

**Bennis, Warren. (1989) On becoming a leader. New York: Addison Wesley**

### **Managing/Leading Pp. xii-xiv**

So what does this mean for leaders of the twenty-first century? Well, it means a number of things, but three, at least are at the top of the list. First, staying with the status quo is unacceptable. It won't work. Second, one has to keep in mind that the key to competitive advantage in the nineties and beyond will be the capacity of leadership to create the social architecture capable of generating intellectual capital. And intellectual capital means ideas, know-how, innovation, brains, knowledge, and expertise. That's what is going to make the difference, the decisive difference between organizations and companies that succeed and those that fail. Restructuring and re-engineering can take you only so far. But you cannot restructure or re-engineer your company into prosperity. That takes ideas and re-invention.

You cannot release the brain power of any organization using whips and chains. You get the best out of people by empowering them, by supporting them, by getting out of their way.

### **What Followers Want P. xiii**

...leadership in light of the seismic changes taking place in our global economy is that followers need from their leaders three basic qualities: they are direction; they want trust; and they want hope.... the trust factor will reign as the most pivotal factor of a leader's success, whether at the U.S. presidential level or the chair of the PTA

### **Tripod Pp. xiii-xiv**

...one leg of the tripod is ambition; another leg is competence; and the third leg is integrity, moral fabric.

### **Commencement Speech P. xiv**

And if I were restricted to three basic ingredients for success. And if I were restricted to three words in any commencement speech, they would be Ideas, Relationships, and Adventure. Ideas are the basis for change, for re-invention, for, yes, intellectual capital. Relationships have to do with outstanding people working in harmony and openness, where everyone feels empowered, where all members are free included and at the center of things, where they feel competent and significant. And Adventure has to do with risk, with a bias toward action, with curiosity and courage. And the challenge of leadership is to create the social architecture where ideas, relationships and adventure can flourish.

### **Introduction**

**P.1** To an extent, leadership is like beauty: it's hard to define, but you know it when you see it.

**P.2** But since leadership, by definition, cannot take place in a vacuum, I've begun with the current context.

As Ralph Waldo Emerson said, "The man is only half himself, the other half is his expression."

**P.3** On *Becoming a Leader* is based on the assumption that leaders are people who are able to express themselves fully. By this I mean that they know who they are, what their strengths and weaknesses are, and how to fully deploy their strengths and compensate for their weaknesses. They also know what they want, why they want it, and how to communicate what they want to others, in order to gain their cooperation and support. Finally, they know how to achieve their goals. The key to full self-expression is understanding one's self and the world, and the key to understanding is learning - from one's own life and experience.

**P.4** In fact, the process of becoming a leader is much the same as the process of becoming an integrated human being.

**P.5** First, they all agree that leaders are made, not born, and made more by themselves than by any external means. Second, they agree that no leader sets out to be a leader per se, but rather to express himself freely and fully. That is, leaders have no interest in proving themselves, but an abiding interest in expressing themselves.

**P.6** ...this book is about adult learning..  
But the best information we have suggests that adults learn best when they take charge of their own learning.  
...the most pivotal was a concern with a guiding purpose, an overarching vision...

**P.7** So learning is simply a matter of remembering what is important. As Jung said, psychoanalysis is less a form of healing than a form of learning.

**P.8** ...the capacity for leadership doesn't guarantee that one will run a corporation or a government. In fact, in the current win-or-die context, people of extraordinary promise often have more difficulty fulfilling their promise than people of more docile character, because, at least in our time, genuine achievement can be less valued than simplistic success, and those who are skilled at achieving prominence are not necessarily those who are ready to lead once they arrive.

**P.9** But it has many recurring themes - the need for education, both formal and informal; the need to unlearn so that you can learn (or, as Satchel Paige is supposed to have said, "It's

not what you don't know that hurts you, it's what you know that just ain't so"); the need for reflecting on learning, so that the meaning of the lesson is understood; the need to take risks, make mistakes; and the need for competence, for mastery of the task at hand.

### **Mastering The Context P. 13**

*Leaders have a significant role in creating the state of mind that is the society. They can serve as symbols of the moral unity of the society. They can express the values that hold the society together. Most important, they can conceive and articulate goals that lift people out of their petty preoccupations, carry them above the conflicts that tear a society apart, and unite them in pursuit of objectives worth of their best efforts. John W. Gardner No Easy Victories*

### **Need for Leadership P. 15**

One person can live on a desert island without leadership. Two people, if they're totally compatible, could probably get along and even progress. If there are three or more, someone has to take the lead. Otherwise, chaos erupts.

### **Basic Reasons Why Leaders are Important P. 15**

1. First they are responsible for the effectiveness of organizations.
2. Second, the change and upheaval of the past years has left us with no place to hide. We need anchors in our lives, something like a trim-tab factor, a guiding purpose. Leaders fill that need.
3. Third, there is a pervasive, national concern about the integrity of our institutions.

### **Need for a Vision P. 20**

As a nation can't survive without public virtue, it can't progress without a common vision.

### **Short-term Thinking P. 22**

..."the societal disease of our time" - short-term thinking. "It's asking what the poll is saying, not what's great for the country and what's best for the future, but what do I say in the short term to get me from here to there."

### **Right Thing P. 30**

...it is not enough for a leader to do things right; he must do the right thing.

## Mastering the Context P. 34

There are four steps in the process behind Norman Lear's success in mastering the context: (1) becoming self-expressive; (2) listening to the inner voice; (3) learning from the right mentors; (4) giving oneself over to a guiding vision.

## Understanding The Basics P. 39-41

- ☺ The first basic ingredient of leadership is a guiding vision. The leader has a clear idea of what he wants to do professionally and personally - and the strength to persist in the face of setbacks, even failures. Unless you know where you're going and why, you cannot possibly get there.
- ☺ The second basic ingredient of leadership is passion - the underlying passion for the promises of life, combined with a very particular passion for a vocation a profession, a course of action.
- ☺ The next basic ingredient of leadership is integrity. I think there are three essential parts of integrity: self-knowledge, candor, and maturity.
  - ☛ Candor is the key to self-knowledge. Candor is based in honesty of thought and action, a steadfast devotion to principle, and a fundamental soundness and wholeness.
  - ☛ Maturity is important to a leader because leading is not simply showing the way or issuing orders. Every leader needs to have experienced and grown through following - learning to be dedicated, observant, capable or working with and learning from others, never servile, always truthful.
  - ☛ Integrity is the basis of trust, which is not as much an ingredient of leadership as it is a product.
  - ☛ Two more basic ingredients of leadership are curiosity and daring.
  - ☛ Learning from diversity is another theme that comes up again and again.

## Johnson, Nixon and Carter P.43

All three were highly competent, but their ambitions overrode their talent.  
....In each case, their minds seemed to be closed to us, at least, and perhaps to themselves as well. Whatever vision each may have had sent unexpressed.  
...Johnson, Nixon and Carter were all more driven than diving, and each seemed trapped in his own shadows.

## Kissinger p. 44

"Presidents don't do great things by dwelling on their limitations, but by focusing on their possibilities." They leave their past behind them and turn toward the future.

## **Leaders, Not Managers Pp. 44-46**

I tend to think of the differences between leaders and managers as the differences between those who master the context and those who surrender to it.

**There is a list of differences on Pages 45-46**

## **Training/Education P. 46**

Our educational system is really better at training than education.

## **Problem Finding P. 47**

bottom lines have nothing to do with problem-finding. And we need people who know how to find problems, because the ones we face today aren't always clearly defined, and they aren't linear.

## **Weaknesses P. 47**

It is one of the paradoxes of life that good leaders rise to the top in spite of their weakness, while bad leaders rise because of their weakness.

## **Individuality P. 47**

"On the one hand, we're a society that seems to be proud of individuality. On the other hand, we don't really tolerate real individuality. We want to homogenize it."

## **Faulkner P. 49**

"I don't know what I think until I read what I said. That's not just a joke. You learn what you think by codifying your thinking in some way.

*That's why sometimes we have to write down what we are thinking to clarify and codify it. It's the same effect when we are challenged.*

## **Once Born, Twice Born P. 49**

Harvard professor Abraham Zaleznik posits that there are two kinds of leaders: once-borns and twice-borns. The once-born's transition from home and family to independence is relatively easy. Twice-borns generally suffer as they grow up, feel different, even isolated, and so develop an elaborate inner life. As they grow older, they become truly independent, relying wholly on their own beliefs and ideas. Leaders who are twice born are inner-directed, self-assured, and as a result, truly charismatic, according to Zaleznik.

## **Self-Invention P. 50 - 51**

I cannot stress too much the need for self-invention. To be authentic is literally to be your own author (the words derive from the same Greek root), to discover your own native energies and desires, and then to find your own way of acting on them. When you've done that, you are not existing simply in order to live up to an image posited by the culture or by some other authority or by a family tradition. When you write your own life, then no matter what happens, you have played the game that was natural for you to play.

Norman Lear would add to this that the **goal isn't worth arriving at unless you enjoy the journey.**

Applauding yourself for the small successes, and taking the small bow, are good ways of learning to experience life each moment that you live it. And that's part of inventing yourself, of creating your own destiny.

To become a leader then, you must become yourself, become the maker of your own life.

## **Knowing Yourself P. 54-55**

Know thyself, then, means separating who you are and who you want to be from what the world thinks you are and who you want to be from what the world thinks you are and wants you to be.

Self-knowledge, self-invention are lifetime processes.

## **Four Lessons of Self-Knowledge Pp.56-64**

*The lessons are explained across these pages.*

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

...Learning is experiencing as a personal transformation. A person does not gather learnings as possessions but rather becomes a new person...To learn is not to have, it is to be.

## **Modes of Learning P.56-57**

- ❖ **Emulation**, in which one emulates either someone one knows or a historical or public figure.
- ❖ **Role taking**, in which one has a conception of what one should be and does.
- ❖ **Practical accomplishment**, in which one sees a problem as an opportunity and learns through the experience of dealing with it.
- ❖ **Validation**, in which one tests concepts by applying them and learns after the fact.
- ❖ **Anticipation**, in which one develops a concept and then applies it, learning before acting.
- ❖ **Personal growth**, in which one is less concerned with specific skills than with self-understanding and the “transformation of values and attitudes.”
- ❖ **Scientific learning**, in which one observes, conceptualizes on the basis of one’s observations, and then experiments to gather new data, with a primary focus on truth.

...cited two basic motivations for learning. The first was a need to know...The second was a “sense of role,” which stems from a “person’s perception of the gap between what he or she is, and what he or she should be.”

## **You Can Learn Anything P. 60**

If one of the basic ingredients of leadership is a passion for the promises of life, the key to realizing the promise is the full deployment of yourself.

Learning...is much more than the absorption of a body of knowledge or mastery of a discipline. It’s seeing the world simultaneously as it is and as it can be, understanding what you see, and acting on your understanding.

...this kind of learning has to do with reflecting on experience. Kaplan said, “I would add a component to that, which is the appetite to have experience, because people can be experience averse and therefore not learn. Unless you have the appetite to absorb new and potentially unsettling things, you don’t learn...Part of it is temperament. It’s a kind of fearlessness and optimism and confidence, and you’re not afraid of failure.

## **Reflecting on Experience P. 61-63**

Reflecting on experience is a means of having a Socratic dialogue with yourself, asking the right questions at the right time, in order to discover the truth of yourself and your life.

Nothing is truly yours until you understand it - not even yourself.

...you need to understand the effect that childhood experiences, family, and peers have

had on the person you have become.

All too often, we are strangers to ourselves.

In other words, most of us are made by our elders or by our peers. But leaders are self-directed...Leaders are self-directed, but learning and understanding are the keys to self-direction, and it is in our relationships with others that we learn about ourselves.

...leaders learn from others, but they are not made by others.

What this means is that here and now, true learning must be often be preceded by unlearning, because we are taught by our parents and teachers and friends how to go along, to measure up to their standards, rather than allowed to be ourselves.

### **Dr. Zhivago P. 63**

Well, what are you? What is it about you that you have always known as yourself? What are you conscious of in yourself: your kidneys, your liver, your blood vessels? No. However far back you go in your memory it is always some external manifestation of yourself where you come across your identity: in the work of your hands, in your family, in other people. And now listen carefully. You in others - this is what you are, this is what your consciousness has breathed, and lived on, and enjoyed throughout your life, your soul, your immortality -YOUR LIFE IN OTHERS.

### **Life Stages of Erikson Pp. 64-66**

1. Infancy	Basic trust vs. Basic Mistrust
2. Early Childhood	Autonomy vs. Shame, Doubt
3. Play Age	Initiative vs. Guilt
4. School Age	Industry vs. Inferiority
5. Adolescence	Identity vs. Identity Confusion
6. Young Adulthood	Intimacy vs. Stagnation
7. ADULTHOOD	Generativity vs. Stagnation
8. Old age	Integrity vs. Despair

Erikson believes that we do not proceed to the next stage until each stage's crisis has been satisfactorily resolved.



Traditionally, it has been easier for men to make their way through these stages and their attendant crises, but all too often, prodded by well-meaning parents and teachers, men, too, do what they're supposed to do in life, not what they want to do. In this way, the man who dreams of being a poet becomes an accountant and the would-be cowboy becomes an executive, and both suffer the torments of the unfulfilled. And who knows what they might have done if they had chosen to follow their dreams?

In the world according to Erikson, how we resolve the eight crises determines who we will be.

1.	Trust vs. Mistrust	Hope or withdrawal
2.	Autonomy vs. Shame, Doubt	Will or compulsion
3.	Initiative vs. Guilt	Purpose or inhibition
4.	Industry vs. Inferiority	Competence or inertia
5.	Identity vs. Identity Confusion	Fidelity or repudiation
6.	Intimacy vs. Stagnation	Love or exclusivity
7.	Generativity vs. Stagnation	Care or rejectivity
8.	Integrity vs. Despair	Wisdom or disdain

### **Chemistry and Circumstance P. 68**

Like everyone else, leaders are products of this great stew of chemistry and circumstance. What distinguishes the leader from everyone else is that he takes all of that and makes himself - all new and unique.

### **Unexamined Life Pp.68-69**

The unexamined life is impossible to live successfully. Like oarsmen, we generally move forward while looking backward, but not until we truly see the past - truly understand it - can we truly move forward, and upward.

Unlike everyone else, they use their experience rather than being used by it.

....we must first see and remember, and then forget. That is why true learning begins with unlearning - and why unlearning is one of the recurring themes of our story.

...Jean Piaget said, "Every time we teach a child something, we keep him from inventing it himself."

## **Learning vs. Teaching P. 70**

By its very nature, teaching homogenizes both its subjects and its objects. Learning, on the other hand, liberates. The more we know about ourselves and our world, the freer we are to achieve everything we are capable of achieving.

## **True Self P. 70-71**

Prevailing equation:

$$\mathbf{Family + School + Friends = you}$$

The only workable equation for anyone aspiring to selfhood:

$$\mathbf{\underline{Family + School + Friends} = you}$$

In this way, rather than being designed by your experience, you become your own designer. You become cause and effect rather than mere effect.

**Self-awareness = self-knowledge = self-possession = self-control = self-expression**  
**You make your life your own by understanding it.**

## **Knowing The World P. 73**

The ingredients of leadership cannot be taught, however. They must be learned.

...leaders are made at least as much by their experiences and their understanding and application of their experiences as by any skills.

## **Type of Experiences P. 74**

...demonstrates that certain kinds of experiences are especially significant for learning. These experiences include broad and continuing education, idiosyncratic families, extensive travel and/or exile, a rich private life, and key associations with mentors and groups.

## **Human Gap P. 74**

...”the human gap as the distance between growing complexity and our capacity to cope with it.... We call it a human gap because it is a dichotomy between a growing complexity of our own making and a lagging development of our capacities.”

## **Innovative Learning Pp. 76-79**

The principle components of innovative learning are

- Anticipation: being active and imaginative rather than passive and habitual
- Learning by listening to others
- Participation: shaping events, rather than being shaped by them.

If you learn to anticipate the future and shape events rather than being shaped by them you will benefit in significant ways.

In making what the authors of the Club of Rome report call “the shift from...unconscious adaptation to conscious participation,” we make or recognize new connections, generating useful syntheses, and our understanding deepens.

In innovative learning, one must not only recognize existing contexts, but be capable of imagining future contexts.

Innovative learning is a way of realizing vision.

**Maintenance Learning**, which most organizations and educational institutions practice, seeks to preserve the status quo and make good soldiers of us all. It’s a monologue based in authority, hierarchical, exclusive, and isolate. Being limited and finite, it is a static body of knowledge. It requires us to adjust to things as they are.

**Shock Learning** keeps us in line and obedient, by confirming our inability to control events or prepare for the future as individuals, and by affirming the need for authority and hierarchical organizations to protect us.

Innovative learning is the primary means of exercising one’s autonomy, a means of understanding and working within the prevailing context in a positive way. It is a dialogue that begins with curiosity and is fueled by knowledge, leading to understanding. It is inclusive, unlimited, and unending, knowing and dynamic. It allows us to change the way things are.

## **General Education P. 83**

*Quotation from Roger Smith, chairman and CEO of General Motors about education.  
This can be used in the Gen Ed Page.*

## **Mentors P. 91**

As much as we each need such regular respite, we need true engagement too; we need mentors and friends and groups of allied souls.

## **Friends P. 93**

“Friends are vital. You learn from them, because they tell you the truth.”

## **Groups and Friends Pp. 94**

Groups, gatherings of friends or associates, sometimes simply sustain and encourage their members, as with old school friends, army buddies, business pals. But sometimes they make history....

A lot of it came out of the bonding of our values. We also were alike in wanting to work very hard, and we were all excited about the opportunities to do something with our lives. We’ve also always had an enormous amount of fun.

## **Learning from Adversity Pp. 95-96**

John Cleese - “It’s self-evident that if we can’t take the risk of saying or doing something wrong, our creativity goes right out the window....The essence of creativity is not the possession of some special talent, it is much more the ability to play....In organizations where mistakes are not allowed, you get two types of counterproductive behavior. First, since mistakes are ‘bad’, if they’re committed by the people at the top, the feedback arising from those mistakes has to be ignored or selectively reinterpreted, in order that those top people can pretend that no mistake has been made. So it doesn’t get fixed. Second, if they’re committed by people lower down in the organization, mistakes get concealed.

The leaders I talked with are far from believing that mistakes are ‘bad’. They not only believe in the necessity of mistakes, they see them as virtually synonymous with growth and progress.

## **Trusting the Impulse P. 98**

Trusting the impulse always leads to growth, although sometimes through mistakes. Sometimes trusting the impulse leads directly to brilliance.

“If you haven’t failed, you haven’t tried very hard.”

Experiences aren't truly yours until you think about them, analyze them, examine them, question them, reflect on them, and finally understand them.

## **Learning from Experience Pp. 99-100**

Learning from experience means:

- looking back at your childhood and adolescence and using what happened to you then to enable you to make things happen now, so that you become the master of your own life rather than its servant.
- consciously seeking the kinds of experiences in the present that will improve and enlarge you.
- taking risks as a matter of course, with the knowledge that failure is as vital as it is inevitable,
- seeing the future - yours and the world's - as an opportunity to do all those things you have not done and those things that need to be done, rather than as a trial or a test.

How do you seize the opportunity? First you must use your instincts to sense it, and then follow the "blessed impulse that arise.

## **Left/Right Brain Function Pp. 102-103**

....It is the individual, operating at the peak of his creative and moral powers, who will revive our organizations, by reinventing himself and them.

American organizational life is a left-brain culture, meaning logical, analytical, technical, controlled, conservative, and administrative. We, to the extent we are its products, are dominated and shaped by those same characteristics. Our culture needs more right-brain qualities, needs to be more intuitive, conceptual, synthesizing, and artistic.

In any corporation, managers serve as the left brain and the research and development staff serves as the right brain, but the CEO must combine both, must have both administrative and imaginative gifts. One of the reasons that so few corporate executives have successfully made the leap from capable manager to successful leader is that the corporate culture, along with society as a whole, recognizes and rewards left-brain accomplishments and tends to discount right-brain achievements. Bottom-line thinking is a manifestation of left-brain dominance. Habits are born in the left brain and unmade in the right.

## **Reflection of Self P. 106**

“One of the biggest mistakes a person can make is to put together a team that reflects only him. I find it’s better to put teams together of people who have different skills and then make all those disparate skills function together. The real role of the leader is to figure out how you make diverse people and elements work together.

### **Abstract Recognizable P. 107**

You have to be able to make the abstract recognizable, because only then can people accept or reject it.

### **Becoming Yourself Pp. 111-112**

So the point is not to become a leader. The point is to become yourself, to use yourself completely - all your skills, gifts, and energies - in order to make your vision manifest. You must withhold nothing. You must, in sum, become the person you started out to be, and to enjoy the process of becoming.

### **Reflection Pp. 115-118**

Freud said that the goal of analysis is to make the unconscious conscious.

Reflection is a way of making learning conscious.

“Unfortunately, too often it’s people’s failures that get them to reflect on their experiences. When you’re going along and everything is working well, you don’t sit down and reflect. Which is exactly the moment when you should do it. If you wait for a giant mistake before you reflect, two things happen. One, since you’re down, you don’t get the most of it, and two, you tend only to see the mistake, instead of all the moments in which you’ve also been correct.”

Roger Gould ...reflection permits us to process our feelings, understand them, resolve our questions, and get on with our work.

Steinem and Gould...too much intellectualizing tends to paralyze us. But true reflection inspires, informs, and ultimately demands resolution.

To do anything well requires knowing what it is that you’re doing, and you can only know what you’re really doing by making the process conscious - reflecting on yourself, reflecting on the task, and coming to a resolution.

## Conflicts and Resolutions Pp. 119

Shows a chart of the two based on Erikson's framework.

## Perspective Pp. 123-126

One of the things leaders have to be good at is perspective. Leaders don't necessarily have to invent ideas, but they have to be able to put them in context and add perspective.

Perspective is not more and no less than how you see things, your particular frame of reference. Without it, you're flying blind.

## Tests and Measurements P. 123-4, 127

The first test is knowing what you want, knowing your abilities and capacities, and recognizing the difference between the two.

The second test is know what drives you, know what gives you satisfaction, and knowing the difference between the two.

The third test is knowing what your values and priorities are, knowing what these values and priorities of your organization are, and measuring the difference between the two.

Fourth test is - having measured the differences between what you want and what you're able to do, and between what drives you and what satisfies you, and between what your values are and what the organization's values are - **are you able and willing to overcome those differences?**

*In terms of the thesis, use these to measure the value of the mission, vision and the culture. What is and what do you want it to be. The mission/vision is critical to what your technology plan is. What do you value and what does the organization value? Is there a difference? Can you measure it? How do you measure it? Are there differences between the values of the President, Director IT and staff/faculty? Do we all have the same vision.*

## Being In/Out of Sync P. 126

If you've found a way to express yourself fully and well, and are reasonably satisfied with your pace and performance, but you don't feel you'll get very far in your present position, it may be that you're in sync with yourself, but you're out of sync with your environment - your partner, company or organization.

## **Debunking the Old P. 127**

Too often you come into a new job in a wave of fresh energy and, not by design, you tend to debunk what's been previously done. That's very hard on the people who've been with the organization for a while. It's better to try to put yourself in their shoes and acknowledge the good things that have been done and reinforce those things, before going forward with your own plans. If the existing personnel feel supported and are made to feel a part of the new plans, they are thrilled.

***Very important issue. If you debunk, almost make fun of the old, the message people get is that what they have been doing is silly or not worthwhile. You take away a sense of worth and people become demoralized. Look at how we made fun of teaching now that we are talking about learning. What about all the people who spent their lives teaching? Did they believe in a God that does not/did not exist? That why we have so many depressed people in the College. Use the example of Albert Leering when he was a priest.***

## **Desire P. 129**

Larry Wilson defined the difference between desire and drive as the difference between expressing yourself and proving yourself.

We must understand that drive is healthy only when married to desire....Drive divorced from desire is always hazardous, sometimes lethal, while drive in the service of desire is always productive, and usually rewarding.

## **Caring P. 130-1**

"A corporation, or a show, is only as strong as the caring and enthusiasm that the people who are involved in it on a daily basis put into it. And I don't think you can expect caring and enthusiasm from people you, the leader, don't care about and are not conscious of...

"You can't make being a leader your principal goal, any more than you can make being happy your goal. In both cases, it has to be the result, not the cause."

## **Strategic Thinking P. 135**



First, whether you're planning a novel or a corporate reorganization, you have to know where you're going to end up.

Second, you flesh out those routes, elaborate them, revise them, make a kind of map of them, complete possible pitfalls and traps as well as rewards.

Third, you examine this map objectively, as if you were not its maker, locate all its soft spots, and eliminate them or change them.

Finally, when you have finished all that, you set out to climb your mountain.

## **Management vs. Leadership P. 139**

Leadership is often confused with other things, specifically management. But management requires an entirely different set of skills. As I see it, leadership revolves around vision, ideas, direction, and has more to do with inspiring people as to direction and goals than with day-to-day implementation...One can't lead unless he can leverage more than his own capabilities...You have to be capable of inspiring other people to do things without actually sitting on top of them with a checklist-which is management, not leadership.

## **Responsibility P.139-40**

"The leader guides people, he doesn't force them, and he always treats them fairly...Too many people claim that our only responsibility is to our shareholders. I believe we're responsible to them, but we're also responsible to our employees, our customers, and the community at large. There's something wrong with the private enterprise system if it doesn't recognize its responsibility to the community."

## **Trust P. 140**

Leaders who trust their co-workers are, in turn, trusted by them. Trust, of course, cannot be acquired, but can only be given. Leadership without mutual trust is a contradiction in terms. Trust resides squarely between faith and doubt. The leader always has faith in himself, his abilities, his co-workers, and their mutual possibilities. But he also has sufficient doubt to question challenge, probe, and thereby progress.

## **Means of Expression P. 141**

The means of expression are the steps to leadership:

1. Reflection leading to resolution
2. Resolution leading to perspective

3. Perspective leading to point of view
4. Point of view leading to test and measures
5. Test and measures leading to desire
6. Desire leading to mastery
7. Mastery leading to strategic thinking
8. Strategic thinking leading to full self-expression
9. The synthesis of full self-expression = leadership.

### **Change P. 143**

*If you want to truly understand something, try to change it.* Kurt Lewin

### **Participation of Egos P. 144**

Part of the trick is not creating situations where you're inviting contests of egos. And oddly enough, the more willing you seem to be to let people participate, the less need they have to force participation.

### **Leader of the Pack P. 147**

"Today there are risks in being at the head of the pack. You can get shot in the back. People try to trip you. People want you to fail. And at some point or another, every leader falls off his pedestal. They're either pulled down, shot down, or they do something dumb, or they just wear out.

### **Lifestyle P. 150**

The theory I got from that is that you can't force your lifestyle and your personal life on the people who work for you.

### **Failing P. 151**

If we think more about failing at what we're doing than about doing it, we will not succeed.

### **Fix It P. 157**

...that it's a partnership, that you're really trying to run thing well together, that if something goes wrong our goal is to fix it, not see who we can nail.

## **Integrity P. 164-5**

And if there is anything that undermines trust, it is the feeling that the people at the top lack integrity, are without a solid sense of ethics.

This corporate ethical decline is a direct result of the bottom-line mentality.

Short term thinking is the societal disease of our time.

...ethical corporations can be consistently profitable.

## **Ideas and Information P. 168**

...the world itself is changing, becoming more idea-intensive, more information-intensive, so the people who're going to surface, to rise to the top, are going to be people who are comfortable with and excited by ideas and information.

## **Five Pivotal Forces Pp. 174-75**

1. Technology:

***Someone said that factories of the future will be run by a man and a dog. The man's role will be to feed the dog. The dog's role will be to prevent the man from touching the machinery.***

2. Global interdependence
3. Mergers and acquisitions
4. Deregulation and regulation
5. Demographics and values

## **Peters Characteristic of Organizations that Succeed P. 179**

- A flatter, less hierarchical structure
- More autonomous units
- An orientation toward high-value-added goods and service
- Quality controls
- Service controls
- Responsiveness
- Innovative speed

- Flexibility
- Highly trained and skilled workers who use their minds as well as their hands
- Leaders at all levels, rather than managers

### **Purpose of New Leaders P. 180**

- Defining the organization's mission, so as to frame its activities and inform its work force
- Creating a flexible environment in which people are not only valued, but encouraged to develop to their full potential, and treated as equals rather than subordinates
- Reshaping the corporate culture so that creativity, autonomy, and continuous learning replace conformity, obedience, and rote; and long-term growth, not short-term profit, is the goal
- Transforming the organization from a rigid pyramid to a fluid circle, or an ever-evolving network of autonomous units
- Encouraging innovation, experimentation and risk taking
- Anticipating the future by reading the present
- Making new connections within the organizations, and new relationships within the work force
- Making new alliances outside the organization
- Constantly studying the organization from the outside as well as the inside
- Identifying weak links in the chain and repairing them
- Thinking globally, rather than nationally or locally
- Identifying and responding to new and unprecedented needs in the work force
- Being proactive rather than reactive, comfortable with ambiguity and uncertainty

### **Options P. 185**

“There are two kinds of people; those who are paralyzed by fear, and those who are afraid but go ahead anyway. Life isn't about limitation, it's about options.” A healthy organization culture encourages the belief in options.

### **Ten Factors for the Future Pp. 191-202**

1. Leaders manage the dream
2. Leaders embrace the error
3. Leaders encourage reflective backtalk.
4. Leaders encourage dissent  
Leaders need people around them who have contrary views, who are devil's advocates, “variance sensors” who can tell them the difference between what is expected and what is really going on.

One of the tragedies of most organizations is that people will let the leaders make mistakes even when they themselves know better.

Here's the Fool's basic function: "To disturb with glimpses of confounding truths that elude rational formulation. To herald the advent of cosmic shifts and to apprehend their significance. To challenge by jest and conundrum all that is sacred and all that the savants have proved to be true and immutable." Every leader, like King Lear, needs at least one Fool.

5. Leaders possess the Nobel Factor
  6. Leaders understand the Pygmalion effect in management.  
Pygmalion effect to management:
    1. What managers expect of their subordinates and the way they treat them largely determines their performance and career progress
    2. A unique characteristic of superior managers is the ability to create high performance expectations that subordinates fulfill
    3. Less effective managers fail to develop similar expectations, and as a consequence, the productivity of their subordinates suffers.
    4. Subordinates, more often than not, appear to do what they believe they are expected to do.
- At the same time, leaders are realistic about expectations. ***Their motto is: stretch, don't strain.***
7. Leaders have what I think as the Gretzky Factor: a certain touch.
  8. Leaders see the long view.
  9. Leaders understand stakeholders symmetry. They know that they must balance the competing claims of all the groups with a stake in the corporation.
  10. Leaders create strategic alliances and partnerships.

### **Commonality of Leaders P. 202**

- Broad education
- Boundless curiosity
- Boundless enthusiasm
- Belief in people and teamwork
- Willingness to take risks
- Devotion to long-term growth rather than short term profit
- Commitment to excellence
- Readiness
- Virtue
- Vision.