

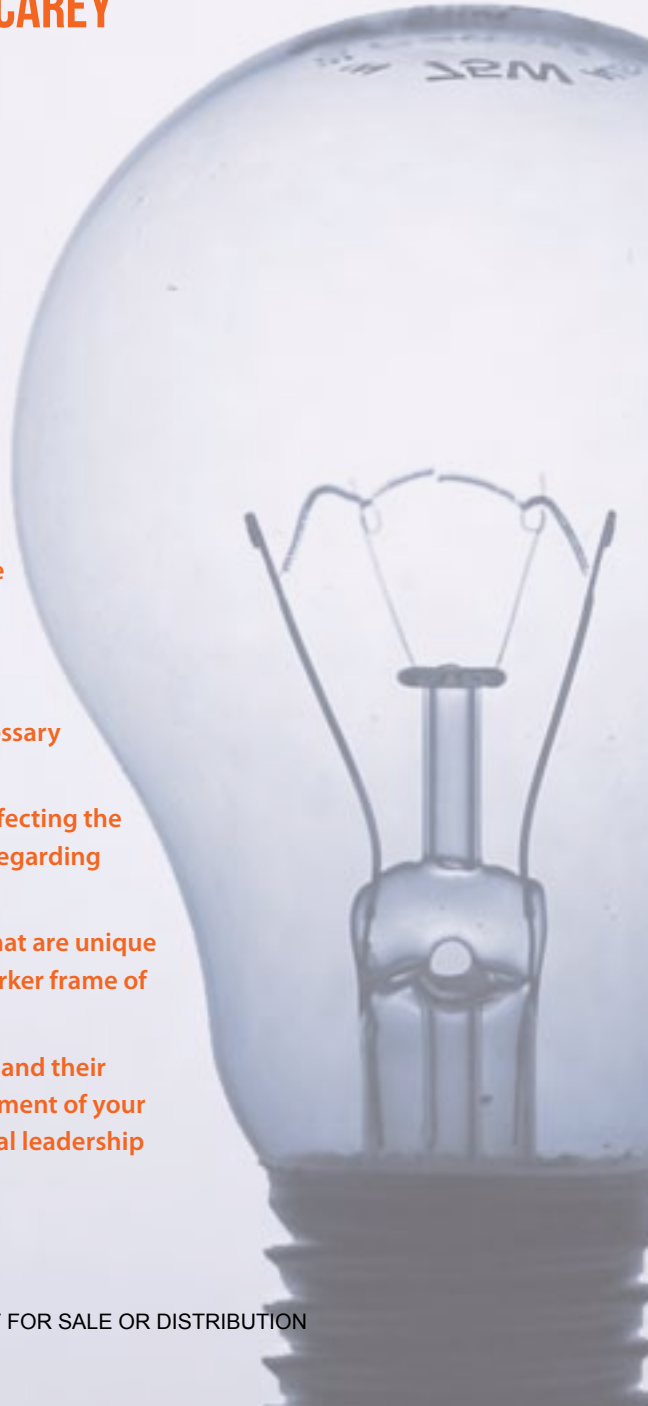
NEVER MISTAKE KNOWLEDGE FOR WISDOM. ONE HELPS YOU MAKE A LIVING; THE OTHER HELPS YOU MAKE A LIFE. —SANDRA CAREY

CHAPTER OBJECTIVES



Upon completion of this chapter, the reader will be able to do the following:

- » Understand the characteristics and components of personal leadership in a profession.
- » Define the role of the professional knowledge worker as a leader in the profession and its impact on the role of members.
- » Enumerate the behaviors and practices of the contemporary clinical leader in the skills necessary to exemplify them.
- » Outline some of the pitfalls and challenges affecting the role of the leader and sort truth from fiction regarding appropriate leader skills.
- » List at least five critical leadership practices that are unique to the leadership role within a knowledge worker frame of reference.
- » State your individual personal characteristics and their potential for transformation into the development of your own leadership capacity as a part of a personal leadership development plan.



Chapter 3

The Person of the Leader: The Capacity to Lead

Leaders coordinate, integrate, facilitate, and provide a context for the performance of the people of the organization (Maxwell, 2010). This person gives language to the strategic direction of the organization and in that translational capacity he or she gives real life to the work of others. Leaders really do little else than create the context for work in a way that aligns the work to the mission and vision of the organization and ensure that the relationship is continuously played out in the activities of the people of the organization.

Leadership is a capacity all its own. It is a particular skill set. Although it may reflect talents gained from other focuses or activities, its expression is unique to the role. Leadership requires its own time. Cluttering the activities of leadership with responsibilities and tasks of others or assuming the accountabilities that belong to others as a part of the role of leadership both incapacitates the role and impedes its legitimate expression (Watkins, 2004). It is often tragic to see how leaders are subsumed by the activities of others and become overwhelmed with the day-to-day pressures of doing work and getting things done. Although such activities are important, for the leader they are a continuous and constant impediment to the legitimate and full expression of the leadership role.



CRITICAL THOUGHT

Leaders end up in serious trouble when they invest too personally for too long a period of time in busyness, chaos, and the intensity of the day-to-day activities of work. Who will the staff depend on for seeing beyond the day's work and help them find the meaning and sustainability in their work that can come only from rising above it and looking beyond it to discover both purpose and direction?

Leaders can actually lose their legitimacy and the true value of the role by investing too personally for too long a period of time in the busyness, chaos, and continuous intensity of the day-to-day activities of the workplace. Failing to pull away from the ownership of activity and function is perhaps the greatest single impediment to fully engaging the character and function of leadership in a way that will make a difference to the organization and people to which leadership is directed (Zedeck and American Psychological Association, 2011). If the leader is overwhelmed by the intensity of daily activity, the capacity to lead is compromised and the ability of the leader to make a difference in the lives he or she leads will be extinguished.

Self-Knowledge

Over time, leaders are simply unable to hide their true leadership capacity from others. Genuine connection to the real self and the expression of leadership out of the genuine self-expression of the person is a critical centerpiece to the legitimate role of the leader. A refined level of self-knowledge represents a deeper insight into the character, needs, and expression of the person of the leader in a way that represents individual clarity, openness, and vulnerability characterized in the disclosing and humane expression of good leadership. The effective leader represents personal availability to others, to learning, and to change and exhibits the continuous willingness to confront and engage the challenges of life and work head-on with a level of personal enthusiasm and excitement that is palpable to others. One of the real efforts of leadership is the willingness to visibly display struggles and challenges associated with grappling with problems, intractable issues, the challenges of change, and the personal struggles in adapting one's own behaviors when the demands of change call for personal adjustment (Figure 3-1).

Good leaders are many things; they also play many roles. In the 21st century the leader must be:

- A transformer
- A visionary
- A translator of direction
- Communication central
- A pursuer of truth
- A generator of creativity and innovation
- A seeker of the very next thing
- A team expert and role model
- A model of the journey to excellence

Figure 3-1 Who is the leader?

The Continuous Journey of Becoming

Change is a constant. People do not create change, drive change, originate change, or own and control change. Change is, in fact, the condition of existence. Change is a constant more than an activity. It represents the framework of existence and operates as a constant at every level throughout the universe (Hawking, 1988). Furthermore, change is not an event. It does not come and go, it does ebb and flow, but it is consistent and constant, ever present as a part of the condition of living.

As an outflow of this understanding regarding change, personal growth, development, and the engagement of the life experience across the continuum of one's life is the clearest validation of the constancy of change and the demand to continuously engage it in order to find meaning, purpose, and to express value as a member of a dynamic human community. The leader is intimately familiar with this dynamic of change and is able to resonate with this dynamic so he or she is seen as positively disposed and consistently excited about the engagement of the journey of learning and growing as it applies to both the role and function in the system (Werhane, 2007). In fact, this individual so resonates with the reality of change at a personal level that this connection becomes identified with the person. This congruence between the dynamics of change in the person of the leader creates the image of availability, openness, engagement, and embracing the challenges of change as a normative part of the role of leadership. This resonance is so palpable that it represents the person of the leader to others in a way that develops an intensity of relationships where all other persons or distributions

share in this level of enthusiasm and equally indicate their connection with the change dynamic and the ability to incorporate it into their own practices and processes.



CRITICAL THOUGHT

The leader creates a context that frames the behavior of the organization in a way that helps the organization achieve its objectives.

It should be evident to the emerging leader at this stage that the personal characteristics and attributes of generative leadership provide the prototype or model for personal leadership (Rondeau, 2007). They present it in a way that generates a community of interest and engagement evidenced by people's ability to seek out, give form to, advance, and create new patterns of response to changing times and circumstances in the organization. This is the power of personal commitment and attachment to the role of leader.

The leader is able to represent within the role a deeper level of understanding of life as a journey, not an event. This simply means that the view of the leader with regard to life experiences is developed from having stood on the balcony of systems, structures, and organizations as a way of better articulating the relationship between the system and the broader context within which it operates. The wise leader is fully aware of the shifts and flows operating at the intersection between the larger social environment and the internal environment of organizations and systems. This leader knows that as those conditions and circumstances adjust and change, the dynamics are altered between the external demands of the environment and the internal response of the system as it shifts in sustainable ways (Guastello, 2002). The leader, understanding the constancy of these shifts, uses a predictive and adaptive capacity to translate that interface into meaningful language related to how these changes will affect the lives and work of the people the leader affects.

Predictive and adaptive capacity demand that the leader is able to quickly shift priorities, conversations, actions, and responses in a way that more tightly fits the circumstances affecting the present. The leader personally understands that what one knows in any given time is not permanently entrenched and doesn't represent a constant value. This leader understands that knowledge is mostly a utility, having value only to the extent that value is current and relevant and represents continuous growth (Wager, Wickham, & Glaser, 2005). The leader is able to surrender attachment to notions, ideas, past practices, rituals and routines—indeed,

WHO AM I AS A LEADER?

Good leaders constantly ask themselves questions that relate to their value and relevance and to the goodness-of-fit between their leadership practices and the changing demands of the organization:

1. Are my leadership practices consistent with the changing goals of the organization?
2. Do I focus my leadership practices on building strong relationships and creating a good fit between people and the work they do?
3. Am I aware of my own continuing developmental needs, always exposing myself to the challenges of changing developments and new learning?

anything that would impede the ability of people and organizations to better adapt to their work and value as the settings (the environment) within which they work shifts. The leader understands that these shifts are driven by what is called the *emergent*. These emergent conditions are driven by new sociopolitical realities, economic changes, technological advances, evidence of best practices, and a host of related shifts that demonstrate that holding onto current practices is an impediment to better engaging work processes in the best interests of those they serve.

The Leadership Mirror

Leaders do not act in isolation. One of the centerpieces of the leader's work is represented in the ability to build and manage meaningful and sustainable relationships with a variety of others. Whether those others are executives, peers, or those who depend on leadership, the leader values and engages in intense relationships, recognizing that it is through this vehicle that effective work and change are accomplished. These relationships are the oil that enables both the organization and its people to continue to work interactively and to achieve effective ends together. Leaders who deeply embrace and can clearly articulate the relational dynamics that drive contemporary network organizations are best able to maximize the energies that result from this knowledge (Mackin, 2007).



CRITICAL THOUGHT

If leaders want to know what kind of leaders they are, they need only look into the mirror of their staff; reflected back will be the quality of their leadership.

Reflected in the person of the leader is a mirror of the continuously emergent realities embedded in social relationships, in the cultural context, and in the business practices involved in the collective work organizations. Increasingly, technology drives much of the functional work in organizations and systems. Technology causes systems to move away from more traditional and outdated manual systems and structures that, in the contemporary world, limit the ability of systems and people to be relevant and viable in a just-in-time, fast-paced technological environment. This new paradigm for work has a number of specific characteristics and elements that directly and radically impact the role of the leader, causing him or her to reflect more deeply on the circumstances that inform effective and legitimate expression of the role (Figure 3-2). Some of these elements to consider might be the following:

- Acknowledgment of and increasing and abiding dependence on both the understanding and valuing of collective wisdom in making decisions and setting priorities.
- Accessing the collective wisdom of diverse work partners helps discern value characteristics of sustainable work. Leaders must now recognize that organizations are systems and networks and these constructs serve as the foundation or context for all work and represent the interconnections that drive decision making and the actions of people in the system.
- The industrial age has long since passed; as a result the world in which the leader leads is no longer mechanistic. It is, instead, a great relationship that is continuously dynamic, interrelated, interdependent, and continuously moving.
- The leader remains servant to the system and its people. The context drives the work of the leader. It is in creating this good fit between the context of work and the content of work that gives the leader's role focus and value. The leader coordinates, integrates, and facilitates this intersection with the intent of creating sufficient and effective convergence between systems and people such that congruence and

effective relations work together to sustain both the system and its people.

- Meaning is always informed by purpose. The leader is continually reminded that all people seek meaning in their lives and work and want to see that purpose reflected in the character and quality of the work in a way that represents a contribution of each to advance the sustainability and success of the organization.
- Leaders understand the constancy of change in their own lives. They are able to translate this into the lives of others and into whole systems. Leaders seek the seamless intersection of change events and manage each stage of the change process in a way that ensures engagement of people, their movement in concert and response to meaningful change, and their collective success in advancing their own lives and the organization's interests.
- Leaders make time for self-reflection. If the leader's capacity and confidence in discerning, questioning, and translating change remain stagnant and unrefined, this is reflected in late-stage engagement, reticence, and ineffective response. Furthermore, peers witness this incongruence and are negatively affected with regard to their response to change. The availability to self-reflection, environmental scanning, strategizing, and translating reality is a personal leadership enterprise and contributes to the broader value of the organization and its people only when the leader as an individual has engaged as a personal performance expectation.
- Good leaders are transparent and become exemplars of what is valuable and right. These leaders represent their own personal commitment to engagement and transformation. They recognize that they are constantly being observed, that there are no accidental conversations, moments, or occurrences. Therefore every level of interaction has meaning, value, and impact on others. Good leadership communication is a representation of their commitment, and their connection to change, their willingness to address change, and the effectiveness of how they engage it.

Each of these components of personal leadership briefly describes the expectation of the leader in terms of self-reflection, role expression, and relationship to those to whom the leader relates. Leadership is a role, not a condition. Expressing leadership is intentional work. Leaders make a conscious choice and commitment to the work of leadership. These persons recognize within their own personhood the confluence of

the character of leadership and the commitment to appropriate and effective leadership behavior.

Conceptual competencies	Interpersonal competencies
Systems thinking	Receptivity and similarity
Acclimation to chaos	Immediacy and equality
Pattern recognition	Integration
Synthesis	Facilitation
Continuous learning	Coordination
	Coaching
	Framing new leadership language
Participation competencies	Leadership competencies
Partnership	Vulnerability and openness
Equity	Systems skills
Accountability	Emotional maturity
Ownership	Self-management
Investment	Transformation skills
Involvement	Group process skills
Empowerment	Change management
	Fluidity and mobility

Figure 3-2 Leadership characteristics of the 21st century

Leaders Versus Managers

Leadership and management are two distinct competencies. This textbook focuses on the development of leadership, not on functions of management. Managers have subordinates, leaders have partners. By definition, management is an organizational position and function. Managers require subordinates. Managers generally have a vertical relationship to those they manage. Management is considered a particular position with vested authority given to them by hierarchical organizational management. Traditional employees work for managers and largely do what the managers suggest is appropriate to their work. Management style is largely transactional, such that the manager generally informs employees what the nature of the work is, the direction to which that work is oriented and

how it impacts the organization, the functions that are critical to the activities of work, and the training and performance expectations necessary to do the work well (Rippin, 2007).

Leadership has little to do with management. Leaders specifically do not have subordinates or subsequent roles. Leaders tend to influence others by virtue of their relationship skills and advancing the effectiveness of their relationships in a way that supports the collective work of the stakeholders and the effectiveness of their outputs (Gardner, Avolio, & Walumbwa, F. O. (Eds.). 2005). Leaders use well-researched principles of relationship, interaction, behavior, and communication to engage others in mutual commitment that advances the value of all and achieves the purposeful ends of their collective work. Leadership is essentially about the person rather than the work. When focusing on the person of the leader, role expectations relate to group interaction, influential characteristics between leaders and colleagues, innovation and creativity, interactional skills, team dynamics, and personal characteristics that inspire confidence, competence, commitment, engagement, and the support of others. Leadership is generally not fixed in a position; instead it characterizes a role. These role characteristics need to more clearly articulate the leaders' ability to effectively interact, intersect, and engage others, stimulating ownership of their contributions, coaching and develop new insights and skills, and leading others to new insights and understanding about their work system, relationships, and outcomes.

Managers direct from legitimized hierarchical positions, exercising a locus of control enumerated by their formal authority in the system. Leadership can be exercised from any point in the system and, if utilized appropriately, it can change the whole system regardless of where the leader may be located in it. Confidence and capacity are critical elements of the good exercise of leadership, not position. Managers do not necessarily have to be good leaders in order to perform their functions appropriately. However, leaders do not have that same opportunity. Leaders relate by influence, not by control. Northouse distinguished management and leadership in particular ways (2007, p. 10) (Figure 3-3). The distinction between management and leadership is that management is about function; leadership is about movement. The central focus of the manager's role relates specifically to function and activity often enumerated by skill.

Another contemporary differentiation between management and leadership is that management focuses on analysis; leadership focuses on synthesis. Analysis is often defined as breaking down the components of a problem or issue into parts or elements (Tilley, 2008). Synthesis, on the other hand, works in the opposite direction; synthesis is the act of combining and integrating numerous complex elements or components of the problem into a whole.

(Cowen & Moorhead, 2011). Although synthesis may include analysis as a part of its infrastructure, the ultimate goal is to observe the system acting and interacting as a whole in a way that represents the desired state.

Management produces order and consistency	Leadership produces change and movement
Planning and budgeting	Establishing direction
Establishing agendas	Creating a vision
Setting timetables	Clarifying the big picture
Allocating resources	Setting strategies
Organizing and staffing	Aligning people
Providing structure	Communicating goals
Making job placements	Seeking commitment
Establishing rules and procedures	Building teams and coalitions
Controlling and problem solving	Motivating and inspiring
Developing incentives	Inspiring and energizing
Generating creative solutions	Empowering subordinates
Taking corrective action	Satisfying unmet needs

Figure 3-3 Management versus leadership competencies



CRITICAL THOUGHT

Leadership requires a strong sense of self. It is next to impossible for a tentative leader to influence the lives and choices of others. A context of competence and confidence can sometimes be the only difference between encouragement and failure.

Management tends to look at activities and functions over a short-term, sometimes immediate time frame, and leadership observes longer trajectories of time and deals in broader parameters. NOT FOR SALE OR DISTRIBUTION

essential for long-term sustainability rather than short-term returns. Management often focuses on efficiency, function, and process emphasis. Leadership, on the other hand, focuses on the relationship, interactions, and confluence of forces that contribute to complexity and how they can be intercepted in order to advance effectiveness or a trajectory of success rather than any moment of success. Leaders tend to embrace risk and experiment with trial and error. Managers tend to eliminate or reduce risk and build on the tried and tested.

The Personal Attributes of Leaders

Although leaders have a wide-ranging number of personalities and personal characteristics, they have a consistent network of attributes that characterize leadership (Leader to Leader Institute, Hesselbein, & Goldsmith, M. (Eds.). 2006). Emerging leaders should ask some basic questions early in their trajectory to leadership to address some of the basic attributes of leadership. Some of those questions might be as follows:

- Do I genuinely like people? My leadership will bring me in contact with many people, and I may have to lead in directions others may not be interested in going at any given time. I will need to be willing to relate to a wide variety of types of personalities, demonstrate sensitivity to their differences, be aware of their needs, and be able to accommodate these differences in my relationships. I genuinely must like doing this work.
- Am I able to live with a high degree of ambiguity and uncertainty? I will be constantly working through a large number of changes. I will need to be an example of willingness, openness, excitement, and engagement of change. I must be able to demonstrate a will to embrace change in my own life and demonstrate my life as a change in motion before I ask others to embrace change.
- How well developed are my communication skills? Communication will be the centerpiece of my leadership expression. I'll be constantly communicating with others at every level of the system. I will need to demonstrate competence and confidence and communicate articulately. I must evidence that I have been informed in my knowledge and expressions. My communication with others must be understandable, and I must be seen as competent and trustworthy.
- Do I have the courage to have crucial conversations and confrontations when required by my leadership? Can I be tough and disciplined regarding decisions and courses of action? Have I have dealt with fear

and uncertainty, and am I comfortable with my ability to cope with it and move ahead?

- Am I able to stand alone and encourage support for a position that others are not embracing? I must be able to be firm with regard to a position that is evidence-based, ethical, and appropriate under the circumstances; I must defend it clearly and with firmness. I can address others' concerns and insights and develop my position as it becomes positively informed by others.
- Am I an effective team player? As a leader I see my opportunity to make a contribution to the planning and implementation of critical processes. I can assume leadership in translating necessary decisions to others. I can help others refine their responses to decisions, overcome their concerns, restate their goals, and renew their direction in a way that advances integrity, effectiveness, and sustainability.

Leaders must have the ability to move others in concert. As a person, the leader must be able to connect with both heart and head. The leader helps others find a deeper purpose in their work and to connect that purpose with the collective energy necessary to advance their work and the system to which it is directed. The leader understands the value of emotional and psychodynamic connection to work, to others, and to a cause greater than oneself. Leaders create a culture of ownership and investment in the collective action of work, helping to build a community around the purposes of work and deepening the understanding of the relationship among individual work activities, the collective convergence of that effort, and its power to make a difference (Miner, 2005).

The leader constantly dances with credibility. In order to maintain long-term viability and relationships with others, the leader must be able to reflect values of honesty, transparency, personal integrity, and leadership discipline. These values form the foundation of lasting relationships with others in the workplace. Through the exercise of these values, each person to whom the leader relates develops a special connection to the leader through their own efforts and personal representation of those same values. In the struggle to act consonant with those values, individuals look to the leader as a mentor and validator in a way that keeps them in touch with their own needs and struggles to keep these values at the forefront of their own lives. The leader models these behaviors with personal integrity and values, using them as the vehicle for self-expression and presentation to others. In the case of such values, the leader best communicates them through his or her own personal consistency with personal behavior, generating the understanding that integrity is a way of being, not simply a reaction to a single circumstance or crisis.



SCENARIO

Many leaders are promoted into a leadership role from staff positions. Often, their selection was a reflection of what good work this individual did as a staff person. In the staff role, this individual became an expert at his or her work. This expertise and effectiveness ultimately led this individual into the role of new leader. The greatest problem with this process relates to the conflict between really great preparation in the work process and the demands of a good leader—often they are not aligned. Leadership skills are unique to the role. Staff expertise may be an indicator of potential competence, but it is no guarantee of transferability into the leader role. The emerging leader must understand this differentiation from the outset. Not doing so skews the new leader's understanding of the role and affects the quality of how the role is applied.

You have been selected to lead the development of the practice council in your clinical department. Your manager saw strong leadership potential as evidenced by your commitment to care, your ability to influence your colleagues, and your willingness to help make decisions on the unit. You've never been asked to be the leader before or to organize something as important as a practice council. You are eager to do it well but are a little concerned about your ability to carry it off.

In an effort to get ready for your role, you've gathered some of your colleagues together to help you with some initial questions. How might you respond to the following questions:

Discussion Questions

1. How many and what range of diversity of staff members do you want to gather for the initial council?
2. What are the first personal activities related to your leadership that we need to address before establishing a council meeting time?
3. What specific areas of mentorship would you look for from your manager in guiding you through your initial leadership experiences with the council?
4. What kind of reactions from your colleagues on the staff should you anticipate and plan for as you assume this important role?
5. As you prepare for the first council meeting, what might be some of the first agenda items to establish firm foundations for the council to do its work?

Courage and Leadership

Leadership is not easy work. Invested and committed leaders see themselves as though leadership and their own person are one and the same thing. Leadership is intentional work, and leaders are fully conscious of the implications, meaning, and value of their personal actions (Figure 3-4). Without this awareness of intentionality and the requisite clarity around the impact of the role in the organization and on others, the leader can slip into a sort of passive functionalism that reflects more the characteristics of the management of functions and processes than it does of vision and direction (Kellough, 2008).

Solid self-perception	Strongly self-directed
Ability to relate to others well	
Effective verbal skills	Willingness to interact
Able to clarify issues	Unafraid of ambiguity
Willing to face conflict head-on and early	
Embraces the noise of creativity	
Allows others to be innovative and to break the rules	
Not good at avoiding anything	Lands running
Can live in the reflected glory of others' accomplishments	
Doesn't mind a little chaos	Demonstrates empathy
Loves to celebrate others' successes	

Figure 3-4 Affirming leader competence

Often in nursing leaders are promoted into management roles out of need rather than a clear delineation of skill and capacity. Just as often, individuals promoted into roles of management leadership were often those who were excellent practitioners and were recognized because of the quality of and their passion for patient care. The problem in this process is that clinical work excellence is a poor predictor for management or leadership success (Winkler, 2010). This does not imply that excellent clinical practitioners cannot be good leaders. However, if they are good leaders, it is the result of other circumstances not directly aligned to their excellence in clinical practice. Leadership is a specific set of competencies with unique characteristics and content. The evaluation of the elements and components of leadership suggests different characteristics for success in the role than those who are successful clinical practitioners. Whether an individual is a clinical

or management leader, the leadership characteristics and skill sets are precisely the same.

One of those unique ingredients to effective and sustainable leadership is the leader's ability to demonstrate the reasoned and careful judgment related to especially difficult and challenging decisions. The leader's relationship with colleagues is often complicated and involves a myriad of patterns of interaction and communication. Sometimes decisions that are appropriate and correct are not universally acceptable or agreed to. It is at this point where leadership courage becomes especially important. Those times when the current runs counter to the correct or most appropriate decision become the true test of one of the leader's most critical skills. There are a number of elements related to courage that are important to manifest in the personal exercise of the leadership role:

- The courage to initiate and act. Often the leader will need to push the walls of current practices, rituals, and routines of work in favor of implementing new processes, practices, or initiatives. Some of these will not be popular. Yet, the leader must act consistent with the obligation to make sure that clinical action is evidence based and reflects the state of the art. This will often mean challenging colleagues and raising the bar for performance and impact. If the leader has a need for a great number of personal friendships at work, the individual should not seek the role of leadership because it will often call into question personal relationships in the interests of making right decisions.
- The courage to stand up for what is right in others. Occasionally in the work setting, relationships among colleagues may be stressed, stretched, or otherwise subjected to a high level of tension. The leader must be willing to enter the intensity and fray of challenged relationships, and with courage and clarity sort through them in order to identify common ground and to build essential partnerships. The work of the leader focuses on the integrity and effectiveness of the team. In order to ensure that team-based processes and practices remain fluid and consistent, the leader often will need to confront barriers, boundaries, and perceptual relational differences between members of the team. It is here where skill, courage, and the energy necessary to work through differences become critical in the role of the leader. Establishing group norms, clarifying challenges among individuals, building effective relationships, and confronting issues and concerns head-on are acts of personal courage evident in the day-to-day leadership of every system.
- The courage to trust. Often leaders are seen within the context of the capacity to

of leadership capacity and is frequently overrated. In fact, the effective leader often is the one who is best able to let go of personal control and to build trust in colleagues that they will act in the best interests of the profession, the organization, and those they serve. Trust is evidence of the quality of the relationship between members of the team. A significant role of the leader is to ensure that expectations, accountability, relationships, and performance are clear enough for team members that each person understands role obligations in terms of an effective work environment and quality practice and patient outcomes. Representing confidence and trust in colleagues and team members best reflects the effectiveness and positive characteristics and the application of the leadership role. Trust reflects effective relationships, clear and understood expectations, consistent and well-articulated accountabilities, and performance results that reveal the aggregation of the best in clinical practice.

- Exhibit a personal connection to leadership courage. Courage is palpable and visible. Others can see courage present in the person of the leader. Through all of the small daily activities of the expression of leadership, the personal courage of the leader becomes evident. How the leader interacts, the voice the leader gives to issues, the leader's personal pattern of behavior, and the critical choices the leader makes in times of challenge or difficulty all represent the expression and character of courage. It is in these small daily events where courage becomes most evident. Some exemplars of daily personal courage are
 - speaking up when one knows his or her voice will not be popular,
 - receiving critical feedback from others regarding personal behavior, positions, or expression,
 - saying no when it is easier and more acceptable to say yes,
 - publicly accepting responsibility for one's own behavior and for the behavior and outcomes of the team,
 - walking away when passions generate childishness, polarization, or lead to unprincipled language or behaviors,
 - speaking with firmness and commitment on issues of principle, best practice, personal rights and integrity, and in the interests of the patient,
 - seeking reflective time when precipitous action may be more expedient or acceptable,

- defending disadvantaged, discriminated against, aggrieved, or repressed individuals and groups, especially when it is not popular to do so,
- giving passion and language to vision, innovation, and creativity, especially at points where it is not universally acceptable,
- admitting error and personal failing with full ownership and accountability,
- listening deeply when you want to talk and asking when you want to tell,
- easily giving credit to others, especially when it is easier to take it yourself,
- finding potential in others and working diligently to develop it.

Courage is generally not reserved for those times of great significance or importance where the gestures of courage can be grand or sweeping. In fact, courage is most often evident in the small and unrecognizable daily acts of integrity, honesty, and commitment to truth. Effective leaders see courage simply as one of the elements present in exercise of the role of leader. Courageous behavior for the effective leader is no big deal, and it is evident in the usual and ordinary behavior of daily leadership. It is the leader who can make courage ordinary and reflect it in every decision and action who best exemplifies the meaning, value, and impact of courage in the act of leading.

Leaders Engage Stakeholders

Good leaders know that they are not the center of the organization nor do they have all of the answers to the myriad questions generated by organizational work. The leader recognizes that he or she is an agent in complex organizational systems (Bergmann & Brough, 2007). While there are many agents in the system, the leader is an unintentional agent located at the intersection of various levels in the system and serves to create opportunities for linkage, interface, and synthesis in the system. This intentional leader is more specifically a capitalist for action rather than the action itself.

The leader as organizational agent recognizes some fundamental elements in the leadership role that are necessary to incorporate in order to best exercise the role of the leader. Some central themes with regard to the role of the leader in the work community are as follows:

- Instead of looking for answers, the leader seeks the right question so that subsequent activity undertaken by organizational members can relate to the most correct issues that best align with the critical requisites of goodness of fit between the organization and its environment.
- Leaders create the circumstances that make it possible to fully engage all relevant and related stakeholders with regard to issues, processes, and problem resolution. The leader does not so much seek the resolution of the problem as he or she seeks to direct the problem to those who have ownership for its solution.
- The leader as agent seeks not to be the locus of control for decisions, processes, or actions. The leader attempts to find the legitimate locus of control for a decision or action in order to ensure that the right stakeholders who have direct ownership for the issue are invested in leading the response to it.
- The leader is always raising the question as to who the stakeholders are that need to be focused on particular issues, concerns, processes, or problem solving. The leader's primary role in this scenario is to set the table with the right players who have ownership and competence in addressing the issue or resolving the problem.
- The leader seeks to ascribe the correct language to a priority, issue, or concern of the organization such that through appropriate dialogue, stakeholders are aligning the right effort to the right issue and devoting the right resources to addressing it.
- The leader serves primarily as a catalyst for issue owners to address and resolve problems, processes, or concerns. The leader makes sure that the right players, tools, processes, and expertise are appropriately aligned to support decision makers in a way that renders the best possible problem solving.
- The leader acts as circuit rider to the deliberation and decisional process, ensuring that the right people, processes, tools, and data are available in a format that best supports arriving at the right solution and undertaking the best action.

Wise leaders are never at the center of the deliberative or decisional activities of stakeholders. Instead, the leaders see that the stakeholders have what they need to exercise full ownership of their issues and to fully invest resources and effort in the appropriate deliberation and decisions related to defining the actions necessary to address particular issues and concerns (Winkler, 2010). In this way, the

leader ensures that ownership for the resolution of issues remains in the hands of those upon whom they most impact. Here, the leader ensures that stakeholders develop the right skills, talents, insights, and applications necessary to best address the issues of concern over which they exercise ownership. Although it is easier for the leader to undertake these activities unilaterally and to be the center of problem solving in his or her area of accountability, it is not always wise. Science has shown us that the closer to the point of service a problem is dealt with and resolved by those who have direct ownership for it, the better the process and the better the solution (Barker, 1990). However, it is important to the leader that those who have ownership for problems and issues must themselves undertake the processes directed to addressing them, and they must have the essential tools to do so. It is the leader's obligation to see that needs and resources converge in a meaningful way and that through the application of these resources, issues can be addressed, problems can be solved, and change can be advanced.

The Leader Stays in the Question

Wise leaders know that given any opportunity, the locus of control for an issue or concern will always seek to move from the intensity and volatility of the environment out of which it is generated to a level in the system where volatility, intensity, and anxiety are less concentrated. This basic law of entropy also applies to human dynamics and behavior. Left intentionally unaddressed, most problems will arrive at the manager's desk or in the leader's hands whether they belong there or not.

The leader recognizes that virtually all problems belong where they originated and must seek to return them there if they are to be legitimately and effectively resolved (Figure 3-5). Because the leader does not own them, if he or she attempts to resolve them, resolution becomes symptomatic and iterative. If a permanent solution is to be sought and obtained, the problem must return to its point of origin in order for those who own it to resolve it in a way that permanently addresses the issue they own. It is the leader's obligation to see that the issue returns to its legitimate locus of control and is resolved by those who own it (Malloch, 2010).

Good leaders know that they are not the answer to all the questions that others raise. The leader must recognize that accountability for answers always rests with the questioner. The minute the leader answers the question, a transfer of the locus of control for the answer moves to the leader, essentially absolving the questioner of any ownership of the solution to his or her own questions. This transfer occurs thousands of times every day in the life and role of the leader.

The wise leader recognizes that the accountable answer to any question is the next question. The leader recognizes that ownership of the issue should remain with the person who brings it and that person must be encouraged and enabled to respond and seek the solution that can most be sustained. The leader seeks to have the questioner do the following:

- Retain ownership and control over the issue.
- Identify the resources necessary to pursue a solution.
- Name the barriers impeding a solution.
- Identify the best deliverables related to a sustainable solution.
- Enumerate a mechanism for selecting the best alternative.
- Outline the process steps necessary to address the issue.
- Indicate the impact of the selected approach.
- Evaluate the results of the approach(es) selected.
- Undertake corrective action related to an effective solution.
- Validate the action of the staff.
- Celebrate the success for the staff in resolving their own issues.

Figure 3-5 Leaders engage stakeholders

In order to make sure that a legitimate locus of control is maintained in problem solving, the leader always stays within the question in relationship to issues that belong to others. The leader sees that he or she is not the source of the solution of the problem. Although the leader can access resources, support decision making, provide skill opportunities, and gather the right stakeholders, the leader cannot resolve the problem in any sustainable way on behalf of those who own it. They must resolve it themselves.

In the interests of ensuring this appropriate alignment, the leader stays in the question. This means raising the right issues, engaging appropriate stakeholders, helping others to find the core of the issue or problem, and discerning the

right agents for problem resolution and creating the right format and forum for addressing the issue in a way that obtains viable and sustainable solutions. In short, the leader stays focused on the context of problem solving; the staff stays focused on the content of problem solving. This context–content set of parameters helps clarify and distinguish between the elements of the role of the leader and those of the stakeholder. Leaders firmly stay within the context obligations of their role and support stakeholders in addressing their ownership of the content of their issue or concern.

Leaders who stay in the question will find this personal skill set challenging at best. The leader must develop personal attributes that make it comfortable for him or her to refrain from being the centerpiece or the control point for managing, deciding, and directing resolution of issues that belong to the staff. Those who express leadership potential are not often shy, passive, or wilting lily personalities. The unique leadership characteristics evidenced by high energy, strong sense of ownership, creativity and innovation, clear direction, and desire to problem solve often trip up these individuals. Often, they assume that the sometimes much more effective leadership characteristics that remove them as the centerpiece of the action and move them to the side are less meaningful and valuable than being at the “center of the action” (Porter-O’Grady & Malloch, 2010a).

Some self-reflection with regard to leadership capacity is critical to touch base with the intentionality necessary to comprise the leader’s role. Understanding motive, leadership role content, and personal attributes are important to the appropriate self-development of the leader in leading a team of equals (knowledge workers/professionals) in ways that best engage them, prevent the transfer of ownership, and create the conditions for effective problem solving. Some of these self-characteristics are as follows:

- Self-confidence and clear awareness of personal ego challenges and reward needs
- A sense of self-direction and the ability to meet one’s own needs without depending on the reflected praise of others
- Assertive skills that make it clear to others the locus of control for obligations and accountability
- A strong ability to articulate and clarify issues in a language that can clearly be understood by others, especially those who may own the issues
- A capacity to face the potential for conflict head-on and early enough to help people engage it and translate it into purposeful action

- An ability to embrace the noise of initially chaotic, often creative efforts at aligning stakeholders and undertaking deliberations resulting in creative solutions
- The ability to obtain equal satisfaction and personal reward in the reflected light of the team's accomplishment and in colleagues' recognition of the leader's contribution to creativity or effective solutions
- The capability to celebrate others' success and to make celebration a consistent part of the life of the unit or department in ways that acknowledge successes and other individual contributions toward attaining success

Recognizing Personal Needs for Self-Development

Effective leaders value being effective leaders. These leaders believe that through the development of their effective leadership skills, they will themselves become better leaders. Leaders also believe that they can develop and through personal self-development can grow and become more effective. Leaders also know that a good foundation in self-awareness is essential to anchor the foundations of this leadership development (Figure 3-6).

Awareness of some of the common pitfalls that prevent leaders from developing their skills is in the person's own best interest in developing a stronger capacity for leadership. Many simple situations and occurrences contribute to the incapacitating or early destruction of leadership effectiveness. Developing leadership skills is a lifelong process that demands a continuous level of awareness of the leadership journey, its pitfalls and promises, and the individual hooks and traps that impede one's movement along the leadership trajectory. Some of the more common issues related to effective leadership are ones that are most frequently overlooked. Some of these might be the following:

- An early tendency to self-destruct. Sometimes egos are fragile and new leaders can often come to believe in their own sense of self-importance and thereby lose perspective with regard to their leadership role and impact of the organization. It is not uncommon to see leaders begin to believe that they are more important, capable, and valuable than is truly the case. Often this occurs in the event of recognition or praise with regard to a singular accomplishment. The individual gets lost in the praise and begins to lose his or her center and believes his or her own value far beyond legitimate extents. Allowing the personal ego to run rampant and failing to exercise the same discipline on one's own ego as

Every leader, no matter how experienced, must be aware of the need to continually develop and grow in the role. Competence in the role is neither static nor ensured. Each leader must recognize how dynamic change is, constantly shifting the work landscape and calling all who work to continually reflect on the value of their contribution and the currency of their skills. This means participating in an endless assessment of competence and the need to adjust and grow in the role as it responds to new demands:

- Am I able to see the whole picture, not just the part that applies to me?
- Do I work in systems models and not merely reflect a process orientation?
- Am I able to look past the current issues and see where I am?
- Can I envision the journey and reflect on where I am in it?
- Am I good at translating reality and change so that others understand?
- Am I willing to face issues first before others must contend with them?
- Do I anticipate the needs of the system and of others in it?
- Do I explore different ways of seeing things and expand my thinking?
- Will I experiment with and evaluate options to current routines?
- Is there a place in my life for the uncertain and the chaotic?
- Can I find the energy in stress and use it to good advantage?
- Am I disciplined in my work and my life without being limited by it?
- Can I see the pain and noise in others and respond with empathy?
- Do I push others into their own challenges and support them in it?

Figure 3-6 Self-reflection: Paying attention to leader self-development

the leader does with others create conditions that threaten the value and viability of the role and tend to make the leader as much of a problem as the issues to which he or she directs attention. When the leader's ego runs rampant and is undisciplined, the leader actually tends to stop the very activities that made him or her successful. A humble but balanced recognition of the contribution to creating a positive context for good team relationships, effective problem solving, and advancing creativity is the best counter to an uncontrolled ego and to a misappropriation of one's role in making meaningful change in attaining sustainable success.

- Failure to accommodate and manage inevitable leadership stress. Burnout is the most common occurrence in leaders. Burnout reflects

the loss of personal balance, eroding support system, too much emphasis on the role of the leader, and the diminishment of the moral and ethical center to leadership expression. Often these leaders failed to pay attention to their personal and family supports and the development of close friendships. These leaders often lose connection with the good management of time, become overwhelmed with the work, and have an inflated sense of their own value to others. Failure to attain appropriate leadership peer support and mentorship often contributes to growing leadership stress. If these issues are left unaddressed long enough, they lead to a lack of self-awareness that directly increases impending levels of personal burnout.

- Excessive focus on task and function diminishes leadership effectiveness. Because of the pressures to perform and to achieve outcomes, leaders can be overly focused on short-term functions and results at the expense of long-term viability and sustainability. Leadership over the long term isn't simply about achieving short-term goals; it is more about maintaining continuous levels of satisfaction and performance. The task-focused leader descends into the middle of the fray and becomes a part of the problems that ensue. The distance, objectivity, and long-range view expected of the leader diminishes, and the individual fails to maintain the context or environment necessary to advance creativity and to recognize value in others.



CRITICAL THOUGHT

Self-awareness ensures that a leader is able to confront the challenges that lie within and adjust for the conflicts and challenges that move the individual to grow and develop in a way that takes the person beyond limitation and into the arena of true innovation and creativity. Today most organizations are hungry for just such people.

- Treating everyone the same can lead to problems for the leader. Equity does not mean equality—one is a measure of value; the other is a measure of condition. Everyone should be treated equally; that is beyond question. However, equity indicates that different roles contribute different kinds of value to the organization and each role must be respected within the context of its unique value contribution. By simply treating everyone the same, you belie the uniqueness that each brings, confuse the specific contribution each role makes, and

eliminate the value of diversity to the mosaic of contributions necessary to the life and energy of the workplace. Recognizing and honoring role differences and individual contributions also advance the life and vitality of the leader.

- Admitting personal error does not lead to a lack of credibility; in fact, it advances personal credibility. Regularly making mistakes as a leader is indeed a problem and must be addressed as such. However, effective leaders do not generally make frequent and significant errors. When errors or mistakes have been made, the wise leader owns up to his or her part in the error and demonstrates personal transparency with regard to its disclosure. By so doing, disclosure of errors becomes safe and credible and reduces the intensity and pressure often accompanying the presence of errors. Setting the example of self-disclosure creates a safe space for those behaviors and helps eliminate the personal stress of hiding inadequacy, failure, and personal error.
- The desire to be liked and to be a friend to staff can create significant leadership trauma. In the unique exercise of leadership, friendship is not a part of the quotient. Tongue in cheek, one can say “leaders have no friends.” Although this is potentially an overstatement, the truth of this principle lies in the fact that leadership is not a constituent of friendship, and friendship is often an impediment to the exercise of good leadership. Leaders need to be honored, respected, even loved for their excellent exercise of leadership. However, this should not be mistaken for personal affection instead of role and performance acknowledgment. Developing particular friendships within the context of the team format is a formula for stress, crisis, inequity, and personal problem generation. The wise leader develops a balanced view with regard to the role requirements of leadership as distinguished from the personal requirements of friendship. Not working through this misalignment and setting clearly enumerated boundaries in this arena creates a volatile mix that results in diminishing leadership effectiveness and leads to considerable personal harm to both leaders and colleagues.
- Leaders need to be available to each other and to their staff. Leaders who isolate themselves or wall themselves off from communication with other leaders and their own staff or colleagues create conditions that facilitate the development of self-harm. Leaders need to be visible and available to each other and to staff in ways that advance communication, dialogue, interaction, and problem solving. This high level of visibility and interaction creates a relational dynamic that improves the strength of the interaction between the leader and staff

colleagues. The leader's exposure to other leaders and the constant interaction this person maintains with other leaders helps keep the leader centered, expands the opportunities for new insights, shares new tools and resources for self-development, and provides opportunities for mentorship and role clarification. Leadership isolation creates the exact opposite and diminishes both the support and the effectiveness of the role, increasing stress and limiting its viability.

- Staying out of touch with the personal and professional issues of colleagues and staff can create emotional isolation for the leader. If the leader becomes so enmeshed in his or her own management or functional activities and becomes captured by them, boundaries between the functional activities of the leader and the relational demands of the staff can accelerate into leadership isolation and stress. Becoming overwhelmed with function and activity is a common condition for leaders. Although many leaders use it as a vehicle for identifying with staff concerns, they fail to recognize their part in the staff concerns does not provide the objectivity essential to help staff deal with their concerns. Availability to problem solve with the staff is critical to building effective staff relationships and preventing leadership isolation. However, the gift the leader brings to the staff and colleagues is a balance to problems and issues that often cannot be attained from inside the problems or issues themselves. Staying in touch with the issues and the staff connects the leader to the staff's concerns, while maintaining the objective leader role and insight lends a new perspective from the outside looking in to support the staff's resolution of issues and concerns.

This sample of common pitfalls that impact leadership effectiveness enumerates the critical needs of the leader to understand his or her own personal needs and attributes and to develop a deeper awareness of those boundaries and traps that can limit leadership effectiveness and sound relationships with colleagues. Leadership development builds on a continuous awareness of the needs for individual growth and the range of competencies embedded in the role of each leader (Figure 3-7). Leadership self-development is a lifelong process that becomes deeper and more enriching as the individual leader increasingly commits to and expands self-awareness and continuous need for growth and development. Seeking out mentorship and leadership colleague relationships helps create a trusting and safe space for the leader to explore personal issues of leadership growth and capacity and a provides a place to discuss the angst and struggles associated with personal growth as a leader (Porter-O'Grady & Malloch, 2010b).



Figure 3-7 Contextual influences

Personal Transparency and Openness

There is nothing more important to the community of people and their relationship to a leader than a real sense of the personal presence of the leader. There is much mythology that swirls around the role of the leader, sometimes even imbued with notions of supernatural or special characteristics. Of course, this is emphatically untrue. Leaders are people who through growth development, role, and position assume important roles in relationship to others. Frequently this role is formal and structured within an organizational frame of reference, but just as frequently it is not. The expression of the role of the leader should be consistent regardless of whether the position is formal or informal. The leader role is differentiated by the context in which it unfolds. Beyond simply being a position title, a leader must not forget her or his personal humanity essentially defines the character of the role, its relationship to others, and, ultimately, its impact on others. At a personal level, the leader must be able to communicate effectively with others in a way that honors their own essential humanity, supporting in others a sense of personal identity that allows colleagues to more fully engage and embrace the leader in a way that supports their own personal work journey (Malloch & Porter-O'Grady, 2009).

In this regard, it is important that the leader represent and express a highly developed level of openness and availability to colleagues in a way that helps the professional community to identify with each other and with the person of the

leader. Different from what has been historically held, the leader should never be identified as separate and unique from those he or she leads. In fact, more often than not, the leader should be identified as a partner in the team and exemplify for colleagues the best human characteristics that affirm and value each role and integrated purpose. The leader's openness and availability should represent to everyone present an interfacing connection between members of the team, evidenced by their connection to each other and to the leader, and through it clearly identify their purpose, value, and commitments.



SCENARIO

Leaders must always remember that their primary role is to create a supportive context for the action of change in the organization. This means that the leader recognizes the forces influencing the leader's own expression of encouragement and facilitation of the change process. Understanding the issues of fit between the leader's practices and the conditions that affect them is critical to the good selection of approaches that make change successful. The leader is always aware of this need for good choices and best represents those good choices in his or her own behaviors and practices so that they become a model for the staff and the signpost of how best to respond to the inevitability and engagement of continual organizational change.

Some questions related to the individual leader and his or her commitment to organization goals are as follows:

Discussion Questions

- Do you know the mission, vision, and strategic priorities of the organization and do they influence your actions?
- How do organizational goals get incorporated into departmental priorities and the actions and measures that relate to the department's role in fulfilling them?
- How do you make sure that the staff's personal priorities fit tightly with the organization's goals such that their personal action is an expression of their commitment to fulfilling those goals?

Connection implies support for collective wisdom. Good leaders recognize the value of the whole aggregate of individual insight, knowledge, and experience. This collective wisdom serves as a powerful force for informing the deliberation,

effective decision making, and advancing the critical clinical value of the discipline. As mentioned before, good leaders move past the need for control in relating to others and make meaningful decisions and undertake appropriate action. The difficulty, however, is that organizational control was the cornerstone of management and leadership over the course of the 20th century. As systems begin to apply newer and deeper understanding of the complexity and characteristics of organizations, a deeper understanding of how organizations work and change reflects a new set of principles. The impact of complexity thinking and quantum applications in organizations has led to a new understanding of leadership, which emphasizes the shifting understanding of relationships, interactions, and management of life at the intersections of systems and networks. Thinkers in this arena now recognize the importance of network relationships in the synthesis of action (Ang & Yin, 2008). This means that traditional vertical control infrastructures and behaviors are no longer the central capacity driving stability and organizational life in greater work networks. The contemporary leader recognizes the emergent skills related to addressing issues of good fit, functional linkage, relationship and interaction, and convergence and synthesis, all of which are critical elements of human dynamics in complex systems.

Contemporary leaders now recognize that building effective relationships that interface and interact well with one another requires constant attention and continuous reflection on the intersection and interaction of all elements and components in the system, especially those that relate to the human dynamics of that system. Organizational leaders seek now to build a prevailing infrastructure that is predominantly relationship grounded. This emphasis on the relationship between people and systems calls for leaders who understand patterns of behavior and are effective in managing the many junctures of organizational networks and can successfully coordinate the linkages necessary to advance and sustain systems. The contemporary leader ensures staff that he or she exemplifies essential skill sets that are necessary to lead equitable and value-driven stakeholders collectively and congruently to fulfilling the meaning, purpose, and values of the organization in an ever-changing environment.



CRITICAL THOUGHT

The effective leader always prefers chaos over stability. Stability is a momentary respite in the endless movement and creativity of essential change. Although occasional stability is necessary, stability over time is the enemy of creativity and movement.

The leader's personal attributes and skills work together to ensure that there is consonance between individual purpose and meaning and the organizational value and direction as it fulfills its role and contribution to the broader social network. The leader develops the relationships and interactions necessary to advance, through the work of individuals, the purposes and values of the organization in the larger social environment. In this, at a very personal level, the leader fully engages both self and others in the dynamic interaction that invests everyone in a high level of commitment represented in the convergence of personal talents, capacity, and skills connected to the purposes and value of the larger organization. In this way the leader helps ensure that both personal and collective purpose, meaning, and value are demonstrated in the contribution of each and all and through the collective aggregation of every personal skill and ability and advances the interests and contribution of the organization. This synthesis can be obtained and sustained only through a continuous invitation, gathering, inclusion, contribution, and demonstration of the best and most vital in everyone who participates in the concerted effort to advance the health of those they serve (Ulh-Bien & Marion, 2008). It is to this end that the activities, talents, and the commitment of the leader are directed. The leader's constant and consistent focus on creating an environment of ownership, engagement, investment, and expression creates the milieu necessary to move the caring network in a way that makes a sustainable difference in the health of those it serves. The personal attributes of the leader are what best represents the character of the organization. The clearer the system is regarding those attributes and expectations and the better demonstrated in the person of the leader they are, the clearer and more effective is the role they play in sustaining that contribution.



REFLECTIVE QUESTION

How many times do we hear, "If we could just get to the end of this and know it was done and over with"? Although there is certainly some truth to the incrementalism implied in this statement, there is no truth to its substance. Nothing is ever really done. Everything is always and forever in movement. If the movement of the universe should stop, so would everything in it. We may achieve specific objectives, but if we're seeing them correctly, they are really a small component of a much larger journey—one that never ends. What is your best way of communicating this reality to your colleagues? What story can you tell that reflects its truth to them in a meaningful way?

CHAPTER TEST QUESTIONS



1. It is better to adhere to generally accepted leadership principles than to develop an individual personal leadership plan. True or false?
2. Leadership means providing specific and clear direction to others so that they understand your intention and have a clear idea of your individual leadership vision. True or false?
3. Leadership courage indicates a specific level of self-understanding and personal knowledge about individual motivation, principles, and ethics. True or false?
4. In working with teams, it is important for the leader to let the team know about the decisions they need to make and to provide the team with the appropriate direction necessary to get to the right solution. True or false?
5. One of the differences between the management function and the leadership function is that managers are accountable for staffing, and leaders are more accountable for engaging. True or false?
6. The leader works hard to create trust and does everything to make sure that personal principles of trust are generated to colleagues so they can work in a trusting environment. True or false?
7. Leaders are always interested in finding answers to problems and directing colleagues to seek the most right answers or solutions. True or false?
8. A contemporary differentiation between management and leadership is that management focuses on analysis; leadership focuses on synthesis. True or false?
9. Friendship is not a critical element to leadership. Therefore, the wise leader is reserved about transparency and realizes that self-disclosure can create problems between the leader and those he or she leads. True or false?
10. The leader must set aside time for formal leadership reflection about personal skills and development needs and should develop a strong relationship with the leadership mentor. True or false?

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Appendix A

Old Versus New Leadership Skills

Old		New
Managing people	→	Managing mobility
Analyzing processes	→	Synthesizing systems
Setting direction	→	Reading the signposts of change
Using technology	→	Synergizing technology
Motivating others	→	Helping others identify their work relevance

Appendix B

Checking Off Basic Leadership Attributes

- Do I like people? I will be leading many people, sometimes in directions they may prefer not to go. I must be willing to relate to many types of people and will need a positive sensitivity to the needs of others. I must like this work!
- Can I live with a high degree of ambiguity and uncertainty? I will be dealing with a great amount of change. I will have to be an example of excitement and engagement of this change and demonstrate a will to implement it in my own life before I ask anyone else to implement it.
- Are my communication skills well developed? I will be communicating with others almost constantly and will need to be informed and articulate in my expressions. Others must understand me and must respect the validity of the information I communicate.
- Do I have the courage to handle the discipline issues that my leadership role will demand? Can I make tough decisions and follow through with action when required without fear and uncertainty?
- Can I stand alone on an issue when it appears that others are not embracing it? If the position is ethical and appropriate, can I defend it with clarity and firmness, incorporating others' concerns in my own development and positions?
- Am I a good team player? I can make a contribution to the planning and implementing processes and then take leadership in translating decisions to others and helping them act in concert with the goals and direction others may have developed for them.

Appendix C

More Leader Core Behaviors

- Leaders reflect flexibility in their approach to all problem solving and in confronting all issues.
- Leaders describe the changes that will affect the staff well in advance of the staff actually experiencing them.
- Leaders translate the goals of the system in a language that others can understand and apply to their own work.
- Leaders represent in their own behavior the patterns and practices they expect to see in others.
- Leaders anticipate the changes that staff will have to make in their work and carefully design approaches to guide staff in accepting and implementing change.
- Leaders recognize the chaos embedded in all change and are not afraid of it, demonstrating engagement of it to others, mentoring acceptance and use of its energy.

Appendix D

What Staff Want from Their Leader

Old	New
Honesty	Trust
Clarity or role	Opportunity
Open communication	Good problem solving
Personal caring	Engagement
Respect	Meaning in their work

Appendix E

Leadership

Leaders Moving Past the Age of Control

It has been said that control was the cornerstone of organizational leadership in the 20th century. As organizations seek to function in the 21st century, many of the characteristics of change are driven by a different set of principles. Recognizing the impact of complexity thinking and quantum theory, organizations are looking at an emerging significant set of relationships and intersections that require coordination and synthesis. This means that control is no longer the central issue of stability and organization in systems. The good leader recognizes that issues of fit, linkage, interaction, and relationship are the critical elements of all human dynamics.

Leaders recognize that building complex relationships requires constant attention and continual reflection on interaction of all elements in an organization including that of the people who comprise it. Building an infrastructure for relationships calls for leaders to understand linkage and intersections and to provide staff with clarity of meaning and purpose. The leader ensures those who are led that there is value in the work and relationships necessary to advance the purposes and values of the organization. In this, the leader fully engages the participants in an interaction that invests them in the commitment of their work with the purposes of the organization, advancing the meaning and value of their contribution, and to growing and improving their own personal skills and participation. This can be done only through invitation, gathering, inclusion, and encouraging the best and the most vital in all who participate.

Leaders can eliminate the focus on control as follows:

- Help people understand what is happening to them.
- Engage others in defining the content of their own work.
- Reduce hierarchy to its lowest necessary levels.
- Involve stakeholders in setting their own goals.
- Eliminate secrets—disclose whatever is necessary to help others do their work.

The leader who must control others is expressing a basic insecurity that ultimately results in negative forces and behavior impeding achievement of the organization's goals.

WHAT STAFF WANT FROM THEIR LEADER

Honesty	Trust
Clarity or role	Opportunity
Open communication	Good problem solving
Personal caring	Engagement
Respect	Meaning in their work

The Leader's Commitment to Learning

The leader cannot expect in others what he or she is not willing to find within. It is important to the consideration of the role of leader to recognize the value of continuing commitment to personal change. The person of the leader represents to others the general commitment to a continuing development that is fundamental to competence and effectiveness. Like all roles, the leader cannot be competent and static at the same time. The leader must demonstrate a willingness and ability to expand the skill set necessary to exercise the role and role model to others.

An endless commitment to learning is fundamental to the role of the leader. Three things are critical:

- A good assessment of leadership skills and needs.
- A good plan with strategies for action and implementation.
- A 360-degree evaluation of the effectiveness of the application of leadership skills.

Reading the signs of change

Translating the language of change for others

Guiding others in adapting to change

Applying change in the process of work

Entering into dialogue regarding change impact

Evaluating the results of change

Renewing energy for the very next change

A Leader Is Inspired and Is Inspiring

The ability to encourage others and to continue supporting their effort through modeling, motivating, and the leader's own personal commitment is critical to good leadership. The inspiring leader always recognizes that who one is, is as important as what one does. This leader always remembers the following:

- Individuals need to know that their work has meaning and value.
- Individuals hope that their work makes a difference and has a positive effect on the lives of others.
- Everyone wants to know that they are personally valued and have a place as well as play a key role in the world.
- Everyone seeks, at some level, to make a difference and to hear that difference in the words and language of others.
- People want to know that they matter; that their lives have personal value, and that they have an opportunity to express that value in their work and actions.
- The leader always seeks what is good in others, identifies it, and makes other team members aware of the value that an individual brings to their efforts.
- The value of collective wisdom is shared between and among all team members so that their collective impact is recognized by all.
- Nothing is sustained without concerted effort of all stakeholders committed to a common purpose.
- The leader creates the context within which others live and work in a way that encourages engagement, stimulates creativity, and builds commitment.

The leader's commitment must be such that others can sense it, and from its energy, be encouraged and able to continue their own journey.