eyes burned with patented intensity, delivering the message imbedded in his words: "Promise me nothing but professional grade tape in my stores....And never run out. But if you do run out, make sure it is our fault." Sam explained that the entire image of his stores depended on a few items and duct tape was one of them. He could not afford to lose the loyalty of a customer over product quality or a product shortage. Sam knew the customer was the boss. His number one job was to keep them happy. Albert Einstein said something quite similar: "It is high time the ideal of success should be replaced with the ideal of service."

Leadership is about achieving a goal through a team. To achieve a goal, a team needs help—help to gain resources and to remove obstacles. Leadership boils down to a choice to provide the help that the team needs in order to reach its goal. First and foremost all leaders make that choice. The choice to lead comes from an emotional commitment to the goal. No matter the degree of rational thought that went into developing the goal itself, in the end, the leader must believe on an emotional level that the goal is worth the effort, pain, and sacrifice such a journey requires.

The leader must believe in the goal with his or her whole heart because it is in the heart that the choice to lead is made. As Jesus Christ said, "Many are called but few are chosen." In the case of leadership we could say "many are called but few choose."

**Leading with Soul: An Uncommon Journey of Spirit**, Lee G. Bolman and Terrance E. Deal (Jossey-Bass Publishers, 1995).

Report by Gloria Richardson, 2005.

Not only did M. Scott Peck and Max De Pree serve as inspiration for Bolman and Deal, but also the authors drew from a diversity of the world's spiritual traditions: poetry, philosophy, and social science teachings on leadership and organizations. In *Leading with Soul: An Uncommon Journey of Spirit*, Bolman and Deal have written a parable which tells the story of

Steve's journey and quest for passion and purpose in his work and life. Steve is referred to Maria, a storyteller, who has crafted her leadership through her own business career.

Bolman and Deal have helped me to understand the ties that bind spirituality and leadership together. They begin each chapter with a saying from a philosopher, such as Rumi: "All day I think about it, then at night I say it. Where did I come from, and what am I supposed to be doing? I have no idea. My soul is from elsewhere, I'm sure of that, and I intend to end up there." Then Bolman and Deal give an interpretation of the saying through the characters of Steve and Maria. The story begins with an introduction and definitions of soul, heart, and spirit.

These words are not usually heard in corporate America. This book is about the journey to hope, faith, and heart. In the work place, we need a language of moral discourse and to talk about ethical and spiritual issues and the connection to leadership. Bolman and Deal quote management experts such as Elsa Porter: the taboo against talking about spiritual matters in the public sphere robs people of courage, of the strength of heart to do what deep down they believe to be right.

*Leading with Soul* is an update of an ancient literary form. Over centuries, basic moral lessons have often been expressed through stories. If we do not listen to the spirit within us, our deepest longs go unfulfilled. The faith in technology's ability to cure our society's problems is not materializing. We have every comfort our technology can afford and yet chronic social and economic problems get worse. Families and children are in more trouble than at any time in recent memory. We look for leadership to solve these problems (e.g. the champion or the policy leader who solves problems with information, programs, and policies). Yet both miss the essence of leadership, which is courage, spirit, and hope. "The heart of leadership lies in the hearts of leaders." We have lost touch with our spirit and need to relearn in order to learn with soul. Soul and spirit are different. Soul is personal and unique, grounded in personal experience. Spirit is transcendent and all embracing. It is the universal source, the oneness of all things: God, Yahweh, Allah, and Buddha. Leaders with soul bring spirit to organizations. Leaders of spirit find their soul's treasure store and offer it as gifts to others. This book is about the search for something bigger. The authors share that heart, hope, and faith are rooted in soul and spirit and are necessary for leaders.

Another writer, James McGregor Burns, says that "Leadership is one of the most observed and least understood phenomena on earth." Isabel Lopez, a principal of Lopez Leadership Services, said that leadership has to do with wisdom, which uses intellect, knows heart, and understands spirit.

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

Report by Chuck Smedly, 2005.

"Leadership is rather dependent in beautiful ways on shared values and commitment, on understood visions expressed in workable mission statements, and on moral purposes."

Max De Pree's *Leading Without Power: Finding Hope in Serving Community* reveals why nonprofits attract people and are effective at accomplishing their goals. Environmental and

public health departments parallel nonprofit organizations in many ways, and, therefore, this book is useful to a manager working in public health.

Like nonprofit sector workers, environmental and public health workers work for the common good of their communities. They do not have an easily definable product to measure output. To be effective, they must have a clear vision. The vision must include realizing the potential of each employee as well as the service to the community they hope to serve. Both nonprofits and health departments can be fulfilling places to work if people see their work as satisfying a need outside of themselves.

This book offers an opportunity to explore a philosophy of leadership that is intended to help people, groups, and organizations reach their potential. It is not a nuts and bolts book. *Leading Without Power* helps guide the reader to understand a philosophy of leadership based not on monetary power or the top-down management style of reward and punishment, but on promise of meaningful work and a work place of realized potential. De Pree argues that a successful leader will create an organization that gives people an opportunity to learn and grow. The book does offer strong reasons for considering the author's view of his management philosophy. The manager that wishes to delve deeper into an understanding of how to maximize his or her potential, to learn what role they play in the organization, and to communicate the language of potential in their words and actions will find in this book thought provoking essays on essential concepts.

Failing to identify characteristics to measure can result in a lack of effectiveness and achievement within an organization. Chapter 4 offers suggestions for what a nonprofit entity might measure. Health professionals often find it difficult to define useful metrics (e.g., How many cases of any particular disease were prevented by their actions?). Measurement is essential to an organization. It is connected to the health of the organization and directly affects whether or not we reach our potential and how close we are coming to our potential. I particularly like the idea that measurement is related to a concept of renewal in that we need to know what to abandon in order to grow. It is not easy to identify what to measure.

De Pree suggests several inputs to measure:

- What does the organization expect from people in the way of work?
- How is vision stated and translated into the organization or individual's mission?
- How are questions and contrary opinions handled?

It is equally important to measure outputs.

- How does our performance compare to our plan?
- How does our performance compare to our potential?
- What is the tone of the community?
- What is significant to the organization and to its people?

Having defined measures of input and output, it is critical to engage in a circular process of improvement by studying the results, and adjusting and revisiting the changes. This continuous cycle leads to an output that fulfills the vision of the organization, giving hope to the community and hope to the employees. An organization is only vital if its people are willing to grow. Chapter 7 describes the author's view of the attributes of a vital organization and is especially interesting to review.

**Lincoln on Leadership: Executive Strategies For Tough Times**, Donald T. Phillips (Warner Books, 1992).

Report by Mark Egbert, 2005.

This book examines the life of Abraham Lincoln, his leadership style, and the example he set, then compares his strategies with modern-day concepts of leadership. The book is an excellent guide to leadership in particular, as well as a good, general discussion of a life well lived. It is simple to read and simple to use.

Often, when I read books about leadership, I run across sound, relevant concepts. However, without understandable examples, these discussions can lack a concrete, real-life quality—making it difficult for me to translate from concept into practice.

*Lincoln on Leadership* is filled with profound examples of good leadership principles. It is impossible for me to imagine the difficulties President Lincoln must have faced while he was the president of this country. Preserving the union was a concept that was embraced only by some. However, I imagine that some of the other principles he put forth were even less well received at the time—in both the North and in the South. And, because of President Lincoln's own principles, I imagine that some of the decisions he had to make were particularly difficult.

After reading this book, I am inclined to believe that President Lincoln may have been the only reason that this country remained undivided. I am also inclined to believe that President Lincoln deserves an even fuller measure of the credit for our present interpretation of "all men are created equal" than he now receives.

Of the many concepts put forth in this book, I was particularly struck by the fact that President Lincoln was willing to embrace the many paradoxes of leadership. Somehow, I found this concept to be reassuring.

The examples of the paradoxes of President Lincoln's leadership were many. Lincoln was able to delegate responsibility to his subordinates, and yet accept full responsibility for the actions of his subordinates. He was flexible and open to ideas, and yet willing to be very decisive when he needed to be. He had very strong convictions, and yet he could still lead and inspire others to act based on their own principles. He was able to get a very difficult job done, often with a staff of people who were largely incapable of doing the job. When President Lincoln found excellence, he was able to recognize and value the excellence—even when it was only one aspect of a less than perfect character.

If I were to make any criticism of this book at all, it would come from my own innate skepticism. The book lacked a critical eye, and it is difficult for me to accept that one person can make such a difference.

**Lincoln on Leadership: Executive Strategies For Tough Times**, Donald T. Phillips (Warner Books, 1992).

Report by Jeff Linn, 2005.

Abraham Lincoln was raised in poverty, experienced set backs and failure throughout his life, and was ridiculed on his physical appearance. Yet he became the 16<sup>th</sup> President of the United States. The day Lincoln was sworn into office this nation was ten days into war with itself and had poorly trained and staffed military. Lincoln's advisors despised him, he was elected by a minority of votes, and the Confederate States of America took ownership of all federal facilities and goods in their territory. President Lincoln had his work cut out for him.

In reading *Lincoln On Leadership*, it is clear that the events in Lincoln's life helped to prepare him for the office of the presidency at a time when the government needed strong leadership. Lincoln was an effective communicator with a clear vision, he spent a great amount of time with the troops, placed trust in his generals, and used stories and humor to get his point across. Donald Phillips effectively weaved in historical quotes and provided insights that I had not considered before, plus, the book piqued my long-time interest in U.S. history. But, I found that it was more than just a good read. While reading this book I found myself identifying with several of the President's challenges and took note of how he went about addressing them. I saw several similarities in my workplace, although not at the Civil War level.

Mr. Phillips divides the book into 4 major sections:

- People
- Character
- Endeavor
- Communication

In Part 1, Phillips addresses how Lincoln treated people and what he expected from them. Lincoln strongly believed in getting out of the office. I was impressed to learn that he spent a portion of every month of his presidency in the field with his troops, visiting the wounded or attending funerals. Sometimes he would spend nights at the telegraph office in the War Department just so he would be able to provide prompt responses to the troops. He built strong alliances with his staff, to include those who did not respect him. Lincoln also understood that he would get a better response by persuading his staff rather than trying to coerce them.

In Part 2, Phillips takes a look at what Lincoln thought about character. Lincoln held honesty and integrity in the highest regard. I thought his application of unjust criticism would be particularly effective for me to implement. Lincoln would ignore attacks unless they damaged the public's view of his principles. One method that he used on several occasions to deal with unjust criticism was to write letters of refutation in order to vent his anger and frustration—then not send the letter.

Part III discusses endeavoring to achieve results. In this section, Phillips discusses how Lincoln exercised a strong hand as president but really wanted his subordinates to take the lead by being as decisive and results-oriented as he was. For me, the key chapter of this section is Chapter 11, "Keep Searching Until You Find Your 'Grant'." Lincoln spent most of his presidential term cycling through generals to command his military in such a way as to win the war. He would give them 3 to 5 months to show results in the field. He was unsuccessful with 11 generals, until he placed General Ulysses S. Grant in charge. Prior to General Grant, Lincoln was frustrated with one general's indecisiveness to the point where he actually went to the battle front and ordered the troops to attack, which resulted in the capture of Norfolk, Virginia. Lincoln understood that he could not win the war by himself and spent a little over three years and 12 generals looking for his "Grant." One sobering thought to ask one's self is if you are a "Grant" or one of the other 11 generals in your organization.

Part IV addresses communication. This was definitely one of Lincoln's strong areas. People who were ready to dismiss him based on his physical appearance prior to one of his speeches ended up being supporters afterwards. Lincoln had been perfecting his speaking skills most of his life. He knew the importance of presentation in a courtroom, he could tell a good story in the local tavern (and most likely obtained a good number of stories from there), and he knew that people tended to remember key points through storytelling. This is one part of the book that would require a long-term commitment on my part—practicing effective storytelling

before doing it in public. Phillips concludes this section, and the book, with a chapter on Lincoln's vision. Lincoln had a vision to see this nation continue on as a whole because he saw that the future was bleak if the nation was divided. He tried to communicate and affect renewal by tying together our nation's past, the struggles in the founding of this nation, and what the future has in store—a stronger and united nation—which he did in the famous Gettysburg Address.

I highly recommend adding this to your leadership reading list. *Lincoln On Leadership* may be beneficial should you find yourself inheriting a organizational "civil war" or are wondering how to correct the course of one that you are currently in.

**Mother Teresa: A Complete Authorized Biography**, Kathryn Spink (Harper, 1997).  
Report by Thomas Ruiz, 2005.

In reading this fascinating biography, it is immediately evident that Agnes Gonxha Bojaxhiu (Mother Teresa) employed all of the five aspects of effective leadership as described by Kouzes and Posner in their book *The Leadership Challenge*. Throughout the book, I was amazed by the determination that this unassuming woman of modest upbringing had in forming the Missionaries of Charity.

The youngest of three children, born in August of 1910 and growing up in Skopje, Yugoslavia, her parents taught her many valuable lessons, perhaps the most important being that of giving of yourself to the less fortunate. This concept was employed time and again by her parents and they would open up their house to the hungry and homeless for support. At an early age, Agnes realized her calling to serve within the church. It was in this setting that her leadership skills flourished and were put to the test.

In 1929, Agnes joined the Loreto Sisters, an order of nuns in the Catholic Church with missions throughout Eastern Europe and Asia. She began her career in the church by educating the poor and orphaned. Not long after beginning this work, she realized that in order to truly understand and serve the poor, she had to live like them.

On September 10, 1946, a date now celebrated annually by Missionaries of Charity throughout the world as "Inspiration Day," came what Mother Teresa would subsequently describe as "the call within a call." It was an experience about which she would say little. "The call of God to be a Missionary of Charity," she once confided, "is the hidden treasure for me, for which I have sold all to purchase it." She decided to leave the convent and help the poorest of the poor while living among them. To her, it was an order; to fail it would have been to break the faith.

What followed were numerous battles with the hierarchy of the church, including Bishops, Archbishops, and Cardinals. This was obviously challenging the process. For a nun to abandon her order for the purpose of starting a new one was absolutely unheard of. Ultimately, she found support in a priest, Father Van Exem, who championed her cause with a key Bishop. During this time, Mother Teresa was scolded by her superiors within the church. Said one Bishop: "You have only just arrived here and already you are telling the nuns to leave their convents...you say this is the will of God, just like that. I am a bishop and I don't profess to know what the will of God is."

In time, Mother Teresa inspired a shared vision by attracting other nuns to her Missionaries of Charity Order. She held strong to her belief of living in poverty by residing in the same conditions of those she served. This belief went so far that she limited her own intake

of food throughout the day and turned down donations of mattresses for her and the Sisters of her new order. To me, this is a great example of modeling the way. This is an ultimate leader who gave up the many comforts of life as a Loreto Sister to live in squalor among the poor in order to fully understand their needs. There are many other examples of this throughout the book.

Mother Teresa was also instrumental in educating the poor, thereby enabling others to act. She founded the first of many informal schools in which children were taught to read and young women were taught to type. No such education had ever been provided to this population in Calcutta.

Perhaps the most important part of Mother Teresa's work was helping those poor who were dying to die with dignity, thus encouraging the heart. She founded numerous places of refuge throughout Calcutta in which those who were dying on the streets were brought in to die with dignity and the love of God. This was also evident in her work with the lepers throughout the city. Ordinarily shunned by society, Mother Teresa had much compassion for these people and reached out to them.

### **Not Without a Struggle: Leadership Development for African American Women in Ministry**, Vashti M. McKenzie (United Church Press, 1996).

Report by Jo Ann Pegues, 2005.

I selected this book, which is by an African American female Minister, in order to look at the leadership strategies she imparts and then relate them back to the five practices of exemplary leadership that we have studied through our work at RIHEL.

Dr. McKenzie, now Bishop McKenzie, discusses issues that she and other African American women in ministry have struggled with, which I believe apply to all women in leadership roles. She became the first woman pastor in the 102 year history of Payne Memorial AME Church in Baltimore, MD, and she was recently elected as the first female bishop in the AME church's 213 year history.

McKenzie discusses how women became paradigm busters because they changed the pattern from which the garment of pastoral leadership had been constructed for centuries, the pattern that had not allowed clergywomen to be sewn into the fabric of congregational life. McKenzie gives many examples from a historical perspective of female paradigm busters. These examples include women breaking into previously all-male paradigms such as business, politics, sports, and religion. Many of these women: Madam C.J. Walker, entrepreneur; Shirley Chisholm, presidential candidate; Mary McCloud Bethune, presidential advisor; Lena Horne, entertainer; and Oprah Winfrey, entertainment entrepreneur have effectively stormed the heights of exclusionary social paradigms, but not without a struggle.

Dr. McKenzie pulled from research and interviews with hundreds of women in ministry and summarized their experiences. The book traces the thread of female leadership in Roman, Greek, Jewish, and African cultures as well as female leadership in the church. Her intent is to help women in general and specifically African American women to understand that they are part of a historical legacy.

McKenzie also discusses how the Bible has been used, or misused, to legitimize prejudicial distinctions of race, class, religion, and gender. One minister was quoted as saying that "she believes that biblical texts, historically conditioned and produced by a patriarchal society, are to be viewed with suspicion and that as women recognize that they have been objects

of discrimination and injustice in the church and society, they must discover their history and create a new future."

Dr. McKenzie offers a collection of leadership strategies which she calls the Ten Commandments for African American Women in the Ministry. They may be considered groups of basic leader laws or a code of leader conduct and not absolute principles. A close look reveals much of what is included in the five practices of exemplary leadership.

The following are the Ten Commandments for African American Clergywomen:

- Thou shall be prepared.
- Thou shall be a team player.
- Thou shall network.
- Thou shall be accountable.
- Thou shall empower others.
- Thou shall use sound management principles and techniques.
- Thou shall be committed to the servant leadership style of management, exemplified by Jesus Christ.
- Thou shall pursue continuing education and personal development in order to provide quality leadership.
- Thou shall develop, pursue, and establish a Bible-centered ethics and ethos in all areas of ministry.
- Thou shall be accessible to Christ and to those you are called to serve.

In the last chapter of the book, McKenzie makes recommendations and summarizes. In her closing statements, she talks about the frustration of seeing those whose hands you have held and helped to fight for a better community and church turn against you. They go through the door first, closing it in your face, not because you are not qualified but because you are female. And, the salt in the wound is that they tell you that what they are doing is okay, because God says you are a second-class citizen. There must be concern anytime the door is shut for any reason.

An important lesson for me is that "leadership is the powerful force by which exclusionary paradigms such as racism and sexism may be confronted, challenged, and changed."

**The Paradox of Success: When Winning at Work Means Losing at Life: A Book of Renewal for Leaders,** John R. O'Neil (G.P. Putnam's Sons, 1993).

Report by Suman Morarka, 2005.

John O'Neil's personal experience has taught him that success is not always the glittering prize that it seems to be on the surface—he saw among others evidence of toxic problems lurking below public achievement.

When *The Paradox of Success* was first published, it shed light upon the way hubris-exaggerated pride grows and can destroy those who fall victim to it, highlighting what has since become an even larger problem. In fact, during the late nineties hubris grew widely into a worldwide phenomenon and cheap money, bad manners, and swollen egos ruled. Now, at the beginning of the new millennium, massive corporate scandals such as Enron, WorldCom, and Tyco have revealed the depth of unchecked arrogance and misguided ambition.

It is important to realize that some of the most serious cases are among the young who gain power before they are ready and who, because of their feelings of superiority, rarely seek help. Here are some symptoms to watch for:

- Failure to appreciate the gifts one has received.
- Feeling entitled to privilege and needing to be first in line.
- Demanding that others do your bidding.
- Losing touch with the small delights of life.
- Demonizing those who don't agree with you.
- Seeing one's self in exaggerated terms of virtue and as morally superior.

O'Neil saw that men and women in top positions across America were drowning in work yet were bored by it, that they were chronically over-stimulated by pressure and under-stimulated by genuine challenge, and that they were growing more irritable by the day and more withdrawn from their family and co-workers without knowing why. They felt stuck, afraid to let go, and at a loss for what to do next.

From years of working with such people, O'Neil compiled a list of helpful questions to ask in self-reflection.

- What's all this for?
- Could I re-imagine my life?
- How do I take my collective experience and write a new life chapter?
- When did boredom become an acceptable state? Can I find more freedom, and learn something new?

The presence of serious, suppressed problems among the groups was no surprise to O'Neil. All too often, beneath the structural problems lie human problems that leaders find terribly hard to admit to and which are difficult to resolve. Early conversations almost never come close to uncovering the real problems. But, as comfort levels grow, the discussions reveal serious splits in the top ranks about corporate values and goals and a frightening lack of trust at every level. Often, the infighting is so intense that the really important subjects have become taboo and secrets abound, secrets about relationships, perks, plans, and performance. Problems at the top filter downward and are soon reflected elsewhere. Totally incompetent and even destructive people are tolerated and ignored, even when everyone knows who they are.

Leaders are under siege, exhausted, and, most people suspect, dreaming of tall grass elsewhere. The environment for creativity and growth is terrible and momentum alone seems to be keeping the company in motion. When organizational secrets are denied or downplayed, they sap the vitality of the players and poison the entire enterprise.

An essential part of the mystique of business success has been to present a corporate happy face and an image of solid strength to the public. The need to maintain an image of invulnerability and vitality is felt by successful individuals. Success cannot be sustained over the long-term by denying the existence of problems (for example, deeply personal matters such as loss of passion, commitment, vision, and meaning). The primary goal of any organization is to perpetuate itself, but the individual and the human needs of its leaders and managers are far more complex than mere survival. After having attained the basic goals of security, respect, and ego fulfillment, personal needs arise. Less evident but no less urgent is the desire to realize emotional and creative potential, to achieve peace of mind, and to serve the community or to discover some sort of spiritual connection with one's work.

*Deflating hubris through renewal:* The cycle of renewal begins with an evaluation of your present self and your situation, and proceeds through retreats that enable you to explore

your shadows in depth, which leads to a greater integration of your hidden self into your daily life. Long-distance winners will share their wisdom at every stage in this process, which is a tool you can use over and over to renew your capacity for healthy success.

We can best understand the cycle of renewal by seeing it in three stages:

- *Stepping back*: Stepping back for a clearer view of your life and endeavors and disengaging from the immediate action to enter a mode of observation and evaluation. Observation is the key skill of self-renewal. Balancing decisive action with observation and introspection is essential for long-distance winning.
- *Deep learning through retreat*: The deeper exploration of the hidden self—the fears, doubts, needs, and gifts that lie beneath your everyday awareness—usually involves retreat time. The eventual goal of deep learning is to take the insights you have gained from retreat and reapply them when you return to the world.
- *Matching action to insight*: The goal of matching action to insight means that what you do fits your evolving self; sustaining excellence in your life and work calls for sustained practice of self-renewal skills; the fuel to sustain success is ignited by the spark of learning; and learning of any kind does not proceed on an unchanging level path, but follows a traceable curve. Let's chart the curve and see how it operates in our life:

Trial and error      Confidence      Mastery      Entropy

The term entropy can be conveniently applied to the loss of energy that occurs past the top of the learning curve. The slide into entropy is inevitable unless we consciously fight it—or anticipate it. Salk proposed that when an organism reaches the top of the curve, it is inefficient to spend more time there. So, at some point before the curve begins to bend down, we should begin the search for a new learning curve. The point on the curve where learning starts to slow was identified by Land as the "observation point." It is in many ways the optimum time to step back, evaluate our progress, and perhaps contemplate launching a new learning curve.

### **Practicing Servant-Leadership: Succeeding Through Trust, Bravery, and Forgiveness,**

Larry C. Spears and Michele Lawrence, editors (Jossey-Bass, 2004).

Report by Tim Martin, 2005.

In the fall of 2004, the company I work for, Amgen, published on its internal Web site a short profile on public policy work done by Amgen Global Government Affairs. The person who wrote the article asked me what I liked most about my job in government affairs. This is the quote used in the profile: "The best part about my job is being able to do something that feels like more a calling than a career. I'm struck by what it means to work in a place where the mission—the reason for being—Is to serve patients. That mission sparks a passion that makes us all work harder and stretch further, regardless of job title."

The mission is of central importance. But there is more. What sparks that kind of passion? The collection of essays that make up *Practicing Servant-Leadership* provides a great framework from which to analyze what Amgen and its leaders have done for my colleagues and me: to help us be a caring community and draw out our best.

For leaders in other organizations grappling with the fast pace of change we all face these days, *Practicing Servant-Leadership* provides models of great value to enhance organizational

effectiveness and, more importantly, to enhance the personal fulfillment and growth of the human beings who make up those organizations, that they too might have passion in what they do.

Servant-leadership is a concept with both spiritual dimensions and practical applications. Larry Spears, one of the editors of *Practicing Servant-Leadership*, describes servant-leadership as an approach that "attempts to simultaneously enhance the personal growth of workers and improve the quality and caring of our many institutions through a combination of teamwork and community, personal involvement in decision-making, and ethical and caring behavior." Servant-leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment. Servant-leaders may or may not hold formal leadership positions. They have in common their interest in using their positions to be useful and to be a resource to those they lead. They seek to serve and to create communities in which people can do their work to achieve the objectives and results that all in the community, including the leader, are trying to achieve together.

My experience at Amgen:

Those of us who work at the Amgen center work on core aspiration (serving patients by being the best human therapeutics company) and a shared set of values. Amgen leaders (and all Amgen employees are expected to be leaders), in turn, have worked to achieve an environment which works to get the best out of people and unleash their true potentials. At many different levels, Amgen has realized its commitment to aligning structures, systems, and management style to support the notion of empowerment.

All this is consistent with the servant-leadership approach.

The ten characteristics of servant-leadership generally cited by practitioners are:

- *Listening*: Servant-leaders reinforce their communication and decision-making skills with a focus on listening intensely and reflectively to understand and identify the will of others.
- *Empathy*: Servant-leaders strive to empathize with others. They value diversity and accept and recognize others for their special and unique spirits, assuming good intentions.
- *Healing*: Servant-leaders learn to help heal difficult situations and relationships to transform organizations.
- *Awareness*: Servant-leaders use awareness, and especially self-awareness, to understand issues involving ethics, power, and values. Awareness leads them to approach situations from a more integrated, holistic position.
- *Persuasion*: Servant-leaders rely on persuasion rather than positional authority or power in making organizational decisions. They seek to convince, rather than coerce, and are effective in consensus building in groups.
- *Foresight*: Servant-leaders use foresight to see trends and anticipate the likely outcome of a situation. They play a key role in seeing that organizations understand lessons from the past, realities of the present, and likely consequences of a decision for the future.

- *Conceptualization*: Servant-leaders seek to *dream great dreams*. They exercise the discipline to balance broader-based conceptual thinking with day-to-day management realities and short-term operational goals.
- *Stewardship*: Servant-leaders view their positions as an act of stewardship, rather than ownership. They see their roles as a commitment to serving others (including those they lead) and as held in trust for the greater good. (I particularly identified with the notion in that servant-leaders tend to assume leadership when they see it is the best way they can serve.)
- *Commitment to the growth of people*: Servant-leaders believe that people have an intrinsic value beyond their tangible contributions as workers; they are deeply committed to the growth of each and every individual within their organizations. In practice, this can include (but is not limited to) concrete actions such as encouraging personal and professional development, taking a personal interest in the ideas and suggestions and encouraging worker involvement in decision-making.
- *Building community*: Servant-leaders seek to build a sense of community in their organizations. Robert Greenleaf, who coined the term servant-leadership and developed the concept as a leadership model said: "All that is needed to rebuild community as a viable life form for large numbers of people is for enough servant-leaders to show the way, not by mass movements, but by each servant-leader demonstrating his or her unlimited liability for a quite specific community-related group."

The exercise of these characteristics, particularly in an environment that prizes collaboration (in the sense employed by RIHEDL faculty member Carl Larson, who is quoted in the book, of working "towards common goals by sharing responsibility, authority and accountability for achieving results") is powerful, powerful stuff.

I have seen firsthand the effect of the exercise of these characteristics. Though we may not call it "servant-leadership," the results are profound.

**My experience at Amgen:**

About a year ago, a new leader joined Amgen to head its Government Affairs department. He joined at a time of rapid growth in the bioscience industry, but also at a time of great uncertainty. Over the course of the year, I have heard that new leader speak (sometimes directly, sometimes less so) to many of the characteristics of servant-leadership. (I recall one of the first things he asked me at our first meeting was, "What do you need Tim – what resources – to help you in your work?") He has spoken to a move away from more traditional autocratic and hierarchical models and lines of division and authority to a much more collaborative effort, drawing on the diversity of those who make up the department to achieve at greater heights. More importantly – and to great effect – the new leader and those around them have lived and modeled those characteristics to the point they now set a standard for day-to-day relationships and collaborative efforts of all us who make up the department.

Servant-leadership is an emerging paradigm for the twenty-first century. It offers hope for creating better, more caring and effective organizations—the kind that spark passion and

bring out the best in people. *Practicing Servant-Leadership* provided me with a framework to deepen my insight into what makes the Amgen setting cutting edge. The number of applications to other organizations and environments—many detailed in *Practicing Servant-Leadership*—is without limit. I recommend this book.

**Primal Leadership: Learning to Lead with Emotional Intelligence**, Daniel Goleman, Richard Boyatzis, and Annie McKee (Harvard Business School Press, 2004, c2002).  
Report by Diane Niemiec, 2005.

"Great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal: Great leadership works through emotions."

No matter what leadership model or strategy you chose to use, your success depends upon *how* you do it and upon your ability to read, interpret, and direct the emotions of your team or organization to create resonance.

Emotional intelligence is defined as how leaders handle themselves and their relationships. A basic outline of the emotional intelligent competencies are as follows—keep in mind a person will be stronger in some of these competencies than others, but a successful leader will certainly be strong in a number of them:

*Personal Competence: These capabilities determine how we manage ourselves.*

- Self-Awareness
  - Emotional Self-awareness: reading your own emotions and recognizing their impact using "gut sense" to guide decisions.
  - Accurate Self-assessments: knowing your strengths and limitations.
  - Self-confidence: a sound sense of your self-worth and capabilities.
- Self-Management
  - Emotional Self-control: keeping disruptive emotions and impulses under control.
  - Transparency: displaying honesty, integrity, and trustworthiness.
  - Adaptability: flexibility in adapting to changing situations or overcoming obstacles.
  - Achievement: the drive to improve performance to meet inner standards of excellence.
  - Initiative: readiness to act and seize opportunities.
  - Optimism: seeing the upside of events.

*Social Competence: These capabilities determine how we manage relationships.*

- Social Awareness
  - Empathy: sensing others' emotions, understanding their perspective, and taking active interest in their concerns.
  - Organizational Awareness: reading the currents, decision networks, and politics at the organizational level.
  - Service: recognizing and meeting follower, client, or customer needs.

- Relationship Management
  - Inspirational Leadership: guiding and motivating with a compelling vision.
  - Influence: wielding a range of tactics for persuasion.
  - Developing Others: bolstering others' abilities through feedback and guidance.
  - Change Catalyst: initiating, managing, and leading in a new direction.
  - Conflict Management: resolving differences.
  - Building Bonds: cultivating and maintaining a web of relationships.
  - Teamwork and Collaboration: cooperation and team building.

Becoming a leader, you must be a self-directed learner and be constantly evolving as you determine you are not exactly who you want to be. The following 5 "discoveries" describe the steps you will go through:

- My ideal self: Who do I want to be?
- My real self: Who am I? Now be realistic!
- My learning agenda: How can I build on the strengths while reducing my gaps?
- Experimenting with and practicing the new behaviors, thoughts, and feelings to the point of mastery.
- Developing supportive and trusting relationships that make change possible.

Once you identify the gaps, it is possible to improve if you do three things: (1) bring bad habits into awareness, (2) consciously practice a better way, and (3) rehearse that new behavior at every opportunity until it becomes automatic. To master a new skill, you need repetition and practice. The more often a behavioral sequence repeats, the stronger the underlying brain circuits become—literally rewiring the brain.

On a team level, the challenge is in how to attune people to your vision and then your business strategy in a way that arouses passion. An emotionally intelligent leader will carefully identify the ideal organization after collaborating with team members while being aware of the real organization and then ask: What are the culture and emotions of the team?

**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 Carol Zorna, 2005.

I was drawn to this book when I read the back cover and the preface, which mention "the soft side of management," as a criticism of the book's subject matter. This is a component of management that interests me. The preface also talks about a preoccupation with efficiency and mentions over and over again that efficiency proves to be the enemy of effectiveness. Now, I know some people who would be aghast at this statement, but I get the point. I've experienced it. The old command-control management style leaves many frustrated and discouraged, and I think we need to look into these "touchy-feely" ideas.

*The Servant Leader* presents what Autry terms the Five Ways of Being:

- Be Authentic
- Be Vulnerable
- Be Accepting
- Be Present
- Be Useful

Employing these ideas really encourages us to be true to ourselves. The book goes through many of the day-to-day tasks and discusses hiring, firing, working in a high-tech environment (pros and cons), and conflict as well as responsibility to employees and community. The theme through all of this remains: you must be true to yourself; you lead from within. As you develop yourself, you develop your business, etc. All in all, I like this leadership approach; it is me. But, I also know what a challenge it is to bring others on board, especially when they are engrained in the command-control styles.

**The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Anne Fadiman**, Anne Fadiman (Farrar, Straus, and Giroux, 1997).

Report by Andy Oliver, 2005.

This book chronicles the life of Lia Lee, whose parents were Hmong refugees, and the family's interactions with a county hospital in Merced, California. Lia Lee first exhibited signs of epilepsy at the age of three months. The family, however, believed Lia Lee exhibited signs of "the spirit catches you and you fall down." Lia Lee was treated at the Merced Community Medical Center for approximately 4 years as her condition worsened and she eventually lost all brain activity. Lia Lee had caring and loving parents with her best interest at heart. The medical community was dedicated, hard-working professionals committed to providing Lia Lee with exceptional medical care. Unfortunately, the family and medical community were never able to overcome the vast cultural and language differences. Nonetheless, the family, the medical community, and the Hmong community all exhibited leadership traits in their interactions with one another.

*Highlights*

One of the reasons I chose this book was because it chronicled a "limited English proficient" family's experiences in a medical setting. The book highlighted the critical role of culture and affirmed the importance of the need for interpreters and effective communication in the medical setting. The book also went into great depth about the Hmong customs, history, and politics. Without this discussion the reader can not completely understand the cultural implications of a Hmong family trying to cope with medical diagnosis in the U.S. I also enjoyed seeing how the various personal relationships developed between Lia Lee's family and the medical community, the social worker, and the foster parent and how the different communication styles utilized by the various parties impacted their relationships.

*Most Important Lessons*

The most important lesson I learned is the need for effective communication. And by communication I don't just mean speaking the same language. The individuals most trusted by the family—the social worker and the foster mother—made a concerted effort to truly communicate with the family. These two people did not automatically question the parent's intentions. When they didn't understand why the parents did or did not do something, they asked them. They recognized that cultural differences existed but did not automatically assume that Western customs or traditions were superior. The social worker and the foster mother were very empathetic. The importance of communication was also highlighted by the fact that even though the doctors utilized interpreters they still couldn't fully grasp the family's understanding of what was occurring or what was expected of them.

A medical situation in United States can be an intimidating, confusing, and overwhelming experience for a person who speaks the language and understands the culture. It was fascinating to see how absolutely complex a medical situation can become once differences such as culture, language, and life experiences become factors in the experience.

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

Report by Joyce Williams, 2005.

The writers of *When Teams Work Best* collected and analyzed responses from more than 6,000 team members in both public and private sectors to determine what conditions help or hinder teams in achieving their goals. Problems in today's society are becoming more complex, requiring diverse perspectives making teamwork necessary. The authors state that they: "Believe the movement toward teamwork and collaboration is shaped by two societal forces. It is driven by the need to find new and more effective ways of dealing with complex problems. It is made possible by the increasing social capacities of individuals and collectives to use collaborative strategies when dealing with common problems."

Through their research, LaFasto and Larson identified five dynamics of teamwork and collaboration that "need to be understood and actively managed in order to increase the likelihood of teamwork and collaboration succeeding." The five elements needed for a successful team are:

- Team members who are technically competent and are good at collaborating.
- A constructive and productive team relationship.
- An innovative problem-solving team.
- A good team leader.
- A supportive organizational environment.

LaFasto and Larson described a team as a unique group that has a specific goal and that reaching the goal requires a coordinated effort. A successful team has members who have a working knowledge about the business they are in and who are effective problem solvers. The team members who have been shown to contribute the most to achieving the team goal are able to raise issues, offer a point of view, and are open to new ways of thinking. Useful team members are team-oriented and focus on "we" versus "me." Good team members are action-oriented, are willing to experiment, and have a positive personality style. The authors emphasized that team behavior is contagious; an optimistic or cynical climate can be "shaped and sustained by a very small minority of the members."

There are groups of people who have difficulty collaborating. Some have a "me first" priority, some like contention and strife, some have a need for control and a conformation of their superiority, some place themselves beyond ethical and moral boundaries and there are those who "avoid teamwork and collaboration because the outcomes are too unpredictable for them to maintain control."

Healthy team relationships are essential for a successful team. The authors identified four characteristics of a good team relationship:

- They are mutually respectful.
- They are productive.
- They emphasize mutual clarity.

- They are self-corrective or able to make adjustments that will improve the relationship.

After reviewing 360 self-assessments compared to the 360 co-worker assessments of the individuals, LaFasto and Larson found that there is a discrepancy between how people see themselves and how others who work with them see them. The findings imply that most people believe they are better at relationships than they are.

The most important behaviors in a team relationship are openness and supportiveness. The greatest challenge in team relationships is dealing with contention. Contention is a pitfall of openness and supportiveness. Openness can often involve some tension, and supportiveness may encourage defensiveness. Defensiveness may result in a counterattack or withdrawal. "The question is, where does our justifiable passion for a point of view end and defensiveness begin. The answer lies in our willingness to soften or even change our stance on an issue when presented with more compelling information."

Team problem-solving ability is a major part of a team's work. Focus is necessary for an effective problem-solving team. Team members need to concentrate on a single problem, issue, objective, or strategy. A team that has a good climate or is relaxed, comfortable, informal, fun, and warm is good at problem-solving. Open communication rather than closed communication is a necessary ingredient for problem-solving. If an issue is interfering with the performance of the team, it needs to be talked about.

A team needs a goal and the team's energy must be focused on the goal. "Successful teams have a more disciplined approach, which allows them to raise issues constructively, focus their energy on facts, and invite and reconcile differing perspectives, while their effort remains productive and aligned with the goal." In order for the team to be effective, the team's energies have to be focused on the goal and not be dissipated on distractions.

To be effective, a team needs a leader who can bring people together and create a process that is open and productive while keeping the team focused. It is critical for the team leader to define the goal and to ensure that the team reaches its goal. The team leader must "hold each team member accountable for any non-acceptable behaviors" and require a collaborative climate in team relationships. It is important for the team leader to provide guidance while sharing control and building confidence within the team and with each team member. To be most effective, a team leader should have experience with the technical aspects of the team's goal and, in addition, should know when to call on additional expertise. It is important for the team leader to set priorities and keep the team focused on the priorities while making performance expectations clear.

Organization environment, or the psychological atmosphere of an organization, is very important for effective teamwork. The authors state that "a good environment, often shaped by a strong culture, is productive and focused on results. A bad environment diverts meaningful effort into meaningless distractions: turf issues, politics, power plays, beating the system, outsmarting the process, indecisions, bad decisions and re-decisions."

**Who Moved my Cheese? : An Amazing Way to Deal with Change in Your Work and in Your Life**, Spencer Johnson, MD (Putnam's Sons, 1998).  
Report by Julie Thibodeau, 2005.

*Who Moved My Cheese?* is a book that offers a simple message about change. A message that I think we fail to see throughout our busy lives. Change happens...we need to be able to

anticipate it, monitor for it, adapt to it, and go with it. This book is a simple story about two mice and two little humans that are the size of mice. They live in a maze. Their life is all about finding and eating cheese. After finding a large supply of cheese, they live in pure heaven for a while, until one day the cheese is gone. The two mice move on in search of new cheese, but the two little people find it hard to deal with the change.

Our world and our lives are in constant change. I think about the most recent natural disaster tragedy that has occurred in Asia. In a matter of minutes, the world of those people changed. They were not given an opportunity to decide to go with the change that occurred, but, in most cases, they had to adapt to it in order to survive. In a tragedy like this one it's hard to see the good in a change, but it is important to remember that it's not always finding the good in the "change" itself, but how you choose to deal with and move forward with the change that has occurred. As humans, I think we dwell too much on the change itself and in trying to figure out why it happened. For instance, in this book, after the cheese was gone, one of the little people exclaimed "It's not fair!" and his first reaction was not to deal with what he was facing and just to tune it all out. Of course, the people in Asia could not "tune out" what had happened. Immediately following the disaster, they had to move forward by locating missing loved ones. Now, days after the tragedy, they are, in a sense, still moving forward by meeting the daily needs (getting food and water) in order to survive.

Change occurs in all aspects of our lives whether it affects us personally or professionally. "Having cheese makes you happy," cheese being defined as a generic term meaning anything important to us in our lives like our family, work, money, a home etc., any one of which can change overnight. The most important message I got from this book is to just be able to anticipate that change will occur. If we pay attention, unlike the two little people in the book, we can be more like the mice and see that the supply of cheese is diminishing. That way, when it's gone, it won't be so much of a surprise.

Currently, I am in a situation at work where the leader of our organization is unwilling to change. She is stuck in her old ways of doing things. My co-workers and I have been very frustrated with the situation. We have been having meeting after meeting, venting and complaining about the situation. After reading this book, I recognize that we are very much like the little people. In the story, the two little people eventually split up, one of them realized he needed to change in order to survive and left to search for more cheese regardless of his fears. In the end, he succeeded because he realized nothing was going to change about his situation until he did something. Our supervisor is unable to recognize and go with the changes, and in a way my co-workers and I are too. I realize now that instead of having meeting after meeting about how ineffective our supervisor is, I need to change and move forward and expect that she is not going to change. I am not sure what that looks like. Does it mean find a new job? Stay in the old, but move in a different direction? Whichever the direction, I don't know. I do know after reading this book that the faster I let go of this "old cheese" the sooner I will find "new cheese."

I definitely recommend the book. Again, it offers a simple message, but a message that affects all aspects of our lives. In summary, change happens every day. In order to see the change coming we need to anticipate the change and be ready for it. Secondly, we need to monitor change "smell the cheese often so you know when it's getting old." And, finally, adapt to the change and CHANGE.