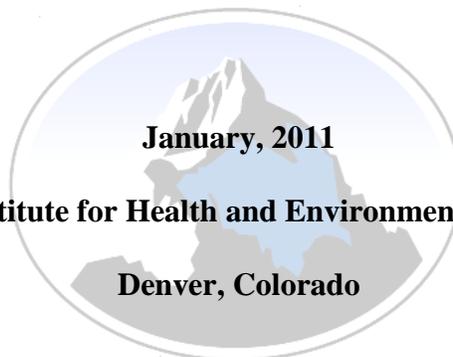


# **Leadership Research Reports**

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## **Leadership Book Reports from the Class of 2011**



**January, 2011**

**Regional Institute for Health and Environmental Leadership**

**Denver, Colorado**

# Preface

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## **Leadership Research**

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

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

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

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**Regional Institute for Health and Environmental Leadership**  
Research Reports

*The Art of War*, Sun Tzu (Delacorte Press, 1983).  
Report by Kiti Hall, 2011.

Written by a Chinese general sometime between 300 and 500 B.C., *The Art of War* consists of thirteen chapters describing how a military chieftain should conduct warfare. Written as a manual for other Chinese generals, it was intended to help them achieve victory in battle. As one of the oldest written guides to war, it naturally has attracted a lot of attention since it was first published in the West in the 18th Century. *The Art of War* is written to guide military strategy in ancient China, but the extraordinary wisdom used to create his philosophy can also help leaders possess some of the same skills for strategic planning. The way the wisdom can apply to the lives of leaders exemplifies the book as a whole. Organizations especially can use the teachings of *The Art of War*, because the competition between non-profits in the business world mirrors the competition between ancient militaries. They even consume each other in analogous ways. Enemy nations synthesized after one beats the other militarily, and today competing corporations merge when one buys out the other. Leaders can easily take the points in the book as metaphors, even though Sun-tzu meant them literally. *The Art of War* Sun-tzu produced a great read that offers wisdom in the form of military strategy that can apply to life's daily obstacles, goals, and conflicts in non-profit and public sector organizations.

*Beyond Bullsh\*t: Straight talk at Work*, Samuel Culbert (Stanford University Press, 2008).  
Report by Cara Keslar, 2011.

**Summary:**

This book discusses communication strategies (and relationships) in the workplace. It distinguishes between lying, bullsh\*t, straight-talk, and truth-telling. All of these communication strategies are used in the workplace and, according to the author; all are necessary and are relevant at some point in time. This book primarily focuses on the advantages of using straight-talk and developing straight-talk relationships.

*The truth-as-you-know-it*

First, the author focuses on the concept of “truth-as-you-know-it”. This is not the absolute truth, because absolute truth probably doesn’t exist in the world of workplace relationships. This is the truth as you perceive it, with all biases and agendas attached. Additionally, we as communicators have to come to terms with the notion that all decisions we make are primarily self-serving. To use these techniques the communicator must be able to vet the truth to himself. These are key components of identifying bull-sh\*t and developing straight-talk relationships.

*Definitions of bull-shit*

The purpose of bullsh\*t is to mount a compelling appeal for a self-serving agenda, whether or not the cited facts are true is incidental. Furthermore, this appeal only takes into account the communicator’s agenda; it excludes the agenda of the organization or co-workers.

*Helpful techniques to identify bullsh\*t*

If a topic or discussion seems misplaced, this may be bullsh\*t. Analyze “why is [s]he bringing this up now?” Chances are it is to advance the communicator’s agenda. The second

helpful tip is to discuss the alleged bulls\*t with a straight-talk counterpart. Be careful not to overexaggerate, or you may also be perpetrating bullsh\*t.

*Definitions of straight-talk*

There are three key features of straight-talk:

1. The communicator has vetted the truth-as-they-know to themselves and is communicating it with integrity
2. Straight-talk is communicating an idea with self-interest as well as the well-being of the other party in mind
3. The outcome of straight-talk should be ethically and morally valid and advance legitimate goals for the organization. The outcome should also do no harm to others or the organization.

*Techniques for straight-talk*

The communicator should use “I-speak” (e.g. I believe, I think, etc.) when communicating an idea. This leaves room for the other person to also discuss their ideas. The delivery of straight-talk should have the other party in mind; straight-talk still requires tact! When discussing an idea, use probing questions to make sure you understand the other party’s viewpoint. Also, a straight-talk relationship is developed over a series of conversations. This relationship should be nurtured.

*Most important lessons I learned:*

1. Using straight-talk still involves an element of tact; keep the audience in mind when you deliver the “truth-as-you-know-it”
2. Everyone has an agenda and it may not always be for the good of the whole organization. If bizarre conversations take place, they may be bullsh\*t!

***The Blue Sweater: Bridging the Gap Between Rich and Poor in an Interconnected World,***

Jacqueline Novogratz (Rodale Books, 2009).

Report by Patrick Sablich, 2011.

Perhaps I did not pick the best book for the assignment as the book is an autobiographical narrative of Novogratz’s experience with some thoughts on leadership rather than focusing on leadership. That said, it was a great read.

The Plot: Novogratz graduated from the University of Virginia, going to work for a big New York bank and then deciding to give up that career to help develop a microfinance organization in Africa. She bounces around several countries in Africa and struggles as an outsider until she ends up in Rwanda where she gets an opportunity to develop an important microfinance organization. In a reflection on the experience, Novogratz says the following “The story (of the women she met in Rwanda) was one of the human transformation that comes with being seen, being held accountable, succeeding. I had the privilege of watching the women acquire a sense of dignity once they were given tools for self-sufficiency...and learned to listen with my heart and not just my head.”

Not related to leadership, but an interesting note from the beginning of the book, is a story explaining its title. As a child she received a blue sweater as a gift from a family member that she cherished until wearing it to school and being made fun of. At that point she swore never to wear it again so she donated to a local nonprofit organization. It was ten years later as she was beginning her work in Africa that she came across a small boy wearing “her” sweater.

She asked to check the tag and found her name just as she had written it as a child – it was her sweater. This becomes Novogratz metaphor for the interconnectedness of the world today.

After two successful years in Rwanda, Novogratz returns to the United States to attend Stanford business school and to later accept a fellowship with the Rockefeller Foundation. This part of the story is the first time we see a discussion related specifically to leadership mainly through conversations with her Stanford Professor and Mentor, John Gardner and Rockefeller Foundation President, Peter Goldmark. John tells Novogratz at her age she should look to have as many different experiences as possible and thus put as many different tools in her toolbox. He encourages her to look at the role of philanthropy and how it can impact systemic change. Peter encouraged the same, which led to her creation of the Philanthropy Workshop to educate philanthropists on higher-impact giving. This experience led to an opportunity to meet Cambodian spiritual leader and activist, Maha Ghosananda, who teaches her she cannot move through the world with only her intellect or only her compassion, but that together they are her legs to walk on.

**Some specific thoughts on leadership throughout the book include:**

On minority leadership, “Individuals in the dominant group assume that the rules work because they’ve always seemed fair to them. On the other hand, people who view themselves as outsiders have had to learn to navigate the dominant culture in order to be successful. Becoming attuned to how others function and make decisions is a critical skill set we need to inculcate in our next generation of leaders.”

On being open to different ways of thinking, “Leading is a lifelong proposition – and the people who seem least like you are usually the people you need most.”

On considering her return to Rwanda after the genocide, “If leadership is about having vision and the moral imagination to put oneself in another’s shoes, then I had to try and understand what happened in a place where I’d lived and worked, but might never fully know.”

On humanity, “I was determined to work on gaining more courage to put myself in others’ shoes and more vision to enable me to create ways for them to help themselves. I wanted to be part of a movement to extend to all of humanity the notion that all human beings are created equal – for our world was shrinking even then.”

***The Bottom Billion - Why the Poorest Countries Are Failing And What Can Be Done About It***, Paul Collier (Oxford University Press, 2007).

Report by Paige Backlund Jarquin, 2011.

The Bottom Billion is written by a former World Bank economist, Paul Collier, and is currently one of the most touted pro-development, poverty-reduction books available. The title of the book refers to Collier’s own categorization of the world’s people according to where they fall on the development spectrum. Based on extensive research and experience in the field, he categorizes the world population into the 5 billion living in developed countries and developing countries that caught the trade wave, and the other 970 million people living in countries which are currently considered “failing” states.

The subtitle “Why the Poorest Countries Are Failing and What Can Be Done About It”, refers to the main traps the bottom billion are stuck in, and solutions for them to get out of those traps. The traps include: conflict, excess natural resources, landlocked with bad neighbors and a bad government in a small country. The solutions he proposes include more appropriate uses of international aid, military action, laws and charters, and trade. He repeatedly emphasizes the need for tailored solutions based on the country in question, rather than a blanket approach.

Collier provides a solid rebuttal to those (like me) who blindly propose that free trade, globalization, capitalism and neoliberal reforms are doing more harm than good in the developing world. He is also careful to not glorify those same tactics as solutions to the unique needs of the bottom billion. Instead, he uses qualitative analysis and his own vast experience to propose new strategies to be used to help the bottom billion, which incorporates perhaps the best of both worlds.

This was an important book for me to read because it emphasized the complexity of international development, poverty reduction and public health in the developing (and failing) world. I believe that it is important as an aspiring leader in that field to understand many viewpoints, and to be aware of proposed solutions. What I most appreciated about this book is the opportunity to understand international issues from an economist's viewpoint. I have sensed for a while that economists and anthropologists have significant insight into public health issues on a global scale, and while I still have much to learn – this was a very good start.

*Conversations With Myself*, Nelson Mandela (Farrar, Straus and Giroux, 2010).

Report by Michael Skorupka, 2011.

### **Background**

For this assignment, I selected the book titled “Nelson Mandela, Conversations with Myself”, published by Farrar, Straus and Giroux in 2010. The book represents an autobiographical work, but not in a traditional sense. The book is a compilation of Nelson Mandela's personal communications, including his notes, letters to friends and family, and conversations with members of the media. Most of the communications represented in the book occurred during his many years in prison. These communications represent the raw, unedited thoughts, ideas and strategies of one of the world's most famous political leaders.

### **Lessons Learned**

Nelson Mandela opposed the South African Apartheid system through his work with an armed wing of the African National Congress (ANC). He was eventually arrested and received a life sentence for sabotage and other domestic terrorism related charges. Twenty seven years later, however, he was released from prison and was soon elected President of South Africa. As President, he has received worldwide respect, in large part due to his willingness to forgive prior Apartheid supporters. Nelson Mandela is generally associated with a leadership style based in calm decision-making, compassion and an openness to the opinions and ideas of others. These perceptions seem to remain accurate and appropriate. But, “Conversations with Myself” reveals an earlier approach to leadership shaped by Nelson Mandela's youth and circumstances at hand.

The stories contained within “Conversations with Myself” revealed at least two critical principles, or lessons, from Nelson Mandela's early approach to leadership:

- *Respect of Knowledge and the Perspectives of Others:* Nelson Mandela emphasizes, in many of his stories, the respect that he has held for village chiefs and elders. He repeatedly incorporates the words of wisdom he received from elders into his stories and incorporates the lessons he has learned into his decision-making. He also acknowledged that he lacked a real understanding of his own country's history and political systems. He worked to develop a better understanding, with the assistance of others. These lessons demonstrate that it is important first to recognize the knowledge that others hold and, second, to work to acquire that knowledge.

- *The Leadership Approach Needs to Match the Task at Hand:* Nelson Mandela was certainly not an individual drawn to violence, or inclined to encourage others to perform acts of violence. But, in attacking the oppressive and inhumane Apartheid system, Mandela found himself advocating for an approach that incorporated acts of aggression. He did not abandon his principles, but adjusted his political strategies and leadership approach based on the opposition he faced. These lessons emphasize that a leadership strategy should reflect, but not necessarily be dominated by, your personal biases and characteristics. Rather, a leader should work to develop a leadership approach that is appropriate for the specific objective he/she is working to achieve.

***The 360 Degree Leader***, John C. Maxwell (Thomas Nelson, Inc., 2005).  
Report by Corrina Lucero, 2011.

The book is organized in six sections. It's hard to choose highlights because the book was all helpful and informative. Relatable stories, quotes, and antidotes are sprinkled throughout. I found the most value in Section IV on leading across.

- I. The Myths of Leading from the Middle of and Organization
- II. The Challenges of 360-Degree Leaders Face
- III. The Principles of 360-Degree Leaders Practice to Lead Up
- IV. The Principles of 360-Degree Leaders Practice to Lead Across
- V. The Principles of 360-Degree Leaders Practice to Lead Down
- VI. The Values of 360-Degree Leaders

**Lessons:** I'm not alone! The book helped validate many of my "in the middle" concerns. Eight page summary attached (from publisher). Other take-home messages from the book:

- Do your job right – lead yourself exceptionally well.
- *"If you keep learning you will be better tomorrow than you are today"*.
- See everyone as a "10" – develop each team member as a person.

**Approach:** Lead from the middle. You don't have to be the main leader to make significant impact in your organization. Good leaders are not only capable of leading their followers but are also adept at leading their superiors and their peers. "360-Degree Leaders have certain qualities that enable them to lead in every direction, and that is what makes them valuable to an organization".

*Strengths:*

- Details principles with practical examples used in leading up, across, and down.
- Leadership is a state of mind.
- Great for freshman/sophomore professionals.
- Free assessment compliments book format.

○ *Weakness:*

- May not be realistic or more challenging in large, top down organizations.
- Tread lightly on leading up.
- Junior/senior professionals may find book "old hat."

*Developing the Leader Within You*, John C. Maxwell, (Thomas Nelson, 1993).  
Report by Gloria Montgomery, 2011.

This book captivated my interest in learning about how to cultivate leadership skills inside me. John Maxwell presents ten very practical principles for developing effective leadership skills. Using examples of personal experiences, exercises, techniques and thought provoking pearls of wisdom with sprinkles of humor, John Maxwell gives straightforward ideas about how anyone can develop leadership skills by applying these principles in your life. He points out that leadership is not born but it is developed. He defines leadership as influence. You develop influence and use that influence to get people to become followers. Once you have followers, you use the influence to empower, coach and inspire others to grow personally. He says that leadership of others begins with the heart and flourishes into meaningful relationships with the only objective of accomplishing the results of helping people grow personally. The quickest way to gain leadership is by solving problems with people not for them. His advice is for the leader to become a coach, not a king or someone to be dependent on but to bring out the best in others and help them discover their potential. He emphasizes that in order to solve problems, you must have the right attitude and the right action plan. The key to leadership is learning to prioritize responsibilities and have the discipline to work toward a stated goal. Maxwell says we should act the part of the person would like to become.

He explains how a leader's greatest asset is having the right attitude. Great leaders understand that the right attitude will set the right atmosphere, which facilitates the right responses from others. "Norman Vincent Peale was right when he said that positive thinking is how you think about a problem. Enthusiasm is how you feel about a problem. The two together determine what you do about a problem." Wrong thinking sabotages success so it is important to take responsibility for attitudes. Maxwell recommends a simple plan for changing one's attitude: Say the right words, read the right books, listen to the right tapes, be with the right people, do the right things and pray the right prayer.

In one of my favorite chapters Maxwell emphasizes that integrity is the most important ingredient in leadership which is a strong value I believe in. The first key to greatness "is to be in reality what we appear to be." (Socrates) What you say is what you do. Integrity builds trust and credibility. The more credible a person you are, the more confidence people place in you thereby allowing you the privilege of influencing their lives.

Another chapter that captivated me was on self discipline. Maxwell stresses that the number one responsibility of a leader is to develop self discipline and personal growth and that we cannot travel without until we travel within. Inner issues cause the failure of leaders more than the outer issues. He also outlines a process to follow to develop discipline in your life.

The strength of this leadership approach is that focuses on developing the leadership skills within myself which is what I am interested in doing and it is a style of leadership that fits my personality my own leadership style. The entire book is a good read. I also chose this book is because it is a self help approach with exercises and activities you can apply with yourself, or in group settings. I particularly enjoyed the great quotes from scriptures, from various people and the stories of life experiences of the other and various people that were thought provoking, inspiring examples, which expound understanding of the leadership principles. I think anyone will find this book to be a valuable resource to take action to improve your leadership skills and inspire others to make positive change.

*Developing the Leaders Around You*, John C. Maxwell (Thomas Nelson, 2005).

Report by Heather Enos, 2011.

Let me say at the outset that I was a bit disappointed with the content of this book. Mr. Maxwell's writing style aims for folksy, but to me comes off as hokey. It's more of a compendium of useful tidbits the author has gleaned from others instead of original thought. Additionally, the source citing was a bit lackluster, i.e. "A study of 105 executives determined many of the characteristics shared by successful executives." That being said, however, there are some useful points, echoing much of what we've already discussed in our sessions at RIHEL.

**Key points:**

▪ **A leader's primary responsibility is to identify potential leaders**

Maxwell suggests we look for potential leaders who have a positive attitude, excellent people skills, evident gifts, self-discipline, and effective communications skills, among other traits. In many of our organizations, a significant number of outstanding staff members have retired or are nearing retirement; this opens a door for these leaders to nurture those who will grow into their positions.

▪ **Nurturing potential leaders: BEST practice**

**B**elieve in them.

**E**ncourage them.

**S**hare with them.

**T**rust them.

Use positive reinforcement, and personalize your encouragement—remember, what motivates one person may leave another cold, or even irritated. Give responsibility, authority, and accountability. Model the way.

▪ **Admit your mistakes, accept the consequences...and learn from them**

A leader who is willing to take responsibility for her actions and be honest and transparent with people is someone they will admire, respect, trust, and learn from.

▪ **Delegation is the most powerful tool leaders have**

The ability to delegate increases the leader's individual productivity, as well as the productivity of the department/organization. Delegation increases the initiative of the people within the organization because it gives them a chance to grow and accustom themselves to succeeding.

▪ **Realize value to and from leaders**

Have and share a vision for your organization. Believe in yourself, and encourage this of others. Provide opportunities for those around you to learn and grow. Empower others with opportunity to do new things, freedom to accomplish those things using creativity and initiative, and the security of knowing you will back them up, even when everything doesn't go as planned.

*The Endurance*, Caroline Alexander (Knopf, 1998).

Report by Tara Thomas-Gale, 2011.

Explorer Ernest Shackleton's 1914-16 expedition to cross Antarctica on foot is brought to life in *The Endurance*. It is a fascinating and unbelievable story of survival. I was unable to put it down once I began reading!

### **Highlights on Leadership:**

What Not to Do! *The Endurance* mentions several practices that lead to previous failed expeditions by the British, particularly Robert Scott and Ernest Shackleton:

- Doing the same thing over & over and expecting different results (e.g. using ponies on the ice, crew's inability to ski, incorrect use of sled dogs)
- Leaders did not prepare adequately for expeditions (e.g. not bringing enough rations, did not train dogs properly, or recruit crew members who could ski)

*Leadership traits of Shackleton:*

- Better prepared himself after previous failed attempts by Scott & himself (consulted with nutritionists, got proper sled dogs, etc). Still overlooked some necessities (i.e. worm pills and his dog trainer bailing out on expedition at last minute)
- "Put his men first". Turned back from goal on previous attempts when the lives of his men were on the line. Could swallow his pride when necessary.
- Fostered atmosphere on the *Endurance* of discipline; all crew had daily tasks and routines to follow, even in the ice floe camps.
- Looked to the future and remained optimistic, even after the *Endurance* sank into the ocean.
- Reversed bad decisions. This helped to unify the team and foster loyalty.
- Was known to be reasonable and fair to his men, always in good spirits around his team despite disappointments of the expedition.
- Kept crew members known for stirring-up trouble, close to his side. Example – taking McNish on the *James Caird* to South Georgia Island, rather than leave him behind on Elephant Isle with majority of crew where he could cause disruptions.

### **Most Important Lessons for me:**

- The ability of a leader to reverse or reconsider a bad decision he/she has made. We don't all encounter life and death situations in our daily work, but have likely worked alongside people who are unable or unwilling to swallow their pride, admit mistakes, reverse decisions, and chart a new course. The inability to do so can be detrimental to team morale and organizations as a whole.
- Shackleton's optimism and good spirits were admirable, given his circumstances. That said, I think teams today want to see glimpses of a leader's humanity and/or vulnerabilities. Look forward to discussing this more in Santa Fe.

***Execution: The Discipline of Getting Things Done***, Larry Bossidy and Ram Charan (Crown Business, 2002).

Report by Sandra Marshall-Goodson, 2011.

The book, *Execution: The Discipline of Getting Things Done*, describes a system for businesses, organizations and leaders to 'get things done'. It is a system that links the three core processes of any business, the people process, the strategy and the operating plan together to get things done on time. Bossidy and Charan outline the qualities a leader needs to have to be able to mesh strategy with reality, align people with goals and achieve promised results. What I found most interesting about this book were the leadership qualities they found to be most prominent in

leaders who excelled at execution. A number of examples were given of leaders of companies that were successful as well as those that failed. They analyzed the various leadership styles and how they influenced the success or failure of the company. The former CEO of General Electric, Joe Welch, was referred to many times throughout the book in regards to his leadership qualities that enabled GE to be very successful while he was CEO. They described how Joe Welch led by being actively involved and really getting down to knowing his people. They feel that any business leader, at any company or any level, needs to master the discipline of execution. They feel this is the way one establishes credibility as a leader. Execution doesn't just happen. "If leaders don't know how to execute, the whole of their effort as a leader will always be less than the sum." \*\*

When choosing a leadership book to review I decided to see what books we already had at home that I could use for my leadership research assignment. I've always considered the selection my husband has collected over the years would be way too complex for me to understand. I've never considered myself a 'business leader'. I can't balance my checkbook so why would I think I could actually read one of his business books. But thinking I may be able to save money and time I decided to go ahead and ask him if he had a book addressing leadership qualities that I might be able to read. To my surprise he immediately recommended "Execution: The Discipline of Getting Things Done". Considering one of my weaknesses is 'getting things done' I decided I should try to read it. I've always been intrigued by Joe Welch and his calm, simplistic, confident demeanor. I really did not expect to get past the first few pages. Surprisingly I found it difficult to put the book down. As I usually do with my books I started highlighting and marking important information that I thought I would include in my summary. My husband was quite annoyed at all the highlighting and marking I had made in his book. There were so many good points about leadership qualities, presented in a straightforward, plain language text that the book looked like a rainbow of sticky tabs, with highlighted sections and comments penciled in the margins. I did have some challenges reading the last section of the book, as the authors were getting into more detail regarding strategic and operating planning processes.

The next challenge for me was then trying to collate and summarize all the incredible insights into leadership that I had highlighted in the book. It was such a challenge that I literally had writers block trying to put everything into a 1-2 page summary, hence the reason I'm late in turning in this assignment. At the end of the book, the authors, as part of their conclusion, wrote a "Letter to a New Leader". I finally decided I would just include that letter, as written, for my summary, as it highlights all the points I wanted to include in a very condensed fashion, so here it is;

***"Letter to a New Leader"***

*"Congratulations on your promotion! We couldn't be happier for you. We know you are excited about exercising your leadership at a higher level. And we'd like to share with you some information we think will help you with your challenge.*

*Start by considering what skills this job requires and how they compare with the ones you have. We're sure you've got the self-confidence to make this kind of candid self-assessment. If you're short on experience in one area (most leaders are at some point in their careers, as you know), be sure you've got someone who's strong in it. Overall, you'll want to put together a team balanced with the different types of talent you need to improve your chances of success.*

*How well do you know your organization? Make sure you get down where the action is, talking with people at all levels, asking them questions, and listening to the answers. You'll*

*learn much of value about the realities of the business, and you'll establish the personal connection that is a hallmark of a great leader.*

*Get a good handle early on about the beliefs and behaviors of the people under your direction. Your own behaviors have a great deal to do with your success so far. You've insisted on boundaryless thinking, you're open to opinions that differ from yours, and you've practiced and led the honest, inclusive dialogues that bring reality into the open. You have also placed a high premium on getting things done, winning, and attracting the very best and most diverse talent.*

*Are you among like-minded people in your new job? Does this business have an execution culture, one where people get things done because performance is recognized and rewarded? Do people embrace reality and engage in constructive debates? Or is the place full of political gamesmanship, butt-covering, and denial? If so, start creating the social software you'll need to change the culture. It's how you get the whole organization to follow your lead, and it'll be crucial to maintaining your record of high achievement.*

*Nothing is more important to achieving results than your personal leadership of the three core processes. These are the guts of the business, and they're your levers for changing or reinforcing the culture. The biggest single difference between businesses that execute and those that don't is the rigor and intensity with which the leader prosecutes these processes. You will be pulled in every direction as people want you to meet community leaders, government officials, and suppliers and put you on display in every conceivable venue. But running the processes must be at the top of your priority list.*

*We know you believe that people are your organization's most important assets, but your stewardship of the people process is what will convert that belief to reality. Make your people process second to none. Your success will be determined by the number of "A" players you have and the extent to which you can harmonize their efforts. You need to know at least the top third of the people in your unit in terms of their performance and their growth potential. You need to be certain that appraisals are honest and direct, and that your people get the feedback, coaching, and training they need to grow. And because compensation is the ultimate driver of performance, you must ensure that your compensation system rewards the doers.*

*We encourage you to compare your people with those of the competition, to ask whether the performance bar is high enough, and whether people have the necessary discipline to win consistently.*

*Getting the strategy process right is crucial to your longer-term success and that of your organization. Are business leaders driving the process, or has it been delegated to nerdy and isolated planning types? Does the plan have the right information to allow an accurate assessment of your position versus your competition? Is it sufficiently detailed so that your people can see how they will achieve both growth and productivity improvements? You can't settle for vague declarations in these crucial underpinnings of the plan—you need specific programs. Are the issues confronting the business identified? Does your new team have a track record of overcoming obstacles? As you know, if you don't identify, debate, and resolve the critical issues, the business stalls. Also, are resources allocated in proportion to opportunities, or does every opportunity get some resources and none get enough? Is the plan straightforward, concise, and easily understood? Remember, you want everyone in your business to have a good grasp of it.*

*You have a budget, but do you have the action plan the budget should represent? We see countless cases where the numbers are assembled painstakingly and presented expertly but*

*have little to do with the reality of running the business. A one-year operating plan sets forth a template for achievement. It synchronizes all of the organization's parts and links them with the strategy and the people processes. It nails down your team's commitments by tying performance explicitly to incentives, so that leaders exercise all the discipline and imagination they can muster to deal with the ever present unanticipated events.*

*We can't stress strongly enough the importance of your personal involvement in these three core processes. You must be in charge from the start of each cycle, to the reviews, and to the follow-up steps you take to make sure the things that are supposed to happen do, in fact, happen. This is how you acquire both the knowledge and the authority to run the business as an integrated, reality-based whole. It is how you ultimately assure that all three processes are linked.*

*What else do you need to stay on top of? The list can get endless, but three items stand out. First, make sure you and your people really understand your customers: their needs, their buying behaviors, and the changes in those behaviors. Know why they would prefer your products to others. Understanding customers is the base of business success. Second, always look for ways to improve your results by introducing initiatives such as Six Sigma or digitization. They not only can be productive, they can also bind your people together in a common cause. Third, maintain and sharpen your intellectual honesty so that you're always realistic. See things as they are, not the way you want them to be.*

*It will be hard at times to know how you're doing. We hope your organization gives you the feedback and coaching you will be giving your own reports. But even when that's the case, we have found that a leader needs a confidant, someone outside the business to help her keep her head straight. This person should be someone wise, an individual who will be candid with you and help you to keep asking yourself whether you're growing, learning, and making the tough choices. And take care of yourself. The new job can be stressful, and you need to live a balanced life. Don't let yourself get too low or too high. Consistent behavior is a sign of a contained ego, and inspires confidence in you from those around you.*

*Above all, remember that you've earned your leadership by your commitment to the work you've done. Keep that intensity of involvement and deepen it. Some people grow in their jobs, and others swell. The ones who grow are passionate about their businesses. They're never too high and mighty to listen and learn, to be as curious and inquisitive and open to new ideas as they were the first day of their careers. This is probably more than you wanted to hear from two old friends. But we know you have the talent to do a lot more.*

*Sincerely,*

*Larry and Ram*\*\*\*

\*\*\*Taken from *Execution: The Discipline of Getting Things Done* by Larry Bossidy and Ram Charan with Charles Burck, 2002, pp 265-269.

***Facilitating With Ease!: Core Skills for Facilitators, Team Leaders and Members, Managers, Consultants, and Trainers***, Ingrid Bens (Jossey-Bass, 2005).

Report by Barb O'Kane, 2011.

## **HIGHLIGHTS**

“Facilitating with Ease” was a simple to read book, though I don't think it is really intended to be read cover to cover. It really is a workbook in every sense. There are numerous tools throughout the book and in the last chapter. I think it will become one of the reference

tools I keep close at hand. Each chapter and tool builds upon the fundamental principles of facilitation. There are chapters with titles like “creating participation”, “effective decision making”, “facilitating conflict” and “meeting management”. The table of contents lists each section which will make future use of the book highly efficient.

I selected this book because so much of what I do is facilitation and I know I need to enhance my skills. Last year my organization brought in a trainer to teach a workshop with the same title. The instructor used this book as the reference material. Unfortunately I was not able to attend the workshop (actually I was at an ALTP class at the time). I heard the workshop was okay, but the reference was excellent.

### **MOST IMPORTANT LESSONS**

**Leading versus Facilitating:** I found the information comparing leaders to facilitators to be a good reminder of the lessons brought out in the *Coaching for Commitment* book. In fact there is a quote in the book “Facilitating should be an egoless activity” – just like coaching. This book indicated a leader can be an effective facilitator as well as a leader and the book gave many tools and tips on how best to accomplish this. The book convinced me that adopting many of these techniques will go a long way in helping my staff feel empowered and help them to become better decision makers and feel part of the process.

When you facilitate as a leader (rather than using a command and control approach) staff are encouraged to stop relying on you for answers and will draw on their own resources. When given more decision making authority they’ll weigh their options more carefully. They will become more engaged in setting direction, rather than asking for direction.

**Groups vs. Teams:** Chapter 3 describes the differences between groups and teams. When I reflected on the differences I found that I actually manage a group of people and not a team. My group is made up of a bunch of individuals working toward individual goals – not pulling together toward a few primary objectives. This is not necessarily a bad thing – because each person does have different assignments. However, I am compelled to find ways to bring out the “team” mentality for those projects that require multiple individuals to work together. I love the idea of people working toward a common goal and to be so inspired that this goal is more important than their own individual pursuits.

Now the challenge is for me to apply the particular skills that I learned. I highlighted and dog-eared my book so that I can quickly find the key bits of information that I want to make facilitating habits. I do believe that through effective facilitation that I will be better able to foster full participation of project team members. Facilitation uses a rich array of tools and techniques designed to create synergy and get better ideas and committed participants.

***Fierce Conversations: Achieving Success at Work and in Life, One Conversation at a Time,*** Susan Scott (The Penguin Group, 2002).

Report by Andrea Hoaglin, 2011.

The basis of this book is that “the conversation is the relationship”, with yourself and with others. It offers principles to conduct fierce conversations one at a time, based on the idea that you got to where you are one conversation at a time, and can get out of it one conversation at a time. The author refers to the following terms as synonyms for her meaning of fierce: robust, intense, strong, powerful, passionate, eager, unbridled, uncurbed, untamed. She defines a fierce conversation as “one in which we come out from behind ourselves into the conversation and make it real”.

The book does a good job of presenting examples and activities that make you take a step back and truly analyze your approach to relationships and conversations. Many of the principles seem like common sense, or something you may have heard before, but it is organized in a very functional way and triggers you to recognize how it applies in your life. Since, the book provokes you to see the applications and implications of your behaviors, it triggers you to take responsibility for yourself, while also providing you with activities to walk you through this process. The author does a good job of balancing between work and professional conversations, while demonstrating how people frequently struggle with the same issues in both arenas. The book is geared towards high level executives or individuals with many direct reports, which somewhat limits generalizing the principles to “informal” or leaders throughout all levels of an organization. While the principles are easily, the author could have done a better job of taking into account organizational dysfunction, and barriers or repercussions that individuals with less authority in an organization may face when applying these principles. Below are highlights that stood out to me, as well as a brief summary of each of the seven principles.

- If you know something must change it is your job to change it or extend the invitation to change it together.
- Most people say they would like to be confronted at a level 10 for things they have done or said, meaning no holds barred, while they believe they are only being approached at a level 3 or 4.

### **Seven Principles of Fierce Conversations**

*Principle 1: Master the courage to interrogate reality.* Regularly interrogate reality. Since everyone owns a piece of the truth about reality, consider whose realities should be explored before important decisions are made. Avoid blame by modifying your language. Replace the word but with and. Ensure that your personal and corporate “immune systems” are healthy by conducting an integrity scan and correcting any outages.

*Principle 2: Come out from behind yourself into the conversation and make it real.* Free your true self and release the energy. Others will recognize it and respond. Your body will manifest the pictures your mind sends to it, so clarify where you want to go with your life in 3-D, technicolor, wide-screen with Dolby surround sound. If you overhear yourself saying “I don’t know,” ask yourself, “what would it be if I did know?” Take yourself seriously. Take life personally. Otherwise, there won’t be enough of you here.

*Principle 3: Be here, prepared to be nowhere else.* Whether at home or at work, whether for five minutes or for an hour, give your partner the purity of your attention. Take the pulse of the relationship by really asking and really listening. Come into the conversation with a beginner’s mind. Bring nothing but yourself. Use the secret rule: No advice or declarative statements. Questions only. Use the Decision Tree to provide your direct reports with clear decision-making boundaries and thresholds.

*Principle 4: Tackle your toughest challenge today.* Burnout occurs when you have been trying to solve the same problem over and over. The problem named is the problem solved. All confrontation is a search for the truth. Healthy relationships include both confrontation and appreciation. A courageous, skillful confrontation is a gift, a vein of gold worth mining.

*Principle 5: Obey your instincts.* A careful conversation is a failed conversation. During each conversation, listen for more than content. Listen for emotion and intent as well. Act on your instincts rather than passing

them over for fear that you could be wrong or that you might offend someone. Invite your partners to do the same.

*Principle 6: Take responsibility for your emotional wake.*

In any important relationship, there is no trivial comment. Give to others what you want to receive; live the principles you are intent on learning. To deliver the message without the load, clarify your intent; aiming for the chopping block. When you get triggered, become a crucible- a strong, resilient vessel in which profound change can safely take place. Complete the conversation.

*Principle 7: Let silence do the heavy lifting.*

Talk with people, not at them. The more emotionally loaded the subject, the more silence is required. Use silence to slow down a conversation so that you can discover what the conversation really wants to be about. Allow silence to fill in the greater meaning that needs to be there. Allow silence to teach you how you feel.

### **Mineral Rights:**

- Interrogate reality. (What has changed? Does the plan still make sense? If not, what is required of you? of others?)
- Provoke learning.
- Tackle tough challenges.
- Enrich relationships.

*Five Dysfunctions of a Team- A Leadership Fable*, Patrick Lencioni, (Jossey-Bass, 2002).  
Report by Jeff Eggert, 2011.

This book focuses primarily on why teams fail or do not live up to their potential. While this book is primarily focused on teamwork, the story that is used to demonstrate the concepts has a character that is a very strong leader. The strategies and concepts presented through her character demonstrate excellent ways to lead a team.

The author describes 5 dysfunctions to a team that do not allow a team to grow and work together. There are two critical truths that cut across most organizations: 1) genuine teamwork in most organizations remains elusive, 2) organizations fail to achieve because they fall victim to the five dysfunctions. The five dysfunctions are as follows:

1. Absence of Trust (among team members) - members are unwilling to be vulnerable within the group. They are not open with one another about mistakes and weaknesses. Because of this teams are not able to build trust.

*Opposite- They trust one another*

2. Fear of Conflict- absence of trust leads to teams being unable to engage in unfiltered and passionate debate.

*Opposite- They engage in unfiltered conflict around ideas.*

3. Lack of Commitment- because members are not free to contribute all of their ideas (because of fear of conflict) members do not commit fully to decisions made by the team.

*Opposite- They commit to decisions and plans of action.*

4. Avoidance of Accountability- since there is no buy in or commitment, team members will not challenge actions or behaviors of others that lead to counter productivity.

*They hold one another accountable for delivering against those plans*

5. Inattention to results- team members put their own priorities ahead of the priorities of the team (i.e. ego, career development or recognition).

*They focus on the achievement of collective results.*

The authors provide an assessment of your team in order to identify where your team is struggling. This could be a useful tool if you are in a leadership position to help better understand your skills as a leader. After you have completed the survey, the authors present ideas on how to overcome the areas where the team may be lacking and exercises to practice with your team. Although this book does not focus on leadership it is the responsibility of a leader to help assist build these skills in the team. If a leader does not have a strong, productive team they may not be seen as a good leader. This book appears to be a valuable tool to help guide the team building process.

One item I thoroughly enjoyed was the comparison between staff meetings and movies. The question posed is why do people hate staff meetings, yet love watching movie? The answer is more complex than one may think!

***Getting to Yes: Negotiating Agreement Without Giving In***, Roger Fisher, William Ury (Houghton Mifflin,1991).

Report by Emilio Llamozas, 2011.

Most negotiations involved **position bargaining** which often times does not result in a positive negotiation. In positional bargaining, each party opens with their position on an issue. The parties then bargain from their separate opening positions to agree on one position. Negotiating over a price is a type of positional bargaining.

The book describes a method called **principled negotiation** to reach an agreement whose success is judged by three criteria:

1. It should produce a wise agreement if agreement is possible.
2. It should be efficient.
3. It should improve or at least not damage the relationship between the parties.

*The **principled negotiations** method is divided into four sections as described below:*

1- Separate the people from the problem.

- All negotiations involve people and people are imperfect. We have emotions, our own interests and goals. Don't associate the people you negotiated with the problem.
- Get to know the person. The better the relationship you have with the person the better the chances to reach a settlement.
- Understand other's viewpoints; put yourself in their shoes; try to make proposals which would be appealing to the other side.
- Acknowledge emotions; don't react emotionally to emotional outbursts.
- Utilize active listening and acknowledge what is being said.
- Avoid blaming or attacking the other parties.

2-Focus on interests not positions.

- Always look to understand the underlying interests behind positions. Ask questions to understand their interests and then write them down.
- Figure out your own interests. Be specific and concrete about your interests before offering a position.
- There are usually several different positions that can satisfy an interest. If you brainstorm and are creative, you can usually find a position that will satisfy both parties' interests.
- Look forward to the desired solution, rather than focusing on past events.

3-Invent options for mutual gain.

- Separate inventing from deciding. Be creative and brainstorm for possible solutions. Withhold any judgment until after a list of solutions is created.
  - Start with the most promising ideas and, if needed, refine and improve.
  - Search for mutual gain. In a negotiation, both sides can be worse off and both sides can gain.
  - Look for items that are of low cost to you and high benefit to them, and vice versa.
- 4-Insist on using objective criteria to evaluate the decision.
- Decisions based on reasonable standards make it easier for the parties to agree and preserve their good relationship.
  - Develop objective criteria. Criteria should be both legitimate and practical, such as scientific findings, professional standards, or legal precedent.
  - Frame the issue as a joint search for objective criteria, not just the criteria that will support your position.
  - Each party must keep an open mind.

### **BATNA**

- Go in to the negotiation knowing what you will do if you do not reach an agreement (what is your best alternative to a negotiated agreement BATNA?). Having a strong BATNA gives you more confidence in your negotiation and helps you to judge the merits of potential agreements.

### **Conclusion**

- You knew it all the time.
- Practice makes perfect.
- You can negotiate in a way that avoids you having to choose between the satisfactions of getting what you deserve and of being decent. You can have both.

*Good to Great*, Jim Collins (Harper Collins, 2001).

Report by Gwen Sieving, 2011.

The essence of this book really is looking at how average companies/organizations can transform into great companies and stay at that exemplary level for the long haul (in this case for 15 years or more). The research team examined what makes these companies not only obtain great standing and results but what keeps them at these top performing levels over a long period of time rather than just a “flash in the pan.” After establishing a list of good to great benchmarks, 11 companies emerged and were the focal point of the rest of the book. The author and his research team examined very specific patterns of behavior in those who led each company and the people who supported them as well as specific patterns and principles on how these good to great companies produced sustained great results. The framework of concepts that were researched and identified in all 11 established good to great companies included the following:

- All had what was identified as Level 5 Leadership
- Look first for “who” are the right people on the team before determining “what”
- Always confront the brutal facts and never lose faith
- Utilize the Hedgehog Concept
- Create a Culture of Discipline

- Utilizing technology accelerator
- Using the Flywheel and the Doom Loop
- From Good to Great to Built to Last

The author was clear and noted several times in this book that none of these companies obtained the great status overnight. It is a process that takes time, patience and willingness to stick with it through the up's and down's. The highlights for me were really found in concepts 1 and 4.

**Some of the highlights from the Concept 1 (Level 5 leadership):**

- All of the good to great companies had a Level 5 leader in place while making pivotal transitions
- Most often the celebrity type leaders who come in from the outside of the company do not produce results that enable a company to go from good to great. Most of these leaders are not overly charismatic and Hollywood types. In fact most of the time none of us have ever even heard about them before.
- These leaders are neither driven by ego or fear but rather “the less I control, the more I can accomplish. These leaders’ greatness is about being a facilitator of energy not the single generator of energy
- Most Level 5 leaders spent time trying to understand rather than come in with all the answers. The author refers to this as leading with questions and not all the answers.
- Level 5 leaders always set their successors up for success. This ensures when that leader leaves the company will not fall to pieces but rather remain successful.

**Concept 4 Highlights (the Hedgehog Concept):**

- Great companies do what they CAN do best, as opposed to what they want to do best. These companies are unwaveringly and deeply passionate about what drives their business
- Likewise these companies focus on what NOT to do and/or what to stop doing that doesn't line up with overall purpose.
- There are 3 intersection concepts that help to clarify the company's focal point as to what they CAN do best and have a deep understanding about the intersection of these dimensions: 1) What are you passionate about, 2) What economic engine drives you and
- 3) What can you be the best in the world at.

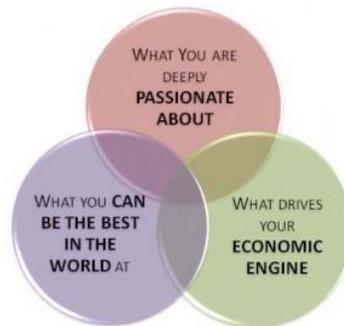
**Lessons learned** (or relearned in this case) are in the final chapter *From Good to Great to Built to Last*. The author tries to integrate the findings of these two most recent books. He states that ultimately the real question is not “why should or how should I be great?” but rather what work makes you feel compelled to try to create greatness. If success is the only focal point then a person is most likely engaged in the wrong line of work. It's about the discovery of our core values and purpose well beyond making money. In doing so, this leads us on our own personal search to meaningful work and ultimately leading a meaningful life.

*Good to Great*, Jim Collins (Harper Collins, 2001).

Report by Lisa Lewis, 2011.

Jim Collins shows how focusing your energy to the 3 basic tenants described ‘in a nutshell’ can help to deliver superior performance, make a distinctive impact on your community, and achieve sustainability.

Mr. Collins has a website from which I was able to download free copies of his worksheets to help build the core values, vision, and mission of my team. I really enjoyed reading this book and his worksheets appear to be helpful in creating that ‘springboard’ for purposeful, productive, and powerful discussions.



In a nutshell: start with a strong team! Get the right people first, then figure out what they are going to do (first who, then what). These people have a strong work ethic, are disciplined, capable of facing hard facts and taking action. Be a Hedgehog! Focus your energy and your actions: Don’t react, use disciplined thought and action! Preserve your core values while adapting to a changing world!!

The Level 5 Executive is something to strive for:



I highly recommend this book! <http://www.jimcollins.com/tools.html>

***Good to Great and the Social Sector***, Jim Collins (Jim Collins Publishing, 2005).  
Report by Kathy Underhill, 2011.

*Good to Great for the Social Sector* is the monograph follow up to the book, *Good to Great*. This book revisits the concepts laid out in *Good to Great*:

- Level 5 Leadership
- First Who...Then What
- The Stockdale Paradox
- The Hedgehog Concept

- Culture of Discipline
- The Flywheel
- Clock Building, Not Time Telling
- Preserve the Core and Stimulate Progress

In this monograph, Collins identifies more similarities than differences between for-profit and nonprofit organizations but recognizes the differences between the two as well. Of the differences Collins recognizes:

- Economic engine vs. resource engine (time, money and brand as inputs)
- Nonprofit challenges of getting the right people on the bus due to lower pay, tenure or other employment rules
- Outputs are not monetary for nonprofits (value of share for example)
- Funders' focus on time telling not clock building (designated program funds)

Two lessons were most poignant for me. One was Collins' statement about not using system constraints as an excuse for lack of forward movement. The author states, "It might take decades to change the entire systemic context...in the meantime, what are you going to do *now*?" He uses the Stockdale Paradox:" You must retain faith that you can prevail to greatness in the end, while retaining the discipline to confront the brutal facts of your current reality." He speaks about creating "pockets of greatness".

The other lesson is the author's suggestion of a "stop doing" list. He asks "Which of your current businesses would you not enter if you were making a blank-page decision about it today? Those you identify should be TVs to unplug. You should extend Drucker's logic to every aspect of your company's activities—people, products, systems, structures, and even how you spend your time. You should create a "stop doing" list to complement your "to do" list. Set aside time to explicitly discuss with your managers what to stop doing. The world is full of smart executives who take decisive action. It's woefully short of wise executives who take decisive inaction." While there are no programs my organization should not be doing – we follow the hedgehog concept of what can we be best in the world at – I, as leader, have much I can stop doing. This blended nicely into what I am working on with my coach.

***The 7 Habits of Highly Effective People***, Stephen R. Covey (Simon & Schuster, 1990).  
Report by Jessica Osborne, 2011.

One of the topics of my book that I found most resonant, centered around the statement "Without involvement, there is no commitment." When I reflect on how such a seemingly innocuous suggestion can impact not only my personal choices, but how it informs larger, systemic changes I'm professionally committed to; it's deeply profound. On a macro scale, there are enormous challenges at many levels to involve people in healthy community design, ranging from communication techniques, public engagement strategies, methods to entice people from their daily activities and involve them in a highly complex political dance, to recruitment for public leadership. Then the need to inform, educate, mentor and coach people on the given topic is necessary, closely tied into the need to produce an outcome, or a product that solidifies and reaffirms the value of involvement for those who came to the table. There is a need for champions to rise up within bureaucracies, administrators to exhibit courage, public officials to become states people, not politicians only interested in maintaining their power. How does an individual step into this mess? Covey's discussion on interdependence speaks to this, from a macro to an individual level that speaks to the true nature of leadership. A leader needs many

tools in the toolbox, and cannot successfully achieve goals without partnership and delegation. If an individual is daunted by the macro level changes that need to take place for systems changes, that individual hopefully recognizes those around them that are deeply committed and involved in the cause. If that individual doesn't recognize or respect that resource, perhaps they aren't fully prepared for the task at hand, or have a significant amount of work ahead to address before true change can be implemented and sustained.

The daily practice of actively working towards that balance, has been incredibly challenging, and deeply rewarding for me. With varying levels of success I have worked towards this integrated state of awareness and engagement within myself as well as in my work for the past year, and continue to calibrate on a daily basis. It's a simultaneous desire to listen, and speak, with the hope that what comes from within me truly reflects the wisdom of how it got there.

*The Heart of a Leader – Insights on the Art of Influence*, Ken Blanchard (David C. Cook, 2007).

Report by Elizabeth Bibiloni, 2011.

Basically this book emphasizes the use of sayings to help people remember key points in the world of leadership. It's not about having a powerful position; it's about using influence to affect the thoughts and actions of others, when you do this you're working with leadership. The heart of this book is "sayings" that will inspire wisdom to lead at a higher level. Here are some sayings highlighted on this book:

- "The key to developing people is to catch them doing something right", (don't try to catch people doing wrong).
- "Don't wait until people do things right to praise them", (make sense to praise progress).
- "You get from people what you expect" (Judging someone impairs your ability to see clearly).
- "People who produce good results feel good about themselves," (the emphasis of a good leader is to become effective and produce good results in two ways; making sure goals are set, and making sure people know their goals and doing everything possible to support, encourage, and coach them to accomplish those goals).
- "Get your ego out of the way and move on", (this means understand when you're part of a team you're going to lose some things and gain others. The most important is having your ideas automatically accepted.)
- "Success is not forever and failure isn't fatal", (don't get a big head when you win or get to down in the dumps when you lose).
- "Early in life, people give up their health to gain wealth...In later life, people give up some of their wealth to regain health." This saying is the most important one to me because people spend most of their life working hard trying to achieve some goals not taking consideration of their health.

In conclusion these book sayings in which the book is based are nothing but basics of leadership when you get to the extract of the phrases. In addition I think it's everyday actions regarding leadership, every day you learn something new and each day could help you acquire new knowledge to improve your leadership skills to bring them to a higher level.

***In Search of Identity: An Autobiography***, Anwar Sadat (Harper and Row Publishers, 1978).  
Report by Jonathan Gunderson, 2011.

Anwar Sadat has been highlighted for creating win-win solutions in world politics. His autobiography sheds light on how his leadership helped make peace a reality. *“I shall always be guided by the principle of just peace and am willing to make any effort, and any sacrifice necessary, however long the process may take.”* This statement captures Anwar El Sadat’s life mission: to accomplish just peace.

**ON PRISON AND SELF KNOWLEDGE :** “There is nothing more important than self-knowledge.” Sadat lived for 18 months in Cairo Central Prison where he focused on separating himself from material needs and developing knowledge of himself: his wants, desires, and motives.

- Lead with complete transparency. *“I am simply a man who has come to know himself and is therefore true to himself in everything he says or does.”*
- Lead in selfless and unconventional ways. *“I only value that success which I can feel within me, which satisfies me, and which basically stems from self-knowledge.”*
- Use self knowledge as a source of strength. *“... I drew, almost unconsciously on the inner strength I had developed in Cell 54 of Cairo Central Prison- a strength, call it a talent or capacity, for change.”*
- Give meaning and purpose to challenges. *“... I regard my last eight months in prison as the happiest period in my life.”*

**ON BECOMING PRESIDENT:** *“I believe that no man should act according to his own emotions when it comes to a country’s destiny.”*

- Rise to the occasion to pursue the goal. Sadat initially resisted running for president, but he was deeply concerned about other political leaders in Egypt steering the country away from peace. He realized he would need to risk running for president.
- Act for the country and not for the self image. *“I wasn’t interested in building a self-image abroad; anybody’s real image should reflect a genuinely Egyptian reality.”*

**ON WAR AND PEACE:** *“As a rule, I do not automatically accept what is there-a given status quo- but always try to change it for the better.”*

- Maintain openness for others’ ideas for accomplishing his goal. *“I wanted to give the President-elect a chance to try to find a peaceful solution to the problem.”*
- Step out with courage. Sadat abandoned the support of the Soviet Union and orchestrated the October War after a devastating defeat in the previous war because he believed it was in Egypt’s best interests.
- Be open to make concessions. Sadat made concessions with Israel and the U.S. to accomplish his goal, just peace.
- Believe in and trust those who follow. Sadat believed that his people would support his initiatives for peace as they had continually overcome adversity in pursuit of a better country. *“Such is the real spirit of the Egyptian People, in whom I have always had total confidence.”*

**POST-WAR ACTIONS:** *“Deeds speak louder than words, for it is only with actions that one can refute false allegations and change people’s attitudes.”*

- Act in symbolic ways to change ideas. Sadat visited Jerusalem as a symbolic act of peace and reconciliation with Israel. This quote illustrates his conviction. *“A moral stand, stemming from my firm conviction, that no change in the real world could be effected until a genuine change in ideas occurred, had already crystallized.”*

- Don't fear to ask for assistance from former enemies. The U.S. Navy was needed to allow the Suez Canal to be opened. Sadat sought U.S. help despite the American assistance to Israel during the October War. He viewed the act as a necessary symbolic gesture of peace to help accomplish the mission.

The book is a perplexing but thought-provoking read. The writing can be confusing as it often jumps around in the beginning often referring to future and past events within the same paragraph. If I could do it over, I would read the last chapter first. Linger with me most is Sadat's emphasis on self-knowledge and realizing your internal motives. The resulting transparency, sincerity, and understanding go a long way.

***Leadership and Self-Deception: Getting Out of the Box***, The Arbinger Institute (Berrett-Koehler Publishers, Second Edition, 2010).

Report by Benji Kitagawa, 2011.

**Overview:** This book is written to educate people on how self deception "blinds us to the true causes of problems" and creates in all of us, the inability to see solutions clearly and "corrupts our view of others." Self Betrayal is the cause of self deception. Self Betrayal is the "germ" that causes the disease of self deception. Readers become trained in how to avoid self betrayal and to be open at all times to treating others as people and not as objects or mere "means to an end". The readers can use this information to improve; oneself, corporations, projects, family and friends. This in turn "sharpens vision, reduces feelings of conflict, enlivens the desire for teamwork, redoubles accountability, magnifies the capacity to achieve results, and deepens satisfaction and happiness". Interestingly enough, there are no authors listed because the Arbinger Institute does not want to undermine any ideas that are generated from the institute and that no one author is more important than anyone else on the "team". The Arbinger Institute ([www.arbinger.com](http://www.arbinger.com)) is a consulting firm devoted to helping people in all aspects of their lives.

**Highlights:** The reader is gradually sent through the life of a person just starting out in a new company and gives "life examples" of how the process of self betrayal causes self deception. It is very easy reading and gives you time to reflect how the processes of self betrayal cause the "in the box" self deception within your life experiences and everyday happenings. The characters in the book demonstrate how a company uses this teaching to apply it to their company which is very successful. Using diagrams in the examples make the concepts easier to grasp and apply in your own self reflection.

**Weaknesses:** It would be nice if there was more of a summary as to how to make this idea of self betrayal leading to self deception/"in the box" work. I found it important to reproduce some of the ideas and concepts with their diagrams for my own situations and in turn helps me understand how to apply the art of getting "out of the box" easier to recognize.

**Most important lessons for me:** Understanding how you treat others can make or break further interactions with others. Having the self realization that once you get "in the box" of self deception, it is hard to know you are in it. It is then, very difficult to get out. Living within these "boxes" will have detrimental effects and unless you can recognize them, you will establish uneasy, distorted views of others. This makes processes of improvement more difficult. Once in the box, self justification of the feelings feed more into having more self deception.

***Leadership and Self-Deception: Getting Out of the Box***, The Arbing Institute (Berrett-Koehler Publishers, 2002).

Report by Lily Barkau, 2011.

The primary focus of *Leadership and Self-Deception: Getting Out of the Box* was to help one better understand how to look at others. The leadership style focuses on “the box” and how you lead others and yourself while in “the box.”

One of the first concepts introduced looked at an individual’s behavior and then how you perceive those around you and yourself, either in the box or out of the box. When you are out of the box you are able to see yourself and others as people. But when you are in the box, you may see things in a systematically distorted way, meaning you see others as objects. The example given was the speaker was on an airplane and had an empty seat next to him. He placed his coat on the seat and read his newspaper, still able to observe those around him but not making eye contact. He saw the empty seat as his possession and that if someone sat there; they would somehow cause him discomfort or invade his personal space. His view was distorted and an in the box thinking. Had he been thinking out of the box, he would have seen the other passengers as people and that they had a need to travel as he did and also needed a seat to complete their travel and that there was not a hidden agenda.

The next concept in the book looked at “self-betrayal.” The principles of self-betrayal were:

- An act contrary to what I feel I should do for another is called an act of “self-betrayal.”
- When I betray myself, I begin to see the world in a way that justifies my self-betrayal.
- When I see a self-justifying world, my view of reality becomes distorted.
- So – when I betray myself, I enter the box.
- Over time, certain boxes become characteristic of me, and I carry them with me.
- By being in the box, I provoke others to be in the box.
- In the box, we invite mutual mistreatment and obtain mutual justification. We collude in giving each other reason to stay in the box.

This concept has us look at a particular feeling or action we have agreed to take. We then have a choice, we can honor that feeling or action, or we betray it with “Self-betrayal.” This means that we start making excuses on why we are not going to honor our feeling/action and then place negative connotations on those around us. For example, the speaker told of a situation where he and his wife had a conversation where he made a promise to get up and take care of the baby when he cried so the wife could rest. The baby cried and the feeling was, “Get up and tend to the baby so the wife can sleep.” Seems easy enough. Well, there are still those two paths one can take, either honor the promise, or betray it. Once you betray it, you may look at yourself as a victim. Why should I get up to take care of the baby? I work all day. I work hard, I’m a good dad, and I’m a good husband. And then the negative projections begin with the wife being viewed as lazy, inconsiderate, unappreciative, faking being tired, being a lousy wife or mother. I viewed it as projecting what others would view you as for not honoring your word onto the other person, thus making you feel better about yourself. Therefore, you need to figure out how to get out of that box and stop the self-betrayal. A few points were noted as what doesn’t work in the box:

- Trying to change others
- Doing my best to “cope” with others
- Leaving
- Communicating

- Implementing new skills or techniques
- Changing my behavior

This is where the book lost me. Because the information was good and that it is easier to be in the box and self-betray, but 4-6 appear to be good steps to get out of the box. But the speaker goes on to state that behavior is not the way out of the box and even points out that those six items don't work in the box. So how do you get out of the box? If it is not behavior, the book suggests that behavior will occur in or out of the box. But the catch is that the six points above are either a them or I scenario. The way out of the box is to see others as people and that you can and must work together. Because if you put yourself in a box, you are putting others into their own boxes and nothing moves forward.

The speaker went on to say that you cannot just know this material, but you have to live it. From this, the speaker gave a cheat sheet to the other person to review:

*Knowing the material:*

- Self-betrayal leads to self-deception and “the box.”
- When you're in the box, you can't focus on results.
- Your influence and success will depend on being out of the box.
- You get out of the box as you cease resisting other people.

*Living the material:*

- Don't try to be perfect. Do try to be better.
- Don't use the vocabulary – “the box,” and so on – with people who don't already know it. Do use the principles in your own life.
- Don't look for others' boxes. Do look for your own.
- Don't accuse others of being in the box. Do try to stay out of the box yourself.
- Don't give up on yourself when you discover you've been in the box. Do keep trying.
- Don't deny you've been in the box when you have been. Do apologize, then just keep marching forward, trying to be more helpful to others in the future.
- Don't focus on what others are doing wrong. Do focus on what you can do right to help.
- Don't worry whether others are helping you. Do worry whether you are helping others.

This last bit of information I found to be the most helpful. I wouldn't look at the approach as in the box or out of the box, but rather another view of the “Golden Rule,” – treat others the way you want to be treated. Respect is earned not given.

This was a very difficult book to read since it was all conversations between two or three people. This made it difficult to follow and really grasp what was the box concept. The leadership approach got lost in the excess and presentation of the material.

***Leading At the Edge: Leadership Lessons From the Extraordinary Saga of Shackelton's Antarctic Expedition***, Dennis N. T. Perkins, Margaret P. Holtman, Paul R. Kessler, and Catherine McCarthy (AMACOM, 2000).

Report by Paula Frantz, 2011.

Survival of a team in extreme circumstances requires, among other things, strong and effective leadership. The remarkable survival story of the members of the British Trans-Antarctic Expedition highlights ten leadership components that were consistently displayed by

the leader of the expedition, Sir Ernest Shackleton. The goal of the expedition was to be the first expedition to successfully travel across Antarctica. By 1914, several explorers had reached the south pole, but none had successfully travelled across the continent. Not long after setting sail from South Georgia on December 5, 1914 the goal became mere survival of the crew. The ship became ice bound on January 19, 1915, sixty miles from the Antarctic shoreline. After attempts to free the ship failed, the crew hunkered down to winter over on the ship. Incredibly, the pressures of the moving ice, and the high unrelenting winds caused the stern of the ship to be shoved upward and finally, on October 27, 1915, the crew watched the polar sea consume the ship. Twenty-six men were now stranded on the ice floes surrounding Antarctica more than three hundred miles from the nearest civilization (and food) with frozen and open ocean in the expanse. The story of this expedition as the crew moved from ice camp to Elephant Island, the dangerous voyage of six of the crew members over 800 miles of open water with hurricane force winds in a tiny lifeboat to the shores of South Georgia, the harrowing overland crossing of the glaciers of South Georgia and the subsequent rescue of the remaining crew on Elephant Island on August 30, 1916 provides captivating reading. It rapidly becomes apparent that the survival of every man on the crew was due to masterful leadership.

The author identifies ten leadership strategies that can be consistently identified in the Shackleton expedition. The book outlines these strategies and how they impacted the expedition and the survival of every crew member. The author then relates these ten strategies to modern day leaders who are leading at the edge. The edge quickly comes to signify that which is at the forefront.

The ten strategies align closely with the five practices of exemplary leadership[1] that were presented at the beginning of our RIHEL class. Following is a list of the ten strategies as presented by the author.

1. Never lose sight of the ultimate goal, and focus energy on short-term objectives.
2. Set a personal example with visible, memorable symbols and behaviors.
3. Instill optimism and self-confidence, but stay grounded in reality.
4. Take care of yourself: Maintain your stamina and let go of guilt.
5. Reinforce the team message constantly: “We are one - we live or die together.”
6. Minimize status differences and insist on courtesy and mutual respect.
7. Master conflict – deal with anger in small doses, engage dissidents, and avoid needless power struggles.
8. Find something to celebrate and something to laugh about.
9. Be willing to take the Big Risk.
10. Never give up – there’s always another move.[2]

In addition to identifying the ten strategies, the author interprets the strategies into lessons for leaders. The lessons provide expanded implications and applications of the strategies. Of the lessons that are covered, perhaps the most potent are the lessons on communication and modeling behavior so that it becomes the culture of the organization.

While most of us do not lead in an environment that is truly a life or death situation for our team members, the skills required to lead a team in the direst of circumstances are applicable to virtually all situations

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[1] James M. Kouzes and Barry Z. Posner. *The Leadership Challenge*, 3d. ed. (San Francisco: Jossey-Bass, 2002), 459 pages. The five practices are: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart, 13.

[2] Dennis N.T. Perkins. *Leading At The Edge: Leadership Lessons from the Extraordinary Saga of Shackleton's Antarctic Expedition* (New York: American Management Association, 2000) Kindle location 136-39.

***Leading with Emotional Intelligence***, Reldan S. Nadler (McGraw Hill, 2007, 2011).  
Report by Jeff Bontrager, 2011.

**Overview:**

This book provides a toolkit of strategies, skills and exercises to increase Emotional Intelligence (EI) and create more “Star Performers” in an organization. The simplest definition of EI the book provides is “...exhibiting a good balance of personal and social competencies in four distinct areas or clusters:

- Self-awareness (understanding oneself)
- Self-management (managing oneself)
- Social awareness (understanding others)
- Relationship management (managing others)” (p. 25)

The book is a mixture of the author’s own research, summarization of other peoples’ work and profiles of prominent leaders in business, sports and politics. Of the 20 EI competencies, the book focuses on six that are key abilities intended to help introduce EI in an organization:

- Emotional self-control
- Self-confidence
- Teamwork and collaboration
- Developing others
- Communication
- Empathy

**Highlights:**

The reason I chose this book over the many others in the leadership/management section at the Tattered Cover was because of the competencies that it covered. Conveniently, three of the competencies are areas in which I am proficient but could always use improvement (emotional self-control, teamwork/collaboration, and empathy), and three of them were areas in which I really would like to focus and improve: self-confidence, developing others, and communication. Highlights included:

- Entire chapters devoted to strategies and tips for improving self-confidence, developing others and communication. I’ve outlined some of the most important take-away messages below.
- Practical examples of exercises, skills, questions, and statements that take the ideas out of the conceptual realm and put it in a way that can be applied in real life. The author also occasionally includes sections that focus on pitfalls, habits and practices to avoid. I found these as equally helpful. For example, the chapter on developing others included a very useful list of questions to gauge EI competencies while conducting interviews with job applicants.
- In each chapter, the author includes a profile of a prominent businessperson, coach or other influential leader and lists secrets and current leadership practices of that person. These profiles were interesting and the lists of strategies were useful and complemented the authors’ content.

**Weaknesses:**

- I felt that the author was trying to include as many strategies and best practices as possible in the book. I am a person who appreciates lists, and the author used lists within lists in this book, but to the extent the narrative seemed scattered, unfocused in parts.
- Although I understood the overall organization of the book, each chapter seemed to be poorly organized and required a certain amount of concentration to stay abreast of the discussion.

**Most important lessons for me:**

The chapters discussing EI competencies that I would like to improve included many helpful skills and concepts:

**Self-confidence:** Strategies included building confidence through setting realistic expectations for oneself and “being on your side instead of on your case.” The book described a “more, better, faster” loop of perfectionism that I found very useful, and a discussion of ways to identify if one is in the loop and tips on how to counter it.

**Developing others:** Successful delegation was one of the strategies discussed in this chapter, the steps of which included: beginning with desired results, providing guidelines on how to get it done, recommending then acting, and identifying needed resources, accountabilities and impacts.

**Communication:** One of the most important points from the chapter on communication was that everything has an inferred intention and direction to it. In other words, the listener assumes that you have really thought about what you are saying and that there is something specific that you are saying. The listener often tries to read between the lines or in the “white space” what the meaning is to them personally; therefore, it behooves a leader to put some thought and preparation into what he or she plans to say to their team.

The book also provided good insight and new strategies to improve on competencies in which I already do a good job. These included Stephen Covey’s concept of the “emotional bank account” within the context of fostering empathy; the importance of self-awareness and identifying triggers in managing emotions; and a discussion of trust when working in teams.

***The Leadership Moment: Nine True Stories of Triumph and Disaster and Their Lessons for Us All***, Michael Useem (Title Books, 1998).

Report by Tasha Oliver, 2011.

Not a fan of Non-Fiction Self Help books, this would be a tough assignment. I chose The Leadership Moment for the subtitle, “Nine True Stories”, the opportunity to get involved in a story line and escape the painful assignment. This assignment also asked for “highlights and most important lessons for you”, therefore I chose to highlight some of the lessons and/or stories that I found most resonate with my ideals of leadership to date. In the Conclusion section, author Useem would like the reader to focus on the single most important lesson of vision and action in the leadership moments. However, I saw Integrity or Transparency along with Shared Values (empowerment) to be the most important lessons to be learned.

The first two stories talk about knowing yourself and clearly explaining yourself. Roy Vagelos of Merck Pharmaceutical Company, was forced to rely on the company’s mission statement of, “We are in the business of preserving and improving human life...from the work

that satisfies customer needs and that benefits humanity” when contemplating the decision to develop and distribute a drug that had no commercial value to cure River Blindness. Ten years and millions of free drugs later, Vagelos never regretted his moral decision to do what was right. Every step of the way, he shared his decision with board of directors, shareholders, and employees reminding them of the values that Merck was founded upon, “values that transcended profitability”. Useem reflects that knowing where you want [to] go and what your values are can be essential in getting there. In the next story, this sentiment is also true but it drives home the point of fully explaining yourself (decisions) so when times of crisis or stress arise, others can build upon the *established* culture or value set forth by the leader.

Joshua Chamberlain was lucky in that he was already made aware that there were some soldiers under his command that didn’t want to be, when he was placed in charge of mutineers during the Civil War. Colonel Chamberlain was able to appeal to the men by reminding the soldiers of their common heritage, cause of setting men free, and who is ultimately in charge.

Although, he ultimately had the power, he showed the men that he needed them and valued their support during the battle of Gettysburg. With this transparency, he was able to appeal to the men’s shared value of what they were fighting for. Lack of transparency with the Federal Reserve and US Treasury lead to John Gutfreund, former CEO of Salomon Inc, resigning. Gutfreund was made aware of illegal activities going on at Salomon, however instead of reporting it and taking action when it happened in February 1991 another illegal trade took place in May 1991 causing increased scrutiny by the Securities Exchange Commission (SEC) and US Treasury at later legal action in August 1991. When Gutfreund finally notified the SEC, US Treasury and the Board of Directors at Salomon it was too late to repair the damage caused by his lack of transparency. Warren Buffet, the interim CEO, had a lot of repair to do to the company’s image and reestablishing the company’s values.

Many of these stories showed that a healthy dose of leadership integrity and transparency go hand in hand with shared values. These shared values can be established or existing as with Merck or can be instilled as a shared value to give commonality as in the example of Colonel Chamberlain. Shared values go deeper than a Shared Vision (Kouzes and Posner, 2003) in that they speak to a person’s morality or intrinsic motives for doing something. Shared Vision is often extrinsic to the person and set forth by an organization or individual. I personally think people will gravitate to others as a leader because of something you see in the person whether it’s the person’s integrity, intrinsic motives or a shared value. Whatever it is, it is important to stay true to yourself as your followers will hold you accountable for what you say or do.

*The Leader's Toolkit*, Cy Charney (American Management Association, 2006).  
Report by Carol Garcia, 2011.

Leaders are people of influence. They focus on developing competent, confident people who do the right thing daily. They focus on growing their organizations – not politics. A collaborative environment that encourages working together for a common purpose within and among teams is important to an organization’s success.

An effective leader will learn to keep the conversation ongoing and the lines of communication open. Leaders who create structures that enable people at all levels to participate in decisions benefit from improved morale, reduced turnover, higher productivity, and better customer service. Dealing with mistakes effectively will encourage accountability and responsibility and promote innovation and calculated risk-taking. A leader’s behavior is closely

watched and copied. A leader sets the tone for others; therefore professionalism is an important element in leadership.

An effective leader – leads his people in positive and inspiring ways. A leader must create conditions that cause people around them to feel excited and energized about being part of the team. Workers who are inspired work longer, harder, faster, and with more enthusiasm than they would have thought possible.

A key leadership skill is to create heroes among the people who excel. The benefits are motivational and significant. In recognizing the hard workers and providing developmental training, a leader will retain and gain high performers.

*Most Important Lessons:*

Leaders attract people to follow them. They have perfected the art of getting others to do something because they – the followers- want to do it. How do leaders do this?

*The ten traits to a great leader:*

- Ability to create a compelling Vision – leaders focus on the future. They have a clear picture of what they want the organization to become. They are excited about the future and don't waste time dealing with the past
- Ability to Articulate Their Vision to Others. Leaders have an ability to describe that future state in words and feelings that captivate and galvanize those around them. They constantly share their views of the world with those who look to them for guidance.
- Consistency. Great leaders don't change with the wind. They are flexible and open to new ideas, but they tend to be constant in their beliefs and values. Once they have articulated their visions, they keep on track without getting distracted by competing temptations. They tend not to buy in to the "flavor of the month" program only to change at the slightest sign of a roadblock.
- Humility. High achievers have justifiable pride in their accomplishments. Leaders are human – they make mistakes. But they are not afraid to admit it when they are wrong. They are good listeners. They are as interested as learning from others as they are in sharing their own thoughts. Humble people also appreciate feedback. They thrive on learning when they've done well. And they're interested in learning from their mistakes so that they can do better.
- Focus. Leaders focus on key results. They are not distracted by trivia. Whatever they do, they complete with excellence.
- Tenacity. Leaders anticipate problems and work diligently until they overcome obstacles.
- Holistic Thinking. Leaders can see the big picture as well as the interrelationship among the parts.
- Strategic Thinking. Leaders have an eye on the future. They spend little time thinking about the "good old days." They have a clear sense of what they should do to anticipate and meet future challenges.
- Agile Minds. Leaders learn quickly. They observe everything around them and ask lots of questions so that they can become more proficient in their knowledge and skills. They are adaptable. Future leaders can modify their behavior to find quick acceptance from people in a variety of situations and with people at all levels of an organization.
- Aversion to Tyranny. Leaders are fair-minded and avoid taking abusive advantage of people and situations.

*Lillian Wald: A Biography*, Marjorie N. Feld (The University of North Carolina Press, 2008). Report by Kelly Conroy, 2011.

Lillian D. Wald was a pioneer in public health nursing in the late 1800's and early 1900's. She was born to German-Jewish immigrant parents in upstate New York, but her career took her to New York City. Growing up in a middle class home, she was afforded the opportunity of education and attended nursing school at a young age. Working as a nurse in the city gave her a first-hand glimpse into the lives of the working immigrant poor, and consequently directed the rest of her career and personal life as well. She established the first settlement house here, named the Henry Street Settlement. This settlement house allowed educated, middle-class men and women to move into a low-income neighborhood to address issues of poverty. In addition to offering classes in English and U.S. citizenship, the center also provided health care services by visiting nurses in patients' homes. She firmly believed that everyone was entitled to "professional" health care, regardless of a person's race, religion, or their ability to pay for services. Not only is she regarded as the founder of visiting nurse services, she also helped shape the profession of public health nursing as it is known today. Lillian Wald knew that the health of a community affected the health of an individual.

Lillian Wald was a fierce advocate for many disadvantaged populations. In addition to the poor, she also fought for equality among races, ethnic classes, and between men and women. She was a founding member of the NAACP. She had a symbol designed in Chinese calligraphy that was interpreted as "Universal Brotherhood". This became known as the motto for the Henry House Settlement and for Wald's philosophy as well. She fought hard to improve working conditions for women, and sought to improve the lives of children. She helped Theodore Roosevelt to found the Federal Children's Bureau, fought for nurses in schools, and for school lunches to be provided for all students.

**Most important lessons for me:**

- Wald relied heavily on the use of coalitions and creating partnerships to get her objectives accomplished. She emphasized the importance of the individual and relationships.
  - She was a great listener, and influenced those in power to stop and listen as well. She was known to invite influential leaders, politicians, and others to her dinner table at the Henry House. It was noted in the book that turning the pages of her guest book "was to review international history". At her dinner table she felt most comfortable and sensed that everyone could sit down and discuss the issues. Interestingly, she always assumed the head of the dinner table, a symbol of her belief in women's equality and "maternalistic authority".
  - Lillian Wald did not accept the status quo. By constantly challenging the system, she found new ways to create change.
  - She took huge risks, both personally and professionally, and learned from her mistakes. "Her face was always turned towards the future, while the past served as her guide."
  - Most of all she was resolute to her convictions, and in turn was a role model to others.
- In reading this book, I saw many examples of each of the five leadership practices. She was so passionate, and self-identified naïve even, about her ability to make a difference. At one

point she wrote that she truly believed that if she could just get the right people to listen, and to realize the plight of others, that it would move them to take action. I can completely identify with this. I still want to believe that if people are informed and educated enough, that they cannot keep a blind eye to many of the injustices of the world. This is how Wald was able to create such a following and become so respected. She literally did it one person at a time. It gives me hope with continued work and dedication, a seemingly overwhelming change can occur. It just may require repeating the same elevator speech over and over again, one person at a time.

In her time, she was truly a visionary for so many causes. Through all of her setbacks and struggles, she never lost sight of her vision for universal brotherhood.

*Made to Stick*, Chip Heath and Dan Heath (Random House, 2007).

Report by Tiffany Mifflin, 2011.

The reason I chose to read this book was to discover ways in which to articulate my ideas better. Although I detest admitting such a thing, I am the epitome of a dorky scientist. My friends are primarily composed of scientist and engineers, with a sprinkling of a cast of characters to keep life interesting and well-rounded. One thing I have recognized is we all have great ideas. Yet, we fail to sell those ideas.

How do we learn to be better salespeople and market our ideas in ways that will appeal to others? Reading this book will definitely help. It describes six simple principles to make your idea “stick”. What is the best part of the six principles? They form an acronym! Most of us are in the government and like to thrill each other with our use of acronyms. Now we’ll have one more in our arsenal: SUCCES. Simple. Unexpected. Concrete. Credible. Emotional. Story.

#### **Chapter 1: Simple**

We’ve all heard of the acronym KISS, which means keep it simple stupid. We hear it again in this book. Take out all of the extraneous items of your idea and find just the core message. The simpler the message, the easier it will be for people to remember it.

#### **Chapter 2: Unexpected**

Do something unexpected to get people’s attention. The book describes an advertisement showing the stereotypical American family piling into a van and driving off to a football game. While driving through an intersection the van is badly t-boned by a truck. The screen fades to black and then the words “Didn’t see that coming?” appear. These words are then replaced by “No one ever does”, followed by “Buckle up. Always.” Such a commercial resonates with people due to the unexpectedness of the accident.

#### **Chapter 3: Concrete**

Leave abstract to the artists. When describing your ideas reference specific or concrete information. Stating the Audi R8 is a high performance sports vehicle is abstract versus stating the R8 has a 525 hp 5.2 FSI V10 engine, which is concrete.

#### **Chapter 4: Credible**

If an idea is believable it has a higher probability of being accepted. The idea can have external credibility by having an expert support the idea. Alternatively, you can evoke internal credibility by utilizing information that is easily proven.

#### **Chapter 5: Emotional**

Make people care about your idea. By making people care it will increase the likelihood the people will also act. Marketers utilize the story of a single child that needs your assistance

and describes them in detail. Why? Because they know that informing you about the village and the aggregate amount of kids may be overwhelming for a person who may want to donate money to assist them. However, by describing one specific child that lives in this village evokes an emotional reaction. As such, you are more inclined to donate to assist this one, specific child.

### **Chapter 6: Stories**

Stories have been told in every culture for centuries. They are so effective because they have an entertainment value while informing the listener how they should act and providing inspiration to act. One of the examples they provided was Jared, the college kid who created his own Subway diet and lost an enormous amount of weight. We all know this story.

I will be applying the principles I learned in this book towards my project- getting operators of small drinking water facilities to participate in training. Persuading the operators to sign up for training that is not mandated will be difficult. However, if I utilize some or all of these principles, I am hoping it will increase the number of individuals signing up for the training. Let's see!

*Multipliers, How the Best Leaders Make Everyone Smarter*, Liz Wiseman with Greg McKeown (Harper Collins, 2010).

Report by Carolyn Salazar, 2011.

### **Highlights of the book:**

The book discussed at length the differences between multipliers and diminishers.

It defined leaders who are considered multipliers in five categories. Those categories included talent magnets, liberators, challengers, debate makers and investors. The talent magnets attract capable people and use them to continue to increase contributions. The challengers let people know what potential opportunities exist and enable them to problem solve and continue to contribute to positive outcomes. The debate makers enable the group to make good decisions based on well thought out debating of the issues. The investor gives ownership to the individual so that they take credit for the successes.

In the case of diminishers it also included five categories. Those include empire builders, tyrants; know it alls, decision makers, and micro managers. The empire builders tend to hold on to resources that could be utilized elsewhere. The tyrants are managers that create very tense work environments where people do not feel free to ask questions and share their knowledge. The know it alls let everyone know what they know but never ask for input about what you know, therefore diminishing your worth. The decision maker makes rapid decisions that confuse the organization. The micromanager gets results by becoming personally involved to see that the work is done the way they would do it.

The final chapter focused on becoming a multiplier. It discussed taking an assessment of your leadership practices and then focusing on development of both your highest and lowest extreme. It discussed taking 30 days to practice with one discipline in order to improve your skills as a leader. The multiplier effect improves employee performance by two fold compared to working as a diminisher. Although the book asks you to focus for thirty days, it states that working towards the multiplier path for a year, developing your community and building it layer by layer will provide the wanted results.

**The most important lessons for me:** Number one, anything you commit to takes time. Just like exercise getting past the first 21 days will lead to a habit. Giving attention to improving your leadership skills will allow you to make substantial improvement.

**The aha moment of the book:** At the end it talked about Bono, rock star, meeting two world leaders. The first was Prime minister, Ewart Gladstone. After the meeting Bono thought Ewart was the smartest man in the world. Then he met his rival, Benjamin Disraeli. Bono left believing that he was the smartest person in the world. I want to be more like Benjamin. We all have gifts to contribute and when people are inspired they are shining stars.

*The Necessary Revolution, Working Together to Create a Sustainable World*, Peter Senge (Broadway Books, 2010).

Report by Bryan Clode, 2011.

This book was originally published in 2008, prior to the economic downturn. Since the downturn, many lessons are beginning to (re-)emerge about the role of bubbles in complex and dynamic systems. The expansion of near-limitless credit, the expanding role of complicated financial transactions, and tremendous growth in the real-estate and stock markets (among other factors) all contributed to a classic financial bubble. While this bubble, like the technology stock bubble in the 90's, was relatively short in duration (less than 10 years), there are other bubbles with longer time-scales and much broader in scope that have the potential to impact our ability to live sustainably on this planet.

One such bubble this book focuses on is the Industrial Age bubble. In short, the Industrial Age bubble is characterized by a focus on gross national product, short-term maximization of corporate profits, and highly interconnected global markets. This bubble impacts not only economic concerns but the ecology of the planet and the social fabric that binds us together. Bubbles by definition are unstable, transient, and are not sustainable. They are created when higher demands are placed on the system than the system can naturally support. If these demands are not balanced with the system capacity the system will collapse, potentially catastrophically.

Rather than focusing on the negative aspects of the Industrial Age, this book focuses on the results of collaborative partnerships between industry and environmental organizations to solve the complex issues that must be met in order to reduce the demands on the natural system. The terms and concepts used in the book will be familiar to RIHED fellows, including; the value of collaboration, system thinking and causal loops, understanding and valuing diversity, and engaging in difficult conversations. There are several case studies that highlight leaders who have brought about incremental change and the challenges they have faced. They range from the development of low-impact business zones to a radical restructuring of water management by a major bottled beverage manufacturer.

Given the close relationship between this book and my project, I really appreciated the fact that they book avoided portraying environmental and societal stewardship as a distraction from core-business functions. Instead the book challenges potential leaders (with examples!) to collaborate with outside knowledgeable partners to identify opportunities to enhance core business principles by reducing corporate risk exposure to the Industrial Age bubble. Because this requires a long-term view of risk, many difficult questions will have to be answered as corporations shift from the short-term maximization of profit model that characterizes the Industrial Age. While globalization rewards a one-size fits all approach for manufacturing, this book illustrates that this approach can fail dramatically when applied to resolving societal issues.

*Outliers: The Story of Success*, Malcolm Gladwell (Little, Brown and Company, 2008).

Report by Paul Reaser, 2011.

### **Highlights (Opportunity):**

There may be some merit to the theory that some people live long not solely because of a good diet, exercise, and genetics, but rather because of where they are from (i.e. social structure, culture, sense of community, family history, etc.) – *thinking beyond the individual*.

The author argues that there is something profoundly wrong with the way we make sense of success. We assume that only personal qualities explain how one “reaches the top” without taking into consideration where and when successful people grew up – *the “ecology” of an organism*.

Little differences in one’s success (compared to others) may lead to special opportunities that make that little difference bigger over time which leads to further success - *accumulative advantage*

Society has created rules that frustrate achievement. We are too much in awe of people who succeed and too dismissive of those who fail – *the machinery of achievement*

Excellence and mastery of completing a complex task requires a critical minimum level of practice. Practice isn’t the thing you do once you’re good. It’s the thing you do that makes you good – *the 10,000 Hour Rule*

Intelligence has a threshold. Intellect and achievement are far from perfectly correlated. Practical intelligence is different than analytical intelligence in that it’s knowledge that helps one read situations correctly to get what they want – *social savvy*

No one ever makes it alone – not rock stars, not professional athletes, not billionaires, not even geniuses

Success is not random. It arises out of a predictable and powerful set of circumstances and opportunities. It comes not just inside us or from our parents, but from our place in time – particular opportunities that our particular place in history present us with (i.e. WWI, Great Depression, WW2, etc.) – *generational limitations and good fortune*

### **Highlights (Legacy):**

- Cultural legacies are powerful because they persist generation after generation. They play a role in directing attitudes and behavior.
- Cultures can be usefully distinguished according to how much they expect individuals to look after themselves – individualism-collective scale
- Cultures can also be distinguished by how well they tolerate ambiguity. That is, the ones most reliant on rules and plans and most likely to stick with procedure regardless of circumstances – uncertainty avoidance
- In addition, cultures can be distinguished by how they value and respect authority – power distance index
- Success is a function of persistence and the willingness to work hard; to make sense of something that most people would give up on
- The achievement gap is less a result of things that happen during the school year and more to do with what happens during summer vacation

### **Most Important Lessons to Me**

Key points from this analysis of success can be applied to principles or, different models of, leadership. Successful leaders don’t succeed on their own. They are products of history, community, opportunity and legacy. Their success is not exceptional or mysterious. It is

grounded in a web of advantages, inheritances, and opportunities; some deserved, some not, some earned, some just plain lucky, but all critical to making them who they are.

*The Practice of Managerial Leadership*, Nancy R. Lee, (Xlibris Corporation, 2007).  
Report by Timm Comer, 2011.

**Background:**

Nancy Lee, through her work for over 20 years with Dr. Elliot Jaques, developed this book to describe science-based set of principles and practices that were developed by Dr. Jaques called Requisite Organization. The book is intended for managers at all levels with the intent of increasing productivity and profitability, enhance trust, and provide all employees with a work place focused on personal growth. This can best be summarized as a culture of accountability and trust.

**Requisite Organization:**

The three key objectives of Requisite Organization are as follows:

First, an organization has to develop the right organizational structure and design. This includes developing the appropriate functional alignment, detailing the various levels of work to be completed and an understanding of that work. The various structures and roles must be identified, as well as, the various structures and roles of the organization. This includes the identification of accountabilities and authorities and specifications of cross-functional relationships of each role.

Second, the organization has to make sure the right people are in the right roles in the organization. Additional components include allowing for talent pool development, performance management, recruitment and induction. The specific conditions of employment have to be properly identified and needed training and development must be completed to be successful.

Thirdly, effective working relationships within the organization must be developed. The organization must operate under a comment set of organizational values that incorporate managerial leadership leading a multi-tier management structure.

The four core principles of Requisite Organization are as follows:

- Implementation from the “Top-Down”,
- Inclusive and involvement of all employees,
- Occurs within a managerial accountability hierarchy, and
- Repeating of the process within a unit becomes “second nature”.

**Summary:**

The introductions provides for a summary of Dr. Elliot Jaque, as well as a summary of Requisite Organization. In summary, “the ideas contained in Requisite Organization (RO) theory and practice flow from the nature of things – the nature of people, the nature of work and the nature of the relationships between the two”.

The book starts by helping to define associations that organization that may be associates with, the most important of which being the managerial hierarchies of the organization. The next portion focuses on important definitions of RO, included the definition of accountability. The most important working relationship of RO is then further defined, which is between the Manager-Subordinate, as well as the definitions of work (is the exercise of judgment and discretion in making decisions while carrying out assignment), task (is an assignment to produce a specific output), and role (is a position in the

organization) When assigning tasks, to make sure that each task assignment include “Q”(quantity), “Q”(quality), “R”(resources) and “T” (time) as parameters that must be included in every task assignment. Then are the discussions of the various complexities of the task to be complete.

The next focus is to gain an increased understanding of people at work, the difference in their capability to get tasks of differing degrees of complexity done, and the maturation of this capacity over time. “One of the most important human needs is to have the opportunity to use one’s full capacity”. “Work provides that opportunity and not given the opportunity to use full capability, people will be dissatisfied, unmotivated and frustrated.” Discussion then includes the definitions of “Potential Capacity” (two aspects “CPC” and “FPC”) and “Applied Capacity” as it related to the ability of individuals to complete work. [A Further review of this chapter is needed to better understand, so any attempt to summarize further is not included].

The discussion then focused on tasks assigning role relationships between managers and subordinates, team and team working, cross-functional relationships, and the role of the Manger-Once-Removed (MoR). The important part of the task assigning role relationship between managers and subordinates is for the manager to plan the work, set the content for the subordinates and clearly delegate the assignments in order for the work to be performed and the desired output to be achieved. Team and Team Working are essential for and organization to work effectively and a “team” is defined as a group of individuals as a group which work together to achieve a specific output for which there is an accountable manager. There are seven cross-functional working relationships which include: collateral, advisory, monitoring, auditing, prescribing, service, and coordinative. The thee-level relationship between the manager and the subordinates of their subordinates is a significant relationship and essential for effective resource allocation, communication, individual development and fairness. This relationship is defined as the MoR.

Function refers to the particular type of work or cluster of activities that is required by the objectives of an organization. This is further broken into time-spans of work to be completed and determined the various time-spans at which work is completed. These Stratum are: Stratum VII “CEO” (typically greater than 15-year perspective), Statum VI “VP” (typically 15 to 10- year perspective), Stratum V “Business Units & Roles” (typically 10 to 5-year perspective), Stratum IV “General Managers” (typically 5 to 3-year perspective), Stratum III “Mutual Recognition Units (MRUs)” (typically 3 to 1-year perspective), Stratum II “First Line Managers” (typically 1-year to 3-month perspective), and Stratum I “First Line Units” (typically < 3-month perspective).

The head of an organization is accountable to provide and communicate the vision for the organization. This includes setting the concept of a “corporate culture”, which includes values, rules and regulations, policies and procedures, customs and practices, traditions, beliefs and assumptions and common language. The “corporate culture” should be thought of as “the way we do things around here”. The Management Leadership Practices that all managers are accountable include: Managerial Planning, Context Setting, Task Assignment, Managerial Coaching, Personal Effectiveness Appraisals, Merit Review, Selection, Induction, Deselection and Dismissal, Managerial Meetings and Continuous Improvement.

The last portion of the book presented two case studies: The Novus Story and The Roche Canada Story. (These were not read.)

***Primal Leadership: Realizing the Power of Emotional Intelligence***, Daniel Goleman (Harvard Business Review Press, 2002).

Report by Julissa Soto, 2011.

This is a book that I agree with "Great leadership works through the emotions."

One of the things that really impresses me is that Daniel Goleman believes that no matter what leaders set out to do; whether it's creating strategy or mobilizing teams to action; their success depends on how they do it!! I dementedly agree with this.

***Quiet Leadership: Six Steps to Transforming Performance at Work***, David Rock (Harper-Collins Publisher, 2006).

Report by Louanna Cruz, 2011.

Rock, David. Quiet Leadership: Six Steps to Transforming Performance at Work.

New York, NY: Harper Collins Publishers, 2006.

Quiet Leadership is a book written by David Rock with the main theme of the book being getting people to increase their performance by allowing them to think for themselves and coming to their own ideas, conclusions or decisions – basically quit telling them what to do and letting them think on their own. The book is broken into three major parts with Part 1 discussing “recent discoveries” of the brain or “neuroscience”. He references many studies he has researched but I felt no sense of credibility in the citations. Rock explains that no two brains are the same and that brains can be rewired using the example of thought versus habit. He states one can read his book and probably not remember a lot of it in a couple of years *unless* that person uses the model he proposes forming a habit. Is this really neuroscience and new discovery? I don't think so. My personal opinion of the book is not favorable. Rock speaks entirely too much about brain science and in my opinion is not an expert in the field.

Part 2 of the book, the majority of his book, discusses Rock's six step model to transforming performance:

- Think About Thinking
- Listen for Potential
- Speak with Intent
- Dance Toward Insight
- Create new Thinking
- Follow-Up

Although, this is a six step model there are quite a few steps within the six that I felt took away from the proclaimed six steps. When I saw the book at the bookstore, I thought to myself “Wow, if I can increase performance by learning just six new steps I could resolve all my relationship issues at work.” To me this was false advertising because each of the six steps above have a least 10 more steps/models within them. I need to develop a flow chart just to see where I could go next. He does refer to quite a few scenarios within this section of the book that could be good tools to help me practice difficult conversations.

Part 3 of the book is putting the six steps to use. Rock starts by saying this section will focus on three of the more challenging steps. I thought this section would be jam packed with good information on approach, script, perhaps eliminating my need for a road map but instead it was

brief 24 pages of dialogue scenario. I was quite disappointed but still saw some examples to help me practice with difficult conversations. He does also briefly discuss how his approach can be used with teams, children and an entire organization.

Overall, I didn't care for the book but there are a few useful scenarios I may refer to in the future. If Rock were to remove all the neuroscience the book was simply a coaching tool and I felt better role playing the coaching at our RIHEL sessions than I did about reading a book that took simple coaching and communication techniques, overanalyzed them, and then added more steps to create a cumbersome model. But the most important lessons I learned from the book are things we should already do as leaders but sometimes overlook: practice, practice, practice; and create vision and strategy, establish clear expectations, help solve problems and make decisions, give feedback to promote learning and development.

***Reality-Based Leadership: Ditch the Drama, Restore Sanity to the Workplace, and Turn Excuses Into Results***, Cy Wakeman (Josey-Bass, 2010).

Report by Jody Ostendorf, 2011.

This book provides unconventional wisdom about how to strengthen working relationships, create bullet-proof teams, and return peace, sanity and results to our workplaces. Cy makes the very good point that we spend more time with our coworkers than we do with our spouses or our children. It's essential that we find a way to get real with our colleagues and make the most of what can end up as some of the best years of our lives. She asserts that it's up to us whether our workdays are an ordeal in the company of jerks and idiots or a time when camaraderie and success -- in spite of our circumstances -- brings satisfaction and profit.

I purposely chose a corporate-leaning book because that is the path not chosen for me, and I was curious about the applicability of the guidance for a federal government workplace. Cy Wakeman's ideas resonated with me on many levels, beyond work, and once again I was reminded that the only things we can really control in life are our attitudes and our behavior.

**To summarize, Reality-Based Leaders ...**

- Refuse to argue with reality. You are arguing with reality whenever you judge your situation in terms of right or wrong instead of fearlessly confronting what is. When you are judging you are not leading; not serving, not adding value. Your judgment is a waste of your time and energy -- an opinion that cannot be proven is only loosely based on the facts of a situation. Happiness is not correlated to perfect circumstances or a lack of stress in your life, but to the amount of personal accountability you accept.
- Greet change with a simple "good to know;" defense is an act of war. To protect your organization from learned helplessness and set it up for success, there are three competencies to work on: 1) Greet change with courage, using a neutral phrase, "good to know," and move on right way to understand the new reality and search for ways to deliver results. 2) Commit to succeed in spite of the facts. 3) Resolve and move through conflict very quickly.
- Depersonalize feedback -- whatever the source. Always respond to feedback with openness and a willingness to change. Check your ego and see what you can learn. The ability to receive feedback from the market, a client, our coworkers, or any other source without defensiveness or reaction is key for Reality-Based Leaders. Reactions come

from our egos; right action comes from our commitment to work toward a goal greater than ourselves.

- Let go of our need for love approval and appreciation at work so we can focus on the goals of our organization and not on satisfying our egos.
- Are very careful about what we think we know for sure
- Ask ourselves, "What is the next right thing I can do that will add the most value?"
- Ask others, "How can I help?" instead of judging and blaming
- Work to find the opportunity in every challenge
- Work harder at being happy than at being right
- Work with the willing
- Lead first, manage second
- Value action over opinion

Cy makes the strong case that our main responsibility as Reality-Based Leaders is to help those we lead find a higher and more meaningful perspective, make sense of the suffering in their lives, and move through limiting beliefs to great beliefs. Now more than ever, we must lead people to a higher place so they can see their realities clearly and take the next right step toward success.

***Resonant Leadership: Renewing Yourself and Connecting with Others Through Mindfulness, Hope and Compassion***, Richard E. Boyatzis, Annie McKee (Harvard Business School Press, 2005).

Report by Nisha Alden, 2011.

To start us off on the same page, here are a few definitions:

**Resonant:** having a lasting presence of effect; enduring

**Resonance:** a quality of evoking response

**Dissonance:** an inconsistency between the beliefs one holds or between one's actions and beliefs.

**Emotional Intelligence:** Includes 4 domains—self-awareness, self-management, social awareness, and relationship management. The first two domains determine how well we understand and manage ourselves and our emotions; the latter two dictate how well we recognize the emotions of others, build relationships, and work in complex social systems.

**Mindfulness:** Being awake, aware and attending

**Compassion:** Deep understanding, concern and a willingness to act on that concern for the benefit of oneself and others

**Key points:** In order to be a highly effective leader, both emotional intelligence and intellect are necessary. Leadership is exciting, but without a doubt stressful. In order to continue to be a resonant leader, one that can have a consistent positive effect, and not slip into dissonance, leaders must be able to handle 'power stress.' Power stress is the stress induced by having to communicate and make decisions in a complex manner. And, often, leaders are lonely, which contributes to stress. This leads to chronic stress and hence dissonance.

In order to not slip into dissonance and to maintain effectiveness, leaders must constantly keep in mind the cycle of renewal.

**Lessons for me:** Some of the discussion in this book reminded me of Carl's session on energy drains. Both ideas are similar to me, in that we all have times where our team or ourselves are challenged by stress and negative situations. These stressors make us put up our

defenses and decrease our effectiveness as leaders. In order to put energy back in the system, sometimes we must look within to find the renewal. Herein lies the challenge—it is easy to talk about ‘renewing’ ourselves through mindfulness, hope and compassion, but less easy to actually put it into practice in our daily lives.

I find it quite interesting that the idea of mindfulness, which has many ties to Buddhism and other Eastern philosophies, has found its way into applications in leadership, therapy (ie, as an approach to treating depression and anxiety) and other areas.

As part of our discussion about this book, I will pose some questions as well as supply a few exercises that can be done in our group or on your own time to better understand what it is focus on mindfulness.

***Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness***, Robert K. Greenleaf (Paulist Press, 2002).

Report by Shawna Dereemer, 2011.

The primary message in this book is centered on the idea that effective leadership is when individuals are “serving and being served by society”. By telling stories and using three areas (business, education and churches), Greenleaf outlines the flaws in these institution and provides insight where he thinks servant leadership would improve these facilities. Greenleaf’s wish was “that leaders will bend their efforts to serve with skill, understanding, and spirit, and that followers will be responsive only to able servants who would lead them—but that they will respond. Discriminating and determined servants as followers are as important as servant-leaders, and everyone, from time to time, may be in both roles.”

I found this book difficult to read and at times and I had to re-read several chapters. It was not till I was two-thirds through the book did some of his concepts finally fit together. I would not recommend this book to an ALTP fellow.

*Lessons Learned:*

- An institution is “a gathering of persons who have accepted a common purpose, and a common discipline to guide the pursuit of that purpose, to the end that each involved person reaches higher fulfillment as a person, through *servicing and be served* by the common venture, than would be achieved alone or in a less committed relationship.”
- If an institution is to have distinction as a servant, then only those who are natural leaders should be empowered to lead. “There is no magic in the serving institution, one that lifts everyone involved to nobler stature.” At its base form, the natural servant wants to lift others so others become healthier, wiser, freer, more autonomous, and more likely themselves to become servants.
- “Leadership means that one individual has a better than average sense of what should be done now and is willing to take the risk to say, “Let us do this now!””
- We are all creatures of our experiences—not necessarily the servants or prisoners of it.
- “Both coercion and persuasion have been around for a long time, and individual will be better off by at some point being close enough to raw coercion to know what it is. One must be close enough to both the bitterness and goodness of life to be fully human.”

*Shackleton's Way, Leadership Lessons from the Great Antarctic Explorer*, Margot Morrell, Stephanie Capparell (Penguin Group, 2002).  
Report by Judy Bloom, 2011.

I thoroughly enjoyed this book for its mixture of story telling and its simple format listing of leadership skills. Shackleton was an explorer made most famous by his worst failure. He and a small crew sailed on the *Endeavor* to the Antarctic on a scientific and venturing exploration. In turn, they experienced 2 year battle with the elements, nearly losing their lives on a daily basis. Despite the incredible hardships and precarious position of the crew of the *Endeavor*, not one person lost their life. From the moment the crew encountered difficulty, Shackleton's goal was to get everyone home alive by whatever means and whatever time frame required. What strikes me as most emblematic of the leadership success exemplified by Shackleton is a day described at the end of the journey in one of the crew member's diary. The crew member describes how they are 18 months into their journey, they are alone - their leader having gone to fetch help, and they are down to 4 days of food. Even so, the day was filled with laughter, song, and camaraderie - so much so that the crew member was reluctant to see it end and will remnant the day as one of his fondest t- ever! This is credited to Shackleton's leadership skills and his ability to create a team that reflux and enjoys each other.

I am in the second week into a detail position covering my team leader's position. I have been utilizing a few of the pointers laid out in the book:

**Selecting Team Members:** When selecting members for your team, identify those that best reflect your most basic creed or are at least flexible enough to adopt your creed. Select members that are optimistic and motivated. They do not have to be the smartest. They do need to be willing to 'get into the muck' and do whatever work it takes to get the job done. Whether it's making copies, fetching pens, or writing a brilliant essay – whatever it takes when its crunch time.

**Creating the Team Spirit:** Take time for activities that are outside of the normal duties and that celebrate each individual. Make sure that each individual is recognized at some point whether it's a birthday or anniversary, and celebrate team accomplishments!

**Performance:** To extract the best performance from each team member, understand each person's weakness and recognize when they need help – however, spread the assistance to all members of the team so that those needing assistance are not unduly singled out for a 'weakness'. (Not mentioned in the book, however seemingly important, sharing assistance to all will dampen any resentment and any jealousy that could be created.) Reach out to the team "crybaby" and the team's ego maniac and flatter them by appealing to their ego. If there are naysayers or negative thinkers, keep them near, the closer the better, to avoid having the negativity spread dissension amongst the team. Shackleton would always choose the folks that were negative or that was most disliked by the other team members as his tent mates.

**Leading Effectively in a Crisis:** Have a goal and be flexible in how that goal is obtained. If your means to the goal are not working, change! However be transparent in your efforts to achieve that change and allow the members of the team access to the decision process. When choosing team members to address a crisis, select carefully, not just picking the best and the brightest.

**Leadership:** Be the leader that you want to be led by. Shackleton was indefatigable. He was there until the job was done and he remained optimistic throughout. (For two years!) An effective leader does not leave the team to mop up the work. An effective leader is there until the job is complete. When everyone else goes to bed, the leader is there to turn the lights off and

make sure everyone is tucked in. Also, when the leader might cut corners because of overwhelming work, let the staff inspire you to a job well done – don't let them down with inferior work since the world will be watching. Finally, allow your staff to be independent, and congratulate for a job well done.

**Final Thoughts:** In the end, Shackleton and his crew experienced hardships that I will never witness. They spent a year and a half without touching solid land. Their boat was crushed in the ice floes and they spent many months huddled in tents, braving the winter of the Antarctic. When spring came, they slept in puddles created by their body warmth on the ice. When the ice broke up, they sailed in life boats for 3 weeks, wet and cold from the ocean waves, searching for an island that once they reached, was beset by continual blizzards. No one was searching for the crew – they were on their own and had only their own skills to lead them to safety. With this hardship, the men were kept healthy, sane, and happy.

This note from one of the crew's diary stays with me. The men were on the verge of dying – food running out and all hope rested on Shackleton who had sailed off in a lifeboat several weeks prior in a last ditch effort to reach help. "If we are ever to be rescued, we all heartily hope it won't be this day, or at least not until after supper tonight (as this) one (is) one of the happiest days of my life". Amazing! Now that is an effective leader!

*Squawk! How to Stop Making Noise and Start Getting Results*, Travis Bradberry, (Harper Collins, 2008).

Report by Penny Grande, 2011.

This book is a fable about a seagull named Charlie. He is the manager of a flock that lives at an adventure park. The flock lives at the park in order to find food. It is a cute tale of how the flock swoops in on humans and steals food from their plates and for fun they like to poop on the unsuspecting humans that visit the park. The book quickly dives into the problem the flock is having with Charlie. It seems the flock is having a hard time feeding itself. They have a meeting with Charlie to let him know his management style is not working. It seems Charlie likes to swoop in on a problem tell the flock what they are doing wrong and then fly away. Charlie keeps himself busy and is very good at finding food. Charlie seems to take the flock's concerns seriously, but doesn't have the tools to fix his issues. It is not until the flock plans to leave the park for the seashore that Charlie looks for real answers to his management issues and the issues of the flock. Charlie is confronted by a sea turtle named Oscar. Oscar offers Charlie help by referring him to his animal friends that can explain the three virtues of management. Charlie seeks advice from the otter, dolphin, and dog.

The first management virtue presented by the otter is full fledged expectations for the flock. Charlie takes a note, "You have to reveal exactly what needs to be done before you can expect to see it happen." The otter explains that expectations need to be exactly what you want and don't want. Charlie admits he has no problem with criticism, but that he has to work on setting expectations rather than complaints.

The dolphin was the next animal to present second management virtue. Communication is presented as an imperative part of management. This virtue is difficult for Charlie as he perceives himself as too busy for critical communication with the flock, but the dolphin is able to convince him he needs this. Charlie takes a note again, "If you aren't staying in touch you aren't doing your job!!"

Finally Charlie meets with the dog. He teaches Charlie the “Paws on Performance” virtue of management. This virtue is about feedback to the flock. “Paws on Performance” is described in a note as, “Praise work that’s well done, guide errant performance back on track, and give the flock a healthy sense of independence and interdependence.”

As with any good fable Charlie works hard at incorporating these virtues into his work. He provides clear expectations, has regular communication sessions, and provides much more feedback both positive and constructive. The flock begins to plump up and decides to stay at the adventure park. The park decides to add the flock to its animal show and the flock is provided enough food for all.

Lessons that I have learned from this fable is that the work I do with competencies will help to create clear expectations for the nurses at the health department. In a recent survey nurses have a moderate understanding of what is expected of them as public health nurses. Communication, it is always the most important aspect of leadership yet it is the hardest thing to get right. This book has put the need for regular updates and communication sessions back on the radar for me. I think the performance review is something we actually do pretty well at the health department. Yearly evaluations and a culture of regular meetings with supervisory staff sets the stage to incorporate this virtue. It seems there is always more to do in leadership.

***StrengthsFinder 2.0 and Strengths Based Leadership***, Tom Rath (Gallup Press, 2007).  
Report by Beverly Tafoya-Dominguez, 2011.

This book was recommended to me by the new Director and CMO of CDPHE, Dr. Chris Urbina, a leader whose passion for Public Health is exceptional. This book includes an online test developed by the Gallup organization called, “Now, Discover Your Strengths”.

The purpose of the book is to tackle the conventional wisdom that it is good to try to be whatever one wants to be despite the challenges and lack of strength one has in the field of focus. One example that brought this point in focus was the story of Rudy Ruettiger, a groundskeeper at Notre Dame University. At 5’6” and 165 lbs., he had the heart to play on that renowned football team, but not the physical capacity. After three years of trying, he was finally accepted as a member of the practice squad where he endured a daily beating, but never got to play in a game until the team in a game in which the other team had no chance of winning, forced the coach to let him in the game for a play in which he tackled the opposing teams quarterback. Rudy’s story was brought to the big screen and he was lauded as an example of a person who triumphed against all odds. He was invited to the White House and met there with the president, the Secretary of State and Joe Montana. However, the problem with this story is that a person was lauded for investing thousands of hours of work to reach a minimal level of competence and overcome a basic weakness. The premise of this book is that the most successful people start by working on improving their strengths by adding skills, knowledge, and practice to their basic talents. When one does this their basic talents serve as a multiplier for the amount of time one invests in building their strengths.

The other aspect to this is that once one knows their strengths, it is important to learn about the areas of weakness one has in order to work with others to compensate for one's weaknesses. The story of a shoemaker named Hector demonstrates this point. Hector was considered by people all over the world as a master shoemaker. His average production of shoes however was only thirty pairs of shoes a month. His lack of sales ability and accounting skills interfered with his ability to produce more shoes. When a friend recommended that he partner

with a master businessman, his production was multiplied more than 3 fold to 100 pairs a month. By using this method to build a team, one has a wealth of strengths with which to deal with the issues at hand.

The remainder of the book describes how to identify one's basic talents and the actions one can take to build them into strengths and how to utilize the strengths of others to compensate for the lack of talent one has in other areas. There are 34 basic talents, too many to describe in this review, but as a result of my participation in the on-line test, I learned that my specific talents are that of adaptability, connectedness, empathy, include and relator. My weaknesses are in analytical, self-assurance, strategic range of talents. As a result, I have been able to share my strengths and weaknesses with my team and work to build my strengths and work with others with different strengths to address various issues.

I highly recommend this book and the online test "Now, Discover Your Strengths". I look forward to reading the follow-up book "Strengths-Based Leadership" as well.

***Switch: How to Change Things When Change Is Hard***, Chip Heath, Dan Heath (Crown Publishing Group/Random House, 2010).

Report by Joanne Vermeulen, 2011.

What an interesting read! I will definitely be testing some of the tactics presented in this book which asks the seemingly insoluble question; why is it so hard to make lasting changes in our companies, in our communities, and in our own lives?

As Leaders, we will undoubtedly (hopefully) be movers and shakers in our fields, in our organizations and within our teams. But change is difficult. We all know this. And we all resist change - even if we deny that fact and truly believe that we are change masters. SWITCH ascertains that most people rate themselves 'better', than how others view them when it comes to being flexible, intelligent, and just about every other desirable characteristic - you fill in the blank\_\_\_\_\_.

SWITCH touches on all 'Five Practices of Exemplary Leadership'. The title implies that we might learn better ways to Challenge the Process, which we can, but only by means of the other four Practices, which are inherent in these SWITCH techniques.

As I progressed through the theory that each of us is comprised of two distinct beings - The Elephant and The Rider - I immediately recognized some grains of truth in the Heath brothers' assertions, and couldn't help but notice parallels to many ideas that have been considered in behavioral and social psychology circles as well as the anthropological biology arena for several decades. *ZZZZZzzzzzzz*

SHHHH...hear that? That's my Rider taking over! Boring everyone half to death! My analyst, my thinker and my decider, my Rider isn't the most inspirational gal on the team and would be miserable at firing up my Elephant to do something magnificent. I do love and respect my Rider and couldn't live without her. But if reciting boring facts and figures and reminding me of my shortcomings are the only ammo my Rider employs, the Elephant she is sitting atop will lie right down for a nap...right after a glass of wine, a hot bubble bath and a bedtime snack.

My Elephant will move if she is 'moved' to do so. By appealing to her heart she can move mountains - maybe even forgoing a nap or a glass of wine to get the job done!

So how can we reach the Rider and the Elephant simultaneously? And is that enough? Of course it's not! Besides directing our Riders and motivating our Elephants we also have to Shape the Path to facilitate real change.

Lessons Learned are numerous and I highly recommend SWITCH to anyone feeling stuck on a personal level or in a professional endeavor.

Top take-aways include:

- Great new ways to think about administering effective coaching sessions.
- By recognizing what part of my teams' or Person Being Coached (PBC) psyche needs to be fed- Rider or Elephant- or if it's the situation that's problematic, not the person- I can customize responses that may bring about a more rapid clarity of action for the PBC.
- I am guilty of practicing 'The Fundamental Attribution Error.'
- What appears to be a people problem (why don't they get it- are they that dense or just lazy- maybe stubborn? WHAT IS WRONG WITH PEOPLE? ) is usually nothing more than a problem with the environs or situation. And is usually super easy to fix!
- *Clarity dissolves resistance!*
- *I am a victim of "Analysis Paralysis"* which indicated an over-active Rider- when all along I fancied myself more of a doer than a thinker. I need more Elephant time!
- *Small wins are key!!!* They reduce importance, reduce demands, raise perceived skill levels and make a big SWITCH seem manageable and – dare I say- FUN!
- Too much True But Useless (TBU) information *turns people off.*
- *Big problems call for small solutions,* and vice-versa! Then bigger the problem- the more simple the answer.
- *S.M.A.R.T. Goals suck. Really.*

Following is the paraphrased framework introduced in SWITCH. Online resources are abundant for SWITCH, as well as the other Heath brothers' bestseller, MADE TO STICK (<http://heathbrothers.com/resources/>). Keep in mind that the overall framework is designed to facilitate change or Challenge the Process. Methods discussed may lean on other Practices for this end and I have labeled corresponding Practices which I felt were significantly influential in successfully executing the techniques. I think it's time for my Rider to take a nap!

*Directing the Rider:*

- FOLLOW THE BRIGHT SPOTS. Find what works and copy! (Encourage the Heart)
- SCRIPT THE CRITICAL MOVES. K.I.S.S (Model the Way)
- POINT TO THE DESTINATION. Make it worthwhile – while removing wiggle room (Inspire a Shared Vision)

*Motivating the Elephant:*

- FIND THE FEELING. Get to the heart of it- make 'em laugh or make 'em cry but make 'em something! (Enable and Encourage)
- SHRINK THE CHANGE. Lower the Bar (Model and Enable)
- GROW YOUR PEOPLE. Build a group identity- wanna be a 'cool kid'? (Inspire)

*Shape the Path:*

- TWEAK THE ENVIRONMENT. Need a change of scenery? (Challenge the Process)
- BUILD HABITS. You don't want an exhausted Rider and you CAN teach an old dog new tricks! (Enable and Model and Encourage)
- RALLY THE HERD. Spread the love and spread the behavior! Make it OK to be a rabble-rouser during a major change. Camaraderie can work wonders. (Model, Inspire, Enable, Encourage)

**Switch: How to Change Things When Change Is Hard**, Chip Heath, Dan Heath (Crown Publishing Group/Random House, 2010).

Report by Rose Barcklow, 2011.

### **Direct the Rider**

*Find the Bright Spots* – Look at the element you want to change and find what is currently working. Often when things aren't going well it seems like nothing is working and there is a feeling of utter desperation. In these moments you have to be able to find the few people who are succeeding in this task/element to discover WHY it works for them. What are the specific things they do that make achievement possible?

*Script the Critical Moves* – Often when a critical decision needs to happen we innately go into *Decision Paralysis*. Decision Paralysis is the idea that when too many decisions are presented people choose the easiest path even if it's not the best path. When trying to create change make sure that the path you want people to take is the easiest path. Create a path through discovering bright spots of what is working.

*Point to the Destination* - Destination postcard is a vivid picture from the near-term future that shows what could be possible. By describing a compelling destination, you're helping to correct one of the Rider's great weaknesses - the tendency to get lost in analysis. The analyzing phase is often more satisfying than the "doing" phase and that's dangerous when trying to create change. Destination postcards do double duty: they show the Rider (your brain) where you're headed, and they show the Elephant (your emotions and feelings) why the journey is worthwhile. For successful change one must feel connected to the goal on an emotional level as well as with an achievable action plan.

### **Motivate the Elephant**

*Find the Feeling* – The theory of change follows this pattern; see, feel, change. You have to appeal to both the rider and the elephant. The rider (brain) needs to see the impact the change can have and the elephant (the emotions and feelings) need to feel excitement and hope about what the impact of the change will bring. The attitude shift when you find the feeling becomes, I can do this...I am in charge of this process.

*Shrink the Change* - The sense of progress is critical. The elephant in us is easily demoralized. It's easily spooked, easily derailed, and for that reason, it needs reassurance, even for the very first step of the journey. Make sure you start with small steps that will lead to the bigger goal. When presenting a big audacious goal it can often be intimidating, don't scare off the elephant, motivate it.

*Grow your People* – There are three important questions to ask yourself when creating change; Who am I? What kind of situation is this? What would someone like me do in this situation? How can you make your change a matter of identity rather than a matter of consequences? The elephant needs motivation, and we know that feeling alone isn't enough to motivate change. Motivation also comes from confidence; the elephant has to believe that it's capable of conquering the change. The elephant has to feel big in relation to the challenge.

### **Shape the Path**

*Tweak the Environment* – To shape behavior during times of change you must change the environment to be conducive to change. When you create an environment that will lend itself to initiating a new behavior and eliminating an old one, people can make the jump to the new behavior with fewer struggles. The Fundamental Attribution Error is the theory that we contribute people's behavior to the way they are rather than to the situation they are in. Environmental tweaks beat self-control every time.

*Build Habits* – Once the change is in process begin to build action triggers. Action triggers can motivate people to do the things they know they need to do but might not want to do. The action trigger creates a specific behavior that will trigger the new behavior. For example when I cross this blue line at work it means I have to put on my safety hat. The blue line is the action trigger which creates a changed behavior. Action triggers protect goals from tempting distractions, bad habits or competing goals.

*Rally the Herd* – Behavior is contagious at a society-level. If a majority of the people are engaging in the new behavior let everyone know. People are motivated when they discover they are the only ones not performing. If majority of people are doing something wrong, find the bright spot and start the process again.

***Thurgood Marshall, American Revolutionary***, Juan Williams (Times Books Random House, 1998).

Report by Mary Janssen, 2011.

One quote from the Washington Afro-American editorial after Thurgood Marshall's death was, "*We make movies about Malcolm X, we get a holiday to honor Dr. Martin Luther King but every day we live with the legacy of Justice Thurgood Marshall.*"

In reading this quote I realized I knew little about Thurgood Marshall other than he was the first African-American to serve on the Supreme Court, and worked to bring integration into the education system, eliminating separate but equal approach. Juan Williams writes this life biography, from birth to death, in an easily readable style. It appears to be very well researched, a balanced account giving insight to Marshall's development and circumstances that formulated his vision of integration and civil rights. This is played out against the American background during the 20th century and especially the turbulent 1960's, which in part was sparked by Brown vs. Board of Education and other cases in which he was involved. It also does not downplay his human side and short comings of being loud, a heavy drinker, smoker, cheating on his wives and behavior that today would be considered sexual harassment. Williams also notes that Marshall was not without critics and provides many of their main arguments.

The introduction notes Marshall was an unlikely leading actor in creating social change in the US. Yet, prior to and while sitting on the Supreme Court he had numerous victories, creating new protections and building a structure of individual rights for blacks, women, children, prisoners, homeless, minorities, immigrants and expansion of liberties of the press.

So, what in his character made him a leader? Were these distinctive to him or similar to other leaders? This was my major focus while reading this book. How does one from a disadvantaged background, born in 1908, grandson of a slave, with an interracial background, growing up in Baltimore and Harlem, impacted by severe racial segregation system of the Jim Crow laws and racial cruelty, make an impact on all American lives for years after his death. What kept him from being bitter and turning to violence to battle the wrong he saw in the American society? How was he able to continue during times of bigotry and defamation of character? How did he maintain his focus and then broaden in from blacks to rights of citizenship regardless of color, religion, country of origin, or age.

My assessment found several themes that played throughout his life and positively impacted his leadership and success. Many of these resonate with the five practices of exemplary leadership and other models.

- **Family/Early History:** His family was active in fighting for equal rights, helping develop a sense of justice. His mother believed in her sons, the need of education, the need to be part of the solution, one became a medical doctor and the other a lawyer in the 1920 and 30's. During his boyhood he experience several occurrences that he recognized as unfair and discriminating and chose to change the system. This portrayed in his sense of confidence and strength.
- **Vision:** He developed strong convictions that the power of racial integration was the key to equal rights because it ensured that blacks and whites got the same opportunities (pg 64). Once individual rights were accepted then they could rise or fall based on their own ability. This vision was evident throughout his life, even as he became more isolated in later life on the Supreme Court under Regan and Bush administrations.
- **Learning from Others:** Taking advantage of working with others, listening to all sides of a debate and arguments while forming his approach.
- **Working with Others:** Marshall learned early how to “play the game” with whites, even with threats and bigotry aimed at him. Using his personality of a charmer, he was noted for having a polite easy manner, not blowing his cool or being threatening over difficulties with people and jobs, including judges and opposing lawyers. This is exemplified in Marshall's philosophy to treat the other justices like family, ideological differences do not amount to personal difference (pg 394)
- **Continual Learner:** He was knowledgeable about the law, yet looked beyond legal research, including scientific data from sociological evidence on the damage done to black children in several of his case arguments.
- **Modeling the Way and Encouraging Others:** Marshall especially exhibited these traits in the early years of the NAACP and his guidance of the organization. For the early 1930's to the 1990's he modeled the way of not bending his principles or legal opinion even when in the minority.
- **Persistence and Dedication:** He was not brushed aside or intimidating by anyone, at times worked around the system to achieve his outcomes. Majority on his life he was a work alcoholic, singularly focused in his pursuit of his vision. Also liking the laurels that came his way.
- **Challenging Current Thinking:** Not accepting the status quo, appealing decisions working for change yet from within the legal system in that he believed.

I have a much greater understanding of this man; he has become a hero to me. This book expanded my knowledge of the history of civil rights expanding my views. Martin Luther King Jr. brought social awareness to the struggles of inequality and segregation in terms of bus boycotts, marches and peaceful protest. Malcolm X focus was a more violent revolution of a separate black nation, demonstrating the force of a group, Black Power.

I am in agreement with the author that Marshall's lifework, literally defined the movement of race relations through the century, and brought all Americans to fuller citizenship with lasting changes in our legal system. One of my favorite quotes and leadership pearls is when Thurgood Marshall was asked how he would like to be remembered (pg 392). His response was “He did what he could with what he had.”

***Transforming Leadership***, James MacGregor Burns (Grove Press, 2003).  
Report by Carolyn Hilton Miney, 2011.

"Woodrow Wilson called for leaders who, by boldly interpreting the nation's conscience, could lift a people out of their everyday selves. That people can be lifted into their better selves is the secret of transforming leadership." James MacGregor Burns

Burns theory of transformational leadership began with the idea that power, even the will to power, could be a wholly moral pursuit despite the fact that history is filled with a number of immoral leaders possessed of the will to power. This notion led Burns to root his model of transformational leadership in theory and research on moral reasoning.

With the literature on moral reasoning serving as his conceptual foundation, what emerged was Burns' notion of the 'moral value leader.' The moral value leader is said to be a leader who is concerned with and focused on the fundamental wants and needs, aspirations, and values of the followers. In this regard, Burns noted that he wished to "deal with leadership as distinct from mere power-holding and as the opposite of brute power."

As Burns (2003: 17-30) conceptualizes it, a transformational leader not only leads from higher values but also ensures that his followers have adequate knowledge of other alternative leaders and programs. Further, the transformational leader with a moral vantage makes sure that his or her followers also have the capacity to choose these alternatives.

Burns (2003: 17-30) also states that the transformational leader takes personal responsibility for his commitments and for bringing about the changes promised. Transformational leaders are also said to be honest, and fair-minded and to believe in liberty, justice, equality and the collective well-being.

Burns characterized transformational leadership as falling into four categories: Intellectual, Reform, Revolutionary, and Heroic (charismatic). The intellectual leader was devoted to seeing ideas and values that changed the social milieu while the reform leader set out to change existing conditions and make them better.

The revolutionary leader was similar to the reform leader but whereas the reform leader wanted to change some segment or part of the social milieu, the revolutionary was more holistic. The revolutionary leader would desire to change an entire social system. On the other hand, the heroic or charismatic leader is a leader who wants to save, deliver, and redeem people from oppressive and difficult situations. Heroic or charismatic leaders not only want this but are said to be well able to inspire these desires in their followers.

***Tribal Leadership***, Dave Logan, John King and Halee Fischer-Wright (Harper Business, 2008). Report by Kathy Friesen, 2011.

*Tribal Leadership* is the culmination of a 10-year set of research studies of over 24,000 people in two dozen organizations. This research found, in a nutshell, that "tribes emerge from the language people use to describe themselves, their jobs, and others." The goal of the book is to provide tools for a Tribal Leader to change the language in the tribe and ultimately the tribe itself, to create a more effective workplace with greater strategic success and less stress....to build an organization where people want to work and make an impact.

### **Highlights**

Basics of Tribal Leadership:

- A tribe is any group of people between about 20 and 150 who know each other enough that, if they saw each other walking down the street, would stop and say "hello".
- There are 5 tribal stages, each with its own language, types of behavior and structures of relationships.

- Tribal Leaders upgrade the tribal language and behavior and in turn the tribe embraces the leader.
- The way to move the entire tribe's performance to the next level is to move the critical mass to the next stage. Leaders can upgrade most tribes one full level within 90 days. This is my goal with my team!
- Tribes are more influential than individuals, no matter how smart or talented they are.

### **Five Tribal Stages**

*Stage 1: On the Verge of a Meltdown* (only about 2% of American professionals operate here at any given point)

- Individuals are alienated from others; language conveys "life sucks"
- Behavior within a group expresses despairing hostility (gang mentality)

*Stage 2: Disconnected and Disengaged* (25% of workplace tribal cultures)

- Individuals are separate from others but surrounded by people who seem to have some power that they lack; language conveys "my life sucks"
- Behavior within a group is characteristic of being apathetic victims

*Stage 3: The Wild, Wild West* (49% of workplace tribal cultures)

- Individuals are connected to others by a series of two-person relationships; language expresses "I'm great"
- Behavior within a group is that of a "lone warrior", trying to outperform others

*Stage 4: Establishing Tribal Leadership* (22% of workplace tribal cultures)

- Individuals form value-based relationships between themselves and others (2 or more people); language conveys "we're great" (as a team or tribe)
- Behavior radiates tribal pride

*Stage 5: Life is Great* (<2% of workplace tribal cultures)

- Individuals forms ever-growing networks with anyone whose values resonate with their own; language expresses "life is great"
- Behavior expresses innocent wonderment

### **Most Important Lessons for Me:**

One of my greatest struggles with the group I manage/lead has been how to build the group into a strong, cohesive team. By reading/studying Tribal Leadership, I have identified some tangible next steps that I have already started to implement:

- Identify which tribal members speak which language (who is at what stage)
- Move my own language and behavior forward so that I am fully grounded in Stage 4
- Move my team, which is predominantly Stage 3, with some Stage 2 influence, to Stage 4 by identifying and leveraging core values and aligning on a noble cause
- As a tribe, map out a 3-part strategy, by having 3 separate discussions, all hinging from the established values and noble cause:
  - What we want to achieve, or outcomes
  - What we have, or assets
  - What we will do, or behaviors
- Once Stage 4 is achieved, schedule quarterly "tribal maintenance" – airing grievances, ensuring alignment between activities and values, and deepening people's relationships.

**True North**, Bill George, Peter Sims (Jossey-Bass, 2007).

Report by Joel Bolduc, 2011.

**Highlights:**

True North is the internal compass that guides you successfully through life. It is your orienting point – your fixed point in a spinning world – that helps you stay on track as a leader. Just as a compass points toward a magnetic pole, your True North pulls you toward the purpose of your leadership. When you follow your internal compass, your leadership will be authentic, and people will naturally want to associate with you. Your truth is derived from your life story and only you can determine what it should be. *The authentic leader brings people together around a shared purpose and empowers them to step up and lead authentically in order to create value for all stakeholders.*

The journey to authentic leadership begins with a leader’s life story. Authentic leaders consistently say they find their motivation through understanding their own stories. For example, when Starbucks founder Howard Schultz was 7 years old in a Brooklyn Housing Project, his father fell on some ice, broke his ankle and as a result lost his job and his health benefits. His mother was 7 months pregnant and couldn’t work and the family struggled for a long time. Schultz vowed to do it differently when he had the opportunity. He dreamed of building a company that treated its employees well and provided health care benefits. Seeing the face of self-defeat, Schultz developed a deep determination to succeed. Today Starbucks has 140,000 employees, pays above minimum wage, substantial benefits, and grants stock options to all of its workers. Memories of his father’s lack of health care led Schultz to make Starbucks the first American company to provide access to health coverage for qualified employees who work as few as twenty hours per week. These incentives allow Starbucks to attract and retain good employees with good values. Starbucks employee turnover is half the industry average.

The basis for True North is a compass with:

**Self-Awareness** at the middle, What is my story? What are my strengths and weaknesses

**Values and Principles** at the top, What are my most deeply held values? What principles guide my leadership?

**Motivations** on the right side, What motivates me? How do I balance external and internal motivations?

**Integrated Life** on the left side, How can I integrate all aspects of my life and find fulfillment?

**Support Team**, Who are the people I can count on to guide and support me along the way?

**Important Lessons for me:**

I can’t be successful as a leader trying to be like someone else, e.g. Jack Welch. I have to be myself.

My life story affects my values, my motivations, my strengths and weaknesses, how I lead.

*“The world can shape you if you let it. To have a sense of yourself as you live you must make conscious choices.”*

**Who Moved My Cheese? An Amazing Way to Deal with Change in Your Work and in Your Life**, Spencer Johnson, Kenneth Blanchard (G. P. Putnam's Sons, 1998).

Report by Lisa Clarke-Devore, 2011.

This motivational novel is written in the form of a parable. The basic premise is how to deal with change in work and life in general, showcasing four characters, each representing a standard reaction to said change. These characters are two mice – Sniff and Scurry – and two little people – Hem and Haw. The mice and little people live in a maze and yearn for cheese. The maze represents either work or personal environment while the cheese is happiness or success. The story focuses on the different characters reactions when they find cheese and what happens when the cheese moves.

The story starts out with an initial hunt for cheese in the maze, and all four characters find “Cheese Station C”, a cheese-filled corridor. One day, there is no cheese left. Sniff and Scurry are not surprised when the cheese disappears and immediately go back into the maze to search for new cheese. When Hem and Haw discover there is no more cheese, their reaction is quite different. The humans counted on the cheese and got used to the situation, making it harder, if not impossible, to deal with the change. Eventually, Haw decides to go out on his own to look for new cheese. Hem, feeling victimized and continually complaining about the unfairness of it all, refuses to leave “Station C.”

Meanwhile, Sniff and Scurry have already found another cheese “station” and are enjoying new varieties of cheese. Haw begins his trek, writing motivating notes such as “If You Do Not Change, You Can Become Extinct” on the walls of the maze as he goes. He has a few letdowns, but eventually finds the Sniff and Scurry and the new cheese station. He writes more lessons on the wall of the new station, including: “Change Happens – Anticipate Change – Monitor Change – Adapt to Change Quickly – Change – Enjoy Change! – Be Ready to Change Quickly and Enjoy It Again.” Haw now inspects the new station daily and explores the maze to prevent complacency. One day, he hears movement in the maze and hopes it is Hem who has finally found the way.

**Most Important Lessons for Me:** A major item that was stressed at the end of the book was to determine which character you most resemble. I had a hard time with this, because I think professionally, I deal with change very well and have actually forced myself into situations where I had to change – mostly as a result of boredom. However, personally, I don’t cope nearly as well with change as I used to – likely because as I have become older, I am happier with my personal life and don’t like forced changes. In conclusion, I deal well with positive changes and have difficulty with negative changes. Professionally, I am Sniff, sniffing out change early, and personally, I am Haw, denying and resisting change for fear it will lead to something worse. Perhaps in the future, I can work on combining these attributes in order to handle change better.

There were many anecdotes throughout this story, but one of the major ones that stuck with me is to be able to laugh at your own folly. I realized that is something I need to do more often and not take life so seriously, whether in a professional or personal situation.

This approach combined several aspects of the five practices, mostly challenge the process and a little of encouraging the heart and inspiring a shared vision. However, I can see downfalls to the story, since Haw attempted to encourage his friend Hem, to come with him, but without a whole lot of effort, just let his friend in the old cheese station. The story is very individualistic, which is both positive and negative. The story demonstrates that you must depend on yourself to overcome change, but at the same time, downplays the necessity of help from others in order to lead successfully. However, the main message of the book is important, and used in the right context, is very helpful.