



Leadership Research

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

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

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

May 2002

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The Courage to Lead: Transform Self, Transform Society, R. Brian Stanfield (New Society Publishers and the Canadian Institute of Cultural Affairs, 2000).

Report by Anita Wesley, January 2002.

In *The Courage to Lead*, Brian Stanfield focuses on three fundamental questions every leader faces:

- Who am I?
- What do I do?
- How do I style my life?

Stanfield argues that we can lead by instigating small changes wherever we are. However, we must first deal with the “paralysis bugaboo.” He is concerned that people do not seem aware of their own ability to act. He challenges people to “take charge of their own internal quest for meaning in life.” Stanfield asserts that people must move from paralysis to powerful action. Stanfield explains that paralysis and indecision lead to “spiritual anorexia,” which stems from an underlying sense that someone other than oneself is in charge of one’s future. In essence, paralysis implies that someone else is responsible.

The premise of *The Courage to Lead* is that, for leadership to be authentic, leaders need relationships with Life, Self, World and Society. Stanfield outlines the basis of each relationship as follows:

- Life: Faith in reality as it is.
- Self: Consciousness and its intensification.
- World: Triad of space, time and relationships.
- Society: Compassionate commitment to creating new human images and new social structures that care for all.

He explains that each relationship is expressed through three stances, or postures. “A stance is the way we present our deepest convictions through a style of being that integrates the knowing, doing and being of our lives. A stance shows a particular perspective on life. It represents a conscious choice about how we will live our lives.” In essence, a stance is a deep inner conviction about life that manifests itself externally. He outlines the three stances of each relationship as follows:

- Life: Everyday care, Disciplined lucidity, Continual affirmation.
- Self: Secular depth, Self-reflectiveness, Radical vocation.
- World: Comprehensive perspective, Historical involvement, Inclusive responsibility.
- Society: Social pioneer, Transestablishment style, Signal presence.

Stanfield’s work attempts to join two ideas:

- There is an overwhelming radicality to the stance of living a full human life.

- We do not need to be paralyzed by all the issues and questions in our lives. We can deal with them as social innovations wherever we are.

Crossing the Chasm: Marketing and Selling High-Tech Products to Mainstream

Customers, Geoffrey A. Moore (New York: HarperBusiness, 1999).

Report by Chester M. Cedars, January 2002.

This book explores the various ways in which people view high-tech developments, plus methods of addressing, motivating and rewarding each type of person.

The book divides people into five categories: Innovators, Visionaries, Pragmatists, Conservatives and Laggards. Innovators include engineers, developers and other people involved in developing new technology. Technology is a central interest in their lives, regardless of what function it performs. Innovators are intrigued by any fundamental advance and take great pleasure in exploring the properties of any new device.

Visionaries are not technologists. Rather, they are people who find it easy to imagine, understand and appreciate the benefits of new technologies, and they relate these benefits to their concerns. Visionaries do not rely on well-established references in making their decisions, but instead rely on their own intuition and vision.

Pragmatists are driven by a strong sense of practicality. They know that many “newfangled” inventions are passing fads, so they are content to wait and see how other people make out before they buy in. They want to see well-established references before they commit. This group and the next group are the two largest groups in the population.

Conservatives share all of the Pragmatists’ concerns plus one: Whereas Pragmatists are comfortable with their ability to handle a technology product, should they finally decide to acquire one, Conservatives are not. As a result, they usually wait until something has become an established standard, and even then they want to see lots of support and the backing of large, well-established companies.

Laggards simply don’t want anything to do with new technology for a variety of reasons, some personal and some economic. The only time they ever acquire a new technology is when it is buried so deep inside of a product—the way that a microprocessor is designed into the braking system of a new car—that they don’t even know it is there.

The title of the book refers to the space between the first two groups and the second two groups of people, that is, the chasm between the Visionaries and the Pragmatists. Because of the differences in how Innovators/Visionaries and Pragmatists/Conservatives view technology, one must approach the latter groups differently than one approaches the former groups. Thus the title of the book, *Crossing the Chasm*. Each group requires a unique approach to the information presented and the amount of support provided. Whereas Innovators and Visionaries are content to “play” with the new technology and learn how to use it to their benefit, Pragmatists and Conservatives need much reassurance, instruction and demonstration to achieve a reasonable comfort level. Tailoring one’s approach to each person’s comfort level is important if one expects all persons to function at similar levels.

The book also discusses marketing high-tech products to mainstream customers and the approaches that must be taken for various types of people. This information, while interesting, was not the basis for this report, and I will not pursue it at this time.

The Disney Way: Harnessing the Management Secrets of Disney in Your Company, Bill Capodagli and Lynn Jackson (McGraw Hill, 1999).

Report by Antonio Gurule, February 2000.

The following excerpt from this book summarizes its purpose and approach:

No fairy dust. No Magic wands. No wishing on a star. Just sound, effective management principles that stem from Walt Disney's values, vision, and philosophy. Lists of questions to ask and actions to take, along with real-life examples, will help you adapt the Disney Way to suit your company's needs. From the hiring and training of employees to the realization of a creative concept to exceptional customer service, every aspect of the Walt Disney Company is linked to Walt Disney's vision. Now, using The Disney Way, any company can lift itself out of the ranks of the ordinary to reach the heights of the extraordinary.

Dream

This is where Disney really gets started. Dream of what could be, and allow others to dream. In doing so you will stimulate ideas and garner participation in the development of the big picture. As we all know, getting everyone on board and bought into the big picture greatly increases opportunities for success. Further, it creates better attitudes and a better environment in which to create and develop a shared vision for the organization.

Believe

Are you going to do what you say you are going to do, and foster others to work and lead in a manner that promotes the organization's mission? Believe in what you are doing and how you are going to do it, and model the behavior for your constituents. Clarify your values and get like-minded individuals with similar values on board to assist in what you are trying to accomplish. Celebrate these accomplishments and share the spotlight with others. Encourage everyone to contribute to the success of the organization.

Dare

Challenge the status quo and dare to try things that have not been done before. Take chances on long shots and use your instincts to guide you. If you do not take chances or do not dare to do things differently, you pass up opportunities. Dare to create opportunities by doing things differently, challenging the process and allowing others to do the same. They may have the idea that pushes your organization's productivity over the top. You won't know unless you create an environment that is safe and trusting enough for them to share their ideas.

Do

Practice, practice, practice. Implementing a leadership philosophy is not an event, it is a process that must continually undergo evaluation and modification to maximize efficiency to attain desired outcomes. Pay attention to the details, and the results will follow. Disney focused on the details and was driven to reach perfection. He encouraged this in all his staff and allowed

any member to delay a product or service if he or she did not feel it was perfect. This creates accountability for creating and maintaining the highest possible standards evident to date.

Dream. Believe. Dare. Do.

“These are the four pillars upon which the phenomenally successful Walt Disney Company is based.”

Reading this book was, in some respects, like reading a case study of the Kouzes and Posner leadership model (explained in their book, *The Leadership Challenge*) at work, although Disney defines the model in four steps rather than five, as Kouzes and Posner do.

This book details how Walt Disney, from the very beginning, stood true to his beliefs and convictions regarding leadership in the development of his company. Further, the book provides an excellent example of how employing these leadership principles can help develop and maintain a successful organization.

Exploring the four pillars of the Disney philosophy, I found myself continually referring to the Kouzes and Posner model. As I read about the Disney success chapter by chapter, I related it to Kouzes and Posner’s essentials: challenging the process, enabling others to act, inspiring a shared vision, modeling the way, and inspiring the heart.

On its own merits Disney has proven to be one of the most successful and consistently performing organizations of our time. However, it has achieved even greater success when it has employed its leadership principles in partnerships with other organizations. This is where the rubber really hit the road for me. It illustrates that these sound leadership practices cross any industry and work in relationships that encompass diverse industries or businesses. That means we have no more excuses. We only have the choice of determining what kind of leader we want to be.

Dr. Deming: The Man Who Taught the Japanese about Quality, Rafael Aguayo (Seacacus, NJ: Carol Publishing Group, 1990).

The Deming Management Method, Mary Walton (Dodd, Mead, 1986).

Report by Dan Stackis, February 2000.

The fundamental problem of American management is that we are systematically destroying the people who work in the system, both workers and managers. Our reward system destroys any possibility of teamwork by incorrectly distinguishing the above-average from the below-average. Management should identify and help those people who may be performing below the expectations of the system. However, it is strange for many American managers to help someone in need. We have a tendency to hang them out to dry for whatever reason, mostly because many managers do not believe that training is their responsibility. Some individuals need a change in assignment in order to blossom. Instilling fear will not bring them to success; knowledge will. Instilling that knowledge is the responsibility of the manager—no one else.

A leader’s job is not to judge people but to determine who is in need of special help and to make sure he or she receives it. Effective leaders do not differentiate between the above-average and below-average or recite pithy statements, but actively work to determine the real causes of problems and then work to eliminate the causes. A leader forgives mistakes. Leaders

foster cooperation by eliminating barriers to cooperation and barriers to the enjoyment of work; leaders foster the continual development of all employees, not a select few.

Leadership requires knowledge of common causes and special causes. A leader must know that the past is not necessarily a predictor of the future. She must know the difference between a description of what happened in the past and a theory that can help predict what will happen in the future. Although a leader recognizes the individual skills, talents and abilities of those working with her, everyone is equal in her eyes. By equal, I mean she does not rank fellow employees as to their performance or worth. She does not judge. Still, she must be able to recognize when someone is operating outside the system and take appropriate action. She must see those in need of special help. If they need additional training, she must see they receive it. If they are beyond being helped by additional training, she must see that they are moved to positions where they can contribute, and she must make sure that they are properly trained for their new positions.

A leader works to improve the system in which he and his people work. He understands how the work of his group aligns with the aims of the organization, and he understands that the purpose of his group is to support the organization's aims. He works in cooperation with preceding stages and with following stages toward optimization of the efforts of all stages. A leader instructs—teaching not only what to do, but why. Understanding the whole process is important. A leader should encourage education, so that each employee can be thinking and working toward improvement. A leader does not threaten or plead. A leader teaches with patience. A manager without patience is not a leader.

In most companies no one is in charge of improvement. If a leader is not concerned with improvement, no one is. If no one is concerned with improvement, the organization probably will decline. It is the leader's job to lead the charge toward better quality. The leader can't be satisfied with handling today's problems, but must "look for trouble." There is one job that belongs to the leader alone, and that is making sure all the parts and all the people work together. A leader's job is to see that everyone in her group works together and that her group works with the rest of the organization harmoniously to achieve the aims of the organization. Differences in performance are not necessarily a question of effort or ability. A manager who doesn't understand this cannot lead.

Management is all about people. Most managers in the Western world, however, see management as rules, regulations, organizational methods and motivation techniques. In Deming's view, all of an organization's management structure should be directed toward one aim: allowing the individual to perform his or her job to the utmost while experiencing joy in his or her work in a manner consistent with the aims of the organization. If the organizational system gets in the way and robs people of their pride, something is wrong. It is a leader's job to foster joy in work, harmony and teamwork. The leader must work diligently and conscientiously to assure that everyone is a winner.

Deming's 14 points relating to success are:

1. Create constancy of purpose for improvement of product and service. Deming suggests a radical new definition of an organization's role. Rather than making money, the role of an organization is to stay in business and provide jobs through innovation, research, constant improvement and maintenance.

2. Adopt the new philosophy. Americans are too tolerant of poor workmanship and sullen service. We need a new religion in which mistakes and negativism are unacceptable.
3. Cease dependence on mass inspection. American firms typically inspect a product as it comes off the line or at major stages. Defective products are either thrown out or reworked; both of these actions are unnecessarily expensive. In effect, a company is paying workers to make defects and then to correct them. Quality comes not from inspection but from improvement of the process. With instruction, workers can be enlisted in this improvement. This point definitely can be modified to address government.
4. End the practice of awarding business on price tag alone. Purchasing departments customarily seek the lowest-price vendor. Frequently, this leads to low-quality supplies. Instead, purchasing departments should seek the best quality supplies, then work with a single supplier (for a specific item) in a long-term relationship.
5. Improve constantly and forever the system of production and service. Improvement is not a one-time effort. Management is obligated to continually look for ways to reduce waste and improve quality.
6. Institute training. Too often, workers have learned their jobs from other workers who were never properly trained. Workers are forced to follow unintelligible instructions. They can't do their jobs because no one tells them how.
7. Institute leadership. A supervisor's job is not to tell people what to do or to punish them, but to lead. Leading consists of helping people do a better job and learning by objective methods who is in need of individual help.
8. Drive out fear. Many employees are afraid to ask questions or to take a position, even when they do not understand what the job is or what is right or wrong. People will continue to do things the wrong way, or not at all. The economic loss from fear is appalling. Driving out fear is necessary to achieve better quality and productivity, as well as to help people feel secure.
9. Break down barriers between staff areas. Often, various staff areas (departments, units, etc.) compete with one another or pursue conflicting goals. They do not work as a team in order to solve or foresee problems. Worse, one department's goals may conflict with another.
10. Eliminate slogans, exhortations and targets. These never help anyone do a good job. Let people put up their own slogans.
11. Eliminate numerical quotas. Quotas take account only of numbers, not quality or methods. They are usually guarantee inefficiency and high cost. To hold onto their jobs, workers will meet a quota at any cost, without regard to damage to the company.
12. Remove barriers to pride of workmanship. People are eager to do a good job and are distressed when they can't do it. Too often misguided supervisors, faulty equipment and defective materials stand in the way of workers who want to do a good job. These barriers must be removed.

13. Institute a vigorous program of education and retraining. Both management and the workforce must be educated in the new methods, including teamwork and statistical techniques.
14. Take action to accomplish the transformation. It will take a special, top-management team (leadership) with a plan of action to carry out the quality mission. Workers can't do it on their own, nor can managers.

Of all the nations in the world, which is the most underdeveloped? It may be the United States! With its people, knowledge and natural resources, the United States may be the least developed nation in the world—relative to its potential. Our management systems systematically proclaim that at least half of our people are losers. They judge, grade and differentiate people, when all the difference is due to the system, which is management's—and only management's—responsibility.

The primary aim of the Deming philosophy is empowering the individual. We must empower all of our people with dignity, knowledge and skills so they may contribute. Our people must be made to feel secure so they can contribute; trained so they can do the work properly; and encouraged to grow so the organization can develop and grow. The purpose of all of management (leadership), the purpose of cooperation, is to bring out the best in each of us and allow each of us to contribute fully.

The Elements of Teaching, James M. Banner Jr. and Harold C. Cannon (New Haven: Yale University Press, 1997).

Report by Gretchen Greer, January 2002.

The Elements of Teaching was written by two educators who are deeply committed to the *art* of teaching. This art, they believe, includes two critical aspects: “to help others acquire both the knowledge by which they can understand life in all its fullness and the dispositions by which they can live such a life.”

Based on my personal belief that the art of leadership can be similarly described as “to help groups both define themselves and their aspirations as well as discover within themselves the ability to achieve more than they thought possible,” I sought the insights of this book to inform my own thoughts about leadership.

The authors' nine elements of teaching are outlined in the following paragraphs. The authors refer to the elements as “the components of this extraordinary gift of self which teachers make every working day.” I have described the parts of each element I think relate most directly to leadership.

Learning creates knowledge and mastery of a subject; conveys the spirit and love of learning to others; means being open to the knowledge of others, especially of one's own students; and provides the basis for independent thought.

Authority is legitimate influence over others; requires reciprocity and thus depends on others for its fulfillment; and encourages students to aspire ("Great teachers and great schools are distinguished in large part from average teachers and average schools by the strength and longevity of ambition they instill in their students.").

Ethics means putting the needs and the good of students before those of anyone else; requires setting high standards and expectations and inspiring students to meet them; necessitates helping students understand and weigh ethical decisions; and means acknowledging the minds, ways and beliefs of students.

Order means creating the conditions for the class to achieve its learning goals and requires that standards of behavior are achieved by teachers and students alike.

Imagination allows teachers to imagine the experience of learning from their students' perspectives; helps teachers tackle subjects in novel and attractive ways; and is core to the vision of teachers ("Teaching is always an act of faith. It requires that teachers perform unceasing imaginative leaps to conceive what may be possible for others to learn and to do, to think and to feel.").

Compassion means *suffering with* ("Compassion is therefore inherent in teaching because teachers share with their students a sense of frustration, regret and pain at the difficulties and straggles they must undergo to learn."); requires that teachers know who their students are; and demands adherence to high standards.

Patience allows teachers to harness their frustration and fatigue and to stay focused on the knowledge they are trying to share; is one of the principal foundations of trust; and encourages students to strive and strive again to get something right and to have patience with themselves as they master a new piece of information.

Character requires teachers to be themselves and to be consistent with students; and means showing humanity by acknowledging lapses and errors.

Pleasure means having fun, using laughter, humor and wit in teaching; involves sharing the joy and satisfaction of teaching and learning; and comes from success. "In its ultimate form, teachers' pleasure arises from the knowledge that their students have learned something from them."

The Art of Leadership

To fully apply these nine elements of teaching to the art of leadership, consider leaders as teachers and constituents as students. For example, the element of imagination allows leaders to imagine issues and challenges from the perspectives of the people they are trying to serve. Similarly, a leader's patience inspires constituents to continue to strive to be their best selves.

A tenth element that I would add to completely describe the art of leadership is the element of *Aspiration*, which requires a personal drive to grow and learn as a individual and leader; demands respect for the aspirations of others, especially constituents, and carries the responsibility to ensure the aspirations of some are not achieved at the expense of the aspirations of others; and inspires hope and action among constituents.

Elizabeth I CEO: Strategic Lessons from the Leader Who Built an Empire, Alan Axelrod (Prentice Hall, 2000).

Report by Joanne McConville, January 2002.

Few would dispute the historical significance of Queen Elizabeth I. Elizabethan England, as the era of her reign has come to be known, is associated not only with Britain's cultural renaissance but also with the country's military, economic and political ascendancy. Business writer Alan Axelrod examines the monarchy of Elizabeth I as if it were a successful corporation with Elizabeth as its chief executive officer. Assessing both her accomplishments and her managerial style, Axelrod concludes that Elizabeth was a brilliant and masterful CEO, a turnaround expert who invigorated and transformed England.

In 1558 England was a culturally backward and impoverished country divided by bitter religious strife, lacking both an army and a navy and vulnerable to takeover by France, Spain and the Holy Roman Empire. Under Elizabeth's reign it became the richest and most powerful nation in Europe. Axelrod reviews the events of Elizabeth's personal history (bastard child of Henry VIII), discusses her successful "management" of England's weak and vulnerable stature among Europe's sovereignties, and analyzes and evaluates her strategies and her style of doing "business."

Ten key leadership areas are explored: survival; leadership image; combining the common touch with the air of leadership; creating a common cause without tyranny; building both loyalty and loyal opposition; growing the enterprise and crushing the competition; turning crisis into triumph; holding onto the power; doing business without excuses; and winning and what it means.

Elizabeth I CEO adheres to the idea that individuals—great men and great women—make history. Elizabeth I was a great leader, politician and actress. Most contemporary management theories emphasize process. In contrast, this book (not unlike others on business bestseller lists, such as those about Jack Welch) investigates the particulars of personality and individual temperament as well as the fortuitous if not serendipitous constellation of events that great leaders harness to create their inspiring legacies.

Elizabeth I, CEO: Strategic Lessons from the Leader Who Built an Empire, Alan Axelrod (Prentice Hall, 2000).

Report by Debbie Smith, January 2001.

"The burden that has fallen upon me maketh me amazed." Elizabeth I uttered these words three days after becoming the Queen of England in 1558. When the 25-year-old Elizabeth assumed the throne following the death of her half-sister Mary, she inherited an impoverished nation that suffered from great religious strife.

England had no standing army, no efficient police force, a handful of battered ships, and a debased currency. Mary, during her five-year reign, had tried to restore Roman Catholicism as the official faith of England and to undo the Protestant Reformation that her father, Henry VIII, had begun. Mary had 300 Protestant leaders burned at the stake as heretics. England, divided over religion, staggered toward civil war. In addition, the country's treasury was broke from financing Spain's war against France (Mary had married Phillip II, King of Spain), and Calais, England's last remaining possession on the European continent, had been lost to France.

Elizabeth herself was regarded with uncertainty. Elizabeth's mother, Anne Boleyn, had been accused of adultery, a treasonous act under English law. Elizabeth's father, Henry VIII, had Anne Boleyn beheaded when Elizabeth was only three years old. This act invalidated her parents' marriage, and Elizabeth was declared a bastard. Moreover, Elizabeth had lived much of her life under a veil of suspicion, accused of plotting against both her Protestant half-brother Edward VI (King of England, 1547-1553) and her Catholic half-sister Mary I (Queen of England, 1553-1558).

In addition, in sixteenth-century England, women were viewed as property and were treated as such. They were seen as feeble-minded, intellectually inferior, temperamental and unable to make sound and complex decisions. Women were considered not only unsuited for leadership but morally incapable of ruling a monarchy. Despite these obstacles, Elizabeth reigned for more than 40 years. During this time England flourished economically, politically and culturally. By the time Elizabeth's reign ended with her death in 1603, England had become the most powerful and wealthy nation in Europe. Elizabeth's leadership skills and style had shaped a vulnerable and impoverished country into an influential and prosperous empire.

The Leader's First Lesson: Survival

For today's leaders, survival typically means keeping one's job. But for Elizabeth, survival often meant thwarting attempts on her life. From living under a blanket of suspicion to evading assassination attempts and takeover plots, Elizabeth was keenly aware that she lived under constant observation. Elizabeth learned early on that in order to survive, she must master the art of circumspection, behave in ways that did not betray her thinking, remain composed during precarious moments and display courage in the face of danger. Throughout her reign strength, good health, and a calm and clear mind continued to be important attributes for Elizabeth, as they are for any leader.

Creating a Leadership Image

Physical appearance, character, ideology, personal style and articulation are central to the development of a leader's persona. Leaders understand that they must create their own self-image, or others will create one for them. Elizabeth was faced with the challenge of transforming her own identity from an illegitimate female to the Ruler of England. This transformation was not an easy one, especially because Elizabeth had decided not to marry. Elizabeth was unwilling to diminish her power by placing a husband above her. Furthermore, choosing a husband would create as many political problems as it would solve. Yet women were not viewed as capable of ruling a monarchy. To offset these concerns, Elizabeth crafted the image of the Virgin Queen. In Renaissance culture, to maintain oneself as a virgin appealed to a higher, spiritual calling and prompted comparisons to the Virgin Mary. In allowing herself to be portrayed as the Virgin Queen, Elizabeth not only elevated herself beyond the notion that she was just a woman, she skirted the marriage question by proclaiming that she was "already bound unto a husband which is the Kingdom of England."

Combining the Common Touch with the Air of Leadership

Elizabeth reached out to all whom she led. During her coronation address, Elizabeth proclaimed, "Be ye ensured that I will be as good unto you as ever a Queen was unto her people."

No will in me can lack, neither do I trust shall there lack any power. And persuade yourselves that for the safety and quietness of you all I will not spare if need be to spend my blood.”

Elizabeth possessed the ability to bond with aristocrats and commoners alike. She conveyed the impression that everyone with whom she came in contact was important. She used body language, eye contact and active listening skills to communicate that she was interested and paying attention. When speaking, Elizabeth talked with and to people, not at them. An effective leader must be able to establish a connection with those whom she leads.

Creating Common Cause without Tyranny

One challenge facing any leader is to build, rather than demand, unity within the organization while respecting individual differences. “Some think [one] thing, some [an] other; whose judgment is best God knows,” Elizabeth said regarding the differences in Catholic and Anglican communion services. Though quite religious and a devout Protestant, Elizabeth understood the great religious rift that existed in her country. Elizabeth needed to establish one religious identity in England but refused to use fear and force, as her half-sister Mary had done. Elizabeth chose a path of moderation. While the Queen required uniformity in the churches and in the rituals used during the worship services, the people were allowed to observe their personal religious beliefs in their own homes. Thus Elizabeth was able to create a single conscience without forcing individuals to compromise their own religious beliefs and values.

Building a Loyal Staff

Upon her ascension to the throne, Sir Nicholas Throckmorton, one of Elizabeth’s advisors, cautioned her to “succeed happily through a discreet beginning.” In other words, he advised Elizabeth against making grandiose, sweeping changes. Elizabeth took his advice to heart. She retained most of the Privy Council, the inner circle of royal advisors, and removed only those who were staunch Catholics still committed to the policies of her half-sister, Mary.

Though well-read and in tune with current events, Elizabeth was not an expert on every topic and did not portray herself as one. She relied heavily on her advisors and was careful not to undermine their authority. Elizabeth could easily bestow wealth and knighthood on her subordinates, yet she was cautious in doing so. Thus, when she did reward her staff, the reward was treasured. While Elizabeth invited debate and spared no one from her constructive criticism, she did draw the line at attacks on personalities and private faults. “My own [faults] have weight enough for me to answer for.”

Growing the Enterprise and Crushing the Competition

When Elizabeth ascended the throne, England had no standing army, little money in the treasury and only a handful of battered ships. Elizabeth realized that England lacked sufficient resources to carry out explorations to acquire new territories. In addition, the Queen had to be cautious not to officially engage in privateering, the state-sanctioned piracy that was practiced among nations. Privateering could be construed as an act of war, and England did not possess the manpower to defend itself.

Elizabeth, however, did not allow this to stop her from expanding the British empire. Elizabeth used her personal wealth to help fund explorers, buccaneers and privateers to further the economic and political expansion of England. In particular, Elizabeth commissioned Sir

Francis Drake to “impeach the provisions of Spain.” Drake destroyed ships and supplies and plundered treasures from Spanish ships and colonies. Spain sent its great Armada to retaliate, but it was ultimately defeated. Elizabeth had succeeded in crippling Spain’s economic base and diminishing Spain’s influence in Europe without declaring war. Elizabeth understood that it is possible for a leader to accomplish her objectives without the use of intimidation and confrontation.

Holding On to the Power

Elizabeth continuously faced assassination attempts and plots to oust her from the throne. Scotland, in particular, posed a threat to Elizabeth. Mary, Queen of Scots, was Catholic, and the Scottish as well as many English believed that she was England’s rightful queen. However, as the Protestant revolt swelled in Scotland, Mary, accused of murdering her husband, was deposed. She sought asylum from Elizabeth.

Elizabeth was in a difficult position. While she could not validate an unlawful revolution against her cousin and a fellow monarch, she had to be careful about protecting an alleged murderess. Elizabeth resorted to England’s common law. Mary was held in custody in northern England (far from the London court) until an inquiry could determine her guilt or innocence. Although evidence indicated that Mary was guilty, Elizabeth refrained from an immediate trial and execution. Though this approach would have resolved a longstanding threat, Elizabeth understood that she needed to employ a fair and just process. To do otherwise could diminish the people’s faith in Elizabeth and erode her power.

In the end, however, it was discovered that, while under Elizabeth’s asylum Mary was plotting with Spanish and French ambassadors to assassinate Elizabeth and place Mary on the throne. When Mary’s betrayal surfaced, Elizabeth responded to Parliament’s petition and signed Mary’s death warrant.

Winning and What it Means

In one of her last speeches to Parliament, Elizabeth remarked, “To be a king and wear a crown is a thing more glorious to them that see it than it is pleasant to them that bear it.” With these words, Elizabeth expressed the ultimate lesson learned. While leadership has its rewards, it also has its burdens, and those burdens may, in fact, outweigh the rewards. Elizabeth would probably advise those aspiring to leadership to partake in thoughtful introspection before embarking on the leadership journey. To those who choose to travel the leadership path, Elizabeth would probably offer these lessons: create a vision, communicate the vision and realize the vision.

Emotional Intelligence at Work, Hendrie Weisinger (Jossey-Bass, 1998).

Report by Kim Hills, January 2001.

“IQ and technical skills are important, but emotional intelligence is the *sine qua non* of leadership.” So says Daniel Goleman, author of “What Makes a Leader?”, an article that extols the importance of emotional intelligence in leadership. Emotional intelligence is the intelligent use of emotions to help guide your behavior and thinking in ways that enhance your results. It is a

natural extension of the five practices of exemplary leadership laid out in Kouzes and Posner's *The Leadership Challenge*.

Emotional Intelligence at Work delves into the elements of emotional intelligence without saying a great deal about why it is such a significant component of leadership. To understand the benefits of emotional intelligence, one should read Daniel Goleman's article before reading *Emotional Intelligence at Work*. Goleman offers several examples of leaders who are successful because of their mastery of emotional intelligence, and he lists these "skills" as the roots of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skill. Goleman writes very succinctly about why these attributes are important to the work of leaders. Weisinger's book, on the other hand, offers a how-to approach for developing the skills of emotional intelligence.

Emotional intelligence begins with self-awareness, which is the ability to recognize and understand your moods, emotions and drives and their effect on others. Goleman believes that the self-aware person has considerable self-confidence, knows where she or he is headed and why, and is comfortable talking about her or his limitations and strengths. To become more self-aware, Weisinger suggests actively paying attention both to how you appraise yourself and others and to your feelings, senses, intentions and actions. Paying attention means picking apart each encounter and asking yourself what your feelings were, what your senses told you, whether your judgments were objective or biased, and whether your intentions and actions were pure.

Self-regulation "frees us from being prisoners of our feelings," according to Goleman. It means understanding and managing your emotions to your benefit. You can take charge of your thoughts by avoiding distorted thinking, developing constructive inner dialogue, managing your arousal level and becoming a problem solver. The person who practices self-regulation has a propensity for reflection and thoughtfulness, has comfort with ambiguity and change, and has integrity.

The next component of emotional intelligence is motivation, the desire to achieve for the sake of achievement. Weisinger suggests that good sources of motivation are yourself, friends, family and colleagues, an emotional mentor (i.e., your hero) and your work environment. Ways to motivate yourself include using mental imagery (visioning), making your goals meaningful, spending time with yourself (using meditation, etc.) and breaking your work into manageable parts.

Goleman describes the signs of motivation in people as including passion for the work itself, propensity to challenge the process, optimism in the face of challenge and commitment to the organization.

Regardless of the strength of one's motivation, setbacks are inevitable. Weisinger discusses the importance of resiliency, or productively using the emotions engendered by the setback experience. She describes moving from setback to comeback as a process involving the following steps: disbelief, anger, yearning to turn back time, depression, acceptance, hope and positive activity. As these stages progress, it is important to pay attention to the judgments and practice constructive inner dialogue.

Empathy is another characteristic of the emotionally intelligent leader. Empathy is the ability to recognize and respond to the emotions and feeling of others, guide those emotions toward a productive resolution, and use the emotions to help others help themselves. Leaders with empathy hear the message beneath the spoken words; they take note of their observations

and sense how and when to give effective feedback. Weisinger offers several helpful and specific suggestions for how to be a dynamic listener, how to give and receive criticism, and how to facilitate a meeting using emotional intelligence.

The final element of emotional intelligence is what Goleman calls “social skill” and Weisinger refers to as “interpersonal expertise.” Both terms refer to managing relationships. People with this skill use friendliness to move people in a desired direction. Weisinger notes that this requires two skills: (1) the ability to analyze relationships (i.e., to know the boundaries, expectations and perceptions) and (2) the ability to communicate at appropriate levels so that information is effectively exchanged (i.e., niceties versus factual information versus thoughts or feelings). Sensitivity to self and others that is required for other emotional intelligence skills is equally important.

Goleman describes the combination of all of the elements of emotional intelligence in this way:

Socially skilled people, for instance, are adept at managing teams—that’s their empathy at work. Likewise, they are expert persuaders—a manifestation of self-awareness, self-regulation, and empathy combined. Given those skills, good persuaders know when to make an emotional plea, for instance, and when an appeal to reason will work better. And motivation, when publicly visible, makes such people excellent collaborators; their passion for the work spreads to others, and they are driven to find solutions.

Each component is just as important as any other; they feed off one another beautifully.

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

Report by Darci Cherry, January 2001.

This book is based on the idea that we share a basic need to be respected for who we are and recognized for the things we do. The authors propose that people will aspire to higher standards of performance if they are genuinely and publicly appreciated for their efforts. The authors explain what they call the “Seven Essentials of Encouraging” and provide specific examples and guidelines for putting these principles to work. Following is an overview of these seven essentials.

Set Clear Standards

Leaders must clearly define the organization’s goals, values, standards and principles of excellence. By articulating clear standards, leaders can bring out the best in people. Along with setting clear goals, leaders must also develop feedback mechanisms so that people know how far they have progressed in relationship to the goals and objectives.

Examples and activities for setting clear standards include:

- Take time to clarify the values or “operating principles” that are important for you and your team to live by. Write down your answer to this question: “What are the values that I believe should guide my daily decisions and actions and those of the people with whom I work and interact?” (p. 152).

- Every time you start a new project, make sure that SMART goals (*specific, measurable, attainable, results-oriented, and time-bounded*) are set. It's best if people set their own goals, but prescribed goals are better than no goals. Make these goals visible and accessible to everyone working on the team (p. 153).

Expect the Best

When leaders expect people to achieve, and when they believe in others' abilities, they boost self-confidence, which leads to high performance. A leader's belief in others must be genuine, because his or her thoughts and attitudes will be conveyed in nonverbal cues and signals, which will override any overt encouragement he or she tries to give.

- Ask yourself this question: "Do I honestly believe everyone on my team can achieve the goals we've set and live by the values we've agreed upon?" If your answer is yes, make sure that you communicate this to them verbally and nonverbally. If your answer is no, figure out what you can do to change your answer to yes. What changes have to be made, in you and in them, for that to happen? Make them. You can do it (p. 155).
- Assign people to important tasks that aren't part of their defined job. Let them know you have assigned them these unusual jobs because you have strong belief in them—that you believe that they have the capacity to excel at it. Make a binding commitment to supply them the training, resources, authority, and coaching they need to be successful (p. 156).

Pay Attention

With clear standards and the expectation that people are performing to the best of their ability, leaders will see people doing things right. Leaders must search out examples of exceptional work instead of finding fault, checking up on people, inspecting, controlling and looking for negatives. Paying attention also means learning about your colleagues, how they like to be rewarded, what gives them the greatest satisfaction at work, etc.

- Wander around your workplace for the express purpose of finding someone in the act of doing something that exemplifies your organization's standards. Give that person a recognition on the spot (p. 160).
- Make a list from memory of the objects that each of your key constituents has in her workspace. Once you've done this, go pay a visit to see how accurate your memory is. Now go spend time with the people whose workspaces you couldn't recall—in their space (p. 160).

Personalize Recognition

To personalize recognition, you must know something about the person who is being recognized. Encouragement without meaning may actually discourage a person or create resentment. Knowing how to honor someone in a meaningful way comes from paying attention.

- Talk with friends outside of work. Ask them to tell you stories about receiving recognition that particularly moved or affected them. Sometimes, great ideas can come out of such talks because you can share the inner experience of how people are affected by having their efforts acknowledged (p. 163).

- Every time you plan a recognition ceremony and expect to present some kind of gift, ask yourself, “Is this something the individual would appreciate?” (p. 164).

Tell the Story

Through storytelling leaders can effectively pass along lessons, describe people who exemplify the organization’s values, persuade and motivate. Research has shown that information is more accurately remembered when presented as a story.

- Never pass up any opportunity to publicly relate true stories about how people in your organization have gone above and beyond the call of duty. Hallways, elevators, cafeterias, as well as meeting rooms are all acceptable venues for telling a good story (p. 166).
- Attend a reading at a local bookstore featuring a fiction writer you like. Listen to how he reads his stories. Learn from his example how to express yourself in stories (p. 167).

Celebrate Together

Public ceremonies bring people together and build social support, which increases well-being and productivity. Celebrations do not have to be large, formal events; the important aspect of a celebration is that people share and celebrate as a community.

- Put up a “bragging board” in your workplace. Post notes of appreciation from customers, vendors, and colleagues. Invite everyone to contribute notes and pictures of themselves and others (p. 168).
- Plan festive celebrations for even the smaller milestones that your team reaches. Don’t wait until the whole project is completed before you celebrate. Immediate acknowledgment keeps energy and enthusiasm high (p. 171).

Set the Example

Every person in an organization must take the initiative to recognize high-quality performance, celebrate, support and encourage. To foster this environment, leaders must set the example. Leaders earn credibility by doing what they say they will do.

- Become more visible. You’re supposed to be setting the example, and people have to see you doing what you say (p. 172).
- Identify those experiences in your life that truly inspire you, and then bring this kind of inspiration into your conversations with employees (p. 172).

Encouraging the Heart: A Leader’s Guide to Rewarding and Recognizing Others, James M. Kouzes and Barry Z. Posner (Jossey-Bass, 1999).
Report by Andrei Kisselev, January 2001.

Many people assume that money is the mainstay of motivation. In truth, however, the desire to accomplish extraordinary things is linked to a basic human need: We all want to be respected for who we are and recognized for the things we do. While many leaders know this from experience, few know how to best act on it.

The authors of the *Encouraging the Heart* reflect on one of the most elusive aspects of leadership—caring—and offer a deeper understanding of how and why it works. They extend a set of principles, practices and examples that show how to motivate people to excel and to reach for even greater heights.

Kouzes and Posner maintain that people aspire to higher standards of performance when they are genuinely appreciated for their dedication and are publicly recognized for their extraordinary achievements. Through uplifting stories of ordinary people in leadership roles, the authors demonstrate just how this is done. They also suggest more than 150 ways people can immediately apply the process.

Powerful and personal, *Encouraging the Heart* is filled with practical ideas for helping others believe in themselves, celebrate their uniqueness and discover their own value. It shows leaders how they can find their voices and their hearts and, through caring and courage, mobilize people to achieve personal and organizational greatness. This work is both inspirational and instructional; it shows how to master one of the most difficult and valuable leadership skills of all.

Encouraging the Heart: A Leader’s Guide to Rewarding and Recognizing Others, James M. Kouzes and Barry Z. Posner (Jossey-Bass, 1999).
Report by Jeff Zayach, January 2000.

This book is based on the premise that we all have the basic human need to be appreciated for who we are and for the things we do. The book provides information about the importance of linking rewards and appreciation to standards of excellence. It uses examples to illustrate the real-life application of principles and practices used by others. The book is organized around what Kouzes and Posner refer to as “The Seven Essentials of Encouraging.” Each of these essentials are summarized below.

Set Clear Standards

Successful leaders are very clear about the values and principles they maintain. Specifically, exemplary leaders communicate values clearly and often; create meaning associated with values; develop specific and clear goals so the leader’s subordinates know, feel and experience success when it happens; and develop feedback mechanisms that allow for frequent, open and honest feedback about the leader’s capabilities as a leader and as an employee.

Expect the Best

Leaders with high expectations have a positive impact on actions and feelings. High expectations encourage the heart and lead to high performance. Many people assume that others can’t perform a task or won’t correctly complete a task. The reality is that if we expect that someone cannot do something, he or she probably won’t do it, because of the way we treat them when we expect less. This self-fulfilling syndrome is referred to as the Pygmalion Syndrome. Often, when we believe in and encourage others to excel, they reach beyond their own self-doubts and more fully recognize their greatest strengths. Positive images also create a more affirming image of success. If we can’t see ourselves as being successful, it will be very difficult to produce the behavior that leads others to success. In summary, our belief in ourselves and in others can make a difference in what happens not only with people but with the organization.

Pay Attention

Leaders who set clear standards and expect the best of people will begin to notice numerous examples of people performing their duties correctly and thoroughly. This presents the good leader with opportunities to look for the positive things that people are doing. When leaders concentrate on the positives, it encourages people to share problems and help each other succeed. Leaders who look for problems only encourage people to keep problems to themselves, thereby exacerbating the problems.

Paying attention means putting others first. Good leaders are able to see things from another person's point of view, to listen for meaning and encourage with their heart, and to respond with understanding and emotion, not just words. Good leaders who really pay attention will find goodness in the actions of others.

Personalize Recognition

Good leaders get to know their constituents—what kind of things they like, what is important in their lives, and what they want to become. Recognition without meaning can hurt. If leaders don't speak from the heart, people will see right through them. By getting to know each constituent, leaders will know what type of recognition each person will appreciate. The more effort a leader invests in thinking about what recognition will have the most impact, the more meaningful the recognition will be to the recipient. Good leaders ask themselves this question, What can I do to ensure that this person really recognizes how much I appreciate his or her contributions?

Tell the Story

Stories make more of an impression than other forms of communication. Research clearly demonstrates that information is more quickly and accurately remembered when it is presented in the form of an example or a story. Good leaders use stories to communicate important information and to gain understanding. Kouzes and Posner go into detail about how to effectively tell a story to mobilize and motivate the audience.

Celebrate Together

Good leaders understand that celebration is an integral element of culture and that celebration is the glue that binds a community and an agency or business together. Celebration can be small or large; the key is togetherness.

The authors state that good leaders want to be involved in the lives of people and that people want people involved in their lives. People demonstrate their desire to connect with others by displaying things that are important to them. People display these things because they want other people to notice what is important to them and to celebrate their accomplishments with them. Great leaders recognize the importance of using social support structures to bring happiness and health to their lives. Celebrations, and participating in developing celebrations, increases the sense of belonging for the individual or group involved. (I do not agree with everything that the authors state in this part, and I will lead a discussion about it with the other fellows when we next meet.)

I do agree with the authors that celebrations reinforce values, specifically the values that the leader feels are very important. Leaders can use celebrations to say, “This is really important and I appreciate your contribution.”

Set the Example

Leaders set the example and live in accordance with their values. Credibility is the fundamental trait people seek in outstanding leaders, and it is demonstrated by actions, not by words. The credibility of an organization’s leaders can make a huge difference in individuals’ commitment to the organization. As leaders, we ask people to commit to an organization and its values; if we don’t demonstrate our commitment to those values, how can we expect others to commit?

One of the authors’ most effective insights, which I often observe in my work, is that when people perceive their immediate managers or senior managers to have high credibility, they are significantly more likely to be proud to tell others they are part of the organization, to feel a strong sense of team spirit, to see their own personal values as consistent with those of the organization, to feel attached and committed to the organization, and to have a sense of ownership in the organization. In short, credibility definitely makes a difference.

Putting It All Together

The authors emphasize that people will follow great leaders who act from the heart, truly believe in their values and the organization mission, and passionately pursue their beliefs. Leaders who are masters of technique but who are not truly dedicated to the cause will falter, and people will sense it.

The authors give an outstanding description of an “awakening” that aspiring leaders may experience. This is a point at which we have learned the techniques and are comfortable presenting, but we begin to realize that our efforts are not *truly* from the heart. I have experienced this and can relate to what the authors describe. It doesn’t feel right. At this point, many leaders feel fear and begin experimenting with new ideas, seeking self-meaning, and trying new approaches that go beyond any training. In the stage that follows this uncomfortable period, most leaders emerge with an expression that is truly their own. If you think about it and refer back to some of the earlier discussions, it is completely true—if you don’t feel a burning passion for something, how in the world can you inspire others to care about it?

Endurance, by Alfred Lansing (New York: Carroll & Graf, 1999).

Report by Julian T. Hsu, M.D., January 2002.

This book chronicles the true story of Ernest Shackleton, who led an expedition in 1914, seeking to be the first person to cross the South Polar continent. Taking 27 men, he traveled through the Weddell Sea on a three-masted wooden vessel, through gale-force winds up to 150 miles per hour and waves 80 feet high. Temperatures regularly dove to below -100 degrees Fahrenheit, and the Antarctic winter suffocated them with darkness for days on end. To reach its ultimate destination, the group had to make its way through the Drake Passage, which is described as “the worst bit of ocean on the globe.”

This is a story of determination and leadership. On January 24, 1915, the expedition's boat, the *Endurance*, was solidly embedded in ice due to the ever-changing ice floes. The adventurers waited in the boat for the ice to release it. And waited. And waited. And waited. Finally, on October 24, pressure from the ice forced them to abandon ship and seek civilization. They then spent about six months camping on the drifting ice floes, surviving on rations and seals, and eventually eating their dogs. Finally, in April 1916, the ice opened and they were able to take to the open sea in three small boats.

Somehow they were able to navigate through violent seas to reach Elephant Island, a barren and deserted rock. Shackleton and five men returned to the boat and sailed another 500 miles to South Georgia Island, where there was a fishing port. Of course, they had to cross the island by foot, which had never been done before. Using only rope and an axe, they crossed glaciers to reach civilization. Almost four months after he had left his men on Elephant Island, Shackleton returned for them. None perished.

Several leadership principles are evident in this book:

1. Shackleton was careful to give his men the vital information they needed, but to avoid depressing their morale, he did not tell them everything.
2. Shackleton identified with and bonded with the crew, as evidenced by a corporate head-shaving experience.
3. Shackleton was a very hands-on leader. When the ice broke from the ship, he was "immediately" there to give orders.
4. Shackleton was a good communicator: He continuously shared his vision and often used parables to emphasize his point.
5. Shackleton gave very clear and direct orders and explained the reasons for them. He was very rarely questioned.
6. Shackleton "modeled the way." For example, he asked the men to travel lightly and demonstrated his own willingness to do so by throwing his gold cigarette case and several gold sovereigns into the snow. He then took out his Bible, ripped out the twenty-third psalm and left the rest in the snow. He went out of his way to ensure that he received no special treatment.
7. Shackleton always looked at the big picture. His decision making, though tough at times, stemmed from his ability to see larger issues. For example, he had the men kill and eat the dogs once the dogs were not needed to haul supplies and were simply decreasing resources.
8. Shackleton was extremely attentive to morale, and he feared losing control over his men more than anything else.
9. Shackleton celebrated small successes, for example, with a special treat of fish paste and biscuits.
10. Shackleton rewarded good behavior, even when congratulations were all he had to offer.
11. Shackleton was the master motivator. He constantly told his men that they could accomplish the task at hand. They did not believe that they could fail. "He was a man who believed completely in his own invincibility and to whom defeat was a reflection of personal inadequacy." The book describes this attitude as an optimism that "set men's souls on fire."

12. Shackleton “challenged the process” and was a great improviser. For example, while on a glacier with a heavy storm rapidly bearing down on them and nowhere to go, he suggested they slide down the mountain to safety, which they did.

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

Report by Judy Stallman, January 2001.

This book is a good follow-up to *The Leadership Challenge* (Kouzes and Posner) as it relates to that book’s concepts of inspiring a vision, enabling others to act, and encouraging the heart.

Oakley and Krug focus is on comparing traditional management to enlightened leadership. Traditional management, which is exemplified by the military model, involves a step-by-step process as outlined below:

Step 1: Identify the problem.

Step 2: Bring in an expert to deal with the problem.

Step 3: Tell people how to do their jobs differently.

Step 4: Spend tremendous amounts of energy trying to overcome the resistance caused by step three.

Enlightened leadership, on the other hand, operates on the premise that the most underutilized resource is the minds and hearts of the employees of the organization. It is these people—those closest to the customer and closest to the work—who have the answers, who own the solutions. Enlightened leadership works to create a paradigm shift from reactive to creative thinking.

Background

Extrapolating from the 80/20 rule of thumb, or Pareto’s Principle, one can anticipate that about 20 percent of all people in the organization will be open to change. These are the same 20 percent that provide 80 percent of the effective work in an organization. The other 80 percent usually can be counted on to resist change to some degree, no matter how much sense the change makes.

Creative and reactive thinkers have certain traits in common. Creative thinkers are generally found among the effective workers who are open to change. Creative thinkers

- Have a “can-do” attitude.
- Build on successes and strengths.
- Take responsibility for their actions.
- Think in terms of new possibilities.
- Are good listeners.
- Have a continuous supply of energy.
- Make choices and decisions easily.
- Feel in control of their environment.
- Enjoy an inner calmness.
- Learn and grow from their mistakes.

- Do the right things.

Reactive thinkers, on the other hand, are generally among the 80 percent of people who resist change. Reactive thinkers

- See reasons why they cannot do things.
- Focus on problems to fix.
- Avoid blame and responsibility.
- Are poor listeners.
- Run out of energy.
- Feel they have no control.
- Suffer excessive inner stress.
- Cannot let go of the past.
- Feel devastated by failure.
- Have low self-esteem and may play the role of the victim.
- Do things right.

Shifting from Reactive to Creative Thinking

The difference between being problem-oriented and being solution-oriented is more than one of simple perspective. Generally, we achieve or obtain the object of our attention or focus. We naturally become fixated on, attract more of, or move toward the object of our attention. Thus, the attention and energy we expend trying to avoid something tends to draw us closer to the very thing we are trying to avoid. Negative focusing can pull us toward an outcome we are trying to avoid.

The key to renewal is to create a major shift in each person, from a mindset that remains stuck in a box to one that naturally searches for new and innovative solutions. According to Oakley and Krug, the concept of “net forward energy enhancing ratio” means that people begin to look more at what is right about their work versus what is wrong with it. They become focused on problems rather than objectives.

Framework for Continuous Renewal

A framework for continuous renewal, according to Oakley and Krug, includes

1. Celebrate the small successes.
2. Extensively research what you are doing to generate these successes.
3. Continually reclarify in great detail (and refocus on) specific objectives.
4. Help all parties (customers, shareholders, the organization, team and individuals) understand the benefits of achieving the objectives (i.e., what’s in it for them?).
5. Continually search for what you could be doing more, better or differently to move closer to specific objectives.

Asking Versus Telling

People tend to resist changes that are thrust upon them, while they naturally support ideas and changes that they help create. Telling, by its very nature, lays the foundation for defensiveness and resistance, because it thrusts change upon others. People don’t resist change as much as they resist being changed.

Use of Effective Questions

Effective questions provide a vital, empowering bridge from the mindset we currently have to the mindset we want to possess. Focus on the forward side. Ask what or how, but not why:

1. What is working?
2. What makes it work?
3. What is the objective?
4. What are the benefits of achieving this objective?
5. What can we do to move closer to our objective?

Questions one through four psychologically and creatively prepare people to address what needs to be done. Question five generates the action plan that leads to success.

Effective questions focus attention on a larger goal. When the attention of people is drawn toward something larger than themselves, such as a clear and elevating goal, they expend less energy on their perceived faults and limitations.

Executive EQ: Emotional Intelligence in Leadership and Organizations, Robert K. Cooper, Ph.D., and Ayman Sawaf (Grosset/Putnam, 1997).

Report by Mark Keegan, February 2000.

The author's stated objective in writing this book is "to raise and explore some potentially useful questions about the characteristics and values of developing and applying emotional intelligence in leadership, organizational learning, and life. It is my hope that these pages can serve as a starting point for a highly personal journey."

Summary

The author writes:

Emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information and influence. Human emotions are the domain of core feelings, gut level instincts and emotional sensation.

When trusted and respected, emotional intelligence provides a deeper, more fully formed understanding of oneself and those around us.

The book focuses on how we do business and how we serve others in relation to what we produce and profit. Emotional intelligence, not IQ, is cited as the key to successful collaborative groups. Emotion is defined as providing movement to core feelings.

The author offers a Four Cornerstone model:

- Emotional literacy: Emotional honesty, energy, feedback and intuition.
- Emotional fitness: Authentic presence, trust radius, constructive discontent, resilience and renewal.
- Emotional depth: Unique potential and purpose, commitment, applied integrity and influence without authority.

- Emotional alchemy: Intuitive flow, reflective time-shifting, sensing opportunity and creating the future.

Tools and Techniques

The author uses the book to market an “EQ Map Questionnaire.” The questionnaire plots a sampling of one’s personal performance strengths and vulnerabilities to identify individual and interpersonal patterns for success. The book contains the survey but does not include the “EQ Interpretation Guide,” which one needs to understand the results of the survey. The guide is sold separately.

Evaluation

You can read this book in two ways, and both would be meaningful. As light reading the book is worth scanning. The author’s suggestions and tools and techniques could be applied. However, concepts that provide reinforcement are not necessarily innovative. Serious study would involve completing many of the suggested self-assessments and answering the thought-provoking questions.

The trust survey, developed by Charlotte M. Roberts and reprinted on page 85, is one of the tools I found useful. One or more of the 16 competencies the author describes could strike a chord with the reader and provide for a valuable learning experience. The author achieves his goal of setting the stage for dialogue about emotional intelligence. The book provides focus on the importance of values and feelings in the business world, but it does not make a compelling argument or present new thoughts or theories. The Four Corner model answers all of the problems introduced in the text. However, other than again being sensitized to the human component of interpersonal relationships in business, I did not find many “a-ha!” moments that connected me to an actual work experience.

I could not escape the image of a room full of businessman listening to the lecture, running off to complete their EQ Map Questionnaires, and attending individual feedback sessions later in the day. This put me off a little, perhaps unfairly.

Executive EQ: Emotional Intelligence in Leadership and Organizations, Robert K. Cooper, Ph.D., and Ayman Sawaf (Grosset/Putnam, 1997).

Report by Richard F. Wiest, February 2000.

This book gives credence to what has long been, in my mind, a clear and critical value in a management style that has often gone unrecognized as valuable by those to whom I have reported over the years. I am referring to one’s ability to lead through relationships and human feelings rather than simply through analytical processes. The authors identify four “key cornerstones” to emotional intelligence: emotional literacy, emotional fitness, emotional depth and emotional alchemy.

Emotional Literacy

Emotional literacy asks us to remain honest with ourselves about our feelings in a given situation and to realize that, as we deal with issues, we function in various energy states, depending on how we view life’s challenges. We move from “tense energy,” a state of high

tension and high energy, to “calm energy,” a state of low tension and high energy. These energy states correlate with states of fatigue. “Tense tiredness” is a state of high tension and low energy, and “calm tiredness” is a state of low tension and low energy.

What impressed me most is that the authors draw a direct relationship between energy states and motivation. The following formula is used to determine our level of motivation in a given circumstance:

$$(\text{Calmness} \times \text{Energy}) - (\text{Tension} \times \text{Fatigue}) = \text{Motivation}$$

What I took from this information is the insight that the best time to engage difficult issues and challenges is when our motivation is high.

A concept related to emotional literacy is practical intuition. According to the authors, that “gut feeling” we get when analyzing a situation is more than a physical sensation, it is intuition. The authors cited work involving two groups of CEOs—those with profitable companies and those whose companies were losing money. They found that the companies making money were led by CEOs who recognized the importance of intuition (inner wisdom) in making decisions and acted accordingly. For me, practical intuition is the difference between analytical and emotional management. Again the authors offer a formula:

$$(\text{Attentiveness} = \text{Questioning}) \times \text{Curiosity} = \text{Practical Intuition}$$

I believe this formula prompts us to ask two questions: Did we really want to know the information? Did we really listen?

Emotional Fitness

If we are emotionally fit, we are inspired to search for and develop new abilities, as well as to forgive mistakes in the learning process. It is important to be authentic and trusted. These traits allow us to encourage what the authors call “constructive discontent.” Again the authors give offer a formula to consider:

$$(\text{Attentiveness} \times \text{Concern}) - (\text{Ulterior Motive} \times \text{Entitlement}) = \text{Authentic Presence}$$

In other words, What is your level of openness to the information being presented? and How willing are you to allow that information to have a direct effect on you as an individual?

A second formula is

$$\text{Discontent} \times \text{Direction} \times \text{Movement} > \text{Status Quo}$$

I believe this formula means that without trust one cannot achieve levels of discontent, direction and movement sufficient to overcome status quo.

Emotional Depth

Here the author references the importance of identifying our greatest strengths and talents, along with our commitment to exercise those strengths and talents. Once more we have a formula:

Purpose x (Commitment = Accountability) > Resistance

From this I understand that, if we are to be effective leaders, we must have a clear purpose to which we are committed and for which we are willing to hold ourselves accountable.

The authors move on to discuss applied integrity as it relates to emotional depth, once more offering a formula to assess our level of integrity:

Discernment x (Action = Voice) = Integrity

This formula explains that, to be truly effective, we must have a high level of commitment, measured as discernment, and a willingness to own this inner truth to a point of outward action.

Emotional Alchemy

Emotional alchemy is the confluence of the various forms of intuition. The authors offer a discussion of intuitive flow, or that point where we are at our best (“in the groove,” so to speak). In exercising our intuitive flow, we must be open to fully experiencing new experiences and stretching our capabilities in the process. Intuitive flow means moving beyond our self-imposed blockages and being open to possibilities.

Conclusion

This book brings together the components that we, as managers and individuals, need to consider if we are to develop and grow in our effectiveness to manage relationships. In my 25-plus years of management experience, I have consistently found the key to financial success is directly related to the ability to develop and maintain energy throughout the workplace through the staff. If we have the trust and commitment of the people we work with and lead, as well as a willingness to have open and frank dialogue, there are few circumstances that can block the organization’s progress and success. I thank the authors for putting into a logical and meaningful format what I have directly experienced.

The Female Advantage: Women’s Ways of Leadership, Sally Helgesen (Doubleday, 1990).
Report by Christine Kercher, January 2001.

The premise of this book is that women possess different values than men possess, and for that reason women make a difference in leadership in the workplace. As more women entered the workforce in the 1970s and 1980s, they brought with them new ideas and new ways of communicating.

The author compares women’s leadership styles to men’s styles as described by Henry Mintzberg. Mintzberg researched the management styles of male executives in the 1970s. He outlined eight major findings regarding their communication styles, how their days were planned, and the tactics they used to secure their positions in their companies. He found that men worked hard to succeed in their personal and family lives. In contrast, women brought to management

and leadership an attention to process instead of focus on the bottom line, an appreciation of diversity, and a concern for the wider needs of the community.

Helgesen proposes that, due to women's influence in the workplace, leadership has changed. The leadership and management styles of women are likened to a web or grid instead of a hierarchical system. The web needs all strands to remain intact, and there is much interacting and information sharing among parts of the web.

The author spent a day with each of four female executives, observing them and gaining insight into their lives. The executives include the director of Girl Scouts of America, two entrepreneurs and an executive of Ford Motor Company. The author recorded the day in a diary, and she relates what happened in each executive's life.

Each woman demonstrates her unique style of relating to others. This is one of the key points of the book. These four women related to the people around them differently than the men in the 1970s had. The passage of two decades is one influencing factor, but the values and the approach that these women used were very different.

Fictions of Business, Robert A. Brawer (John Wiley, 1998).

Report by Robert O'Neill, January 2001.

This book was written by a man who holds a doctorate in English literature, taught English literature and was the CEO of Maidenform Worldwide for 20 years. The book's premise is that imaginative literature is an invaluable but untapped resource for executives trying to understand and resolve perennial human problems in business. By reading some of the great literary works, managers and leaders can transfer the truths of fiction to the realities of the workplace.

The author believes that the distinctions commonly drawn between the world of commerce and the world of the imagination have little historical or theoretical basis. For example, Geoffrey Chaucer (author of *The Canterbury Tales*) spent most of his life as a controller of customs. The distinctions between art and life, the real world and the world of fiction, are too slight to be significant.

Good managers are good salesmen. They sell themselves and their ideas to peers, supervisors and subordinates. In many cases, this occurs regardless of whether the setting is social or business.

Those who learn to be proactive and to think positively stand to benefit from an "upward spiral of growth."

One trait of a good leader is willingness to understand and listen before attempting to be understood.

In many cases, good managers are illusionists. It is possible that the images they project are mere fiction. However, good managers project their illusions so well that the illusions appear to be real. For example, in *The Man in the Grey Flannel Suit*, the protagonist doubts his leadership ability, but his absolute faith in himself provides the key to his ability to be a leader.

Individuals who are self-aware are also self-empowered because, knowing their limitations as well as their capabilities, they take their corporate lives into their own hands. Rather than wait for authority to be bestowed, they create their own challenges within the structure of the organization and find ways to meet those challenges. One reason that Willy

Loman in *Death of a Salesman* was a failure was because he was dishonest with himself. The more self-aware managers are, the more they can help employees like Willy Loman.

How managers think about issues and values in business is more important than *what* they think. Creating and sustaining a loyal and committed workforce can generate greater customer satisfaction, no matter who the customers are. One reason for this is that a motivated and loyal workforce is more efficient.

One of Brawer's key messages to leaders is this: To the extent that we fail to balance self-interest with a sense of responsibility to the people we manage, and to balance our passion for efficiency with a sensitivity to fundamental human needs and civilities, we increasingly demean ourselves.

As a closing thought, Brawer offers this: A good leader and manager must self-manage and self-define.

Goal Setting: A Motivational Technique That Works! E. A. Locke and G. P. Latham (Englewood Cliffs, N.J. : Prentice-Hall, 1984).
Report by Cristy Geno, January 2002.

As a new project manager in the Clinical Research Unit at Kaiser Permanente, I will have the opportunity to use several of the leadership skills I have gained through participating in the Institute. One of my main tasks as a project manager is to inspire a shared vision within the circles I work in, one step of which is setting goals! This book, which was recommended by a past professor, has several good tidbits of information about goal setting. Through a descriptive summary, I will attempt to convey the authors' persuasive and beneficial message.

Efficacy and quality are two words that relate to many thoughts, procedures, recommendations and requirements in the world of business. In the competitive realm in which we work, all managers attempt to increase efficiency and quality. Many techniques and strategies have been proposed as beneficial tools for doing so. The authors of *Goal Setting: A Motivational Technique That Works!* are distinguished pioneers in the study of goal setting. Locke is an industrial organizational psychologist from the University of Maryland, and Latham is educated in the field of industrial psychology.

Locke and Latham apply their vast experience in the field of management psychology to the development of goal setting as a motivational technique that can be used in individual, group and organizational (community) settings. Locke and Latham recognize that goal setting is a common technique employed by most companies. They also recognize that, many times, the goals are not attainable or meaningful to employees, and this leads to ineffective outcomes. The authors assert that unmotivational goals reduce productivity and hinder job satisfaction, thus contributing to inefficiency and poor quality. When used effectively, goal setting can be the most beneficial tool utilized in the workplace. Latham and Locke examine the fact that when goals (for individuals, departments, and organizations) are specific and clear, employees have no need to question expectations and thus can direct the company's united energy toward meeting challenges. The authors present goal setting as a means to attain greater efficiency and quality of work.

Both Locke and Latham perceive the implementation of management skills as an art, and they argue that goal setting is a talent that needs to be perfected and practiced. Goal setting can be

seen as an effective way to stimulate creative problem solving, increase job satisfaction and boost employee confidence and pride. As a leader in the workplace, it is important to use goal setting in an effective manner to improve both not only the quantity, but also the quality, of productivity and employee motivation.

The Gospel of Good Success: A Road Map to Spiritual, Emotional and Financial Wholeness, Kirbyjon H. Caldwell with Mark Seal (Simon & Schuster, 1999).

Report by Mary A. Byrne, January 2001.

In 1976 Kirbyjon H. Caldwell was a fast-track bond broker with an MBA from the Wharton School of Business, earning a six-figure income in Houston, Texas. Then he made a decision that surprised and horrified his family and friends. Answering a divine call, he turned away from that life to attend seminary and become a pastor in a Methodist church.

After completing seminary, Caldwell became the pastor of Windsor Village Methodist Church in Houston, Texas. As the Reverend Caldwell took over the leadership position, the 25-member congregation was struggling to survive and to pay a debt of \$50,000 to the Methodist church. The church did not have a Sunday school or choir. Caldwell saw beyond the immediate need for survival to the need to serve the congregation's and the community's cultural, financial, emotional, relational, professional, physical and spiritual needs.

In 1999 the congregation of Windsor Village Methodist Church, under Caldwell's leadership for 23 years, had more than 11,500 members. The church offered more than 120 ministries, from job placement and financial planning to weight loss and alcohol rehabilitation.

The church supports many social and economic projects in the community surrounding the church, including the Power Center, a former Kmart building which houses a commercial bank, numerous social service organizations, the fourth-largest conference center in Houston, and a university.

In *The Gospel of Good Success*, Caldwell describes how he helped Windsor Village survive and grow into what he calls a "lean, mean Kingdom-building machine." Caldwell believes that individuals and organizations need holistic salvation (i.e., emotional, relational, professional, physical and spiritual needs must be met). Caldwell believes that God wants people to be successful, and that using Caldwell's road map can help them achieve success.

The six steps of the road map are: finding your calling, staging a comeback, the faith walk, whuppin' the Devil, creating wealth God's way and God-blessed relationships.

As the leader of the largest Methodist church in the United States, from his beginning with 25 members, Caldwell has successfully used his road map to challenge the process, inspire a vision, enable others to act, model the way, and encourage the heart.

Hard Wired Leadership: Unleashing the Power of Personality To Become a New Millennium Leader, Roger R. Pearman (Davies-Black, 1998).

Report by Terri Gregory, January 2001.

Roger R. Pearman describes a leadership model based on 16 mental patterns, or personality types, and how each is hard wired. He calls these mental patterns "habits of mind." These habits of mind form the basis for understanding human differences in responding to life.

Once these differences are understood, we can truly value differences and remove barriers to teamwork and team excellence.

Pearman's definition of leadership is the "process used by anyone, regardless of rank, to create a meaningful collaboration among individuals for a common purpose." He uses the following framework to demonstrate how we are wired for communication, problem management, learning and development, team building and valuing.

Our habits of mind influence our perception and decision making in two psychological environments: the external environment (what we experience) and the internal environment (how we interpret what we experience). Extraverts normally pay more attention to the external environments than to their inner thoughts. If they cannot see, hear or experience something, then it is less real or valuable to them than those things they can see, hear or experience. Conversely, introverts are more aware of their internal thoughts and issues and are more stimulated by reflection than by events; reflection provides most of the stimulation they need. The dynamic process of communication involves both an extraverting process and an introverting process.

Pearman explains the differences in perception and judgment, using sensing, intuition, thinking and feeling in the two environments (external and internal), which are grouped into eight mental functions. The functions are: introverted sensing, extraverted sensing, introverted intuition, extraverted intuition, introverted thinking, extraverted thinking, introverted feeling and extraverted feeling.

Pearman then develops 16 mental patterns (or habits of mind) that relate to the Myers-Briggs Type Indicator (MBTI) types. He names the patterns: Executor, Router, Envisioner, Strategist, Inspector, Harmonizer, Catalyst, Analyzer, Energizer, Pragmatist, Futurist, Changer, Driver, Coach, Connector and Director.

Throughout the book Pearman describes each mental pattern's tendencies, defining qualities, core beliefs, needs and blind spots. He challenges the reader to recognize his or her habits, learn how to behave differently and become more aware of how to make more conscious choices in responding to others.

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

Report by Douglas Minter, January 2001.

In this book's introduction, the author states that many of the leadership qualities needed today in the private and public sectors are embodied in the life of Mahatma Gandhi. These qualities include courage, determination, the ability to sustain high levels of energy, decisiveness, strong interpersonal skills, action orientation and great attention to the details of implementation. Gandhi, in his successful quest to achieve India's political independence from Britain, consistently adhered to a set of absolute values throughout his life. For Gandhi, these values (e.g., nonviolence) stemmed from his religious beliefs.

The book is organized around three sets of principles that every leader must be prepared to put into practice. The first set relates to committing to a single standard of conduct in private as well as public life which above all requires courage. The second set relates to commitment to serve others. The third set relates to the moral dimensions of leaders' decisions.

A Single Standard of Conduct

Commit to the absolute values of truth, nonviolence and treating others as ourselves. For example, in being committed to the truth, leaders must provide complete and accurate information. They must be willing to acknowledge the truth, even if it does not support their positions. When truth controls action, leaders “walk the talk.”

Commit to the journey. Leadership is a way of life that involves continuous and incremental improvement. This becomes more difficult as a leader gains power and prestige. The commitment to improvement must be made public, thereby creating an external and necessary source of discipline.

Commit to training your conscience. The “trained conscience” is the disciplined, moral reasoning that tells us what we ought to do.

Commit to reducing attachments. Leaders must have high moral standards. This includes not measuring success solely by power and not having a desire for ever-increasing wealth. Leaders must be willing to risk losing power to maintain a commitment to absolute values.

Commit to minimizing secrecy. This forces leaders to think about the consequences of their actions, and it serves as a source of discipline. Secrecy is the enemy of trust. Leaders must not withhold information that others need in order to evaluate the leader’s commitment to a single standard of conduct. Conversely, those seeking information must use the information in ways that are consistent with a commitment to absolute values.

The essential quality: Courage. Doing what is right regardless of the consequences (e.g., physical consequences) determines the standard of leadership in practice. The stronger your conviction in knowing what is right, the greater your courage to act on it. Leaders with an indomitable will ask for the impossible and get it.

Commitment to Serve Others

Focus on responsibilities. By focusing on responsibilities, not rights, leaders orient themselves toward service and collaboration rather than acquisition and confrontation. If leaders fail to do this, others have to insist on their rights. Conversely, those who are denied their rights must meet their responsibilities to maintain the moral authority needed to support their demands.

Emphasizing values-based service. Service should be based on a moral imperative: It is the right thing to do. Service based on policies (e.g., organizational objectives) relies on effectiveness and external motivation (e.g., money and power), making it vulnerable.

Commitment to personal service. Leaders should be in direct contact with those they serve and must give in accordance to how much they have. When leaders call on others to serve, they must understand the difficulties of implementation. This demonstrates a leader’s respect for others’ commitment to serve.

Understand the needs of the people you serve. If people do not believe in their leader’s commitment to serve them, they will not give that leader information about their strongest needs. Leaders who share experiences with those they serve develop the deepest understanding of these needs.

Reconcile power with service. Though power is associated with leadership, it is derived from, and used only for, service. Because power is given by others, it is entrusted to the leader for the benefit of others. Power through control motivates others externally (salary, job security, etc.).

Power through service motivates others internally (moral imperative, personal obligation, etc.) and creates the moral authority to call others to action.

The Moral Dimensions of Leaders' Decisions

Leaders' decisions have a moral dimension because the decisions result in actions that affect others.

Establish principles of governance. The substance of leadership consists of considering the moral dimension of decisions and actions, applying the same standard of conduct to both process and results (i.e., means and ends), and appealing to the best in others.

Create integrity in the decision making process. Support for a decision is gained only if others have confidence in the process. Leaders must convey information in terms that others can understand. Complexity can defeat openness in the process.

Change the criteria for decision making. By incorporating moral values into the way leaders live and do business, leaders necessarily appeal to the desire of others to do what is right and thereby support the leader's decision making.

Implement decisions within moral constraints. Leaders must adhere to absolute values, even at the cost of achieving the desired results. This commitment must be maintained by leaders, teams and individuals, with each supporting the others. Leaders must have the courage to support others who act according to moral principles and absolute values.

High Output Management, Andrew S. Grove (Vintage, 1995).

Report by Ann Farina, January 2002.

There has been a revolution in how information flows and how it is managed. This revolution results from the introduction of e-mail and DRAM (dynamic random access memory, which is used in all kinds of computers). Grove wrote this book for middle managers who are operating in the new environment.

Because of e-mail, the role of the manager to disseminate information is less important than it once was. Today, a manager's key knowledge includes his or her skills and ability to understand people. In the output-oriented approach to management, a manager's output is the output of the organizational units that are under his or her supervision or influence.

Following is a summary of several important topics covered in this book. The author collected many ideas from colleagues and managers. Included with the book is a checklist for first-time managers.

The breakfast factory. In this chapter, the author discusses production principles and the flow of industry information and production. His advice is to construct the production flow by starting with the longest (or most expensive) step and work back. Fix problems at the lowest stage possible.

Managing the flow. The author states that we need good indicators and measurements to run operations well. Sales forecasts, equipment, indicators, measurements and manpower are important. A manager's output is measured in terms of the output of the various organizations under his or her control and influence.

Management Is a Team Game. Output is created by subordinates and associates, not by individuals. The CEO's job is to help managers' teams achieve satisfactory output. Gathering and

disseminating information and writing reports are very important functions of a manager. Other functions include nudging and decision making, role modeling, and allocating resources, manpower, money and capital. Most important is time management. How a manager handles his or her time is the single most important aspect of being a role model and leader. Time management techniques, such as batching similar tasks, are helpful. Meetings provide an occasion for managerial activities; meetings are actually very important to organizations.

Managerial leverage. Positive leverage relates to those things that can increase output, such as spending time to plan activities. Negative leverage relates to those things that can reduce output, for example, arriving unprepared for a meeting.

Meetings. Meetings are the medium through which managerial work is performed. There are several types of meetings, each with its own purpose or function. In a process-oriented meeting, knowledge is shared and information is exchanged. In one-on-one meetings, the manager teaches skills and know-how to subordinates. Staff meetings involve interaction among peers. Operational review meetings provide opportunities for interaction among individuals who do not interact on a regular basis. Mission-oriented meetings solve problems and usually produce decisions.

Decision/Decision. Ideal decision making is a three-part process involving free discussion, a clear decision and full support. (If the decision is wrong, the process begins again). This process sounds simple, but it is rarely practiced. No one has ever died from making a wrong decision. However, each time an insight or fact is withheld or an appropriate question is suppressed, the decision-making process is less than ideal. It is important to remember that group decisions don't always come easy.

Planning. Consider environmental demands: What and who directly influence what you do? What is the present status in terms of workload and timelines? What must be done to close the gap? Ultimately, the output of the planning process is: What must be done now to influence future plans?

Task-relevant maturity (TRM). The task-relevant maturity of subordinates is a complex combination of (1) achievement orientation and readiness to take responsibility and (2) education, training and experience.

Performance appraisal: manager as judge and jury. Performance appraisals are the most important form of task-relevant feedback. Assessing performance and delivering the assessment are difficult. Care must be taken to ensure they are done correctly.

Problem solving. The stages of problem solving are: ignore, deny, blame others, assume responsibility, and find solutions.

Interviewing and quitting. Two difficult situations managers face relate to interviewing prospective employees and working through the process when an employee quits. During the first interview, the applicant should do 80 percent of the talking. (A list of the best questions to ask an applicant appear on page 205 of this book.) At the other end of the work experience is quitting. Why do individuals quit their jobs? In almost all cases, people who quit feel unimportant to the organization.

Training. Training motivates employees. Training should be done by the manager, not a training team. Why? Because a manager's productivity depends on the productivity of his or her team. Training is one of the highest-level activities a manager can perform. It should be a process, not an event

I Ain't Coming Back, Dolphus Weary and William Hendricks (Wheaton, IL : Tyndale House, 1990).

Report by Lucille Johnson, January 2002.

Dolphus Weary was a poor African American man who grew up in rural Mississippi during the 1960s. Most of Dolphus's classmates had a common goal: to get out of Mississippi as soon as they finished high school!

Dolphus escaped Mississippi by becoming a basketball player and student at Los Angeles Baptist College (LABC). In 1967 Dolphus and his classmate Jimmie arrived at LABC and were stunned to discover that they would be pioneers in integrating the campus.

The shame and hopelessness they had experienced as African Americans in Mississippi were soon in the past. After participating on a basketball team that toured the Orient for mission outreach, Dolphus was invited to make a career of preaching in Asia. His exodus from Mississippi seemed imminent, but it was not to be. In 1971 Dolphus was called by God to dedicate his life to helping the poor in Mississippi with issues related to health care, education, recreation, legal services and economic development. He answered the call. He is currently the president of Mendenhall Ministries, the holistic outreach arm of Mendenhall Bible Church in Mendenhall, Mississippi.

A few of the outreach programs include a health center, community law office, Christian school, cooperative farm and thrift store.

I am inspired by the compassion of this leader to effect such positive social change, his willingness to answer the call to such an awesome task and his persistence in modeling the way.

The Leader of the Future: New Visions, Strategies and Practices for the Next Era, Francis Hesselbein, Marshall Goldsmith and Richard Beckhard, editors (The Drucker Foundation, 1996). Report by Aubrey Miller, January 2001.

This book is a compilation of 31 short chapters by various authors who offer their views of leadership and the changes needed to meet the challenges of our changing society. The book is divided into four parts: Leading the Organization of the Future, Future Leaders in Action, Learning to Lead for Tomorrow and Executives on the Future of Leadership.

Leading the Organization of the Future focuses predominately on changes in corporate organizational structures, including the necessary move away from traditional hierarchical structures to more diffuse "de-jobbed" structures in which leadership is more evenly divided and can be seen at multiple levels of the organization. One common theme of this section is the fact that successful leadership rarely comes from the top of an organization. Rather, it comes from energized people at lower levels who are empowered by effective coalitions with peers and middle managers.

Common themes of Future Leaders in Action include the values and characteristics of successful leaders, such as character, credibility, integrity, respect, effective communication, conviction and courage, vision, cohesion versus competitiveness, support for workers and peers, and an inspirational attitude.

Learning to Lead for Tomorrow explains that all sectors of our society are rapidly changing due to computers, information technology, global travel and trade, increasing interdependence, and other factors. Some of the common themes in this section emphasize that leaders must be flexible in the changing environment, take a cross-disciplinary approach, be patient with evolving the process, focus on ensuring that shared vision and missions are achieved, and be responsible for setting high standards of credibility and integrity to model the way for others. Organizations must develop leaders through training, teaching people how to assume leadership roles as facilitators, appraisers, forecasters, advisors and enablers.

Executives on the Future of Leadership emphasizes that we need leaders who are willing to serve and who are committed, available and accessible, and understanding. Other common themes are repeated, including character, vision, perseverance, behaviors, passion and confidence at all levels of organizational responsibility. The writers offer several pearls of wisdom: Stay open to information from those around you. Know your teams' strengths and weaknesses and play within them. Have a sense of purpose and a higher goal. Decentralize authority and accountability. Teach others. Have a sense of humor.

I give this book a fair rating. While some of the authors provide interesting approaches to leadership and stories of successful leadership, the book becomes fairly redundant. A much shorter distillation of the authors' thoughts, using only the most interesting examples, would have made this book much better.

Leaders: The Strategies for Taking Charge, Warren Bennis and Burt Nanus (Harper & Row, 1985).

Report by Charlotte Davis, February 2000.

Leaders: The Strategies for Taking Charge is a study of the theory of leadership. This book explores the leadership methodology of 90 individuals. The authors conducted a series of interviews, 60 with successful CEOs and 30 with outstanding leaders from the public sector.

The information gathered from these interviews uncovered four themes common to all 90 leaders: Attention through Vision, Meaning through Communication, Trust through Positioning, and The Deployment of Self.

Attention through Vision aims to create an enthusiastic and dedicated commitment to a vision because it is right for the times, for the organization, and for the people who are working on it. Ultimately, the vision should empower others to make decisions that get things done.

In explaining Meaning through Communication, the authors define and discuss the term *social architecture*, a phenomenon that governs how people act, the values and norms that are subtly transmitted to groups and individuals, and the bonding that occurs within an organization.

Trust through Positioning involves creating a niche in a changing environment. The niche must be unique, important and appropriate for the resources and capabilities of an organization. Generally, there are four approaches to creating a niche. The first, the *reactive* approach, is the least expensive but often is the most shortsighted. This approach involves waiting for change and reacting to it after the fact. The second approach, *change the internal environment* involves anticipating change and "proacting" rather than reacting. The third approach proposes to *change the external environment*. The fourth approach is to *establish a linkage between the external and*

internal environment through bargaining and negotiation. In this approach, leaders must work to accommodate both the internal and external environment more effectively.

Deployment of Self requires persistence and self-knowledge; a willingness to take risks and accept losses; and commitment, consistency and challenge. But the most important concept relating to the self is the importance of learning in an organizational context—to concentrate on what matters most to the organization and to use the organization as a learning environment.

The strategies presented in this book emphasize the need to translate intention into reality and to sustain it. The 90 leaders make a sharp distinction between leadership and management by concerning themselves with the organization's basic purposes, why it exists, and its general direction and value system. The basic principle of this book is "Managers do things right. Leaders do the right thing."

Leadership for Dummies, Marshall Loeb and Stephen Kindel (Foster City, CA : IDG Books, 1999).

Report by Penny Jimerson, January 2002.

Leadership is a people-centered skill that is critical in almost every situation in which two or more people come together in pursuit of a common goal. Knowing how to lead is a vital skill and should be learned as early in life as possible. Although many books wrestle with the problems of leadership, few define the skills one needs to become a leader.

According to Loeb and Kindel, leadership begins with the willingness to embrace responsibility. People who have the potential to be leaders do not shrink from responsibility. They step forward to grab it, even when the responsibility is for an unpleasant task. Anyone can do the glamorous things, but the real potential leader is the person who volunteers for the tasks that no one else wants to do and then does them in such a way that everybody wants to help.

Once the decision is made to embrace responsibility, successful leadership requires that three things be done well. These three things are:

Elicit the cooperation of others. You must be able to persuade others to buy into your vision and the way to achieve it. The goal is to have your team members trust you by:

- Finding out what people want—and why they want it.
- Figuring out ways of trading what you have, the power of a leader, for what you need, the cooperation of your group.
- Smiling at people and looking them in the eye. It's the start of trust, and trust is the beginning of cooperation.
- Sharing information with your team and keeping it informed.

Listen well. You must be able to gather many kinds of information. Strive to take in as much information as you can by:

- Paying attention to the nuances of what people say and how they say it.
- Paying attention to the needs of your group.
- Focusing and listening to only one person at a time.
- Learning to develop your own inner voice and listen to it.
- Paying attention to the world around you. Seeing is a form of listening, and visual impressions are often the most powerful.

Put others before yourself. Leadership requires that you be willing to sacrifice for a greater goal by:

- Resisting selfishness.
- Learning to appreciate the needs of others.
- Doing small favors for others.

In order to elicit cooperation, listen well, and place the needs of others above your own, you must have some emotional maturity, wisdom and humility. Psychologist Daniel Goleman describes the ability to embrace responsibility as *emotional intelligence*, the measure of a person's self-awareness, self-regulation, motivation, empathy and social skill. According to Goleman, "the higher up in an organization you go, the more critical the leadership skills of people become and the higher the level of emotional intelligence that successful people exhibit." According to his study, a high degree of emotional intelligence accounted for 90 percent of the difference between average leaders and star performers.

Accepting and dealing with responsibility are fundamental to leadership. The authors define the "central responsibility of a leader" as the responsibility to provide the climate necessary for creating growth and success. A leader can do many things, but if the group's mission isn't successful or the leader doesn't "grow" something (skill, knowledge, product or profit), the leader has failed to fulfill his or her most basic responsibility.

To be successful all leaders must accomplish several steps: developing a vision and goals, planning, motivating the team and getting it to work together toward stated goals, providing necessary resources, and expecting accountability.

Vision: Vision is the beginning of leadership. A vision is more than an idea. It is a do-able dream. Vision links the present to the future. Leaders use vision to inspire their teams to achieve more than they thought possible.

Planning: The mission you create is your team's path to its goals. Keep these things in mind:

- Plan for every contingency—and remember that you can't plan for every contingency.
- Leave a lot of wiggle room in your plan, so when things go wrong you can adjust.
- Plan for change and be happy when it arrives.
- When creating the team's mission, don't attempt to take an untakeable hill. The cost is too high. Instead, approach the mission incrementally. Do many small things well to achieve big success.
- Bring the team into mission development and planning at an early stage. Listen to what team members have to say and make modifications at the start.
- Work to obtain ownership of the mission from everyone in the group. Team members are going to do the heavy lifting, so be sure that they know what they are in for.
- Establish a "point of no return" so that if the mission does not go well, you know how far you can go and still regroup.

Motivation: The leader supplies the vision, but the team members make it a reality. The leader must nurture the team into working effectively toward the common goal. Important factors in creating an effective team include:

- Motivate and encourage the team. Motivating people is the most expeditious way to achieve a goal.
- Create teamwork throughout the ranks. Building team spirit is crucial if leaders are to succeed in helping a group achieve its goals.
- Create an orderly atmosphere. Order gives each member of a group an assigned task and makes him or her a focused part of a team.

Resources: A leader is responsible for making sure that the team has or can get the resources necessary to achieve its goal. The required resources may be money, time, a person with critical knowledge, a place where a group can meet, organizational skills, or any other thing that, if lacking, would keep the group from doing its best work.

Accountability: Part of being a decisive and consistent leader is establishing and adhering to firm policies and direction for achieving goals. After a mission is established, and everyone on the team understands exactly what the mission is, success depends on how tightly the team members adhere to the mission in accomplishing the team's goals.

This book also includes chapters about the "Art of Leadership" (skills required of dynamic leaders), "Team Building" (skills to create a winning team), and "Leadership in Everyday Life" (how to recognize leadership opportunities in personal roles, such as volunteer, coach or community organizer).

John F. Kennedy said, "Leadership and learning are indispensable to each other." This book emphasizes that leaders are made, not born, and it provides practical strategies and tips for developing your own leadership style.

Leadership Is an Art, Max DePree (Dell Publishing, 1989).

Report by Albert J. Esparsen II, January 2002.

Leadership Is an Art is an account of the leadership philosophy which is and has been practiced at Herman Miller, Inc. A family-owned business, Herman Miller is an innovative manufacturer of fine furniture. Max DePree is the current chief executive officer, following in the footsteps of his father, D.J. DePree, and his brother, Hugh DePree.

I particularly enjoyed this book for three reasons. First is the writing style. The book flows easily and can be conquered in three to four hours.

Second is the leadership philosophy. Max DePree and his predecessors approach leadership with a high level of integrity, which they define as "a fine sense of one's obligations." This "fine sense" informs the book.

Max DePree takes a unique approach to his role as leader. He sees his most important role as "liberating people to do what is required in the most effective and humane way possible." Herman Miller expends significant energies and resources to provide its employees with whatever it takes for them to be successful, enabling them to realize their full potential. DePree indicates several characteristics a leader must have in order to serve effectively. These are:

- A leader must have ideas.
- A leader must be clear about his or her beliefs.
- A leader must be a listener.
- A leader must have an “endorsed concept of person,” that is, the leader must appreciate the diversity of the workforce. This means understanding that each individual has special skills and abilities and that each person has a unique constellation of skills and abilities. Leaders should not hesitate to permit the expression of individual skills and abilities in service to the organization and to one another.

“The measure of leadership is not the quality of the head, but the tone of the body,” DePree says. If a leader has been in touch with his or her workforce, permitted individuals to express their skills and abilities, and supported employees’ efforts to realize their full potential, then the workforce will be an expression of the leadership. Employees will reflect the heart and spirit of their leadership.

The third reason I liked this book is its emphasis on the value of the employee to the organization. At Hermann Miller, appreciation of employees’ value has sustained a close working relationship among all employees, regardless of organizational level and economic conditions. Appreciation of the employee is one of the core characteristics a leader must have, according to DePree.

“To be a leader means, especially, having the opportunity to make a meaningful difference in the lives of those who permit leaders to lead,” DePree writes. He encourages leaders to develop a work environment in which workers at all levels develop high-quality relationships with one another and with customers.

This book reminded me of the way the workplace used to be. In a much simpler time there were closer relationships among employers and employees. Many of these relationships were quite long term. Such relationships could flourish because workplaces were much smaller. Much of what DePree practices at Herman Miller demonstrates that such relationships are still possible.

Leadership Is an Art, Max DePree (Dell Publishing, 1989).

Report by Mary Poole, January 2001.

The last sentence of this book summarizes its basic message: “Leadership is much more an art, a belief, a condition of the heart, than a set of things to do.” The book depicts a leader as a person who understands and nurtures all the values and potential of being human. Of course, these values adhere to the author’s philosophy of life, yet I anticipate that the Institute fellows will agree with most of them.

DePree discusses accountability, commitment, dignity and compassion. He sees both human fragility and human possibility as values. His leadership vision provides space for vulnerability, but it also provides opportunity for every person to be what they can be. DePree’s leader must understand and be comfortable with humanity.

One recurring theme is the author’s enthusiasm for the tremendous diversity of human potential. He states that liberating people to make contributions using their great variety of gifts,

talents and skills is an essential task of a leader. Believing that diversity fuels the generation of ideas and creativity, he maintains that diversity can be an organization's greatest strength.

Extending this theme, DePree discusses the importance of equity in the workplace. Permitting others to share ownership requires that the leader embrace certain human values, one of which is the courage to "not be perfect." Responsibility for effectiveness involves enabling others to reach their potential and encouraging opportunities for insight and change. DePree uses the term "roving leadership" to mean allowing someone else to take the lead when appropriate, acknowledging that no one is expert at everything.

As a result of valuing both diversity and equity, DePree's leader embraces the conflict and change that inevitably result from supporting contrary opinions. It is necessary to accept risk and to be comfortable with a constant state of "becoming," as opposed to predictability. DePree says, "Beware of manuals, unless they are in a constant state of flux." No structure lasts forever without becoming stunted.

On communication, DePree feels that clarity, courtesy and information sharing are essential. People have a right to be involved; to determine adequate compensation, benefits and quality working conditions; and to influence their destinies. This leads to strong relationships and promotes accountability.

DePree believes that a leader is "one who serves." Conviction in one's beliefs precedes policy and practice, and being loyal and faithful is more important than being successful. Leaders must strive to achieve potential, rather than fixed, goals. While leaders have a commitment to leave a legacy, that legacy need not take the form of material assets. DePree's participative management style fosters an environment that brings together people for reasons less tangible than salary or position. Results benefit the whole and cannot be used for individual gain. Each person has ownership; success of the company depends on, and benefits, each individual.

However, DePree does state that a leader has an important responsibility to provide momentum and to intercept entropy (the natural tendency of things to deteriorate) by recognizing the signals. DePree maintains that the process will fuel itself if his values are incorporated. If his values are not incorporated, however, the process can just as easily breakdown.

In this concept of leadership, all people can feel fulfilled. The issues of the heart and spirit matter and are integrated into the overall concept of leadership. DePree believes that fulfillment and purpose are as essential in the workplace as they are in private life, and he proposes that the two must be intimately connected.

Leadership Is an Art, Max DePree (Dell Publishing, 1989).

Report by Ray Mohr, February 2000.

If you take the time to read the initial credits on the inside of the front cover, you come away with the feeling that this book is the Holy Grail (the chalice used at the Last Supper) and a fount of wisdom and hope for anyone interested in reflecting on the important qualities in an organization. One of DePree's first statements, also on the inside cover, is, "We talk about the quality of product and service. But what about the quality of our relationships and the quality of our communication and the quality of our communication to each other?"

This is a unique book. The author is the chief executive officer of Herman Miller, an office furniture manufacturing and sales company. He is the son of the founder of the company. He writes from an intensely personal point of view about what leadership is all about.

In the foreword, James O'Toole of the Graduate School of Business at the University of Southern California, writes that Herman Miller works and has worked for a long, long time. The company makes money, it is the industry's most productive, it is innovative, it practices participative management to the extreme, and most important of all, it has integrity. I couldn't wait to dig into the book and find out what it was all about.

The author challenges the reader to really "own" the book. Anyone can read a book, but to own the book requires more. DePree is saying that the ideas he writes about are open to the reader's influences and observations. He therefore encourages all readers to write in the book, to make notes in it—in short, to "finish" the book from a personal perspective. The pages of my copy are dog-eared, and the spine is failing from being opened numerous times. I am still "finishing" this book.

The first chapters of the book introduce a series of elements that comprise the author's definition of leadership. He briefly and concisely enumerates what a leader must be. I like the following excerpt the best:

The first responsibility of a leader is to define reality. The last is to say thank you. In between the two, the leader must become servant and debtor. That sums up the progress of an artful leader (p. 11).

DePree then delves into one of the most important corollaries of his ideas of leadership—participation and the premises of that participation. He explains that participative management arises out of the heart and out of a personal philosophy about people. In that sense it is more than simply a management tool. He suggests that participation is based on relationships, trust, respect and an understanding of the differences between contractual agreements and covenants. Contracts are necessary to establish expectations, objectives, compensation and so forth. More is needed. What fills this need is a covenant. I understand a covenant to be the most solemn of agreements or promises. I like this fundamental assertion about work. Most of us could find jobs in a variety of places. We are where we are for reasons that are mostly intangible. We need covenants. From covenants come trust and shared commitment.

A couple of great metaphors make the point. These are Theory Fastball and Roving Leadership. Theory Fastball is all about an effective team. If Sandy Koufax had had an inexperienced catcher catching for him, he may never have achieved the greatness that he achieved with his Hall of Fame battery mate, Johnny Roseboro, because he would not have been able to use his most effective tool—a blazing fastball. We need to understand that the concept of work arises from the understanding of the relationship between pitchers and catchers.

Roving Leadership is all about how people respond to a situation in an organization. DePree relates an involved story of how people at a church came to the aid of an individual with a medical emergency and thereby allowed a wedding to proceed. His point is, it wasn't the organization of the church that responded to the crisis, it was people who were in a position to do the right thing at the right time. In roving leadership the hierarchical leader must step aside. Roving leadership makes demands on an organization and its people. The biggest demand is that people enable each other.

DePree struggles with and never really comes to grips with the ideas and inconsistencies of our capitalistic system. He recognizes that selfishness and greed can easily emerge from any economic system. He argues that this makes as strong a case as any for inclusiveness in our capitalistic policies. He says that trust is the basis of inclusiveness and of understanding the diversity of all our gifts. Although he has doubts about capitalism, he believes it can be improved. (Note: Herman Miller put profit sharing in place more than three decades ago. The plan commonly known as the Scanlon Plan places the profits of the company in a profit-sharing system.)

The final part of the book deals with the future orientation of leadership. How is the effectiveness of the organization assured? DePree addresses this question in a couple of ways. First, he recognizes that this is one of his primary jobs as a leader. He terms it the “interception of entropy.” He means that everything deteriorates over time, and one of the important challenges for leaders is to recognize the signals and act. The second, and more tangible, way to assure the effectiveness of the organization is to effectively evaluate and encourage the leaders around you. DePree describes in detail the performance evaluation process used at Herman Miller. He not only asks his direct reports to write extensively about their performance but to engage in a question-and-answer discussion as well. After looking at the range of topics and questions, I can truthfully say that an evaluation of this type would definitely be a challenging and rewarding experience.

I began by noting what was said on the front cover. I will conclude by citing a quote from the back cover:

Leaders owe a covenant to the corporation of institution, which is, after all, a group of people. Leaders owe the organization a new reference point for what caring purposeful, committed people can be in an institutional setting ... Covenants bind people together and enable them to meet their corporate needs by meeting the needs of one another.

This is a unique book. DePree makes the complexities of organizations seem basic, human and personal.

The Leadership Moment: Nine True Stories of Triumph and Disaster and Their Lessons for Us All, Michael Useem (New York: Times Business, 1998).

Report by Lori Maldonado, January 2002.

This book focuses on the exceptionally difficult decisions we make at moments when our goals are at stake and it is uncertain whether we will achieve them. The author is the director the Wharton School’s Center for Leadership and Change.

The best way to learn leadership, according to Useem, is to look at what others have done. The book explores this theme using examples of nine individuals in tough leadership positions. Each account is about an individual who faced a turning point and how that person led when it counted most. By examining the leaders’ experiences, asking what they did and what they could have done, and wondering what we would have done, we can better anticipate what we should do when we face our own leadership challenges.

The author’s intent is to help prospective leaders face their own critical challenges, to succeed when their own leadership is put to the test. The material also helps readers ready

themselves for everyday tests of leadership, tests in which their actions, large or small, will shape others' futures.

Short summaries titled "By Implication" highlight the lessons to be learned from each story. I found these summaries to be most valuable. Some key lessons are listed below, followed by the name of the leader who was profiled and his or her achievements.

Know yourself. Understanding your values and where you want to go will assure that you know which paths to take. Roy Vagelos, Merck Pharmaceuticals, ended river blindness in Africa.

Explain yourself. This ensures that your associates understand where you want to go and whether they want to accompany you. Wagner Dodge in Mann Gulch, outran a Montana forest fire in which others perished.

Expect much. Demanding the best is a prerequisite for obtaining it. Eugene Kranz and Apollo 13, returned crew safely back to Earth.

Gain commitment. Obtaining consensus before making a decision will mobilize those you are counting upon after the decision. Arlene Blum, organized the first women's ascent of the Himalayan peak Annapurna, one of the world's most dangerous mountains.

Build now. Acquiring support today is indispensable if you plan to draw upon it tomorrow. Joshua Lawrence Chamberlain at Gettysburg, led tattered troops into a pivotal battle at Little Round Top.

Prepare yourself. Seeking varied and challenging assignments now develops the confidence and skills required for later. Clifton Wharton, TIAA-CREF, restructured a \$50 billion pension system.

Move fast. Inaction can prove as disastrous as inept action. John Gutfreund, Salomon, Inc., lost control of Salomon, Inc.

Find yourself. Liberating your leadership potential requires matching your goals and talents to the right organization. Nancy Barry, Women's World Banking, built a bank for women in Third World countries.

Remain steadfast. Faith in your vision will ensure that you and your followers remain unswerving in pursuit of it. Alfredo Cristiani, El Salvador, cracked El Salvador's killing cycle.

Collectively, the stories and principles shared in this book offer three guiding principles of leadership:

Prepare yourself.

Prepare your colleagues.

Prepare your organizations.

Leadership Secrets of Attila the Hun, Wess Roberts (New York: Warner Books, 1987).

Report by Barbara J. Coy, January 2002.

I looked forward to reading this book because almost every leadership book is about people whom we perceive in a positive light. I was hoping to get an entirely new perspective on leadership through the eyes of someone whom I perceive in a negative light. When I read in the introduction that Ross Perot had read it and had purchased more than 500 copies to distribute to his managers, I was even more intrigued. Ross Perot's style has always piqued my interest, so I wanted to read something that he thought was worth reading.

Within a couple of chapters of the book I was disappointed. The chapter titles—such as “Surviving Defeat: ‘There is Another Day’”; “Booty: ‘Rewarding your Huns’”; and “In the Roman Court: ‘Leadership Qualities’”— indicate that Attila had unusual leadership qualities. However, the leadership qualities discussed were qualities any reader could name: honesty, empathy, physical stamina, courage, etc. Do these sound familiar? Have you read about them in other leadership books?

Chapter 9 was the most offensive. According to the author, Attila felt his chieftains or leaders should sacrifice themselves to duty above all else. It became very evident that Attila required the chieftains to do this or Attila terminated them. I don’t like this style of leadership, and I wouldn’t want to follow anyone who does.

It is evident that the author did not pull his insights from documented sources about Attila. In fact, the book offers very little information about Attila. The author takes the liberty to tell us what he thought Attila “should have” or “would have” done.

One of the very few ideas that I liked appeared in the Preface (page xiv): “Leadership is the privilege to have the responsibility to direct the actions of others in carrying out the purposes of the organization, at varying levels of authority and with accountability for both successful and failed endeavors.” This aspect of leadership is discussed in many books on the topic. It seems to me that, according to present-day leadership styles, if an endeavor succeeds, the leader should modestly share the credit or give all of the credit to those who are led.

Leadership without Easy Answers, Ronald A. Heifetz (Cambridge, MA: Belknap Press of Harvard University Press, 1994).

Report by Fred Grover, January 2002.

This book discusses a leadership style that enables others to team up and undergo adaptive change to accomplish complex tasks. The art of promoting adaptive change, as well as the challenges and pitfalls of adaptive change, are discussed. The challenges of dealing with crisis in organizations and government are discussed, citing examples of successes and failures of American and international leaders.

President Lyndon B. Johnson’s successes with human rights are discussed, as well as his failures in the Vietnam war. Ghandi’s “informal leadership” is also discussed, showing how his passivity and appreciation of India’s culture, particularly in rural areas, gave him authority to lead. Key concepts and theories presented in the book include:

- Leadership is oriented by the task of doing adaptive work.
- Leaders can influence others by adjusting to the expectations of their followers.
- The ability to organize to solve complex problems is essential to “civilization.”
- Engage the community in decision making. This is especially important when public health is an issue.
- People who habitually seek solutions from leaders are developing a maladaptive and potentially harmful behavior. This behavior can promote work avoidance and can disable the adaptive work of the individual or the group.
- Trust in authority relationships is built by leaders who display strong values and skills. The predictability of leaders helps build security, especially during unpredictable and painful events.

- Getting people to pay attention is the “currency of leadership.”
- Making the authority organization the scapegoat for a problem can prevent an individual from using critical thinking to analyze and solve the problem.
- One of the roles of a leader is to be a “reality tester.” Authority figures are given access to information and expert opinion which should allow them to objectively assess a situation. They have a special vantage point.
- “Leaders must communicate subtlety, taking into account the particularities of the constituents, their networks of support and the harshness of the news.”
- “Authority can also be a straitjacket.” People in authority are expected to provide direction, protection and order.
- Exercising leadership from a position of authority often requires one to go against the grain. Rather than providing answers, a leader should ask questions. This stimulates adaptive behavior and challenges a group to develop new relationships and skills to accomplish a goal or tackle a complex problem.

The Five Strategic Principles of Leadership are: Identify the adaptive challenge. Keep the level of distress within a tolerable range. Focus attention on ripening issues and not on stress-reducing distractions. Give the work back to people at a rate they can stand. Protect voices of leadership without authority.

Leadership without Easy Answers, Ronald A. Heifetz (Cambridge, MA: Belknap Press of Harvard University Press, 1994).

Report by Susan Hewitt, January 2001.

Ronald A. Heifetz is a Harvard professor and the director of the Leadership Education Project at Harvard University’s John F. Kennedy School of Government. His book, *Leadership Without Easy Answers*, was first published in 1994. It remains one of the best-selling and most highly regarded works on theories of leadership.

As the intriguing title suggests, the book advocates that there are no easy answers or magic formulas for developing great leaders. The author begins by recounting leadership theories regarding supposed great historical leaders in the context of the particular historical/political forces that were at play. The result is a view of leadership that is complex and fluid, with new leadership challenges constantly arising. Simple answers are not obvious, nor are “tried and true” solutions available when leaders surface to challenge people to address new problems. Heifetz’s view is that a leader is someone who influences others to confront difficult issues or problems and to collaborate to find solutions. Thus, leadership is “an activity that fosters adaptive work and addresses the value conflicts that people hold.”

The notion of “adaptive work” is a central theme of *Leadership Without Answers*. According to Heifetz,

Leadership is oriented by the task of doing adaptive work. Influence and authority are primary factors in doing adaptive work, but they also bring constraints. They are instruments and not ends. Tackling tough problems—problems that often require an evolution of values—is the end of leadership; getting that work done is its essence (p. 26).

In chapter two, Heifetz combines knowledge from evolution science, anthropology, sociology and history to conclude that in human societies, adaptive work is “the assessment of reality and also the clarification of values.” Addressing truly tough issues (e.g., crime, pollution, drug abuse) generally means forcing community members to face the conflicts and harsh realities, articulate personal and community values, interpret these values in the context of reality, and discover solutions. The leadership challenge, therefore, is identifying the issues; focusing attention on the issues; and carefully applying pressure on others to address the problems, although the solutions may require shifts in ingrained values and behaviors.

The book also examines the difference between leadership and authority. Authority is “conferred power to perform a service.” It is something that is given and can be taken away. Furthermore, there are two different kinds of authority, formal and informal. Formal authority is given to a person through things such as a contract, job description or legislation. Informal authority comes from implicit promises or unspoken expectations. “Formal authority brings with it the powers of an office, but informal authorization brings with it the subtle yet substantial power to extend one’s reach way beyond the limits of the job description,” Heifetz writes.

Drawing on a description of the interactions of a doctor with a terminal cancer patient, Heifetz develops a framework for mobilizing adaptive work. Critical to this is the notion of a “holding environment.” This is when one party has the power to hold the attention of another party to facilitate adaptive work. This is a term with origins in psychoanalysis, but it is not limited to describing bonds of trust such as those in a doctor/patient relationship. In some authority relationships it can include bonds of fear or mutual need as well as brute force or threat.

Heifetz uses this doctor/patient example to explain a hierarchy of situations, which he delineates as Type I, II, and III. In Type I situations, the problems and solutions are clear and “somewhat mechanical in that one can go to somebody and get it fixed.” They do not require adaptive work. In Type II situations, the problem is easy to define, but there are no obvious solutions. Remediating Type II situations requires both technical expertise and adaptive work. Type III situations are the most difficult to remedy. In these situations the definition of the problem is unclear, and no technical solutions are apparent. These situations require leadership to foster learning about both the problem and possible solutions, as well as adaptive work to implement solutions.

Although very well written, this book is not an easy read. However, integrated throughout the book are fascinating case studies that delve deeper into issues such as leading with and without authority, values in leadership, and the roots of authority. In addition to the above-mentioned doctor/patient story, some of the case studies discuss:

- EPA Director William Ruckelshaus and his efforts to deal with air pollution issues from the Asarco Copper Smelting plant in Tacoma, Washington.
- President Lyndon B. Johnson’s and Martin Luther King’s work in the civil rights movement.
- Gandhi in India and Margaret Sanger in the United States as two leaders who facilitated great change without the benefit of formal authority.
- Informal authority in the military hierarchy in Vietnam.

In short, this is not a simple how-to book. *Leadership Without Easy Answers* is a thought-provoking discussion of the basic challenges of leadership. It examines both the role of leadership

in society and the forces that create successes as well as failures. It asks readers to question their own understanding and to examine their own abilities to help determine effective personal leadership strategies.

Leading Change, John P. Kotter (Harvard Business School Press, 1996).
Report by Monte J. Deatrich, January 2001.

Leading Change is a detailed, visionary guide about change within an organization. John P. Kotter outlines his eight-stage change process using real-life examples to illustrate each stage. Each stage of the change process is associated with one of the eight fundamental errors that undermine transformation efforts. The author states that a successful change of any magnitude proceeds through all eight stages, usually in the sequence outlined below. Some of the steps can be done at the same time, but skipping a stage or getting too far ahead almost always creates problems.

Stage 1: Establishing a Sense of Urgency

Establishing a sense of urgency is important to gain cooperation. This can be done by assembling the right committee and discussing current crises, potential crises and opportunities. It is important to establish a sense of high urgency early and to maintain it within the group. Failing to maintain a sense of high urgency can make the difference between falling short of your goal(s) or accomplishing your goal(s).

Stage 2: Creating the Guiding Coalition

It is important to assemble the right team to direct the change. It is important to assemble the right key players, including some chosen from the main-line managers. It is also important to choose players with various points of view so that informed, intelligent decisions can be made. The group needs to consist of credible individuals, people with good reputations. This will allow the team to be taken seriously. The group should consist of enough proven leaders to drive the change process.

Stage 3: Developing a Vision and Strategy

It is important to create a common vision so that everyone shares a common picture of the future. Often, people involved in change don't share that common picture. As a result, without knowing it, they pull in different directions. Once the vision is established, it is important to develop strategies for achieving the vision. These strategies must be clearly communicated so that all know where the group is going.

Stage 4: Communicating the Change Vision

The leader must use every possible tool to constantly communicate the new vision and strategies. It is important that everyone think about the new vision. It is also important that the coalition developed in Stage 2 model the behavior expected of employees.

Stage 5: Empowering Employees for Broad-Based Actions

This can include providing needed training, empowering lower-level employees to make decisions and giving staff signature power. It is important to get more people empowered at this stage. This can include confronting staff who undercut needed change.

Stage 6: Generating Short-Term Wins

It is important to plan for short-term wins to and to celebrate these victories. Employees should be recognized and rewarded. Short-term wins provide evidence that sacrifices are worthwhile. They also help to fine-tune the vision and strategies. Generating short-term wins is a very good way to undermine cynics and self-serving resisters. Most important, it builds momentum.

Stage 7: Consolidating Gains and Producing More Change

The coalition formed in stage two uses the credibility from its short-term wins to tackle additional and larger change projects. Momentum from the short-term wins carries over. Additional people are brought in or are promoted to help produce more change. Higher-level management provides support and helps to sustain the still-critical sense of high urgency. To make change easier in both the short and long terms, identify unnecessary interdependencies and eliminate them.

Stage 8: Anchoring New Approaches in the Culture

Usually, new approaches take hold only after it becomes very clear that the new approaches work and are superior to old approaches. Sometimes, the only way to change a culture is to change key people. If promotion processes are not changed to be compatible with the new practices, the old culture will reassert itself.

Change is rapidly occurring around us, though the speed with which it occurs may vary. My organization is going through this very change process right now, and I feel that John P. Kotter's book has made the process much clearer. I will greatly benefit from this book as I help direct my organization toward the vision it has established.

Leading on the Creative Edge: Gaining Competitive Advantage through the Power of Creative Problem Solving, Roger Firestien, Ph.D.

Report by Nita Drolet, February 2000.

Firestien is president of Innovation Systems Group, a creative consulting company. In this publication he discusses the advantage of nurturing employees' creativity in order to find "new approaches to problems and solutions that work."

Focusing on results, Firestien presents a procedure he calls "creative problem solving." In this process, the focus is on *what* to do to solve a problem, instead of *how* to solve the problem. Based on a study of European businesses, Firestien says, "67 percent ... [of] the climate for creativity in organizations is directly attributed to the behavior of the leader." The challenge for leadership is to commit to creativity. The following formula is Kumiega's model for creative output:

Creativity Skills + Environment + Application = Creative Output

To nurture creativity in others, the leader must first nurture his or her own creativity (“model the way”). Firestien offers 12 steps a leader can take to nurture his or her creativity:

1. Develop creativity habits.
2. Ask questions.
3. Use passive ways to generate ideas.
4. Vary your routine.
5. Read and listen to a variety of material.
6. Network.
7. Develop personal support systems.
8. Stop the action.
9. Create an environment that encourages creativity.
10. Create a healthy lifestyle.
11. Reawaken your sense of humor.
12. Be passionate about your positive, compelling future vision.

Creative Problem Solving

Creative problem solving encompasses “challenging the process” by defining the problem and phrasing the problem in such a way that it can be solved. To challenge the problem, ask questions. Questions that begin with “how to... how might I ... in what ways” should be followed with questions that begin with “why ... why else.” Defer judgment to generate ideas (this is “enabling others to act”). If using a Post-It note system or an idea board, list every idea given in order. If an idea is repeated, list it again.

Pluses, Potentials and Concerns

Pluses, potentials and concerns (PPC) is a technique that directs affirmative judgment (thus “enabling others to act”) and refines ideas to the point of implementation. The steps of this technique are:

1. State the idea in an idea phrase.
2. List three good things about the idea.
3. List the potentials.
4. List the concerns.
5. Overcome the concerns.
6. Develop action steps to implement the solution.
7. Review the action steps and develop the plan.

“Encouraging the heart” is achieved by praising and recognizing each person’s ideas. Firestien says, “Creativity flourishes in an environment where praise is abundant.”

Leading without Power: Finding Hope in Serving Community, Max DePree (Jossey-Bass, 1997).

Report by Kris Gonzalez, January 2002.

In *Leading without Power*, DePree appealed to me by his focus on not-for-profit and volunteer-based organizations. His book is an easy read, full of inspirational quotations. According to DePree, successful nonprofits must operate in a manner that does not focus so much on the bottom line. He uses unique vocabulary to describe his concept, for example, organizations are composed of communities of free people, not human resources.

Individuals do not work for nonprofit organizations because of the paycheck, which is generally lower than in for-profit positions. Therefore, leaders of nonprofits must mobilize individuals (including volunteers) without the power of the paycheck, because free people will follow willingly or not at all.

DePree describes nonprofits as likely vehicles to mirror our greatest aspirations. These organizations can become places where people work for the opportunity to contribute to the common good and for the chance to realize their full potential. Such organizations are described as “movements.” Movements lead with the promise of meaningful work and lives fulfilled, making them the most successful of organizations.

Hope is described as a virtue necessary for success. Certainly this is the visionary aspect of leadership: hope that one’s efforts are effecting positive change.

Although I chose this book because of my work with volunteers and nonprofit organizations, the philosophy applies to for-profit organizations as well. It is full of references to realized potential, moral purpose, service and trust.

Leading without Power: Finding Hope in Serving Community, Max DePree (Jossey-Bass, 1997).

Report by Laurel Zavorka, January 2001.

In *Leading without Power*, Max DePree uses not-for-profit organizations to illustrate concepts he feels are important to leaders in all organizations. By defining not-for-profit organizations as places where individuals can reach their human potential, he challenges leaders of all organizations to learn from their example.

Through his discussion of “places of realized potential,” DePree describes several changes that leaders must make in employee relationships in order to release each employee’s potential. DePree defines places of realized potential as open to change, offering employees the opportunity to learn and grow. Such places foster a sense of involvement and understanding of the importance of each employee’s contribution.

Leaders in such environments must be able to recognize the authenticity of each employee. They must listen to employees’ comments and suggestions, offer challenging work that matches the recognized potential of employees, and celebrate employees’ achievements.

Leaders must understand that taking risks may lead to failure. Still, they must allow employees to take risks within boundaries. The boundaries, as well as the organization’s mission, vision and values, must be communicated clearly and concisely by the leaders. Only when employees understand what is expected of them can they creatively work to achieve their human potential.

Leaders of “places of realized potential” must adhere to the values of truth and accountability. Leaders are defined by their communication and body language.

DePree defines effective leaders not by their power but by their drive to create a legacy. To establish a legacy, leaders must be competent in establishing and maintaining relationship, seeing a vision, communicating the vision and following it, holding the values of truth and accountability, setting standards, inspiring others, and living by and conveying moral purpose.

DePree describes successful organizations as movements. “A movement is a collective state of mind, a public and common understanding that the future can be created,” he writes. In a movement leadership is spirit, one that lifts, enables and enriches, one that “holds its organization accountable and in the end lets go.” Movements embody all of the requirements of a place of realized potential, DePree states. An organization that does not embody the required features of a movement fails to draw out the potential of its employees and thus is unsuccessful.

To change an organization into a movement, the following steps must be taken: First is transition, a time to renew dreams and refresh the call of the organization. Transition is a process of growing, maturing and gaining wisdom. The second step is instilling a sense of accountability in all involved. This is done by effectively communicating the vision and expectations to employees and by allowing them to creatively work within the expectations. The third step is defining the values of the organization. The leader must serve as an example of these values. The final step is defining change as a needed principle in the organization. By making these changes, an organization can become a place of realized potential, one that inspires employees and leaders alike.

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

Report by Linda Carlson, January 2000.

Often, when we are looking for one thing, something else finds us. This is what happened to me during my search for a leadership book. Reading this book was the first step in my leadership transformation. I devoured it! There were so many principles, symbols, insights and suggestions. Analyzing these principles is the next step. However, application is where the *real* transformation is actualized. I am not the only person who has been profoundly affected by this book. After reading this book, one manager with whom I work changed both her approach to leadership and her mission in our organization.

With humility I will try to describe the essence of this book. The authors use a parable to describe a journey that enables a troubled executive to get in touch with the spiritual significance of workplace leadership. The troubled executive is a successful manager, but he does not understand why he feels depressed and discouraged. Another character in the parable is a woman who experienced a similar dilemma. She found peace and contentment by valuing and nurturing the spiritual realm of her daily endeavors. The two maintain an ongoing dialogue over several years. During that time the executive gains insight into who he is and what spiritual principles apply to his daily activities. He learns about courage, ethics, interconnectedness and transcendence.

For organizations or individuals to be whole, questions of spirit and soul cannot be ignored. Everyone faces these questions, and, if they are ignored, the depth and satisfaction of living cannot be experienced. Many workplaces, organizations and individuals are not balanced in their pursuit of life's values. Monetary gain, self-serving power and fame become the driving

forces. Intellectual and financial attainment are revered above the beauty of character and decency. The transformed leader can bring heart and spirit into the workplace.

Organizations can and should do this without establishing any one particular religion or creed. Instead, the organization should be infused with certain gifts that bring hope, joy, conviction and commitment to the organization's members. These gifts are: authorship, love, power and significance.

Leadership

Leadership is the giving of self. It takes form through the qualities previously mentioned. How are these principles demonstrated in the organization? The first gift is love. It is shown by caring for people. How is that shown in the workplace? Talking to people and listening to them demonstrates genuine caring. Affirming their creativity, concerns and needs increases their sense of belonging. Most of all, it is essential to develop trust by being fair and honest with staff. Accepting and valuing coworkers creates a sense of true caring and concern. Modern organizations often avoid these types of dialogues, but these types of dialogue create a community that inspires employees to give to the organizational mission.

Authorship

Leaders must trust their staff to solve problems rather than act as a parent who solves problems for staff. At first this is difficult to do. There are a number of reasons for this. Cultural messages tell leaders that they should be in control. In addition, humans have a natural need to maintain control.

When authorship is part of an organization, employees have space to act within boundaries. Employee participation in decision making is one sign that authorship is in operation. This participation gives employees more responsibility and greater satisfaction in their accomplishments.

Power

How is power different from authorship? In the workplace, power is about influence. It relates to how leaders motivate and encourage others to accomplish their mission, goals and dreams.

Significance

Significance is vital to accomplishing a mission. Work moves from the mundane to the sublime when we see the significance of what we do.

I feel that certain professions, other than religious ones, can truly be experienced as "a calling." These include nursing, medicine, teaching and social work, among others. Those of us who experience significance in our work see the betterment of mankind as the mission and the spiritual dimension of our callings. I know that some people would say this view is too idealistic, but idealists are dreamers and visionaries. Without the vision or dream, we wither and die.

A Lifetime of Observations and Reflections On and Off the Court, John Wooden with Steve Jamison (Contemporary Books, 1997).

Report by Roxanne Homar, January 2001.

“... success is mine when I work my hardest to become my best, and ... I alone determine whether I do so.” John Wooden

Wooden offers many personal insights into success and offers advice on how to succeed as a person, as a professional and as a leader.

Families, Values and Virtues

- It is important to be a role model and to always remember your priorities.
- Lead by setting the example. Do unto others as you would have them do unto you. Help others.
- Being true to yourself requires courage. Be more concerned with character than with reputation. Character is who you really are. How hard you work at correcting your faults reveals your character.
- Be honest: Never lie, cheat or steal.
- Deal with adversity: Don't whine, complain or make excuses.
- Make today your masterpiece. You have no control over yesterday or tomorrow.
- Make friendship a fine art.
- You are not better than anybody else, but you are just as good as anybody else.
- The effort is what counts in everything.
- Always remember courtesy, consideration and politeness.
- Be sincerely interested in people and their families.

Success, Achievement and Competition

- Try your hardest in all ways, and you are a success.
- Failing to prepare is preparing to fail.
- You can make mistakes, but you aren't a failure until you start blaming others.
- Don't be too concerned about what others may think of you. Be very concerned about what you think of yourself.
- The only pressure that is important is the pressure you put on yourself.
- Remember proper preparation and attention to details—they make up for many things.
- Make the most of what you've got.
- Personal glory is secondary. Winners make the most mistakes.
- No matter how great your product, if your sales department doesn't produce, you won't get the results you want.
- Adversity often produces unexpected opportunity.
- Always be progressing.
- Maintain physical, emotional and mental balance.

Coaching, Teaching and Leading

- A leader doesn't need a gun to motivate.
- Learn to analyze people. Don't treat everyone the same. Fairness means giving all people the treatment they earn and deserve.

- The most essential thing for a leader to have is the respect of those under his or her supervision. This starts with giving respect—all the time.
- Pride is a better motivator than fear. Pride comes when you give respect.
- People don't work for you but with you. All are working for a common goal.
- A leader's most powerful ally is his or her own example.
- Listen to the people whom you supervise. Reward them for things well done.
- The only goal of criticism or discipline is improvement.
- If you can't teach and motivate, you can't lead.
- Lose with grace, win with humility.
- Leaders are interested in finding the best way rather than having their own way.
- Your strength as an individual depends on how you respond to both criticism and praise.

Putting It All Together: The Pyramid of Success

Distilling the essence of his wisdom, Wooden summarizes his insights and advice in the Pyramid of Success, which includes: faith, patience, competitive greatness, poise, confidence, condition, skill, team spirit, self-control, alertness, initiative, intentness, industriousness, friendship, loyalty, cooperation, and enthusiasm.

Managers As Mentors: Building Partnerships for Learning, Chip R. Bell (San Francisco: Berrett-Koehler, 1996).

Report by Paulette Joswick, January 2001.

This book offers an easy-to-read, concrete approach to the manager as a mentor. The book's foreword provides an outline of the book's contents, with some good advice about how the book can help the reader. In the prologue the author suggests reading the first five chapters, then complete the self-scoring instrument in chapter 5. This self-scoring instrument can help the reader identify what other chapters will be most helpful.

The book begins with a recipe for mentoring. It refers to this recipe as SAGE, or surrendering, accepting, gifting and extending. I was especially moved by the line "most leaders are socially conditioned to *drive* the process of learning; great mentors surrender it." The author gives examples of persons who learned lessons better when the mentor did not interfere but let them discover for themselves what worked best. This approach is the core of the book.

The author suggests that *boss* is a four-letter word. The role of the boss has changed over the years, as employees have gained a great deal of expertise in many areas. These employees do not need someone to watch over them but someone to guide them by empowerment. With some coordination and much mentoring by a person in authority, a workforce can become "highly committed to success and passionate about quality." The author advocates pushing employees to be the best they can be and to take risks. It suggests that a mentor should be a "dramatic listener."

Managers As Mentors is based on five axioms about how learning occurs:

- What the employee needs and what interests him or her is the starting point.
- Learning should take place in real situations, not theoretical ones.
- Learning should involve planning experiences and then analyzing those experiences.
- Adult learners like to be self-directed and involved in the process of learning.

- The mentor should provide for individual preferences for the style, time, place and pace of learning.

Qualities of a great mentoring partnership include: a balance of power between the mentor and the subject, integrity and honesty, trust, deep belief in the process and in the subject, and courage on the parts of both the mentor and the subject.

The author's use of many good examples both facilitated learning and engaged the reader's interest. I would recommend this book to others who can use this style of leadership in their workplace. I will keep this book handy so that I can refer to it in the future, and I plan to give a copy to my supervisor, who uses this style and is my role model for mentorship.

Managing Upside Down: The Seven Intentions of Values-Centered Leadership, Tom Chappell (William Morrow, 1999).
Report by Denise Onyskiw, January 2001.

In this book Tom Chappell, co-founder and CEO of Tom's of Maine, explains how to run a company based on his "Seven Intentions of Values-Centered Leadership." He refers to this methodology as "managing upside down." The book is written in Tom's voice, with occasional first-person narratives supplied by key people in his company.

The original vision of Tom's of Maine was a company that adhered to Tom and Kate Chappell's values concerning products that were made of natural ingredients, safe for human consumption, and safe for the earth in that they did not make an adverse environmental impact due to their manufacture or use.

Tom begins the book by chronicling the history of the company and how he discovered values-centered leadership. He started Tom's of Maine with the intention of being a good employer, but it was clear to everyone working there that *he* was in charge. As the company grew, Tom and his family decided that running a company was taking up too much of his time. He and Kate decided to sell.

The process of finding a buyer was long and drawn-out. The prospective buyer would be expected to maintain the same corporate commitment to environmental and social responsibility. This included giving a certain amount of profits to charity, keeping the company in Maine, and continuing to use natural ingredients that made the least impact on the environment. A suitable buyer was never found. However, a suitable COO (which was Plan B) was found.

Tom Chappell then began a spiritual journey in an attempt to find something he found lacking in his life. He entered Harvard Divinity School. It was there that Tom developed his theory of the seven intentions of values-centered leadership.

The target audience of managing upside down is entrepreneurs and managers of companies. However, I found this book to be interesting because of its emphasis on spirituality. Adherence to a specific set of belief is not advocated. While Tom considers God to be "the power of goodness," he refrains from defining the power in that way for everyone. Tom's ego is evident in the book, but so is his struggle to control it.

Key points of the Seven Intentions include:

- Set aside your own ego, open up, and *connect* to an outside, universal force that is bigger than you and that is available to everyone. This force is the power of goodness.
- Explore who you are, what your gifts are, and what you care most about in life. These are the clues to finding meaning in your work.
- Envision your future with your head and your heart: Your values in today's world call you to serve. How? The answer is your *destiny*, and as soon as you hear it, it will make complete sense to you.
- Every leader makes mistakes, which is why the values-centered manager never makes a decision without using the secret weapon of managing upside down—a diverse group of expert advisors.
- Build a creative strategy for every dimension of your new business, make sure it is aligned with your values, and go for it—even if there is nothing like it in the world.
- No matter how creative we might choose to be or how unique we are in the marketplace, we are still accountable to our values, visions and goals. Managing upside down is a trial-and-error process, and assessment requires constant affirmation and editing.
- It is our responsibility to fellow humans to be in a state of constant donation. When we receive gifts, knowledge, goodness, extra time and profits, we are obliged to pass them along to others. In the process, we set up an exchange of experiences and a trial-and-error process that can help us all improve.

Mentoring: The Tao of Giving and Receiving Wisdom, Chungliang Al Huang and Jerry Lynch (HarperSanFrancisco, 1995).

Report by Karen O'Brien, February 2000.

In mentoring, all that is needed is one individual who accepts the offer of partnership in the relationship of giving and receiving the gift of wisdom. This book offers a model of giving and receiving that incorporates both ancient Taoist wisdom and new insights. The author offers several insights, including:

1. Everything in life is relationships—with ourselves, with the earth and the heavens, with people close to us, and with the world at large.
2. Profound growth and change come when one is willing to let go and settle into the place of not knowing.
3. Without emptiness between mentor and mentoree, there is no sharing. The emptiness enables us to learn enough—to become filled—only to empty out once again in the learn-teach-learn cycle of Tao.
4. Those who know they know not, become wise. Those who presume they know much, stay ignorant.

The book describes, in both beautiful calligraphy and in English, the virtues of Tao mentoring. The author divides these virtues into 16 heart and 16 soul virtues. The heart virtues are ancient universal qualities that enable us to strengthen the bond and connectedness of the mentoring

relationship. The soul virtues give us a clearer sense of our relationships with others from the inside out. The concluding chapter speaks of humble visions for a harmonious world.

I chose to read this book in order to view leadership within an Eastern philosophical framework and from a mentoring approach.

My American Journey, Colin Powell (Random House, 1995).

Report by Theresa Sauer, January 2001.

This is the autobiography of Colin Powell, a man who achieved the American dream. Powell, Secretary of State under President George W. Bush, was born and raised in the Bronx. He was not overly successful in school, yet he went to the City College of New York, where he joined the ROTC and discovered a vision for himself. Powell became a leader and a mentor.

During his military career, Powell has held the lives of thousands of people in his hands. He experienced combat in Vietnam and served as head of the Joint Chiefs of Staff for President George Bush. In that role, he advised the president about military actions during the Gulf War (Desert Storm), including when to send in troops and when to pull out.

Powell began his military career in 1957, when the South was still segregated and he found it next to impossible to find a hamburger stand that would serve him when he was off the base. However, he did not let that hinder his progress or give him an excuse to not succeed. Overcoming the challenges he faced helped him to grow and inspired him to create opportunities for other underprivileged and minority youth who need role models and mentors.

As Powell ascended the ranks to become one of the most influential leaders in military and foreign matters, he always remembered who he was and where he came from. He always remembered that family played an important role in his life. During his journey from altar boy at the neighborhood church to a four-star general, Powell remained modest.

With each new assignment Powell learned more about life and how to be a leader. After discovering each lesson, he wrote it on a piece of paper and left it on his desk under a glass pane. These lessons became Colin Powell's Rules. They are:

- It ain't as bad as you think. It will look better in the morning.
- Get mad, then get over it.
- Avoid having your ego so close to your position that when your position falls, your ego goes with it.
- It can be done!
- Be careful what you choose. You may get it.
- Don't let adverse facts stand in the way of a good decision.
- You can't make someone else's choices. You shouldn't let someone else make yours.
- Check small things.
- Share credit.
- Remain calm. Be kind.
- Have a vision. Be demanding.
- Don't take counsel of your fears or naysayers.
- Perpetual optimism is a force multiplier.

On Becoming a Leader, Warren Bennis (Perseus Books, 1994).

Report by Michael Babler, January 2001.

Bennis begins this book by stating, “To an extent leadership is like beauty: it’s hard to define but you know it when you see it.” Themes that recur throughout the book are continuous learning through experience, vision, integrity, earned trust, willingness to risk, a focus on the long term and enthusiasm.

Bennis discusses leadership in 10 topical areas, offering generous advice for developing one’s leadership potential. This report summarizes his thoughts and advice.

Mastering the Context

America’s current situation, as Bennis sees it, is not good. Bennis wonders where all the leaders have gone. He claims that America has lost its advantage in the world and that short-term, bottom-line gains have caused the country to lose track of the long term. Pressures to succeed do not allow people to take chances. Societal changes have occurred, and old-style leadership through intimidation is inappropriate and ineffective. He talks about a lack of public virtue, a lack of a common vision and a lack of public confidence.

Understanding the Basics

Bennis emphasizes the difference between managers and leaders. Each leader must develop his or her own vision and character. The primary trait of a leader is that he or she has a guiding vision. In descending order, other key traits are passion, integrity, trust, and, finally, curiosity and daring. Bennis believes that “the leader cannot cut his conscience to fit this year’s fashions.” He writes about the need to learn from adversity and mistakes.

Knowing Yourself

Bennis offers insights and suggestions for how to become a leader. He begins by pointing out that a person can become a leader at any stage of life.

Knowing yourself is critical to becoming a leader. “To become a leader you must become yourself, become the maker of your own life,” Bennis says. And, “You can make your life your own by understanding it.”

One effective way to get to know yourself is to write. Bennis quotes Faulkner, saying, “I don’t know what I’ve said until I read what I said.”

Getting to know yourself is just one aspect of learning as a lifelong process. Often, however, learning often must be preceded by unlearning, or challenge the status quo. Bennis identifies four lessons of self-knowledge:

- You are your own best teacher.
- Accept responsibility. Blame no one.
- You can learn anything you want to learn.
- True understanding comes from reflecting on your experience.

Knowing the World

Innovative learning incorporates three components: (1) anticipation, or being active and imaginative rather than passive and habitual; (2) learning by listening to others; and (3)

participation, that is, shaping events rather than being shaped by them. Innovative learning “requires that you trust yourself, that you be self-directed,” Bennis advises. He stresses that leaders learn through experience, including failure. Travel and having a rich life are two ways to broaden your experience.

Bennis mentions several leaders and their mentors. None of the leaders he mentions participated in a formal mentoring program. Instead, their mentors were relatives, teachers, heroes they never met, co-workers, bosses and friends.

Operating on Instinct

Bennis believes that Americans need to be more intuitive, conceptual, artistic and able to synthesize. He offers advice for acquiring those traits: Follow your inner voice, daydream, follow your vision and have self-confidence. Recognize your uniqueness. Trust your ideas, though they break established rules. Do not be afraid to fail.

Realize that no leader sets out to be a leader. Instead, people express themselves and thereby become leaders. The point is to become yourself.

Deploying Yourself: Strike Hard, Try Everything

Though mastery and competence are essential for a leader, Bennis believes that a leader’s main task is to allow his or her authentic self to emerge. Again, Bennis states the importance of learning, this time through reflection. He suggests you take time to reflect when things are going well, not only when you fail. However, reflecting on mistakes and failures is also valuable. Mistakes contain lessons; reflect on them and act on what you learn. Most people become so afraid of failure that they take no action. Bennis advises that you use failures creatively.

Know what you want to do and what drives you. Know your values and priorities, compare them to your organization’s values and priorities, and decide whether you are willing to overcome the differences.

Recognize the difference between desire and drive. Desire relates to expressing yourself; drive relates to proving yourself.

Finally, Bennis advises, think strategically. For a leader, the scenery is always changing.

Moving through Chaos

Bennis emphasizes the benefits of experiences, stress, challenge, adversity and wisdom. Leaders learn by doing and by using their experiences to grow.

The world can be grasped by action, not contemplation. “You’ve got to do it” is Bennis’ theme. Recognize risk and move on. Learn through surprise. Think more about how to accomplish something than about how to avoid failure.

Leaders guide people and treat them fairly. They learn to do this with experience. Experience is more important than credentials.

Getting People on Your Side

Leaders gain and hold the trust and loyalty of their coworkers. Empathy contributes to leadership. Be aware of the feelings and needs of other people.

Bennis advocates consensus leadership, in which workers as a group formulate a problem. He emphasizes that consensus leadership is much more effective than forcing people to act.

Trust is essential. If you gain a group's trust and respect, and you have a vision, then the group will follow. You cannot lead people who are unwilling to be led. Bennis identifies four ways to generate and sustain trust: (1) constancy, or stay the course; (2) congruity, or walk the walk, (3) reliability, or be there when it counts; and (4) integrity, or honor your commitments and promises.

Organizations Can Help—or Hinder

Organizations are not adapting to the world. They “circle the wagons, meanwhile, outside the circle, everything is in motion,” Bennis says.

Organizations must change to survive. Today, an organization's primary resource is its people, yet organizations often consider people a liability. Bennis encourages organizations to provide opportunities for leaders to learn, recognizing that mistakes are part of learning. He states that organizations must provide opportunities for the growth and development of their members.

Bennis suggests that, to measure an organization's effectiveness, talk to a clerk. The corporate vision, or lack of vision, will be apparent in the clerk's response.

Again, Bennis encourages reflection, along with retreat and renewal. Use these quiet moments to develop new meanings, understandings, questions and challenges.

Forging the Future

Leaders understand the prevailing culture. Leaders of the future will take the next step to change the culture. We need these leaders now. Chaos is around us. Leaders recognize that chaos is the beginning, not the end. Bennis identifies 10 factors for dealing with change and creating a new future. They are:

- Manage the dream.
- Embrace error.
- Encourage reflective backtalk.
- Encourage dissent.
- Possess the “Nobel Factor”: Optimism, faith and hope.
- Understand the Pygmalion effect.
- Possess the “Gretsky factor”: A certain touch.
- See the long view.
- Understand stakeholder symmetry.
- Create strategic alliances and partnerships.

On Becoming a Servant-Leader, Robert K Greenleaf (Jossey-Bass, 1996).
Report by Konnie Martin, February 2000.

Author's Biographical Sketch

Robert K. Greenleaf spent most of his organizational life in the fields of management research, development and education at AT&T. Before his retirement as Director of Management Research, he held a joint appointment as visiting lecturer at the MIT Sloan School of Management and at the Harvard Business School. As a consultant to universities, businesses, foundations and churches during the tumultuous 1960s and 1970s, he spent much of his time

observing leadership. He turned those observations into *On Becoming a Servant-Leader* with the objective of stimulating thought and action for building a better, more caring society.

Who Is the Servant-Leader?

The servant-leader is a servant first. This style of leadership begins with the natural feeling of wanting to serve. Then conscious choice brings one to aspire to lead. This type of leader sharply differs from the person who is a leader first, perhaps because of a need to obtain or hold power or to acquire material possessions. The leader-first and servant-first are two extreme types. The servant-leader strives to make sure other people's highest-priority needs are being served. The best test of this type of leadership is: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer and more likely to choose to serve than to lead?

What Is the Servant-leader Trying To Do?

The servant-leader is trying to show others the way. Whatever the goal, and whether by consensus or by the leader acting on inspiration, the leader gives certainty and purpose to others. The leader uses communication to understand the challenge and the need that presents itself. The leader is a listener first. (This contrasts with the leadership style of being seen first.) When the leader communicates, it is critical that his or her words hold meaning.

Another important quality that the leader possesses is the ability to know the unknowable. As a practical matter, on most important decisions there is an information gap. There is usually a gap between solid information and what is needed to make a decision. The art of leadership rests on the ability to bridge the gap by intuition, using judgment from the unconscious process. Intuition is a feel for patterns and the ability to generalize based on what has previously happened. The mature leader knows when to trust these intuitive leads, betting on this as external truth.

One Action At a Time

Leaders understand that fundamental changes can happen one person or event at a time. One unique method of servant leadership is to affect people one at a time, conveying a message through clear communication. An example of this is the method that John Woolman, an American Quaker, used to convince the Society of Friends to support the abolition of slavery. Through a thoughtful message and tireless communication, Woolman changed a fundamental premise of his religion.

An individual must look inside in order to become a servant-leader. The goal must be true to the individual and thus empower and inspire him or her to lead in an external way.

On Leadership, John W. Gardner (The Free Press, 1990).

Report by Kenneth L. K. Weaver, January 2001.

John W. Gardner holds a doctorate in psychology and was a professor until World War II. This treatise is Jungian, bringing to consciousness the deeper and unconscious elements of leading. Gardner believes that conventional views of leadership "set us up for endless disappointment. There is an element of wanting to be rescued, of wanting a parental figure who

will set all things right, yet many of us who are not given to juvenile fantasies want leaders—leaders who are exemplary, who inspire, who stand for something, who help us set and achieve goals” (p. xi).

Gardner believes that the mature need and the childlike fantasies interweave (p. xi). In this book he seeks to untangle them. The book, so nobly crafted, achieves mixed success.

For Gardner, leadership is a subtopic of the accomplishment of group purpose (p. 2). “Most of the endlessly debated questions about leadership are ancient, but there is one that has a distinctly modern ring: How can we define the role of leaders in a way that most effectively releases the creative energies of followers in the pursuit of shared purposes?” (p. 143).

Gardner believes that leadership can be taught and learned. He believes that “talent is one thing; it’s triumphant expression quite another.” Most important is to learn to understand unexpressed needs:

The most gifted leaders understand that the needs of people cannot be fully plumbed by asking them what they want or why they want it. One of the deepest of truths about the cry of the human heart is that it is so often muted, so often a cry that is never uttered. To be sure, there are needs and feelings that we express quite openly; lying deeper are emotions we share only with loved ones, and deeper still the things we tell no one. We die with much unsaid (p. 186).

As a consequence, “beneath the surface of most constituencies are dormant volcanoes of emotion and motivation. Oddly, when leaders tap those geothermal sources and evoke intense responses, we attribute the intensity not to the subterranean fires but to charisma in the leader,” he says (p. 186).

Gardner emphasizes both complexity and context. The times shape the leader as much as the leader shapes the times. The leader needs to believe in followers as much as he or she needs to be believed in. And how untidy are the lives of individuals and institutions!

In the end Gardner’s context shapes his own analysis, so roundly drawn from experiences, examples and colleagues in health, education and welfare from the 1930s to the 1980s. Gardner advocates “tough-minded optimism. We need to believe in ourselves and our future but not to believe that life is easy. Life is painful and rain falls on the just” (p. 195). In *No Easy Victories* (1968), Gardner wrote, “The first and last task of the leader is to keep hope alive.”

Gardner could have been a mentor’s mentor. Poetic turns of phrase salt and pepper his pragmatic prose. “A great civilization is a drama lived in the minds of a people. It is a shared vision; it is shared norms, expectations, and purposes” (p. 13). Throughout the book, Gardner asks the classic questions, beginning with “Why do we not have better leadership?” (p. xi). And he offers intriguing insights: “When a golden age subsides, the genetic possibilities in the population have not changed. The human material remains. But the dream and the drama have ended” (p. 193).

The long process of evolution having produced a species of problem solvers (p. 195), leaders are happiest when awakening and engaging the mind and heart (p. 199). Gardner says, What leaders see on the surface can be discouraging—people, even very able people, caught in the routines of life, thinking short-term, plowing narrow self-beneficial furrows through life. What leaders have to remember is that somewhere under that somnolent surface is the creature that builds civilizations, the dreamer of dreams, the risk taker. And,

remembering that, the leader must reach down to the springs that never dry up, the ever-fresh springs of the human spirit (p. 199).

For Gardner, meaning is found in commitment to community, since “your identity is what you have committed yourself to” (p. 189). Leaders keep community values fresh, “but do not ask more than the community can give, but often ask more than it intended to give or thought it possible to give” (191). He adds,

What is wanted is an attitude, widely shared throughout the society, toward individual growth, development and learning in the context of our shared values—an attitude that is fiercely impatient with impediments to healthy growth and that never ceases to seek out the undiscovered possibilities in each of us (p. 74).

To Gardner, team leadership enhances the possibility that different styles of leadership—and different skills—can be brought to bear simultaneously (150), sharing the leadership task of tapping existing motivation, to unify and to renew.

Most important to Gardner, who is so maturely mindful of political psychology, is the release of human energy and capacity. He quotes Thomas Jefferson, “We hope to avail the nation of those talents which nature has sown as liberally among the poor as the rich, but which perish without use, if not sought for and cultivated” (p. 74).

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

Robert K. Cooper (New York: Crown Business, 2001).

Report by Angie McGuire, January 2002.

The author’s goal is to show readers how they can fully use their brains to increase their leadership abilities at work and enhance their quality of life. In this often-humorous book, Cooper uses memories from his childhood and family to explain his central concepts and to show how his suggestions can make a difference. The book is based on Cooper’s “Four Keystones of the Other 90%,” which operate in a circular fashion. They are: trust, energy, farsightedness, and nerve.

Trust: Building and sustaining exceptional relationships. Everyone has three brains, one in your head, one in your heart and one in your gut. Do not ignore any of these brains, but trust them. Trust yourself and build trust with others.

Energy: Increasing your calm effectiveness under pressure. The author offers suggestions for increasing your energy throughout the day and at home after work. He also details how important it is to work on your strengths and to develop your talents into strengths. He recommends that you manage your weaknesses, rather than attempt to develop them into strengths.

Farsightedness: Creating the future. Most people tend to look at their lives through a microscope. Occasionally, it is important to look through telescopes. Fight the brain’s tendency to focus on the small things. See the stars, see the big picture and see what is possible.

Nerve: Exceeding expectations. When you face risk, fear and uncertainty, you learn. (“Make Adversity Your Ally” is the title of one of the chapters in this section of the book.) In addition, you should work to “develop the skin of a rhino,” that is, to be straight with others and to deal with doubt and criticism. The author also discusses “developing the soul of an angel,”

which means to allow others to learn their own lessons, believe in others, take the high road and don't leave anyone behind.

Pathways to Peace: Forty Steps to a Less Violent America, Victor LaCerva, M.D.

Report by Sunny Kaste, January 2002.

Pathways to Peace is about the violence present in the United States today, the effect violence has on our children and ourselves, and the steps that need to be taken to make America less violent. The book can be used as a guide for the average person who wants to take steps to reduce violence in our society. The book is divided into seven chapters, each devoted to a different path to peace, with forty steps for reducing violence.

The First Path: The Way of Reality

Violence is described as media-driven and does not show the true picture of what is happening in our society. There are approximately 24,000 homicides per year in the United States. Child abuse is the leading cause of death among children under 1 year of age. By 18 years old, one of three girls and one of six boys are subjected to sexual assault, ranging from rape to child sexual abuse. Fifty percent of women are physically assaulted by a male partner at some point in their lives.

We have been taught to fear violence at the hands of strangers, when the reality is that we are much more likely to be hurt or killed by someone we know and love.

The Second Path: The Way of Confusion

Many people are working or would like to be working to reduce violence, but they are confused about where to begin. Part of this confusion is driven by the rapid cultural changes experienced over the last 20 years in the United States. These changes include: women entering the workforce and their partners working as many or more hours than in previous generations, leaving a gap in the care of children; a rapidly rising divorce rate and with it a rise in single-parent families, leaving many children without the guidance of two parents (particularly of fathers); increased mobility of families, leading to decreased family support; the rise of television and media as dominant social forces; credit card woes, leading to a culture intoxicated with purchasing power and steeped in debt. Children are growing up without the previous safety nets of family, school and community. Instead, today's youth increasingly rely on the media and their peers for support, making them very vulnerable.

The Third Path: The Way of Acceptance

To become effective peacemakers, we must learn to accept our past histories and our own emotions and learn to use them in constructive ways instead of destructive ones. The basic message about violence prevention as it relates to emotions is: All feelings are okay, yet all behaviors are not. Our society teaches men that anger is the most acceptable emotion for them, leading to disproportionately high rates of violence perpetuated by and on men. Men are many times more likely to die by violent means than women. Methods of constructively using all of our emotions—anger, grief, fear, joy and stress—are discussed.

The Fourth Path: The Way of the Peacemaker

Children raised in peaceful families grow up with the skills to create a nonviolent world. The author describes 10 steps to family peace, including: practicing positive discipline; focus on the positive, provide lots of praise, and find methods of discipline that do not involve hitting; teach children about their feelings and how to use them constructively; help children to develop positive relationships with peers and other adults; teach children about important values, such as compassion, creativity, integrity, forgiveness, respect, justice and love; minimize media exposure and monitor what children are exposed to (by the time the average child graduates from high school he or she has been exposed to 16,000 murders and hundreds of thousands of violent acts through the media, primarily television); teach children how to protect themselves against everyday violence; celebrate diversity and teach children to accept others.

The Fifth Path: The Way of Creativity

The author recommends ways of using the community to promote nonviolence, emphasizing the importance of multiple creative approaches. The mobile society, which has become the norm in the past 20 years, has led to the breakdown of neighborhoods. Community centers must be re-established to provide support for children and families. Schools also need to be redesigned into caring communities that support children.

The Sixth Path: The Way to Understand

Ultimately, cultural change through a grass-roots effort is needed to permanently reduce violence in our culture. As more people reject violence and embrace nonviolence, cultural attitudes toward violence will change. Some broad cultural changes that must occur to reduce violence include: elimination of gun violence (38,000 gun deaths are reported each year in the United States, and progress on solving this problem is deadlocked by polarized forces, on one end looking to ban all use of firearms and on the other refusing to make any change in gun laws); inform and create media standards to improve the quality of both news and entertainment, promoting a reduction in misreporting of violence and the use of violence for entertainment; and introduce training programs in mediation skills.

The Seventh Path: The Way of Change

The author recognizes that until people obtain inner peace, a sustained change in societal violence will not be possible. The book provides a framework for resolving inner conflict: become aware of what you hope to change; believe that you can accomplish the change; commit to focus energy and attention on the desired change; and evaluate your efforts to assure that you remain on track.

Positive Leadership, Mike Magee, M.D. (New York: Spencer Books, 2000).

Report by Joyce Gaufin, January 2002.

Dr. Mike Magee is the senior medical advisor for Pfizer, Inc., where he directs the Pfizer Medical Humanities Initiative. He has written several books, including *Positive Doctors in America* (Spencer Books, 1999), and *The Best Medicine* (St. Martin's Press, 1999).

In *Positive Leadership*, Dr. Magee reflects on 52 life experiences that he feels helped to formulate his leadership style. These stories are organized into 10 elements of positive leadership, which he describes as: Principles, People, Players, Power, Partnerships, Processes, Positioning, Personality, Penetration and Positivity. The author challenges readers to think about their own life experiences—both academic and those from the school of hard knocks. Dr. Magee believes that everyone has some leadership ability and that we can continuously examine and re-craft our leadership skills through an introspective examination of our selves and our role models, regardless of whether our key experiences came to us through our academic, business, family or personal relationships.

This book was very timely for me. I am transitioning from a long career in public health to thinking about possible semiretirement, new opportunities, and what these changes might mean in terms of changing relationships. Like Dr. Magee I've often looked back on key individuals who helped to shape my leadership and relationship skills—for better or worse—frequently wondering why and how I was so lucky (or unlucky) to have encountered these people at the “right” time. I was reminded that lasting traits of leadership can take a lifetime to develop, and there are not always tangible rewards for leadership, that much of the satisfaction is intrinsic.

Dr. Magee recalls many experiences from his early days as an intern and resident, when he was “given” lessons in humility, respect, tolerance and patience. I, too, feel fortunate that there have been people who cared enough about my growth and development to let me know that there was and is a great deal of room for improvement in the way I conduct myself as I strive to improve my leadership skills.

I have heard that a person's management or leadership style is most influenced by their first boss. I'm not exactly sure who that first boss was, but I have one in mind who was really great to work for. I've had the other kind too—and the good news about that is that negative experiences can have positive results. Sometimes we learn how we don't want to be. These are the types of stories you will hear from Dr. Magee. An example is #22, called “Listen”:

Listening is an art. To some, it comes naturally. To most, it must be practiced. When you dissect many conversations, what you find is an absence of listening, two people “telling” and “telling back.” When I first began in management, I had a terrible time of it. Each week we would have a Vice President's meeting and I just couldn't help myself. There was this inner voice that kept forcing out “words of wisdom.” I knew it was obnoxious, but it was beyond my control. Then one week I discovered the solution to my problem. On my yellow pad, in huge letter, I wrote, “Shut Up! Shut Up! Shut Up!” I found I required this triple reinforcement. With time, it helped me gain control and learn to listen. Stay with the conversation. Listen rather than formulate your response to the next question. Time is a currency. The proper sharing of it communicates respect for another's contribution. Be mindful that your style may be too forceful or too abrupt, that it penetrates the quiet. In healthy organizations, quiet is not the absence of sound, but the presence of listening.

Experience truly can be a great teacher—if we let it. This book helped me to refocus some of my goals. I've already learned many lessons from the faculty and fellows of the Institute. I can't wait to see how much more I can learn from this group during our final sessions.

The Prince, Nicolo Machiavelli (many editions available).

Report by Steve Hinds, February 2000.

I am embarrassed to say that some or many of my experiences in the corporate world have left me feeling that I was at the losing end of a Machiavellian system; it seemed that everyone but I had read a certain handbook. I selected this book because for almost 500 years it has been a classic reference for persons seeking advice about leadership and about the acquisition and retention of power. Not that I wished to employ the notions therein contained, but to know and gird myself against them. Now I too have read it, and I am no less convinced that, whether many in the corporate world have read this book or not, they certainly have inherited its basic ideas and strategies through a tradition described and reinforced by this book. The author lives up to his reputation for ruthlessness and brutal effectiveness, but he also makes surprising appeals to decency. As the back cover says, “it is applauded as the first scientific treatment of politics as it is rather than as it ought to be.” Of course, in reading the book, one must make some conversion of terms.

Where Machiavelli says *prince* think *CEO*. Where he says *principality*, think *company*. Physical war becomes economic competition, the art of war is the art of corporate expansion, territory is market share, nobles are administrators, soldiers are employees, and so forth. With this ongoing conversion, the book is startlingly contemporary and accurate as to the politics and management of some corporations. Consider for example, some of the chapters:

- How Many Kinds of Principalities There Are and by What Means They Are Acquired.
- Concerning the Way To Govern Cities or Principalities which Lived Under Their Own Laws before They Were Annexed.
- Concerning Liberality and Meanness.
- Concerning Cruelty and Clemency, and Whether It Is Better To Be Loved Than Feared.
- That One Should Avoid Being Despised and Hated.
- What Fortune Can Effect in Human Affairs and How To Withstand Her.

Ask yourself if you think some corporate leaders behave in ways that suggest that they—whether or not they would admit it—believe in such advice as:

He who has annexed them, if he wishes to hold them, has only to bear in mind two considerations: the one, that the family of their former lord is extinguished; the other, that neither their laws nor their taxes are altered, so that in a very short time they will become entirely one body with the old principality.

But when states are acquired in a country differing in language, customs, or laws, there are difficulties, and good fortune and great energy are needed to hold them, and one of the greatest and most real helps would be that he who has acquired them should go and reside there. ... Because if one is on the spot, disorders are seen as they spring up, and one can quickly remedy them, but if one is not at hand, they are heard of only when they are great.

... men ought either to be well treated or crushed, because they can avenge themselves of lighter injuries, of more serious ones they cannot; therefore the injury that is to be done to a man ought to be of such a kind that one does not stand in fear of revenge.

He who is the cause of another becoming powerful is ruined; because that predominancy has been brought about either by astuteness or else by force, and both are distrusted by him who has been raised to power.

Whenever those states which have been acquired as stated have been accustomed to live under their own laws and in freedom, [one course to hold them] is to permit them to live under their own laws, drawing a tribute, and establishing within it an oligarchy, which will keep it friendly to you ... therefore, he who would keep a city accustomed to freedom will hold it more easily by the means of its own citizens than in any other way.

Yet it cannot be called talent to slay fellow-citizens, to deceive friends, to be without faith, without mercy, without religion; such methods may gain empire, but not glory.

A principality is created either by the people or by the nobles, accordingly as one or the other of them has the opportunity; for the nobles, seeing they cannot withstand the people, begin to cry up the reputation of one of themselves, and they make him a prince, so that under his shadow they can vent their ambitions. ... He who obtains sovereignty by the assistance of the nobles maintains himself with more difficulty, because he finds himself with many around him who consider themselves his equals.

I repeat, it is necessary for a prince to have the people friendly, otherwise, he has no security in adversity.

A prince ought to have no other aim or thought, nor select anything else for his study, than war and its rules and discipline; for this is the sole art that belongs to him who rules, and it is of such force that it not only upholds those who are born princes, but it often enables men to rise from a private station to that rank. And on the contrary, it is seen that princes who have thought more of ease than of arms ... have lost their states. And the first cause of your losing it is to neglect this art.

But to exercise the intellect the prince should read histories, and study there the actions of illustrious men, to see how they have borne themselves in war, to examine the causes of their victories and defeat. ... A wise prince ought to observe some such rules, and never in peaceful times stand idle, but increase his resources with industry, in such a way that they may be available to him in adversity, so that if fortune chances it may find him prepared to resist her blows.

...it is unnecessary for a prince to have all the good qualities I have enumerated, but it is very necessary to appear to have them. And I shall dare to say this also, that to have them and always to observe them is injurious. ... to appear merciful, faithful, humane, religious,

upright, and to be so, but with a mind so framed that should you require not to be so, you may be able and know how to change to the opposite. ... For this reason a prince ought to take care that he never let anything slip from his lips that is not replete with the above named five qualities.

I hesitate to even admit that I turned to this book as a reference, and I insist that I did so only as a way of reading the battle plans of the cruel corporate enemy. It worries me how familiar these ideas remain today, that they would be considered the compendium of ageless wisdom for leaders 500 years ago and like the vampire, remain fresh, ageless, hidden yet active in our world today.

Principle-Centered Leadership, Stephen R. Covey (Simon & Schuster, 1990).
Report by Tim Blume, January 2001.

The author introduces a new leadership paradigm that, he says, will result in major improvements in effectiveness. Covey emphasizes that people can make incremental improvements by developing new skills but can make quantum-leap improvements by instituting new ways of thinking, or new paradigms. Principle-centered leadership is one such new paradigm.

The book is divided into two sections. The first addresses recommendations for improving interpersonal effectiveness, and the second addresses organizational effectiveness. Covey's premise is that a leader's effectiveness is based on certain inviolate principles, or natural laws in the human dimension, that are just as real and unchanging as the law of gravity is in the physical dimension. These principles are woven into the fabric of societies and form the foundation of the organizations that have endured over time. When applied, the principles become behavioral habits that enable transformations of individuals, relationships and organizations. If we learn and apply this approach consistently, we will benefit in all aspects of our lives.

As an example of natural principles, Covey explains that there are no short cuts to achieving goals. Achieving goals takes time, and it requires us to follow a series of steps, each step building on the one before it. Covey refers to this as "the law of the farm." To illustrate the concept he uses an agricultural image: We must (1) prepare the ground, (2) plant seed, (3) cultivate the plants, (4) weed them, (5) water them, and (6) gradually nurture their growth and development to full maturity. In our organizations, as in our gardens, we can't expect quick fixes to work. It takes time to build trust and credibility in relationships. Only after trust relationships have been established and continuously nurtured do we have the opportunity to accomplish individual, interpersonal and organizational goals.

Just as the author advocates the step-wise approach to development, this book incorporates and builds on the concepts explained in his book, *The Seven Habits of Highly Effective People*. The 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; and sharpen the saw. Covey explains that these concepts must be incorporated into our daily lives and interactions with others, and they must be applied consistently. These habits exist on a maturity continuum involving three levels: dependence (habits one through three), independence (habits four through

six), and the highest level, interdependence (habit seven). Once we incorporate the principles at the center of our lives, we realize that the only way to treat people is how we want them to treat us.

Principle-centered leadership is based on the effectiveness of people. The key principle is trust. Trust is the foundation of effective relationships and organizations. It is practiced on four levels: personal (my relationship with myself), interpersonal (my relationship with others), managerial (my responsibility to get the job done with others), and organizational (my need to recruit and organize people, train them, compensate them, build teams, solve problems, etc.). Each level is necessary but is in itself insufficient. We must work at all four levels.

If people seek to live in harmony by implementing principles such as fairness, equity, honesty and trust, they can be much more effective in their relationships. If they don't, attempts to improve interpersonal and organizational effectiveness will fail, or the results will be short-lived. Leaders cannot violate these natural laws without negative consequences. The "law of the farm" applies to leadership in that there are no quick fixes to interpersonal problems. Relationships are built over time. Principle-centered leaders work with competence "on farms" with "seed and soil" in accordance with natural principles. With others, they build those principles into the center of their lives, into the center of their relationships with others, into the center of their agreements and contracts, and into their management processes and mission statements. The challenge is to be a light, not a judge; be a model, not a critic.

As leaders, we can enhance the creativity and productivity of individuals, and align their goals with those of the organization, by empowering them. Individual and organizational goals should overlap. They should be aligned so that individuals' goals are the same as the organization's goals. Organizational representatives should develop a mission statement that identifies where the organization is going. They should involve as many people as possible in developing this statement in order to enhance buy-in. Likewise, individuals should develop personal mission statements, which they can use as their personal Constitutions to help them prioritize their activities as they contribute to achieving the organization's mission.

Leaders should work with subordinates to establish win-win performance agreements to clearly identify expectations and to assure that individual goals align with organizational goals. When goals are aligned and expectations are clear, individuals become empowered and can judge their own performance. Adjustments can be made as necessary. With high-trust relationships as a foundation, people are more likely to be self-motivated; there is a common vision, mission and goals; and leaders can establish a broader span of control in their organizations.

Principle-Centered Leadership, Stephen R. Covey (Simon & Schuster, 1990).
Report by Jackie Cushing, February 2000.

A New Paradigm: Leadership by Compass

The author offers a new paradigm, called Leadership by Compass. Almost every significant breakthrough is the result of a courageous break with traditional ways of thinking. In scientific circles dramatic changes, revolutions in thinking, great leaps of understanding and sudden freedom from old limits are called "paradigm shifts." The word *paradigm* is from the Greek word *paradigma*: a pattern or map for understanding and explaining certain aspects of

reality. Though a person may make small improvements by developing new skills, quantum leaps in performance and revolutionary advances in technology require new maps, new paradigms and new ways of thinking about and seeing the world.

Principle-centered leadership introduces a new paradigm—that we center our lives and our leadership of organizations and people on certain “true North” principles. Correct principles are like compasses: They are always pointing the way. If we know how to read them, we won’t get lost, confused or fooled by conflicting voices and values. This book deals with what those principles are, why we need to become principle-centered and how we can attain this quality.

Covey’s premise is that our effectiveness as leaders is based on certain *inviolable principles*—natural laws in the human dimension that are just as real, just as unchanging, as the laws of gravity are in the physical dimension. These principles are woven into the fabric of every civilized society and form the roots of every family and institution that has endured and prospered.

Principles are not invented by us or by society; they are the laws of the universe that pertain to human relationships and human conscience. Principles are proven, enduring guidelines for human conduct. To the degree that individuals recognize and live in harmony with such basic principles as fairness, equity, justice, integrity, honesty and trust, they move toward either survival and stability on the one hand or disintegration and destruction on the other. Principle-centered leadership is based on the reality that we cannot violate these natural laws without negative consequences. Whether or not we believe in them, they have been proven effective throughout centuries of human history.

Covey uses what he calls “the law of the farm” to explain natural principles. One must prepare the ground, plant seed, cultivate it, weed it, water it, then gradually nurture the plants’ growth and development to full maturity. Quick fixes and cramming don’t work on the farm. You can’t go two weeks without milking the cow and then go out there and milk like crazy. You can’t forget to plant in the spring or goof off all summer and then hit the ground hard in the fall to bring in the harvest. Whether it be in one’s personal life or in an organizational setting, there is no quick fix, there is no way you can move in and make everything right with a positive mental attitude and several success formulas. The law of the harvest governs. Foundational principles, applied consistently, become behavioral habits, enabling fundamental transformations of individuals, relationships and organizations.

Centering on Correct Principles (Four Dimensions)

Centering life on correct principles is the key to developing internal power. A center secures, guides and empowers. Like the hub of a wheel, it unifies and integrates. It is the core of personal and organizational missions, and the foundation of culture. A center aligns shared values, structures and systems. Whatever lies at the center of our lives becomes the primary source of our life-support system. That system is represented by four fundamental dimensions: security, guidance, wisdom and power. Principle-centered leadership and living cultivates these four internal sources of strength.

Real empowerment results when both the principles and the practices are understood and applied at all levels of the organization. Practices are the *what to do’s*, or specific applications that fit specific circumstances. Principles are the *why to do’s*, or the elements upon which

applications or practices are built. Without understanding the principles of a given task, people become incapacitated when the situation changes and different practices are required for success.

When training people we often teach skills and practices—the *how* of a given task. But when we teach practices without principles, we tend to make people dependent on us or others for further instruction and direction. Covey uses the analogy of “give a man a fish and you feed him for a day; teach him how to fish and you feed him for a lifetime” to illustrate this point.

Seven Habits of Highly Effective People

Principle-centered leadership incorporates the habits outlined in one of Covey’s previous books, *The Seven Habits of Highly Effective People*, as well as related principles, application practices and processes. Briefly, these habits are: (1) be proactive; (2) begin with the end in mind; (3) put first things first; (4) think win-win; (5) seek first to understand ... then to be understood; (6) synergize; and (7) sharpen the saw. These habits (i.e., behaviors based on knowledge, skills and attitudes) exist on a continuum representing maturity, from Dependence at the lowest level, Independence at the middle, and Interdependence at the highest level. Once you incorporate principles at the center of your life, you realize that the only way to treat people is the same way that you want them to treat you.

Organization of Text

The book is divided into two sections, Personal and Interpersonal Effectiveness and Managerial and Organizational Development. Covey describes an “inside-out” approach to leadership and is adamant that there are no long-lasting quick fixes.

Four Levels, Four Principles

Principle-centered leadership is practiced on four levels: (1) personal, involving one’s relationship with oneself; (2) interpersonal, involving relationships and interactions with others; (3) managerial, involving one’s responsibility to perform a job with others; and (4) organizational, involving one’s need to organize people—to recruit them, train them, compensate them, build teams, solve problems, and create aligned structure, strategy and systems.

At the personal level, trustworthiness is necessary. Trustworthiness is based on character and competence. At the interpersonal level, trust is the key principle. Empowerment is the principle associated with the managerial level, and alignment is the key principle for the organizational level.

The Principle-Centered Leadership (PCL) Paradigm

Principle-centered leadership works with the whole person. People are not considered to be merely resources or assets, or merely economic, social and psychological beings. They are also spiritual beings; they desire meaning, a sense of doing something that matters. Using the PCL paradigm not only embraces the principles of fairness and kindness and makes better use of individuals’ talents for increased efficiency, it also leads to quantum leaps in personal and organizational effectiveness.

Mission Statement

Covey emphasizes the development and use of mission statements in personal, family and organizational settings. People have a sense of what is right, and if involved, will create a blueprint or standard that is empowering and can be used as a “Constitution.”

Conclusion

Covey acknowledges that, in a very real sense, there is no such thing as organizational behavior. There is only individual behavior. Everything else flows from that. An individual can use (and gradually broaden) his or her circle of influence to make a difference.

While working with thousands of organizations and individuals around the world in preparing mission or value statements, Covey found that, when four conditions are present (i.e., enough people, interacting freely, well-informed about the realities of their situation, and feeling safe to express themselves without fear of censure, ridicule or embarrassment), then the values or principles part of all the various mission statements basically says the same thing, although different words are used. This uniformity applies regardless of nationality, culture, religion or race.

Roosevelt: The Lion and the Fox, James MacGregor Burns (Harcourt, Brace and Company, 1956).

Report by Brent Ewig, January 2001.

“A prince,” wrote Machiavelli, “must imitate the fox and the lion, for the lion cannot protect himself from traps, and the fox cannot defend himself from wolves. One must therefore be a fox to recognize traps and a lion to frighten wolves. Those that wish to be only lions do not understand this. Therefore, a prudent ruler ought not to keep faith when by so doing it would be against his interest, and when the reasons which bind himself no longer exist” (From the Preface to *Roosevelt: The Lion and the Fox*).

How did Roosevelt become what he was? Why was he so effective in winning power? As a leader, how strong was he in the long run? Where did he fail, and why? What meaning does his life and career hold for Americans and for American statecraft today? This book answers these questions and more.

Roosevelt had a strong bias toward action and what Burns describes as “bold, persistent experimentation,” as evidenced by his first 100 days in office and the New Deal.

Described as “an artist in government,” Roosevelt made full use of the president’s constitutional powers, such as exercising the veto and drafting measures in the executive branch. In addition, he was a master of timing. His personal charm, political craft and grasp of public opinion allowed him to adroitly apply almost constant pressure to colleagues and the opposition alike. He was known for his careful handling of patronage, his face-to-face persuasiveness with legislative leaders, his ability to separate opposition leaders from the rank and file, his attentiveness to intergroup factions, and his ability to choose his battles and battlegrounds. Running like a theme throughout his presidency is his popular appeal.

All of Roosevelt’s talents and skills were called upon as he answered the large challenges he faced as president, among them overcoming isolationism, asserting American interests at the Yalta conference and packing the Supreme Court.

Today, we see Roosevelt's legacy in an activist government; the regulation of business and banking; the enduring works of the Civil Conservation Corps, the Works Progress Administration and the Tennessee Valley Authority; and, of course, social security.

Rules & Tools for Leaders: A Down to Earth Guide to Effective Managing, Perry M. Smith (Garden City Park, NY: Avery Publishing Group, 1998).

Report by Karen Marcy, February 2000.

This book offers practical thoughts and ideas about how to run an organization. It is an up-to-date guidebook on leadership. The author shares real-life stories as examples of leadership.

The book is divided into two parts. The first part is packed with advice about how to become a more effective leader. The second part provides a collection of checklists, guidelines, case studies and rules that serve as a quick reference manual.

The author identifies 30 fundamentals that form the basis of his approach to leadership. These include: trusting, teaching, communicating creatively, squirting with the ears (listening), avoiding the role of chief problem solver, building stamina, managing and using time effectively, maintaining technical competence, dealing with incompetence, taking care of people, providing vision, controlling ambitions and egos, planning and conducting meetings, motivating, being visible and approachable, using humor well, being decisive, observing oneself, practicing reliability, maintaining open-mindedness, maintaining a high standard of dignity, giving power away and making it stick, being generous and magnanimous, nurturing the leadership/fellowship relationship, welcoming criticism and fighting paranoia, maintaining a sense of outrage, learning from failure, building a robust brain trust, seeking and cherishing diversity, and exuding integrity. Each fundamental is covered in a clear and concise manner.

Main Themes

As a leader it is important to do your own thinking, read widely, and talk with and listen to others inside and outside of the organization. Leaders should never rely on one or two key associates to do their thinking for them.

Throughout the book Smith emphasizes that the leader's task of decision making is a complicated one. Leaders should anticipate the reactions of associates and others who may be affected by decisions. Understanding that decisions will affect others is a profound and invigorating aspect of leadership. Good leaders are focused people who are willing to make tough decisions.

Leaders need to fully exploit the various means available to motivate their people to higher levels of commitment, performance, excellence and integrity. Awards are very useful motivators. There is evidence showing that positive expectations lead to positive results.

A true leader is described as someone who is always fundamentally challenged, rather than repelled by complexity. A leader focuses primarily on opportunities, not on problems.

If you are in the position to select individuals for leadership positions, choose individuals who have the capacity to grow and to become gifted generalists. Leadership in the twenty-first century involves much more than managing resources and leading people. It encompasses the promotion and use of creativity and innovation.

The Servant Leader: How to Build a Creative Team, Develop Great Morale and Improve Bottom-Line Performance, James A. Autry (Prima Publishing, 2001).

Report by Teresa Garrett, January 2002.

Servant leadership is not a fuzzy, feel-good approach to managing people, things, bobbles or widgets. The key concept is that a leader's approach needs to center on the question, How can I be a leader who serves rather than one who expects to be served? It is a philosophy that addresses the question, How does your spirituality find expression in the workplace; in your attitude about your work; in your relationships with your employees, peers, colleagues, customers, vendors and others?

Autry addresses five ways of being that allow one to become a servant leader:

Be authentic: In other words, be who you are in every situation and circumstance. Admit your mistakes, be honest, be truthful.

Be vulnerable: Show your grief, joy, pride and courage. Be honest with your feelings in the context of your work. Be open to your doubts, fears and concerns. Being vulnerable takes a great deal of courage because it means letting go of the illusion that you have control and power. Autry's point is that power comes from realizing that we can't be in control and that we must depend on others.

Be accepting: Accept ideas as valid for discussion and review. Focus on the ideas, not the person. Embrace disagreement as a human part of the work process. Abandon the notion of winners and losers.

Be present: Have your whole self available as you try to bring all your values to bear on the work at hand. Have your whole self available to others as you respond to the problems, issues and challenges of team members. This is really hard, because often it is the job of the leader to focus on the future, and "being present" may seem counterintuitive. However, remaining centered and grounded in the midst of the perceived crisis at hand assures that team members remain focused and confident as well. Remember, they are watching you.

Be useful: Be a resource for the people you work with, and make sure they have the resources they need to do their jobs successfully. To be a leader who serves, think of yourself as the principal resource for team members and staff.

In addition, Autry offers six beliefs about leadership and the need to serve. They are:

- Leadership is not about controlling people, it's about caring for people and being a useful resource for them.
- Leadership is not about being boss; it's about being present for people and building a community at work.
- Leadership is not about holding onto territory; it's about letting go of ego, bringing your spirit to work, and being your best and most authentic self.
- Leadership is less concerned with pep talks and more concerned with creating a place in which people can do good work, can find meaning in their work and can bring their spirits to work.
- Leadership, like life, is largely a matter of paying attention.
- Leadership requires love.

I found two chapters particularly poignant and insightful. Chapter 11 offers a detailed discussion about dealing with (not managing!) conflict. Autry offers a step-by-step example of how to help individuals in conflict. I have applied this process to situations and have found it very helpful. Chapter 13 is entitled “Leadership When Things Go Wrong and Times are Bad.” Times are not great: Legislators are asking very hard questions, the economy is challenging, tax revenues are down and so on. Autry’s point is that servant leadership is not only good-time leadership. In fact, its value has even more meaning and impact when people are worried and struggling. In this chapter Autry challenges the leader to redefine success, stay centered and trusting, and stay open with information during times of stress.

Shackleton’s Way, Margot Morrell and Stephanie Capparell (New York: Viking, 2001).
Report by Mark Cucuzzella, January 2002.

Ernest Shackleton’s epic survival story cannot be briefly summarized with any justice. The hardships and challenges endured by this crew had not been experienced before nor have they been experienced since. Ernest Shackleton has been called “the greatest leader that ever came on God’s earth, bar none.” This book explains why.

Ernest Shackleton and his crew on the *Endurance* set out in the summer of 1914 to become the first team to cross the Antarctic Continent. This was to be “the last great polar expedition.” Shackleton had been denied the Pole on two prior expeditions. Following is a brief timeline of their adventure:

January 1915 to October 1915: After five months at sea and less than 100 miles from mainland Antarctica, the *Endurance* became frozen in ice floes. Trapped in the floes with no means of escape and no ability to communicate their plight, the expedition drifted for nine months through the winter.

October 1915 to April 1916: The expedition hoped the warm months would release the ship from the ice floes, but the floes crushed the vessel, forcing the team to camp on the ice for five more months. As the weather warmed, they finally took to the sea in three open lifeboats.

April 1916: The crew of 28 reached land on the barely inhabitable Elephant Island after seven days at sea. Shackleton’s only hope for rescue was to attempt an 800-mile journey across the Arctic Ocean and hope to reach the South Georgia Island whaling outpost. A crew of six set out for the island in the reinforced *James Caird*.

May 1916: After 17 days at sea, barely alive, having survived a hurricane on the last day and relying on dead reckoning for navigation, the six-man crew landed on South Georgia Island. The only problem was they were on the opposite end of the island from the whaling outpost. Shackleton decided the best hope of reaching the whaling station was to trek over the uncharted mountain terrain of the island’s interior, instead of risking another boat journey in the badly damaged *James Caird*. Thirty-six hours later, three barely recognizable figures walked into the whaling station.

August 30, 1916: After several attempts to reach the crew on Elephant Island, Shackleton finally reached his stranded crew. Miraculously, all were alive.

This unbelievable story reveals several keys to Shackleton’s success as a leader, including developing leadership skills, selecting and organizing a crew, creating camaraderie and loyalty,

developing individual talent, leading through a crisis, forming teams for the tough assignments, and personal strength and endurance to move forward.

Shackleton's Way: Lessons from "The Boss"

Follow the path to leadership: Boost morale. Read broadly for wisdom. Keep an eye on the horizon and be ready to seize opportunity. Turn setbacks into opportunities. Be bold in plan but cautious in execution. Learn from past mistakes, especially about what type of leader *not* to be. Always put the crew's well-being first. Avoid fights and engage in respectful competition.

Hire an outstanding crew: Build a crew around a core of experienced workers. Choose a reliable and loyal deputy. Choose people who share the vision and have enthusiasm for it. Conduct unconventional interviews. Gravitate toward optimists; they make the best team players. Seek hard workers who won't flinch from doing menial tasks. Recruit those who have the expertise the leader lacks. Make sure everyone knows what is expected. Use state-of-the-art equipment.

Create a spirit of camaraderie: Observe before taking action, and make changes only to make improvements. Be accessible to the crew. (Shackleton kept crew members informed.) Maintain order and routine to create an atmosphere of security and productivity. Rotate work schedules, and make sure everyone pitches in order to break down the hierarchy. Be evenhanded in dealing with crew. Lead by example. (No one was asked to do more than Shackleton.) Encourage relaxation and entertainment; they are critical.

Get the best from each individual: Work to elicit the best work from each individual. Recognize the importance of creature comforts. Maintain a healthy diet and exercise. Provide challenging and meaningful work for all. Match personality types with tasks. Give constant feedback to correct mistakes. Relate to each person as a human, not merely a worker. Hold small celebrations. Tolerate people's quirks, and pamper them if possible.

Lead effectively in a crisis: Leave no doubt about who is in charge; build trust. Flatten the hierarchy of authority. Make contingency plans and remain flexible. Pare down possessions to essentials. Keep malcontents close. Maintain a sense of humor. Let go of the past and focus on what needs to be done. Seek advice, but make the final decisions. Do what is hardest at times: Nothing. Use forewarning to prepare the crew for unpopular orders.

Form teams for tough assignments: Head the best boat and take the weakest crew. The middle boat is the strongest link. Choose workhorses to do the toughest tasks. Do not be afraid to change your mind as the situation dictates. Be self-sacrificing. (Shackleton never let the crew go without whatever comfort he could give.) Publicly turn over the reins on separation. Never point out weak links.

Overcome obstacles to reach the goal: Take extreme risks when options narrow. Maintain a reservoir of personal strength to get through the worst times. Cultivate faith and trust to sustain the team in difficult times. Work until the whole job is done.

Shackleton's Way, Margot Morrell and Stephanie Capparell (New York: Viking, 2001).
Report by Dave Robbins, January 2002.

This book critically examines Sir Ernest Shackleton's leadership characteristics and techniques during his career as an Antarctic explorer on the voyage of the *Endurance*. The

Endurance and Shackleton's team of 28 men were trapped in the ice of the Weddell Sea and drifted for months. Eventually, the ship was crushed and the team was forced to live on the ice. There they faced the ever-present danger of ice break-up, which would require them to dash for the lifeboats.

When the ice did break up, they sailed in very rough seas to Elephant Island. Shackleton left most of the team there and then sailed 800 miles of the South Atlantic Ocean in a lifeboat to summon help on South Georgia Island. Not one person died during the entire journey, a fact that has everything to do with Shackleton's leadership.

Excerpts of team members' diaries show that they were nearly unanimous in praise of, and loyalty to, Shackleton. This is truly amazing when considering that team members' personality types ranged from tough, socially unrefined sailors to refined and privileged university professors. There are many examples of what Shackleton did to hold the team together.

I sometimes wonder if he was simply one of a kind. However, there must be lessons we can take from this incredible leader. I'll focus on a few important lessons for me:

- *Recognize the importance of celebration and play.* Birthday parties, skits, debates, toasts and holiday celebrations were routine in the Shackleton camps. At first some felt that it was all too much silliness, but they eventually came to recognize the importance of this play. One man, a Royal Navy officer, declared that he had some of the happiest days of his life (trapped in the ice!) on this expedition. Indeed, "play" is recognized as one of the "Seven Steps to Survival" taught by the Alaska Marine Safety Education Association.

I recognize that this—nurturing and becoming involved in "play" at work—is one of my weakest characteristics as a leader. It feels somewhat strange to me to celebrate small things with people I do not know very well. The lesson for me is to take it slow and small until it begins to feel more natural. For example, I could regularly offer public, brief recognition of individuals for a job well done.

What can you do next week to make one or more of your team members feel appreciated?

- *Provide the best food and equipment available.* Shackleton included luxuries, like jam, in the menu and did not skimp on rations unless it was absolutely necessary. As a result, members of his team were well fed and well equipped in the harshest environment on Earth. This helped to ensure their survival and kept their spirits and bodies intact.

The lesson for me, in my current work environment, is to provide the best computer and office equipment available and to support the team's advocacy for a clean break room and well-maintained refrigerator, microwave and coffee machine. An easy first step for me is to support team requests for universally available, ergonomically correct chairs and desks.

What step can you take next week to support your team's needs for equipment?

- *Be prepared to do any task with the dignity that you require of others.* Shackleton included himself in the rotation for scrubbing floors, cleaning dog kennels, cooking for the crew, etc., thereby showing the team that he wouldn't ask anyone to do something he wouldn't do. It also helped him to show the team how he expected these tasks to be done. His involvement gave an air of dignity to these tasks, thereby making them less distasteful for the others, especially the university professors and naval officers, who were not accustomed to such menial work.

What step can you take next week to more fully integrate yourself into the day-to-day tasks of your team?

A Simpler Way, Margaret J. Wheatley and Myron Kellner-Rogers (San Francisco: Berrett-Koehler, 1996).

Report by Janet Moran, February 2000.

The title of the book intrigued me—I think we all get to a point in our lives when we seek a simpler way. The basic premise of the book is that there is a simpler way to organize human behavior. It requires a new way of thinking and being. We have to be willing to learn and to be surprised and to believe that the world is inherently orderly and that it does not need humans to organize it. If we can be in a world without fear, with the freedom to play, experiment, discover, make mistakes and even fail—then the creative possibilities are endless.

The authors speak of the logic of play, or the logic of life, as they call it. The key elements are:

- Everything is in a constant process of discovery and creating.
- Life uses messes to get to well-ordered solutions.
- Life is intent on finding what works, not what is “right.”
- Life creates more possibilities as it engages with opportunities.
- Life is attracted to order.
- Life organizes around identity.
- Everything participates in the creation and evolution of its neighbors.

When living beings link together, they form systems that create more possibilities, more freedom for individuals. This is why life organizes, why life seeks systems—so that more may flourish.

The authors suggest that we could give more support to our own experimentation if we focused on discovering “pretty good” solutions that worked for now rather than the perfect, one-and-only solution that will work for the long term. Fuzzy, messy, continuously exploring systems that are intent on finding out what works are much more practical and successful than are attempts to try to mimic the efficiencies of machines, focusing only on outputs. These systems involve many individuals, encourage discoveries and move quickly past mistakes. They are learning all of the time, engaging everyone in finding out what works.

The more present and aware we are as individuals and as organizations, the more choices we create. As awareness increases we can engage with and explore more possibilities. When we organize as a process instead of organizing to create an object or entity, it changes what we do.

We can focus on what people need to do their work, i.e., resources, information or access to new people.

The authors point out that we can influence each other only by connecting with who we already are. Every act of organizing occurs around an identity. Every change happens only if we identify with it.

So then, how do we create organizations that stay alive and don't suffocate us with rules, control and compliance? The authors say we need to trust that we are by nature self-organizing and we need to create the environment in which self-organization can thrive. They indicate that identity is the source of organization. We need to take the time to explore why we have come together and find out how the purpose of the effort connects with the organization as well as individual hopes and desires. Together, we need to be asking: What are we trying to be? What is possible now? How can the world be different because of us?

We need to recognize that a system needs access to itself. It needs to understand who it is, where it is, what it believes and what it knows. These needs are sustained by information. If information flows freely through a system, individuals learn and change and what they discover can be integrated and utilized by the system. The system becomes resilient and flexible. If information is withheld or restricted, the system is unable to learn or respond.

Systems become healthier as they open to include greater variety. When diversity is common in an environment of freedom, the result is strong and resilient systems.

Stewardship: Choosing Service Over Self-Interest, Peter Block (San Francisco: Berrett-Koehler, 1993).

Report by Bridget Jenefer, January 2002.

Peter Block unveils new models of stewardship—for entire organizations and for individual managers and employees—to replace current concepts of leadership and management.

Organizations that practice stewardship will succeed by choosing service over self-interest and by enacting far-reaching redistributions of power, purpose and wealth. To replace the traditional management tools of control and consistency, stewardship organizations will offer partnership and choice to employees at all levels as well as to customers. Individuals who see themselves as stewards will choose responsibility over entitlement and will hold themselves accountable to those over whom they exercise power.

Block demonstrates how stewardship will radically change all areas of organizational governance and management. In place of the “managerial class system,” he says, we need to reintegrate the managing of work with the doing of work. No one should make a living watching, measuring or defining what is best for other human beings. Everybody manages and everybody does real work. Block then spells out extensive reforms needed in many areas, including day-to-day management practices, budgetary and financial practices, human resource practices, and pay and performance appraisal systems. These far-reaching reforms are our best hope to enable democracy to thrive in organizations, to enable spiritual and ethical values to be lived out, and to sustain economic success.

In summary, this book helps the reader understand that in order to lead one must first serve. (The natural inclination to lead will follow.) Ownership and responsibility must be felt strongly at every level for democracy to succeed, spiritual values to be lived and people to be well served.

Synchronicity: The Inner Path of Leadership, Joseph Jaworski (San Francisco: Berrett-Koehler, 1996).

Report by Melanie S. Mack, January 2001.

About the Author

Joseph Jaworski began his career as an attorney. He practiced for more than 20 years with the Houston firm Bracewell & Patterson. In addition, Jaworski had business holdings in an insurance company, Alaska oil refiners, and a quarterhorse farm. In 1980 Mr. Jaworski resigned from the law firm and founded the American Leadership Forum.

Mr. Jaworski was invited to join the Royal Dutch Shell Group of companies in London. He worked there four years. Jaworski joined the MIT Center for Organizational Learning and most recently helped create the Center for Generative Leadership.

Synopsis

Synchronicity builds on Robert K. Greenleaf's idea of the leader as servant. The leader's first and most important decision is the choice to serve. Jaworski suggests that "the fundamental choice that enables true leadership in all situations (including, but not limited to, hierarchical leadership) is the choice to serve life."

Servant leadership is serving with compassion and heart. It is a courage-based leadership of strong commitments and broad visionary ideas. It is creative rather than reactive, and it is not bound by current circumstance. The events of life should flow, not be controlled or dominated by power and decisions. By letting ideas flow leaders create a domain in which they can deepen their understanding of reality and become more participatory in the ever-changing and unfolding world. Synchronicity is the result of this flow. It happens when one commits and surrenders to his or her experience. Jaworski believes that when a person surrenders, he or she allows "predictable miracles" to happen.

Leaders progress along this inner path by

- Being open to fundamental shifts of mind.
- Seeing the world as open and made up of relationships, not things.
- Seeing the endless possibilities as they exist now.
- Accepting others as legitimate human beings.

Favorite Quotes from the Book

It is about the principle that there is more to life than eating, fighting or power. It is about visualization, the process of imagining ourselves as a part of our ultimate dream—feeling it, touching it in our minds. It is about overcoming the fear of learning and the fear of seeing the godlike in ourselves. I knew I had to have the freedom to be myself, my highest self, and that nothing could stand in my way if I really wanted it (p. 39).

When we are in this state of being where we are open to life and all its possibilities, willing to take the next step as it is presented to us, then we meet the most remarkable people who are important contributors to our life (p. 49).

In My Opinion

I had high hopes for this book, as it is on Leland Kaiser's recommended reading list. However, it fell short of my expectations. I had a very difficult time relating to Jaworski's experience. This book read like a Tom Wolfe novel: "corporate, self-indulged bad-boy seeks meaning of life." Although the principles of servant leadership and the rightful inner path are universal truths I admire, Jaworski's story was not effective in relaying them. I would recommend Greenleaf's *Servant Leadership* before I would recommend this book, except to readers who are white, male corporate attorneys in the midst of divorce.

Talking Peace: A Vision for the Next Generation, Jimmy Carter (New York: Dutton Children's Books, 1993).

Report by Kimberly Bischoff, January 2002.

In 1977 President Jimmy Carter faced a tremendous opportunity. His personal desire to see peace in the Middle East knocked at his door. Egypt President Anwar Sadat expressed his willingness to bring peace to his people, but he did not feel that he could make progress in resolving differences with Israel any time soon. President Carter vowed to provide his resources and those of the United States to help resolve the longstanding conflict between Israel and Egypt.

Over several months during 1977 and 1978, Anwar Sadat and Israel Prime Minister Menachem Begin met, but no concrete resolutions were generated. President Carter believed that, given an environment conducive to negotiation and collaboration, the two parties could resolve their differences and create an agreement that would provide lasting peace. He invited both men to Camp David, hoping to create the best climate for constructive and positive negotiation that would, he hoped, result in an agreement.

The tools that President Carter used to provide this optimum setting are a testament to his belief in his ability to accomplish the goal.

President Carter invited the two leaders to Camp David with a letter that praised them for their remarkable progress and fortitude in pursuing peace. Carter used encouragement and praise to build upon the work already done and to maintain the momentum. In *The Leadership Challenge* Kouzes and Posner call this practice "encouraging the heart."

President Carter sustained the momentum by reminding each leader of not only what they could attain but also what they would suffer if their goal was not obtained. Thus, President Carter reinforced their shared belief that peace was possible, helped them to envision peace and confronted them with the disastrous reality that would present itself if they failed: war. Neither leader wanted to accept the latter.

Thus the negotiations began. President Carter took on the role of mediator. He prepared by learning as much about Sadat and Begin as he could absorb. He wanted to understand each man—his beliefs, values, history, personal experiences and friends, in addition to how each man had attained and carried out his role as leader of his nation. Carter also studied the issues both sides had already resolved, what differences remained, and what compromises each country might be able to make. In addition, he took measures to ensure that the environment at Camp David would allow each leader to maintain his daily rituals, i.e., practice his religion, have food prepared to his liking, and maintain other daily activities important to his health and well-being.

Unfortunately, early in the discussions Carter realized that the two men were personally incompatible and that this issue threatened the peace talks. He decided that the talks would continue, but the men would not meet face-to-face. Carter methodically went back and forth between the two men, outlining what had been agreed upon, what still was on the table, and what specifically was being decided.

Tremendous suspicion continued; Begin was particularly suspicious. On the table was Sadat's insistence that Israeli families must leave the Sinai Peninsula. Begin had promised his people that he would not negotiate the dismantling of the settlements. The other issue at hand was the status of Jerusalem. Ultimately, Carter provided a solution that Begin could agree to: The Israeli parliament would decide on the dismantling. Both would share in the control of Jerusalem. These final compromises came to fruition because both men desperately wanted to avoid war.

President Carter proved that he possessed the skills required for successful negotiation. In leading this effort he maintained the goals that were most important to both Israel and Egypt. He knew that if these two nations could agree to a peace treaty, it would benefit the United States as well.

His leadership abilities gave him the chance to see an opportunity worth pursuing. His vision of peace was maintained throughout the process—he never believed that it was not possible. He praised the leaders for their tremendous efforts and fortitude in continuing to negotiate until they had a treaty both could sign. He allowed the two rivals to use him as their sounding board so that the negotiation wasn't stalled by their incompatibility. He created a process that allowed both parties to obtain their nation's goal for peace, resulting in a win-win situation.

The Camp David Accord resulted in the signing of a declaration of peace between Israel and Egypt. For their dedicated efforts to save their countries from further strife, Anwar Sadat and Menachem Begin received the Nobel Peace Prize.

The Tao of Personal Leadership, Diane Dreher (HarperCollins, 1996).

Report by Chris Lehnertz, February 2000.

The *Tao te Ching* (English version by Stephen Mitchell, HarperCollins, 1992), consists of 81 poems that speak to the ways of nature, the ways of life, and how to lead others in accordance with natural law. It was written around the fifth century B.C. by Lao Tzu. Little is known about him. Legend has it that he was a keeper of archives for the Imperial Court. According to one legend, he traveled to the western border of China, leaving because he felt that men were unwilling to follow the path to natural goodness. At the border he left a record of his teachings penned as 5,000 characters and known as the *Tao te Ching*.

Since that time an incredible number of translations have been made. One can find books that contain all or part of the Tao as inspiration and wisdom. From *The Tao of Pooh* (as in Winnie the...) to *The Tao of Relationships: A Balancing of Man and Woman*, the basic elements of this philosophy are applied to many aspects of modern life.

In *The Tao of Personal Leadership*, Diane Dreher uses 54 of the verses to create a vision of leadership based on the natural cycles and systems of our world. Through discussion of each of the selected verses, she moves the reader from ideas about inner leadership and personal understanding to the application of these ideas in the world.

Leadership Strategies for a New Age by John Heider (Bantam Books, 1985) adapts the ideas behind the verses to explain what Lao Tzu's poems mean to Heider. This book captures Heider's version of the meaning of the *Tao*, rather than the literal words of the *Tao*. Heider updates the ideas and language of the original poems to reflect issues that leaders may face today, both in the workplace and in their personal lives.

I read an English version of the *Tao* to try to capture the honest essence of the original manual on the art of living. Given that there is always interpretive license on the part of any translator—paraphrasing or expanding and contracting the words and meaning—the reader is unsure of the faithfulness of the translation. However, the *Tao* in perhaps its most simple form, as poetry, may have been the most powerful rendition of the work.

The most difficult part of reviewing such writings is capturing the lessons. Each of the poems is a lesson in itself. To me, the overall message is how important it is for each of us to function within the context of our great universe. Rather than getting into everything and muddling about, perhaps it is most productive to allow patterns to unfold and to be the keen observer of what takes place. Once we are able to see such patterns, we can shape our behavior according to the patterns.

They Call Me Sparky, Sparky Anderson with Dan Ewald (Sleeping Bear Press, 1998).
Report by Christopher E. Dann, January 2002.

This book may seem a bit unusual for a leadership research assignment. After all, baseball coaches do not draw universal praise as leaders. However, Sparky Anderson is an exception. The only manager to win a World Series in both the American and National Leagues, he holds the club record for wins for two franchises. Regardless of who is assessing Sparky's skills—one of the many Hall-of-Fame players he managed or a journeyman ballplayer—the answer is nearly always the same: Sparky was an inspirational leader who got the most out of his players.

George Lee Anderson (he was Sparky only on the baseball diamond) accomplished these things despite the fact that he barely finished high school and played only one year of major league baseball. (He hit .218 for the 1959 Philadelphia Phillies. With any luck, he says, he would have hit .225 that year.) When hired to manage the Cincinnati Reds at 35 years of age, the headline in the *Cincinnati Post* read: "Sparky WHO?"

A baseball manager is successful only if players want to play for him. Hall-of-Fame catcher Johnny Bench said of Sparky, "When you have a group of players with the stature we had who never complained, never criticized the manager, never took a shot at him...that is respect. I don't know if any other manager could have done that. That's the number one compliment any manager can receive...that you want to play for him."

Anderson's approach to leadership is difficult to identify within the classic definitions and models of leadership. He did not read books about leadership or participate in programs like the Regional Institute for Health and Environmental Leadership. Many of his abilities were born of observation, experience and a love of people. He led, in part, because he liked to see others succeed.

Certainly one can see in Anderson's experience some of the leadership practices outlined in Kouzes and Posner's *The Leadership Challenge*. Anderson was a master of inspiring a shared vision and enabling others to act. He was able to defeat the selfishness and personal goal setting

that dominates professional sports, and he was able to unite players in the common goal of winning team championships.

Anderson won championships with some of the most ethnically and culturally diverse teams in modern sports history. In this he provides an example of the collaborative leadership model described by David Chrislip and Carl Larson in their book, *Collaborative Leadership*. Chrislip and Larson identify the need for successful collaboration that is “inclusive of all stakeholders (including those who may be ‘troublesome’) who are affected or care about the issue.” In the effort to ensure that the organization achieved success on and off the field, Anderson sought to involve every member of the organization, from team ownership down to the attendant who manned the elevator that went to the stadium press box. He instinctively understood the need for everyone to feel involved in the process and share in the success.

If Anderson’s approach to leadership had a flaw, it was perhaps that he was too successful. Success has a tendency to breed complacency and an unwillingness to change or modify the successful approach to meet future needs. At times Anderson was criticized for not allowing young players to develop by not allowing them to play as the “stars” aged. As a result Cincinnati fired him. Yet, as manager of the Detroit Tigers—a team loaded with young talent and with no established stars—he led the team to a championship. In *They Call Me Sparky*, Anderson offers an honest assessment of his rigidity and explains that, though he had several job offers after Cincinnati fired him, he chose the Tigers precisely because he wanted to work with young players and to show that he could adapt and win.

Leadership is an ongoing process. The ability to recognize and accept change is essential. Sparky showed that, in addition to all of his other abilities, he had the ability to grow.

Transformational Leadership: A New Model for Total Church Involvement, Phillip V. Louis (Nashville: Broadman & Holman Publishers, 1996).
Report by Emma Jackson, January 2002.

This book is about leadership and change within Christian churches. The author challenges church leaders to be transformed and to be more open and willing to respond to the needs of society. These challenges call for abandoning the status quo and one-way leadership and for applying strategies and principles used by businesses and other entities. The author believes it is necessary to apply social science research conclusions to leadership in churches of all sizes.

Transformational leadership is compared to transactional leadership. Transformational leaders build on the strengths of others, raise levels of awareness about reaching goals that benefit individuals and groups, and enable people to transcend their own self-interest to help others. Transactional leaders promise rewards to followers in exchange for performance. Transactional leaders are active rather than proactive. These leaders feel that they know what employees want and agree to give employees what they want if they perform satisfactorily.

The author demonstrates the differences between these two types of leaders by comparing managers to leaders. Managers make sure that things work well. Leaders create that which works better. Managers solve today’s problems by fixing the difficulties caused by changing events. Leaders create a better future by seizing opportunities created by changing events. Managers focus on the process. Leaders focus on the product.

Various aspects of Christian leadership are presented, for example, power and influence, strategic leadership, traits of leadership, initiatory leadership, visionary leadership, situational leadership, leadership behavior and possibility leadership. These aspects are considered crucial to understanding transformation leadership theory.

Strategies and practices of transformational leadership are explored. Relevant topics are analysis, change, formation, conflict, implementation, communication, evaluation and motivation. Trust, commitment and affirmation are presented as necessary for the future of transformational leadership.

This leadership style can be used effectively with other styles of leadership.

The 21 Irrefutable Laws of Leadership, John C. Maxwell (Thomas Maxwell Publishers, 1998). Report by Lynette Schick, January 2002.

In *The 21 Irrefutable Laws of Leadership*, John C. Maxwell combines 30 years of leadership lessons with real-life examples to show how some of America's most famous leaders applied leadership principles. Maxwell uses stories of success and failure to illustrate his points. The 21 Laws are:

The Law of the Lid: Your ability can take you only so far. Developing your leadership ability will increase your success.

The Law of Influence: Leadership does not come with the title of manager or coach, and it does not come with credentials. You must have influence over others or you will never be a leader. Influence is earned.

The Law of Process: Leadership is not learned in a day; it takes time. Leadership growth occurs in four steps: being unaware of your weaknesses; discovering your weaknesses and realizing that you must work on them; working on your weaknesses; and becoming proficient so that new behaviors or attitudes become automatic.

The Law of Navigation: Leaders have a vision with an ultimate destination, and they understand what it will take to get there. Following the law of navigation means planning ahead.

The Law of E. F. Hutton: This law relates to the Law of Influence in that, when the real leader speaks, people listen. Over time leaders emerge as a result of their relationships (who they know), knowledge (what they know), intuition (what they feel), experience (where they've been), past success (what they've done), and ability (what they can do). When you speak, do people listen? Your answer may reveal your level of influence and leadership.

The Law of Solid Ground: Trust is invaluable. Three things are essential to building trust: competence, connection and character. Maxwell says, "no leader can break trust with his people and expect to keep influencing them."

The Law of Respect: Leaders may go their own way when they first join a group, but over time they will start to follow those stronger than themselves.

The Law of Intuition: Leaders read a situation and know intuitively what action to take.

The Law of Magnetism: "Who you are is who you attract." People like you will seek you out.

The Law of Connection: It is the leader's job to connect with those he or she leads; it is not the job of the followers to connect with the leader. As in the Law of the Lid, leadership does not come with a title or position, it comes through relationship.

The Law of the Inner Circle: The leader's potential is determined by those closest to him or her.

The Law of Empowerment: Leaders give power to others. Weak leaders worry about becoming dispensable and therefore do not develop those around them.

The Law of Reproduction: "It takes a leader to raise up a leader." Most leaders learned from someone who was stronger than they were. This law goes well with the Law of Empowerment.

The Law of Buy-In: People buy into the leader first, then the vision.

The Law of Victory: Strong leaders are unwilling to accept defeat. "Leaders who practice the Law of Victory have no Plan B." That keeps them fighting.

The Law of the Big Mo: Momentum makes leaders look better than they are, and it makes followers outperform themselves. It is easier to steer than to start. Momentum is the most powerful change agent.

The Law of Priorities: Leaders know the value of prioritizing. Activity doesn't always mean accomplishment. Leaders practice the 80/20 rule.

The Law of Sacrifice: There is no success without sacrifice. Leaders must be willing to give something up to go up. A person who is trying to move into a higher leadership roles may need to sacrifice salary or personal time.

The Law of Timing: Leaders know that timing is as important as action. As in the Law of Intuition, leaders sense when the timing is right for specific activities.

The Law of Explosive Growth: A leader's goal should be to lead leaders, not followers. One leader can lead only so many people. Each leader mentored brings his or her own group of followers.

The Law of Legacy: When everything is said and done, a leader's value is not measured by personal accomplishment but by how well the organization does after the leader is gone. A leader's value is measured by his or her legacy.

The laws that stood out for me are the Law of the Lid, the Law of Influence, the Law of Process, the Law of Magnetism, the Law of the Inner, the Law of Buy-In, the Law of Victory, the Law of Explosive Growth, and the Law of Legacy.

I have thought of myself as having leadership ability, but I have never thought about leadership as a set of concrete laws. I've been in many situations that placed me in the position of leader, and I have sought situations where I chose the role for myself. After reading this book I realize that I have a long way to go!

Way of the Peaceful Warrior: A Book That Changes Lives, Dan Millman (HJ Kramer, 1985). Report by Scott Klarich, February 2000.

In this book the author tells his own story of spiritual growth and enlightenment as he journeys on the universal quest for happiness. Although this book didn't exactly change my life, as the title implies, it has made me reflect on the way I view and think about life.

Here is some background on the life of Dan Millman: During his junior year at the University of California, the character Dan first stumbled upon his mentor (nicknamed Socrates) at an all-night gas station. The unpredictable Socrates proceeded to teach Dan the "way of the peaceful warrior." At first Socrates shattered every preconceived notion that Dan had about

academics, athletics and achievement. Eventually Dan stopped resisting the lessons and began to try a new ideology, one that valued being conscious over being smart, that valued strength in spirit over strength in body.

The book describes the author's personal struggle with his journey. You soon realize that his messages are universal. Following are excerpts, which I found to be particularly relevant to leadership development. At the end of each excerpt is the leadership principle that the excerpt illustrates.

Use whatever knowledge you have, but see its limitations. Knowledge alone does not suffice; it has no heart. No amount of knowledge will nourish or sustain your spirit; it can never bring you ultimate happiness or peace. Life requires more than knowledge; it requires intense feeling and constant energy.” (Encouraging the Heart)

It is better for you to take responsibility for your life as it is, instead of blaming others, or circumstances, for your predicament. As your eyes open, you'll see that your state of health, happiness, and every circumstance of your life has been, in large part, arranged by you—consciously or unconsciously. (Modeling the Way)

An old man and his son worked a small farm, with only one horse to pull the plow. One day, the horse ran away. How terrible, sympathized his neighbors. What bad luck! Who knows whether it is bad luck or good luck, the farmer replied. A week later, the horse returned from the mountains, leading five wild mares into the barn. What wonderful luck! said the neighbors. Good luck? Bad luck? Who knows? answered the old man. The next day, the son, trying to tame one of the horses, fell and broke his leg. How terrible, what bad luck! (Bad luck? Good luck?) The next day the army came to all the farms to take the young men for war. The farmer's son was of no use to them, so he was spared. Good luck? Bad luck? Who knows! (Inspiring a Shared Vision)

There is a saying: When you sit, sit; when you stand, stand; whatever you do, don't wobble. Once you make your choice, do it with all your spirit. Don't be like the evangelist who thought about praying while making love to his wife, and thought about making love to his wife while praying. (Modeling the Way)

It's better to make a mistake with the full force of your being than to carefully avoid mistakes with a trembling spirit. Responsibility means recognizing both pleasures and price, making a choice based on that recognition, and then living with that choice without concern. (Challenging the Process)

The secret of happiness, you see, is not found in seeking more, but in developing the capacity to enjoy less. (Inspiring a Shared Vision)

Wake up! If you knew for certain that you had a terminal illness—if you had little time left to live—you would waste precious little of it! Well, I'm telling you—you do have a

terminal illness: It's called birth. You don't have more than a few years left. No one does! So be happy now, without reason—or you never will be at all. (Challenging the Process)

In summary this guidebook to life encourages readers to lead a life based on cooperation rather than on competition, on confirmation of the human spirit rather than on self-doubt, and on the certainty that all life is connected.

The West Point Way of Leadership: From Learning Principled Leadership to Practicing It, Col. Larry R. Donnithorne (Doubleday Press, 1993).

Report by A. Johnson, January 2002.

West Point has turned out more leaders for this nation than any other institution. For 200 years, West Point has trained leaders to serve as not only “the Long Gray Line” of national defense, but also as leaders of business, academia and science. This extensive track record of success in leadership development has been copied but never duplicated.

The entire four years that a cadet spends at the U.S. Military Academy is devoted to the academy's statement of purpose: “The purpose of the United States Military Academy is to provide the nation with leaders of character who serve the common defense.” The institution's focus on developing “leaders of character” has given the graduates of West Point the springboard for their success. The bulk of their education is focused on what can be called the followership of morality.

Most people fail as leaders because they fail as followers. Everyone, regardless of their position in an organization, must follow another person, whether it be a direct superior, a board of directors, shareholders or taxpayers. West Point cadets begin their training by learning this critical element. In fact, their entire first year is spent doing nothing but learning to follow. This is difficult for 18- to 19-year-olds who have been leaders in their communities. However, learning to follow in a controlled environment with little or no risk enables cadets to follow without hesitation during crises.

Cadets are also introduced to the cadet honor code: “A cadet will not lie, cheat or steal, nor tolerate those amongst us who do.” The code is simple; its simplicity allows for the full impact of its message to be integrated. This code is used to develop the cadets' character. A leader must be a moral person first and foremost. The leader must always choose the so-called “Harder Right,” which means making the moral decision, the right decision, and not necessarily the decision that will be most beneficial for career or ego.

As cadets learn and epitomize followership and morality, they begin to move through the Four Passes of West Point's Leadership. They have already completed the First Pass, the ability to follow. In their second year they move to the Second Pass, which is Trust. Trust and teamwork allow the cadet to begin to experience direct and face-to-face leadership.

As an individual's character and abilities to trust and lead increase, standing up to make hard moral decisions becomes easier and easier. This is the Third Pass, Self-Reliance, on which cadets focus during their third year. By now cadets have learned that their primary duty is to moral conduct. As their ultimate “leader,” morality ranks above all others—above generals, above public comment, above their own careers. Above everything cadets follow their honor code. This allegiance to the honor code further strengthens their ability to lead others. As

followers see that their leader always chooses the “Harder Right,” followers’ confidence in their leaders and willingness to follow increase.

The Fourth Pass is Executive Leadership, that is, leading leaders. This is covered in cadets’ fourth and last year at West Point. Less time is spent on this level than is spent on other levels of leadership because it will be many years before a cadet attains a position of executive leadership.

The Four Passes of Leadership, which emphasize the Harder Right and adhering to a code of moral conduct, have turned West Point from a military fort on the Hudson River into the world’s premier institute of leadership development.

What It Takes To Be Number 1: Vince Lombardi on Leadership, Vince Lombardi Jr. (New York: McGraw-Hill, 2000).

Report by Huiyun Xiang, January 2002.

Among my colleagues and friends in China, there is an assumption that a leader must use tricks to obtain a leadership position and must then lead by fooling or threatening followers. Many people in the United States and China believe that our leaders are dishonest and unethical. Scandals in governmental agencies and in corporations provide many examples to support this belief.

However, according to the leadership model of legendary coach Vince Lombardi, “character and integrity are the two pillars of effective leadership.” He also says, “Integrity means having an upright, honest and complete character.” Integrity builds trust among other people. Trust is their absolute confidence in you, and it is the prerequisite for them to follow you. They trust you because you are truthful and reliable.

The opposites of truth are lying, hypocrisy and deception. Those who try to lie think that they can “compartmentalize” their lives, so that what they do in private has no bearing on their public lives. However, leaders will be watched closely, and “that therefore what one has done in the secret chamber one has some day to cry aloud on the house-tops.” Lombardi says, “Your people never take their eyes off of you....They are watching you 24 hours a day, 7 days a week....Everything you do will be known by your followers.” Once your unethical conduct is exposed, your followers will not trust you. And if they don’t trust you, you can’t lead them.

The idea that a leader must use tricks to obtain a leadership position and then lead by using deception is a misconception, according to this book. However, we must realize that many leaders around the world do become involved in unethical conduct, and some of them will never be caught. But this does not mean that we should adopt their model and follow in their footsteps. As Lombardi says, “leadership ultimately rests on moral authority, and you can’t have moral authority without integrity.”

So, lead with integrity.

Who Moved My Cheese? An A-Mazing Way to Deal with Change in Your Work and in Your Life, Spencer Johnson, M.D. (G.P. Putnam’s Sons, 1998).

Report by Rendi Murphree Bacon, January 2001.

Who Moved My Cheese? is a simple parable that reveals profound truths about change. It is an amusing and enlightening story of four characters who live in a Maze and look for Cheese to nourish them and make them happy. The story takes less than an hour to read, but its unique insights can last a lifetime.

Cheese is a metaphor for what you want to have in life, whether it is a good job, a loving relationship, money, a possession, health or spiritual peace of mind. The Maze is where you look for what you want, whether that is the organization in which you work, your family or the community in which you live.

In the story the characters face unexpected change. Eventually, one of them deals with it successfully and writes what he has learned on the walls of the maze. When you see *The Handwriting on the Wall*, you discover how to deal with change. This allows you to enjoy less stress and more success (however you define it) in your work and in your life.

The Handwriting on the Wall

- Change happens: They keep moving the cheese.
- Anticipate change: Get ready for the cheese to move.
- Monitor change: Smell the cheese often so you know when it is getting old.
- Adapt to change quickly: The quicker you let go of old cheese, the sooner you can enjoy new cheese.
- Change: Move with the cheese.
- Enjoy change: Savor the adventure and enjoy the taste of new cheese.
- Be ready to change quickly and enjoy it again and again: They keep moving the cheese.

Personal Reflection

This book is a lighthearted approach to expecting and accepting change in your daily life. I have shared it with the other members of my workgroup. Now we are able to help one another stay calm and relaxed when our Cheese gets moved at work. We chuckle at the little annoyances that once disrupted our mental tranquility by saying to one another, “It looks like someone moved your Cheese!” Sure, once in a while someone does more than “move our Cheese.” They hide it, or they eat all of our smoky cheddar and replace it with moldy Limburger. But after reading this book, we are more apt to “throw on our jogging shoes and venture out in search of new cheese” instead of allowing the loss of what was old and familiar to fester.

If a leader is truly defined by the way he or she embraces change, then this book helped me become a leader!