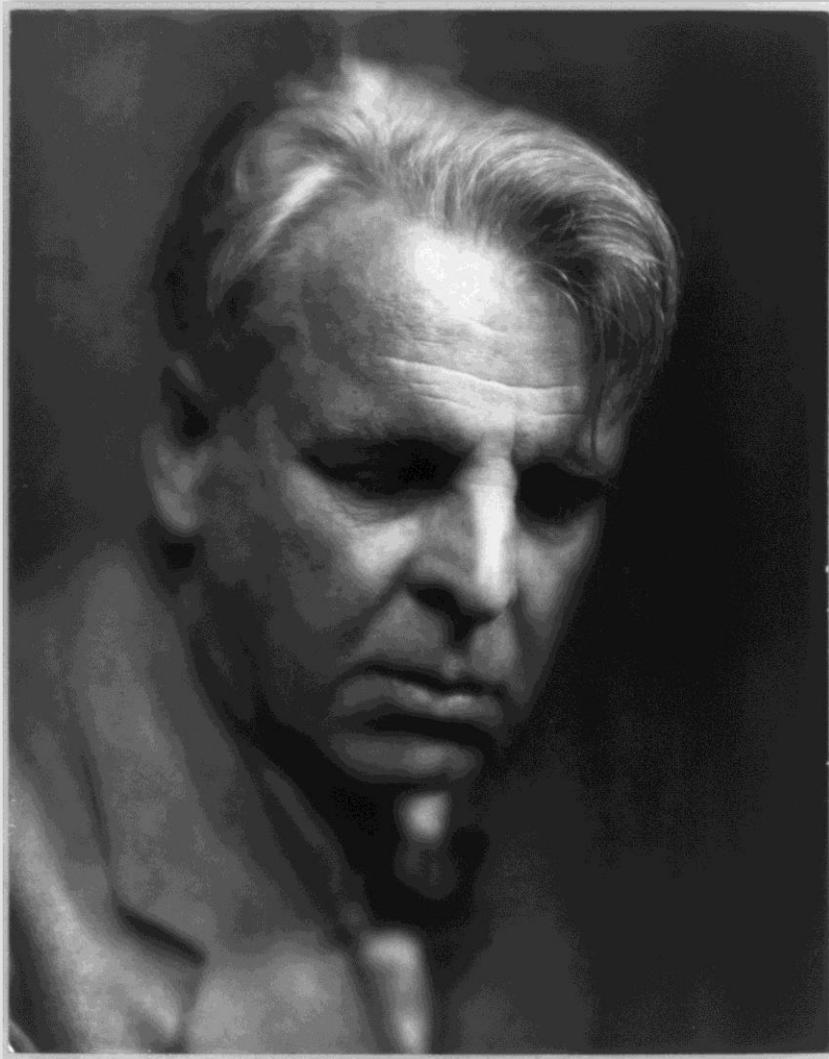


# BUILDING COMMUNITY SERDI 2015

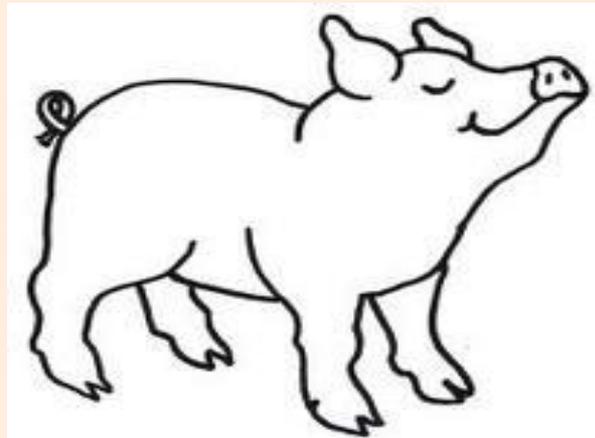




**William Butler Yeats**

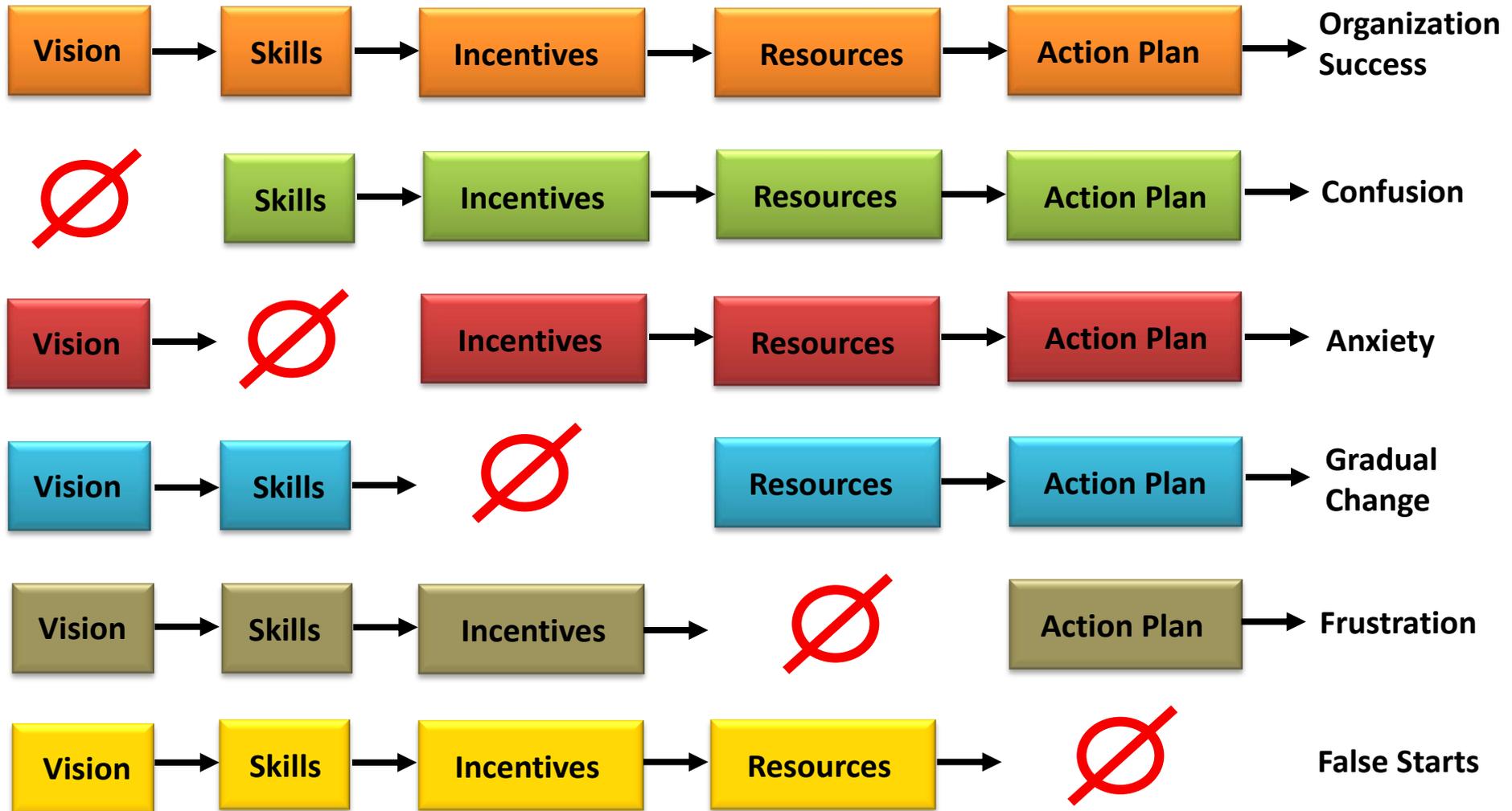
Education  
is not  
the filling  
of a pail,  
but the  
lighting  
of a fire.

# Tale of The Pig





# Organizational Success



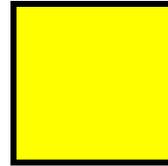
# NAPOLEON WROTE:



“An army’s success depends on its size, equipment, experience, and morale . . . and morale is worth more than all of the other elements combined.”

**What % of your job is:**

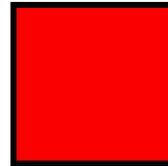
**Work**



**Play**



**Hell**



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100%

# Flow

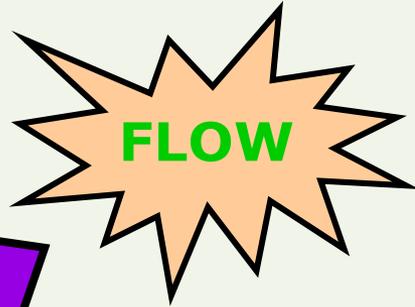
## The Concept of “Flow”

In all fields of work, when we are challenged by something we are truly good at, we become so absorbed in the flow of activity that we lose consciousness of self and time.

# Flow

High Challenge

ANXIETY



FLOW

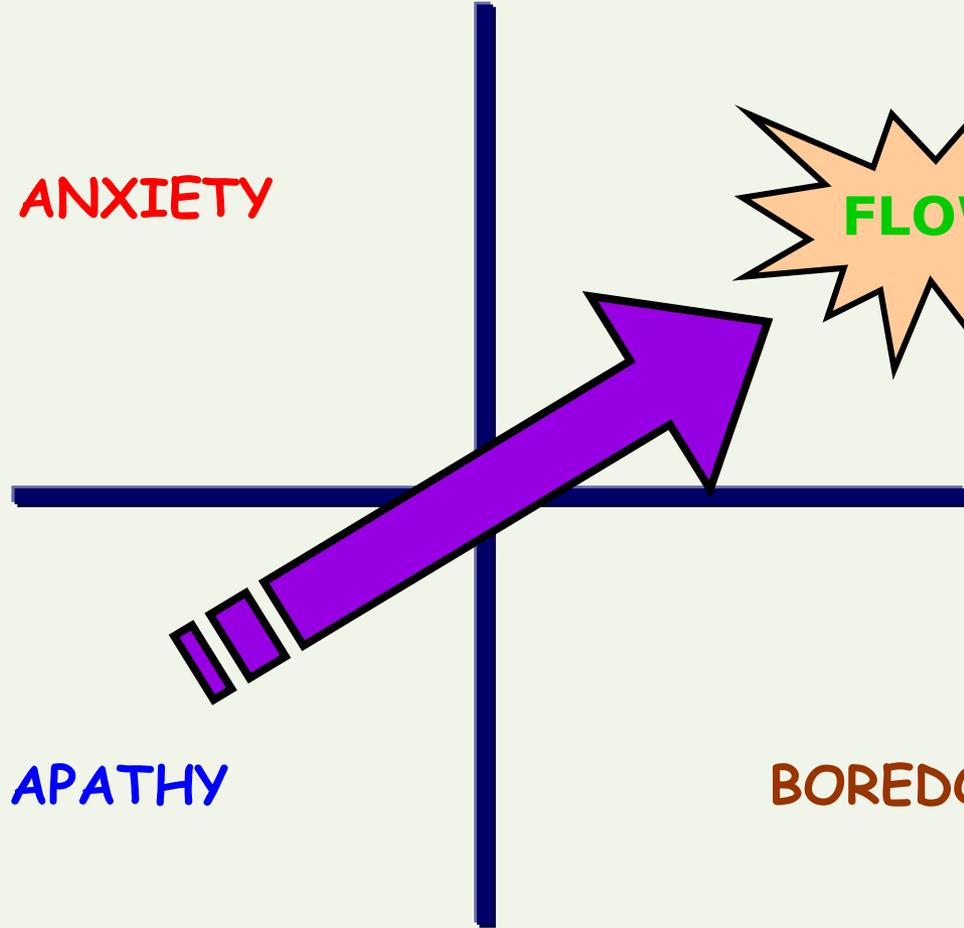
Low Skill

High Skill

APATHY

BOREDOM

Low Challenge



# Flow

## What's It Like To Be In A State of Flow?

- A clear and present purpose distinctly known.
- Immediate feedback on how well one is doing.
- Supreme concentration on the task at hand as other concerns are temporarily suspended.
- A sense of growth and being part of some greater endeavor as ego boundaries are transcended.
- An altered sense of time that usually seems to go faster.

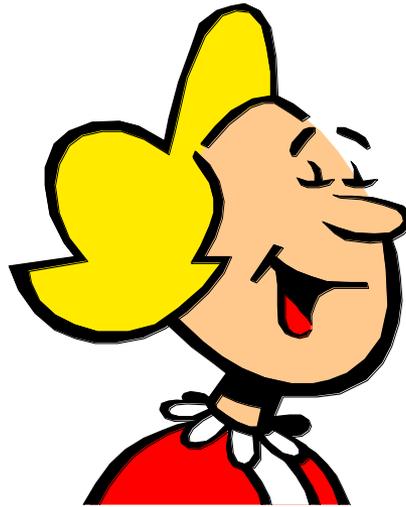




# PROFILE OF A DREAM TEAM

- **Works toward a common goal**
  - **Is committed to continuous improvement**
- **Maintains a positive attitude toward everyone's ideas**
  - **Stays on task**
- **Shares pride in its accomplishments-Celebrates success!**

# TEAM MEMBER ROLES THAT ENHANCE GROUP SUCCESS ARE:



## ENCOURAGER

This person is friendly, diplomatic and responsive to others in the group. The **encourager** makes others feel good in the group, and helps others make contributions.

# TEAM MEMBER ROLES THAT ENHANCE GROUP SUCCESS ARE:



## CLARIFIER

The **clarifier** restates problems and solution, summarizes points after discussion, and introduces new or late members to the group by bringing them up to date on what has happened.

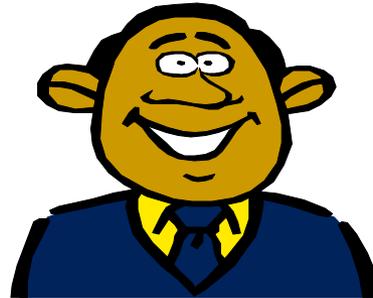
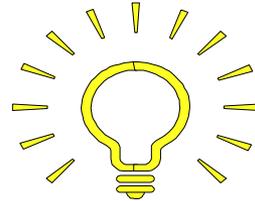
# TEAM MEMBER ROLES THAT ENHANCE GROUP SUCCESS ARE:



## HARMONIZER

The **harmonizer** agrees with the rest of the group, brings together opposite points of view, and is not aggressive toward others.

# TEAM MEMBER ROLES THAT ENHANCE GROUP SUCCESS ARE:



## IDEA GENERATOR

The **idea generator** is spontaneous and creative. This person is unafraid of change, and suggests ideas others do not. Often they are just what is needed to solve the problem.

# TEAM MEMBER ROLES THAT ENHANCE GROUP SUCCESS ARE:



## IGNITION KEY

This person provides the "spark" for group action, causing the group to meet, work, and follow-through with ideas. In this sense, the **ignition key** plays a leadership role in group action.

# TEAM MEMBER ROLES THAT ENHANCE GROUP SUCCESS ARE:



## DETAIL SPECIALIST

This person considers the facts and implications of a problem. The **detail specialist** deals with small points that often have significant consequences in determining the overall success of a group project.

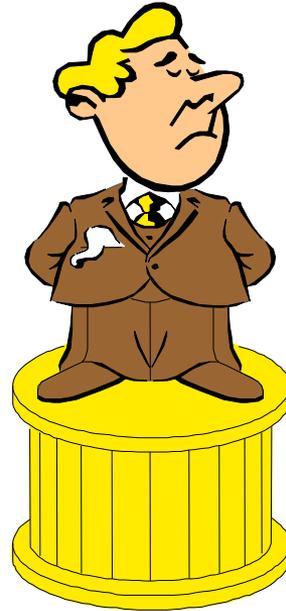
# TEAM MEMBER ROLES THAT ENHANCE GROUP SUCCESS ARE:



## STANDARD SETTER

This person's high ideals and personal conduct serve as a model for group members. The **standard setter** is uncompromising in upholding the group's values and goals, and thus inspires group pride. The **standard setter** is often an expert, possessing knowledge and skills deemed important by the group.

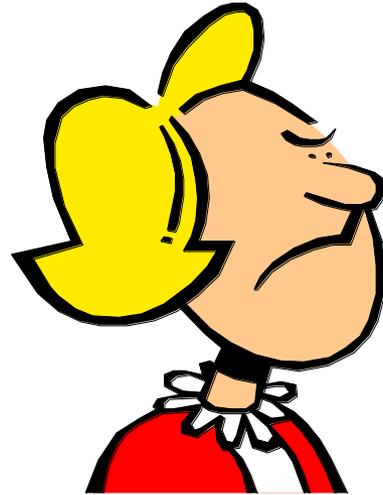
# TEAM MEMBER ROLES THAT REDUCE GROUP SUCCESS ARE:



## EGO TRIPPER

This individual interrupts others, launches into long monologues, and is overly dogmatic. The **ego tripper** constantly demands attention, and tries to manipulate the group to satisfy a need to feel important.

# TEAM MEMBER ROLES THAT REDUCE GROUP SUCCESS ARE:



## NEGATIVE ARTIST

This person rejects all ideas suggested by others, takes a negative attitude on issues, argues unnecessarily, and refuses to co-operate. The **negative artist** is pessimistic about everything, and dampens group enthusiasm.

# TEAM MEMBER ROLES THAT REDUCE GROUP SUCCESS ARE:



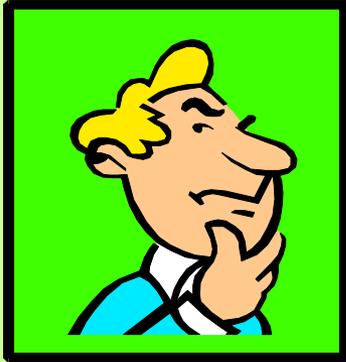
## ABOVE IT ALL

This person withdraws from the group and its activities by being aloof, indifferent, excessively formal, daydreaming, doodling, whispering to others, wandering from the subject, or talking about personal experiences when they are unrelated to the group discussion. The **above it all** person has a "don't care" attitude that detracts from group progress.

# Working Together Works



Working together can never be a policy. It can only be an idea. It can never be a code of rules. It can only be a way of looking at the world. We can say, **“this is mine,”** and be good, or we can add, **“this is ours,”** and become better. We can think, **“I do my share,”** and be satisfied, or we can ask, **“Can I do more?”** and become prosperous. We can work alongside each other and function, or we can work with each other and grow. Because when all is said and done, working together doesn’t only bring out the best in all of us, it brings out the best in each of us.



**T**homas Carlisle, the Scottish philosopher, thought that each person wanted to be treated as a unique and valuable individual. He also believed we each have a simultaneous need to belong to something greater than self, something more than one alone can do or be. For many people, feelings of self-worth and transcendence to something greater than self occur in the experience of community.

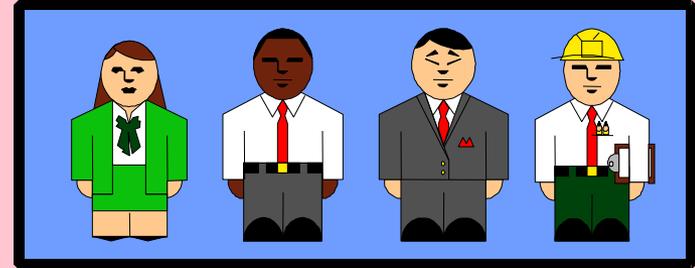
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**The benefits of interrelationships can be found everywhere in nature. If a gardener places two plants close together, the roots commingle and improve the quality of the soil, thus helping both plants grow better than if they were separated. If a carpenter joins two boards together, they will hold much more weight than the total held by each alone.**



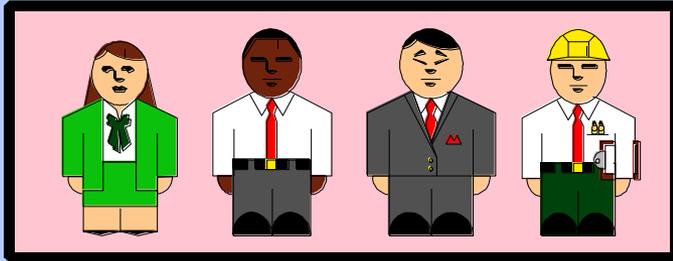
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**In the human sphere, our challenge is to apply the**



**creative cooperation we learn from nature in dealing with those around us. The essence of this is to value differences, build on each other's strengths, transcend individual limitations, and achieve the full potential of community.**

---



**Community is experienced in two ways: as a “group of people” and as “a way of being.”**

**The first type of community is formed by bringing people together in place and time.**

**The second is created when barriers between people are let down. Under such conditions, people become bonded, sensing that they can rely on and trust each other. When people experience a feeling of community, their potential for achievement becomes enormous.**



In true community, there is a philosophy of pluralism, an open climate for dissent, and a relentless effort to eliminate racism, sexism, and other discriminations. Where community exists, all people have reason to believe that they are accepted and respected and that their voices will be heard.



In his poem **“Mending Wall,”** Robert Frost attributes the following observation to his neighbor: **“Good fences make good neighbors.”**

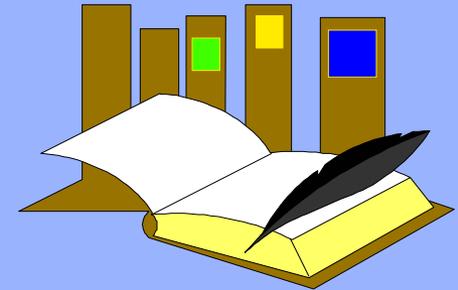
For years many managers in American business and industry have been acting on this premise. The result has been communication barriers between employers and employees and compartmentalization into such areas as operations, maintenance, marketing, finance, purchasing, and personnel, with “walls” placed between these functional silos. Those managers have forgotten or ignored the other element of Frost’s equation: **“Something there is that doesn’t love a wall.”**

Writer and educator  
John Gardner states,

"We are a community-building species."

He goes on to describe the conditions  
necessary to experience true community.

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# Shared Vision

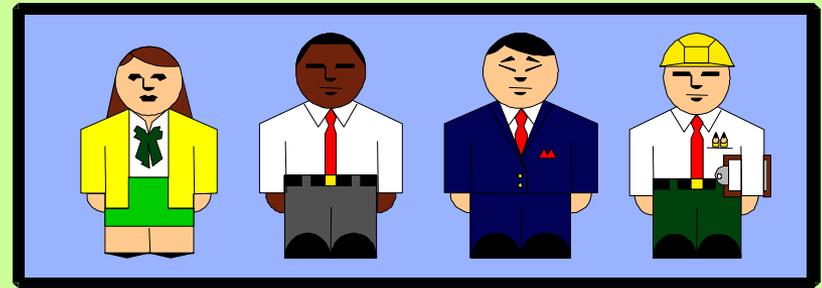
A healthy community has a sense of where it should go, and what it might become. A positive and future-focused role image provides direction and motivation for its members.

Low

1

High

10



# WHOLENESS INCORPORATING DIVERSITY

A group is less of a community if fragmentation or divisiveness exists—and if the rifts are deep, it is no community at all. We expect and value diversity, and there is dissent in the best of groups. But true community requires facing and resolving differences.

Low

High



# Shared Culture

Success is enhanced when people have a shared culture, that is, shared norms of behavior and core values to live by. If a community is lucky, it has shared history and traditions as well. This is why developing communities must form symbols of group identity and generate stories to pass on core values, customs, and central purpose.

Low

1

High

10



# INTERNAL COMMUNICATIONS



**Members of a well-functioning community communicate freely with one another. There are regular occasions when people gather and share information. There are opportunities and means for people to get to know and understand what others need and want. Communication is uncensored and flows in all directions within the community.**

**Low**

**1**

**High**

**10**

# COMMUNICATION

## Preferred Sources for Information:

- 1. Immediate supervisor**
- 2. Small group meetings**
- 3. Top executives**
- 4. Policy handbook**
- 5. Orientation programs**
- 6. Member newsletters**



# COMMUNICATION

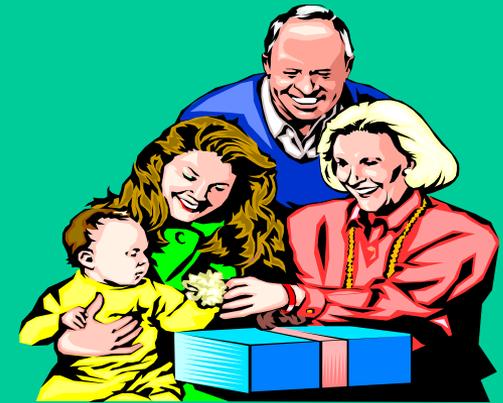
**Employees need to know:**

- 1. The grand plan – the purpose, values and strategies for the organization's success.**
- 2. What is expected personally, and why.**
- 3. Feedback on individual performance.**





# Consideration and Trust



---

**A** healthy community cares about its members and fosters an atmosphere of trust.

People deal with one another humanely; they value each other and value the integrity of each person

Low

1

High

10



**MAINTENANCE  
AND  
GOVERNMENT**



---

**A fully functioning community has provision for maintenance and governance. Roles, responsibilities, and decision-making processes are conducive to achieving tasks while maintaining a supportive group climate.**

**Low**

**1**

**High**

**10**



# Participation and Shared Leadership

---



**The healthy community encourages the involvement of all individuals in the pursuit of shared goals. All members have the opportunity to influence events and outcomes. The good community finds a productive balance between individual interests and group responsibilities as community tasks are accomplished.**

**Low**

**1**

**High**

**10**



# Development of Younger Members



○pportunities for growth are numerous and varied for all members. Mature members ensure that younger members develop knowledge, skills, and attitudes that support continuation of the Community's purpose and values



# Affirmation



**A** healthy community reaffirms itself continuously. It celebrates its beginning, rewards its achievements, and takes pride in its achievements. In this way, community morale and confidence is developed.

Low

1

High

10



# Links With Outside Groups

---

**T**here is a certain tension between the community's need to draw boundaries to accomplish its tasks and its need to have fruitful alliances with external groups and the larger community of which it is a part. A successful community masters both ends of this spectrum.

**Low**

**High**

**1**

**10**

# 10 Elements of True Community

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1. Shared vision
2. Wholeness incorporating diversity
3. Shared culture
4. Internal communications
5. Consideration and trust
6. Maintenance and government
7. Participation and shared leadership
8. Development of younger members
9. Affirmation
10. Links with outside groups

# RATING YOUR ORGANIZATION



## TOTAL POINTS

90 to 100

80 to 89

70 to 79

60 to 69

59 or lower

## RATING

EXCELLENT

VERY GOOD

AVERAGE

NEEDS IMPROVEMENT

DYSFUNCTIONAL

# Organizational Culture

**“Sick societies (and workplaces) can make people sick.”**

*Erich Fromm*



# ORGANIZATIONAL CLIMATE QUESTIONNAIRE

## Directions

For each dimension of organizational climate, circle the number on the scale that represents conditions in your organization (1 is the lowest; 20 is the highest).

1. *Reward system* - The degree to which people are recognized and rewarded for good work, rather than being ignored, criticized, or punished when something goes wrong.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

---

Rewards are not in line with effort and performance

Effort and performance are recognized and rewarded positively

# ORGANIZATIONAL CLIMATE QUESTIONNAIRE

2. *Organizational clarity* - The feeling that things are well organized and that goals and responsibilities are clearly defined, rather than being disorderly, confused, or chaotic.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

---

The organization is disorderly, confused, and chaotic

The organization is well organized, with clearly defined goals and responsibilities

# ORGANIZATIONAL CLIMATE QUESTIONNAIRE

3. *Standards of performance* - The emphasis placed on quality performance and achievement of results, including the degree to which meaningful and challenging goals are set at every level of the organization.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

---

Performance standards  
are low

Performance standards  
are high

# ORGANIZATIONAL CLIMATE QUESTIONNAIRE

4. *Warmth and support* - The feeling that friendliness is a valued norm, and that people trust, respect, and support one another. The feeling that good relationships prevail in the day-to-day work of the organization.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

---

There is little warmth and support in the organization

Warmth and support are characteristic of the organization

# ORGANIZATIONAL CLIMATE QUESTIONNAIRE

5. *Leadership* - The extent to which people take leadership roles as the need arises and are rewarded for successful leadership. The willingness of people to accept leadership and direction from others who are qualified. The organization is not dominated by or dependent upon just one or two individuals.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

---

Leadership is not provided, accepted, or rewarded; the organization is dominated by or dependent upon one or two individuals

Leadership is provided, accepted, and rewarded, based upon expertise

# Extent to Which Leaders and Followers Agree on Organizational Conditions

Behavior	Top Staff Self-Evaluation*	First-Line Supervisor Evaluation of Top Staff Behavior	First-Line Supervisor Self-Evaluation**	Employee Evaluation of First-Line Supervisor Behavior
Always tells subordinates in advance about changes that will affect them or their work	70%	27%	40%	22%
Nearly always tells subordinates	30%	36%	52%	25%
Most often that not tells subordinates		18%	2%	13%
Occasionally tells subordinates		15%	5%	28%
Seldom tells subordinates		4%	1%	12%
	100%	63%	92%	47%

\*Top staff rated themselves 37% higher than they were rated by subordinates.

\*\*First-line supervisors rated themselves 45% higher than they were rated by subordinates.

# Patterns Of Leadership

## PATTERN I LEADERSHIP (Exploitive)

**Exploitive leadership is autocratic and hierarchical**, with virtually no participation by members. Leaders make decisions and members are expected to comply without question. Leaders show little confidence or trust in others, and members do not feel free to discuss job-related problems with leaders. In a free social and economic order, **Pattern I** organizations rarely survive because people avoid them as much as possible. Where they do exist, **they are characterized by a lack of loyalty and recurrent financial crises.**

# Patterns Of Leadership

## PATTERN II LEADERSHIP (Impoverished)

**Impoverished leadership makes some attempt to avoid being completely autocratic.** Power remains at the top, but members are given occasional opportunities for participation in the decision-making process. **Pattern II** organizations fall into two categories that determine their relative success. Successful **Pattern II** organizations are benevolent autocracies in which leaders have genuine concern for the welfare of members. Failing **Pattern II** organizations are autocracies that do not consider the interests or ideas of members. Some organizations are founded by autocratic, but benevolent leaders, who achieve good results. Then, as time passes and new leaders assume power, the autocratic style of leadership is maintained, but benevolence is not, and the organization fails.

# Patterns Of Leadership

## PATTERN III LEADERSHIP (Supportive)

Supportive leadership shows a great deal of interest and confidence in members. Power resides in leaders, but there is good communication and participation throughout the organization. People understand goals of the organization, and commitment to achieve them is widespread. Members feel free to discuss job-related problems with leaders. This leadership pattern involves broad member participation and involvement in decision-making activities.

# Patterns Of Leadership

## PATTERN IV LEADERSHIP (Enlightened)

Enlightened leadership delegates power to the logical focus of interest and concern for a problem. People at all levels of the organization have a high degree of freedom to initiate, coordinate, and execute plans to accomplish goals. Communication is open, honest, and uncensored. People are treated with trust rather than suspicion. Leaders ask for ideas and try to use others' suggestions. Pattern IV leadership results in high satisfaction and productivity. Absenteeism and turnover are low, strikes are nonexistent, and efficiency is high.

# Four Principles of Enlightened Organizations

Four principles should be followed in order to develop an enlightened, Pattern IV organization:

1. **View human resources as the organization's greatest asset;**
2. **Treat every individual with understanding, dignity, warmth, and support;**
3. **Tap the constructive power of groups through visioning and team building;**
4. **Set high performance goals at every level of the organization.**

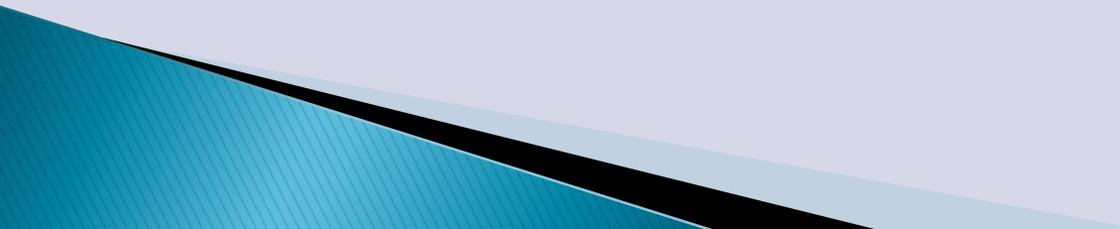


# What Makes the Right People in the Right Seats?



# WHAT MAKES FOR THE “RIGHT PEOPLE” IN KEY SEATS?

While the specifics regarding who would be the right people for key seats vary across organizations, research yields **six generic characteristics:**



# THE RIGHT PEOPLE FIT WITH THE ORGANIZATION'S CORE VALUES

Great companies build almost cult-like cultures, where those who do not share the institution's values find themselves surrounded by antibodies and ejected like a virus. People often ask, "How do we get people to share our core values?" The answer: you don't. **You hire people who already have a predisposition to your core values, and hang on to them.**

# THE RIGHT PEOPLE DON'T NEED TO BE TIGHTLY MANAGED

If you have the right people, you don't need to spend a lot of time “motivating” or “managing” them. They'll be productively neurotic, *self*-motivated and *self*-disciplined, compulsively driven to do the best they can because it's simply **part of their DNA.**

# THE RIGHT PEOPLE UNDERSTAND THAT THEY DO NOT HAVE “JOBS”; THEY HAVE RESPONSIBILITIES

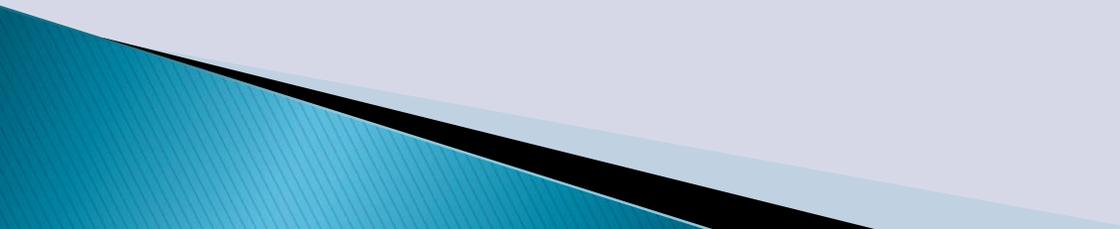
They grasp the difference between their task list and their *true responsibilities*. The right people can complete the statement, “I am the one person *ultimately responsible for...*”

# THE RIGHT PEOPLE FULFILL THEIR COMMITMENTS

In a culture of discipline, people view **commitments as sacred**—they do what they say, without complaint. This means that they take great care in saying what they will do, careful to never over-commit or to promise what they cannot deliver.

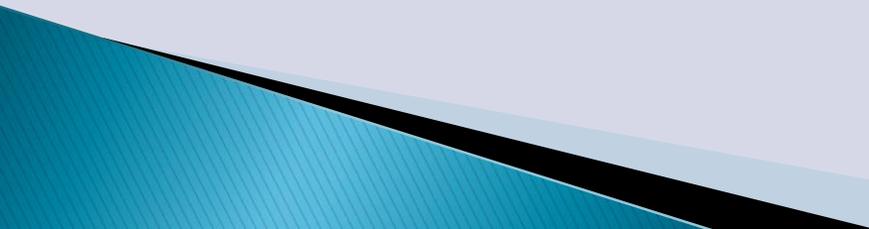
# THE RIGHT PEOPLE ARE PASSIONATE ABOUT THE ORGANIZATION AND ITS WORK

Nothing great happens without passion, and the right people display **remarkable intensity.**



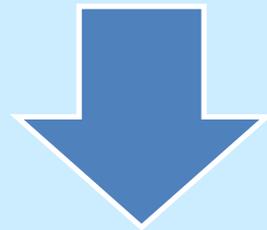
# THE RIGHT PEOPLE DISPLAY “WINDOW AND MIRROR” MATURITY

When things go well, the right people point out the window, giving credit to factors other than themselves; they **shine a light on other people** who contributed to the success and take little credit themselves. Yet when things go awry, they do not blame circumstances or other people for setbacks and failures; they point in the mirror and say, **“I’m responsible.”**

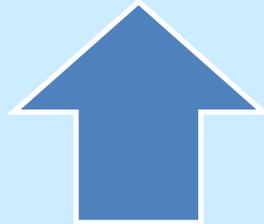


# TEAM DYNAMICS:

## ON THE WAY DOWN VERSUS ON THE WAY UP



Teams on the  
Way Down



Teams on the  
Way Up

Author James Collins wrote a research based book titled, *How The Mighty Fall*. The contrast he identifies between **teams on the way down** and **teams on the way up** provides excellent guidance for Team Success.

# TEAM DYNAMICS

<u>Teams on the Way Down</u>	<u>Teams on the Way Up</u>
<p>People shield those in power from grim facts, fearful of penalty and criticism for shining light on the harsh realities.</p>	<p>People bring forth unpleasant facts—“come here, man, this is <i>ugly</i>”—to be discussed; leaders never criticize those who bring forth harsh realities.</p>
<p>People assert strong opinions without providing data, evidence, or a solid argument.</p>	<p>People bring data, evidence, logic, and solid arguments to the discussion.</p>

# TEAM DYNAMICS

## Teams on the Way Down

The team leader has a very low questions-to-statements ratio, avoiding critical input and/or allowing sloppy reasoning and unsupported opinions.

Team members acquiesce to a decision yet do not unify to make the decision successful, or worse, undermine the decision after the fact.

Team members seek as much credit as possible for themselves yet do not enjoy the confidence and admiration of their peers.

## Teams on the Way Up

The team leader employs a Socratic style, using a high questions-to-statements ratio, challenging people, and pushing for penetrating insight.

Team members unify behind a decision once made and work to make the decision succeed, even if they vigorously disagreed with the decision.

Each team member credits other people for success yet enjoys the confidence and admiration of his or her peers.

# TEAM DYNAMICS

## Teams on the Way Down

Team members argue to look smart or to improve their own interests rather than argue to find the best answers to support the overall cause.

The team conducts “autopsies with blame,” seeking culprits rather than wisdom.

Team members often fail to deliver exceptional results, and blame other people or outside factors for setbacks, mistakes, and failures.

## Teams on the Way Up

Team members argue and debate, not to improve their personal position, but to find the best answers to support the overall cause.

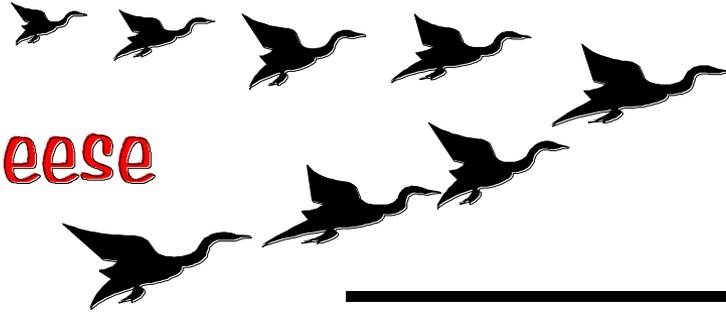
The team conducts “autopsies without blame,” mining wisdom from painful experiences.

Each team member delivers exceptional results, yet in the event of a setback, each accepts full responsibility and learns from mistakes.

# TEAM DYNAMICS

**Teams on the way up address the truth, use evidence based problem solving, emphasize two-way communication, have a one-team attitude, show mutual respect, are cause-focused, are learning centered, and accept responsibility.**

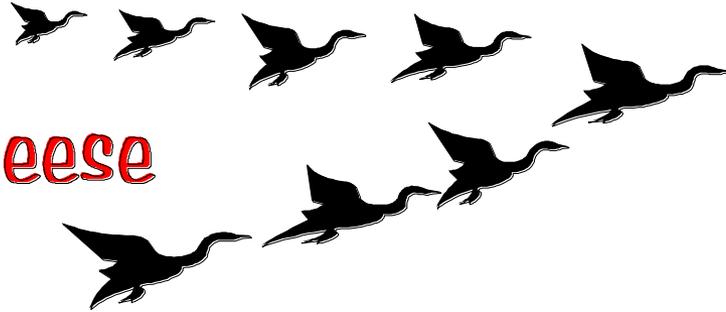
# Lessons From The Geese



As each goose flaps its wings, it creates an "uplift" for the bird following. By flying in a "V" formation, the whole flock adds 71 percent more flying range than if each bird flew alone.

**LESSON:** People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

# Lessons From The Geese



Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone and quickly gets back into formation to take advantage of the lifting power of the birds immediately in front.

**LESSON:** If we have as much sense as a goose, we will join in formations with those who are headed where we want to go.

# Lessons From The Geese

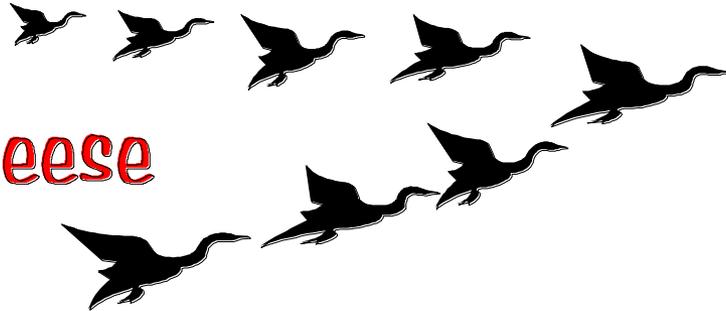


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The geese in formation honk from behind to encourage those up front to keep up their speed.

**LESSON:** We need to make sure our honking from behind is encouraging, not something less helpful.

# Lessons From The Geese



When the lead goose gets tired or disoriented, it rotates back into formation and another goose flies at the point position.

**LESSON:** It pays to take turns doing the hard tasks and sharing leadership--with people, as with geese, interdependent with one another.

# Lessons From The Geese

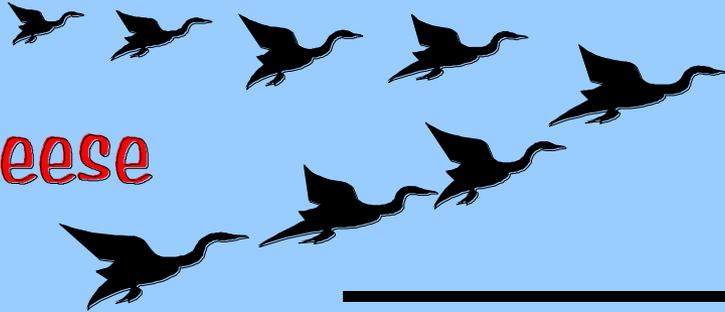


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When a goose gets sick or wounded or shot down, two geese drop out of formation and follow their fellow member down to help and provide protection. They stay with this member of the flock until he or she either is able to fly again or dies. Then they launch out on their own, with another formation, or to catch up with their own flock.

**LESSON:** If we have as much sense as the geese, we'll stand by one another like they do.

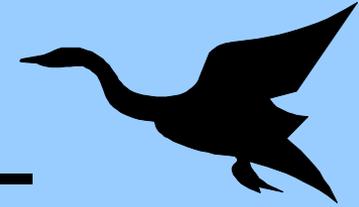
# Lessons From The Geese



"It is an irony of history that the great powers should have discovered the unity of nations at Cairo in 1943.

The geese of the world have had that notion for a longer time, and each March they stake their lives on its essential truth"

Aldo Leopold; A Sand County Almanac; Oxford University Press; 1949



**E**ach of us, individually,  
walks with the tread  
of a fox, but collectively  
we fly as the geese!

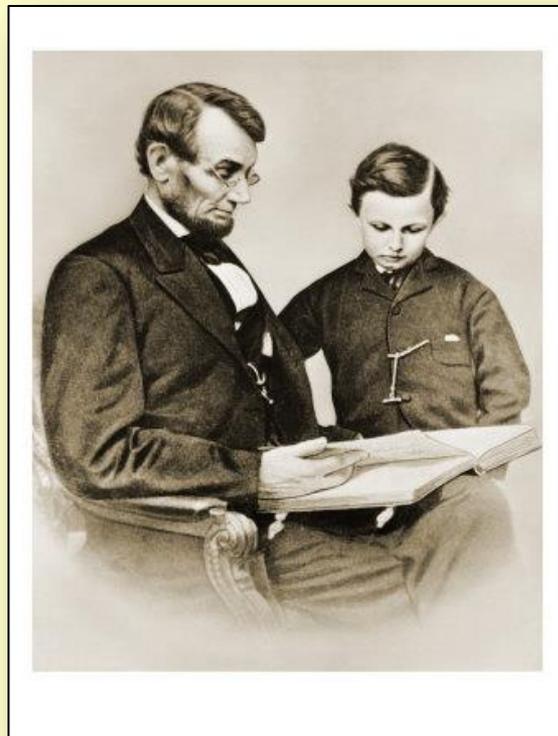
———— Solon, Ancient Greece



# Trust and Respect For Good Human Relations



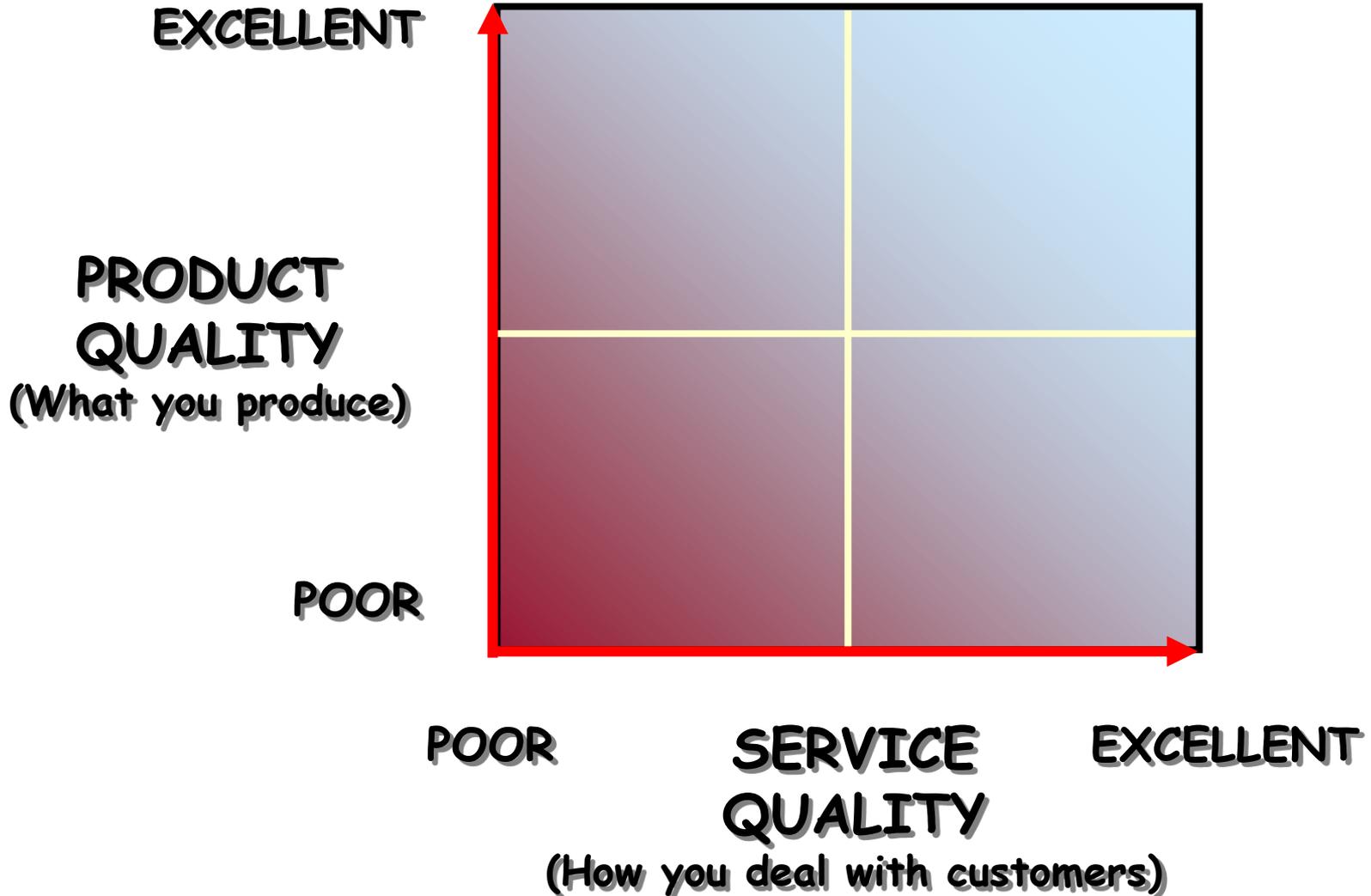
# THE ART OF CARING LEADERSHIP



## BENCH MARKING THE BEST

**DIRECTIONS**: Plot your organization (company, institution, etc.) on the performance graph. **Where are you today?** Then plot your best competitors. **Where are they?** If you are not in the upper right corner, you are at risk. Your current performance is not satisfactory to the people who care about the work you do - customers, employees, owners, governing boards, etc. What you must do is take action to improve your performance record. An interesting variation is to have others who know and care about your organization provide this evaluation.

# BENCH MARKING THE BEST



## BENCH MARKING THE BEST

An interesting example of performance excellence is Toyota at its best. A philosophy of excellence is described in Toyota's *Basic Management Handbook*: "The only acceptable quality percentage is 100%. Every car must be manufactured exactly according to specifications. No Toyota vehicle should ever leave the factory without passing every quality test perfectly." One can see the positive attitude, high standards, and uncompromising commitment of a business winner in Toyota's mandate to leaders. Toyota believes the success of the company will be determined by constant adherence to this high standard of work performance.

# Leadership Excellence

The Level 5 leader sits on top of a hierarchy of capabilities necessary for transforming an organization from good to great. What lies beneath are four other layers, each one appropriate in its own right, but none with the power of Level 5. Individuals do not need to proceed sequentially through each level of the hierarchy to reach the top, but to be a full-fledged Level 5 leader requires the capabilities of all the lower levels, plus the special characteristics of Level 5.

## Level 5 Executive

Builds enduring greatness through a paradoxical combination of personal humility plus fierce resolve.

## Level 4 Effective Leader

Catalyzes commitment to and vigorous pursuit of a clear and compelling vision; stimulates the group to high performance standards.

## Level 3 Competent Manager

Organizes people and resources toward the effective and efficient pursuit of predetermined objectives.

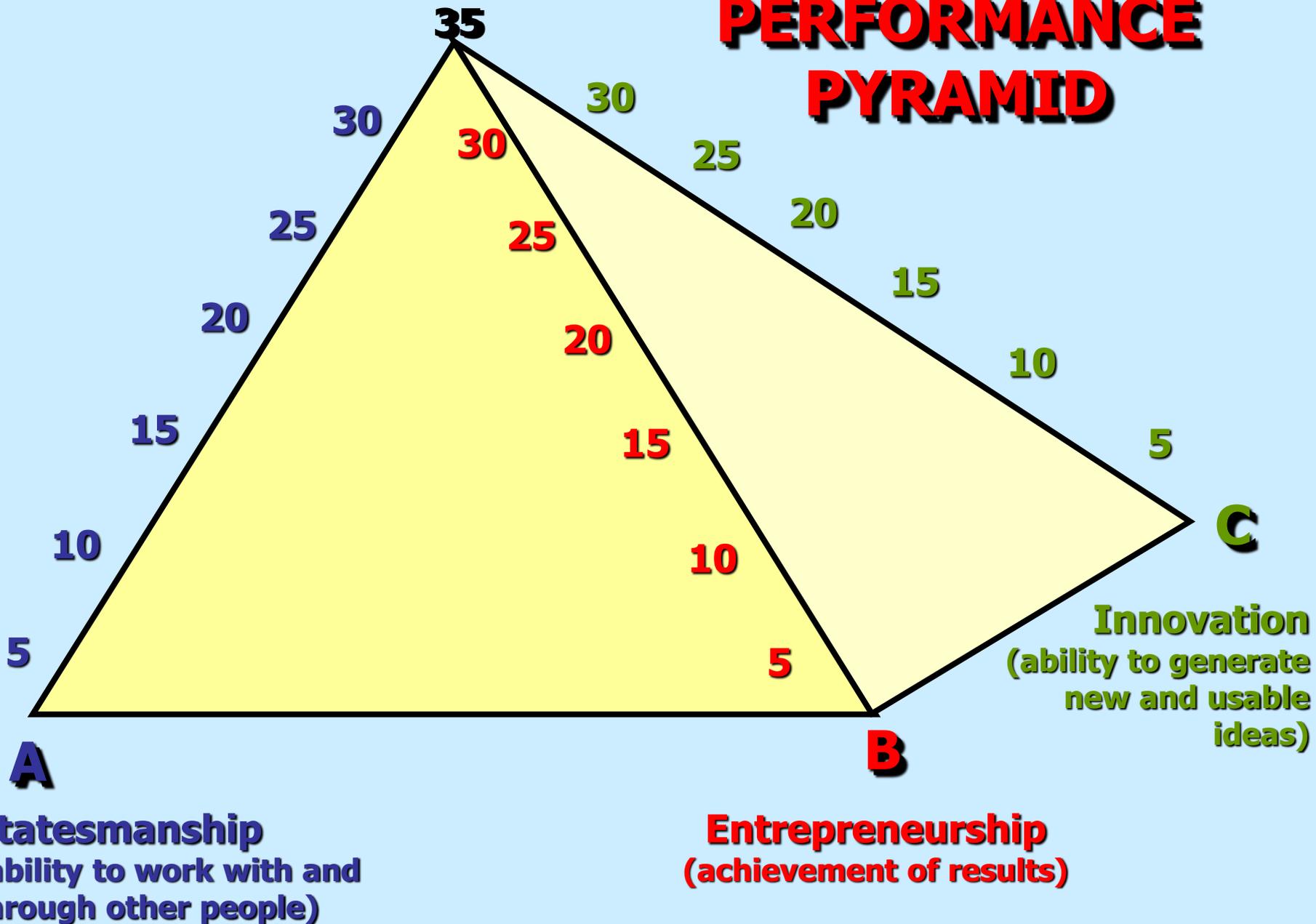
## Level 2 Contributing Team Member

Contributes to the achievement of group objectives; works effectively with others in a group setting.

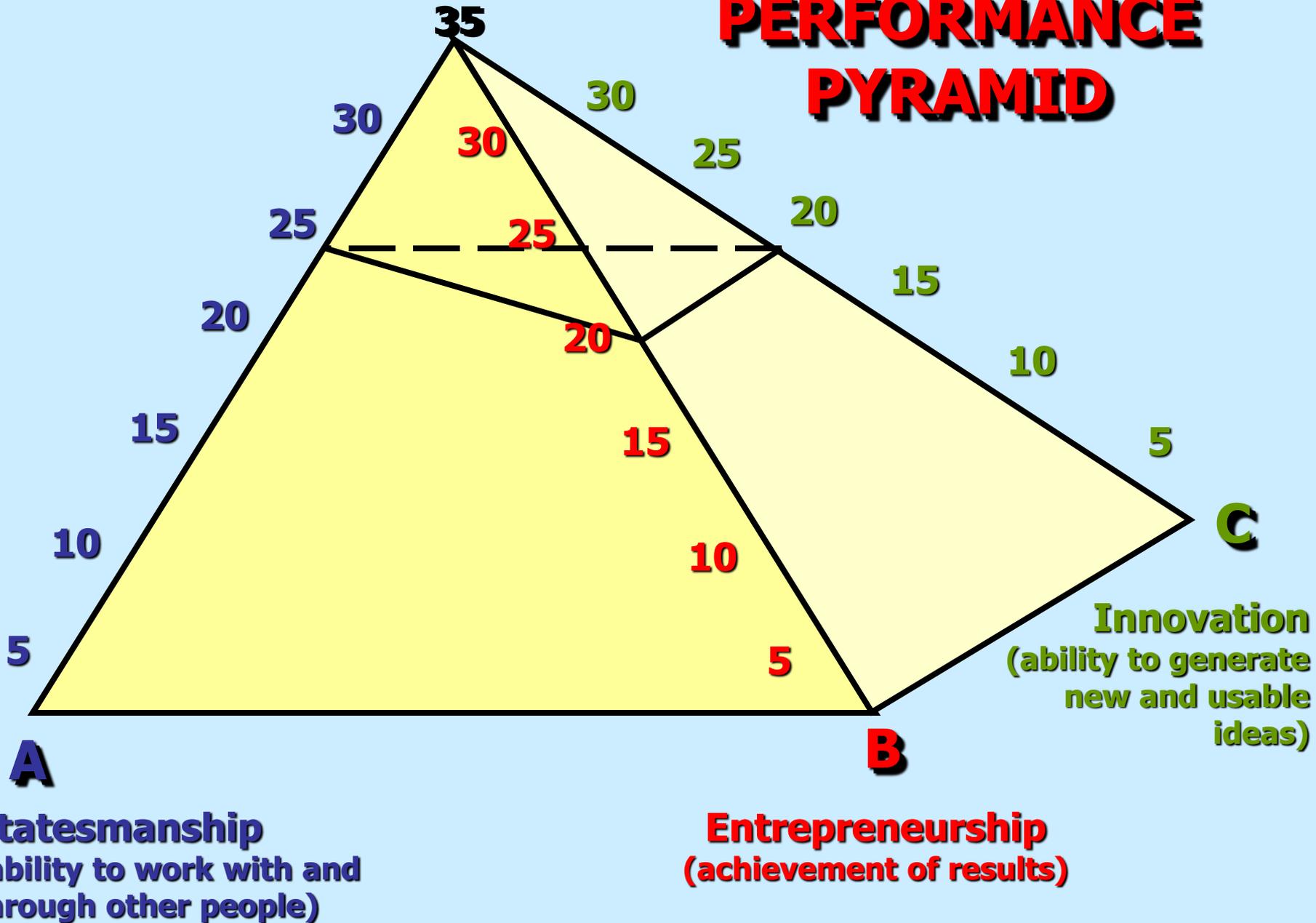
## Level 1 Highly Capable Individual

Makes productive contributions through talent, knowledge, skills, and good work habits.

# PERFORMANCE PYRAMID



# PERFORMANCE PYRAMID



# FOUR PRINCIPLES OF GOOD HUMAN RELATIONS

1. Let people know where they stand.
2. Give credit where due.
3. Tell people as soon as possible about changes that will affect them.
4. Make best use of each person's ability.

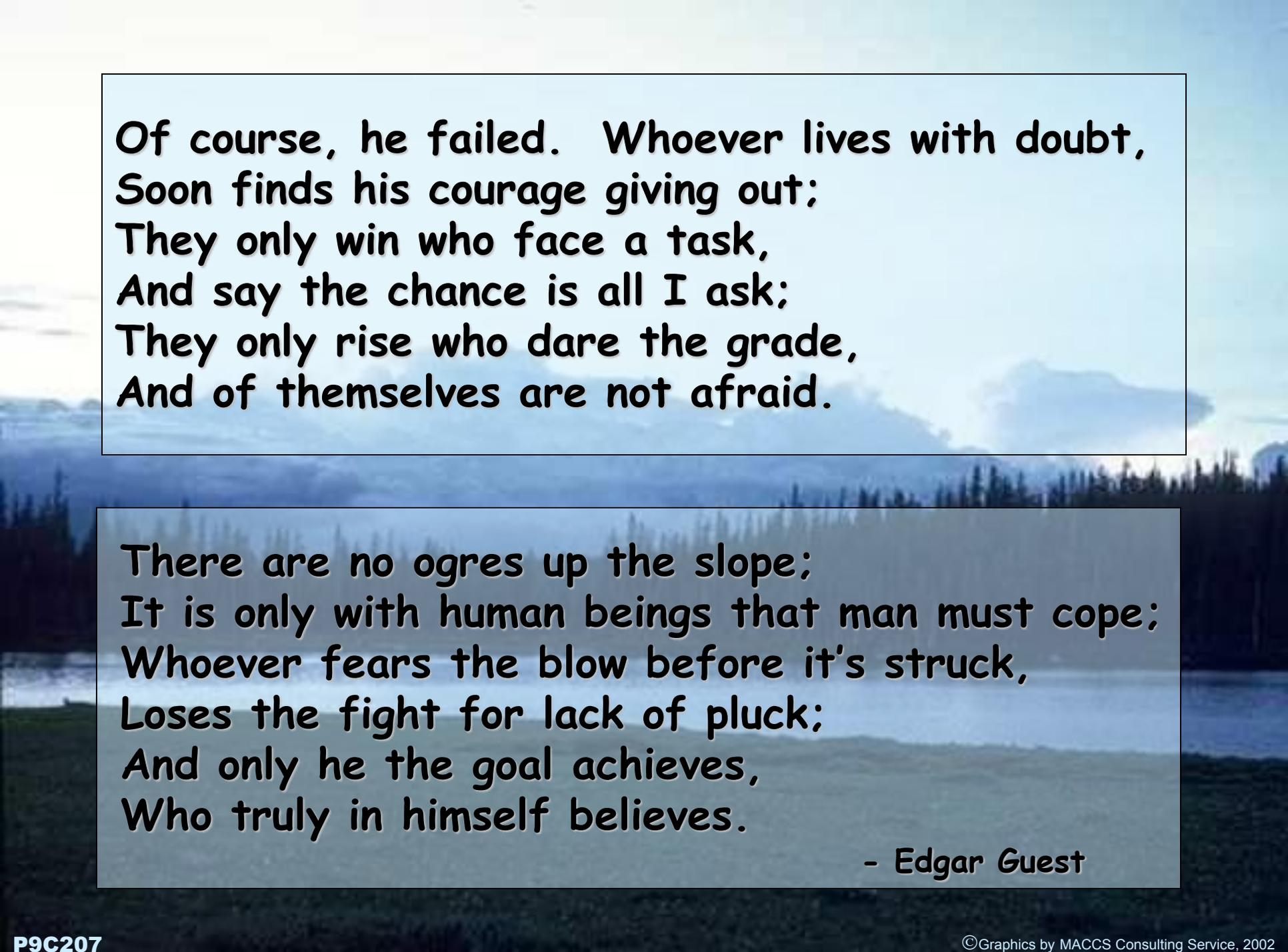
# 4-Step Problem Solving

1. Get the facts.
2. Weigh and decide.
3. Take action.
4. Follow up.

# The Doubter

He had his doubts when he began;  
The task had stopped another man;  
And he had heard it whispered low,  
How rough the road was he must go;  
But now on him the charge was laid,  
And of himself he was afraid.

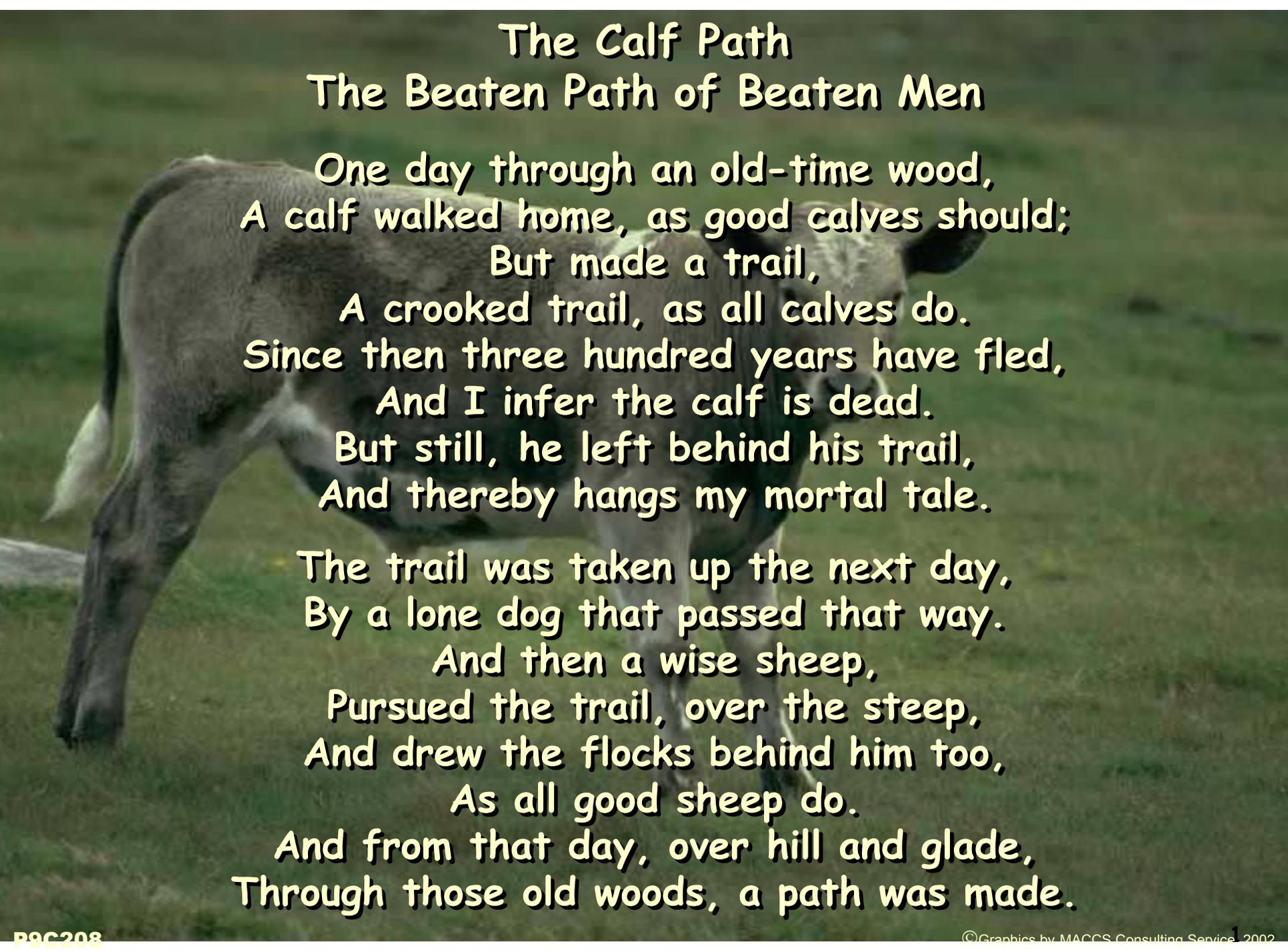
He wished he knew how it would end;  
He longed to see around the bend;  
He had doubts that he had strength,  
Enough to go so far a length;  
And all the time the notion grew,  
That this was more than he could do.



Of course, he failed. Whoever lives with doubt,  
Soon finds his courage giving out;  
They only win who face a task,  
And say the chance is all I ask;  
They only rise who dare the grade,  
And of themselves are not afraid.

There are no ogres up the slope;  
It is only with human beings that man must cope;  
Whoever fears the blow before it's struck,  
Loses the fight for lack of pluck;  
And only he the goal achieves,  
Who truly in himself believes.

- Edgar Guest

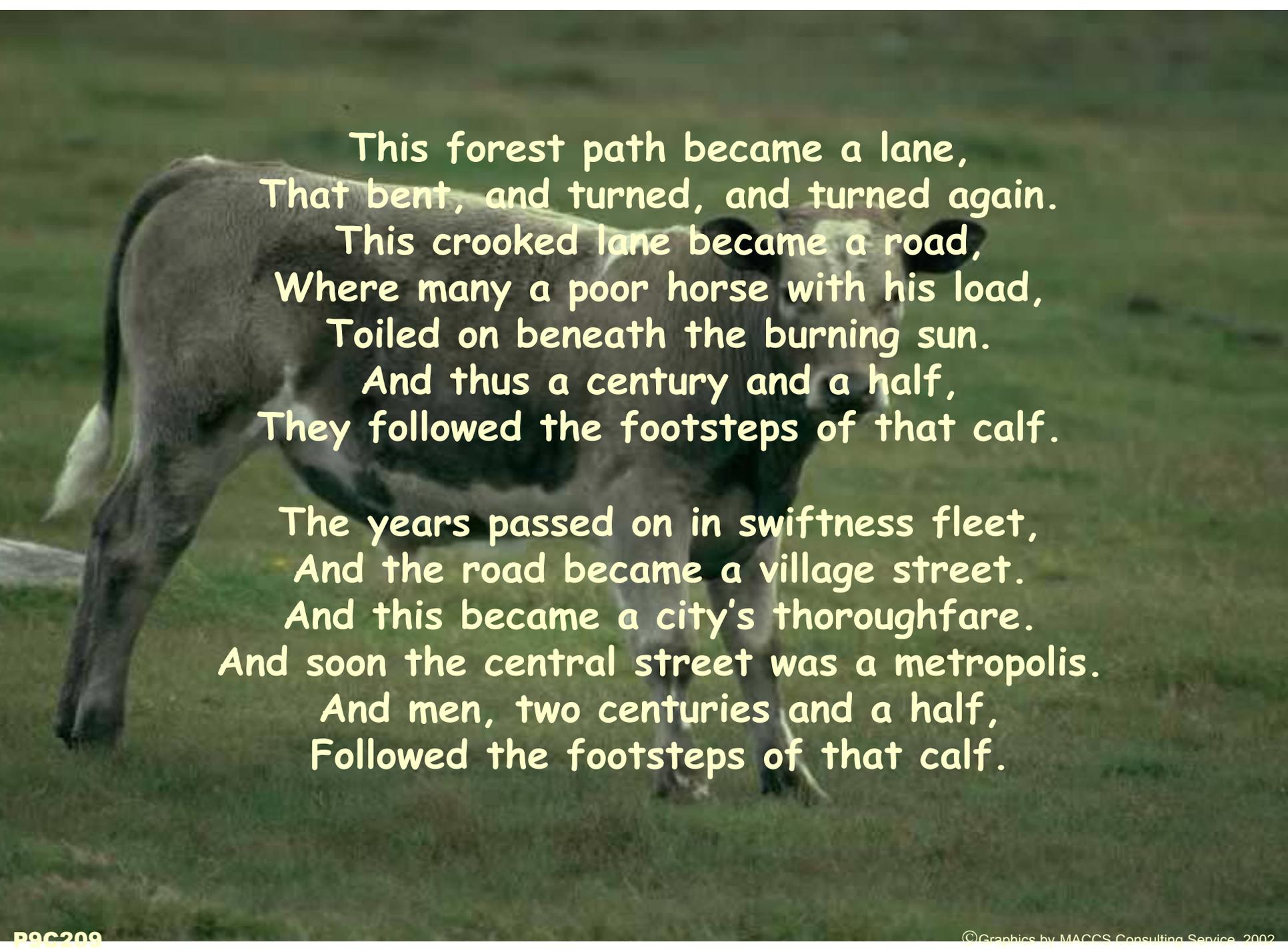
A brown calf with a white patch on its chest and legs is standing in a green grassy field. The calf is facing right and looking towards the camera. The background is a soft-focus green field.

# The Calf Path

## The Beaten Path of Beaten Men

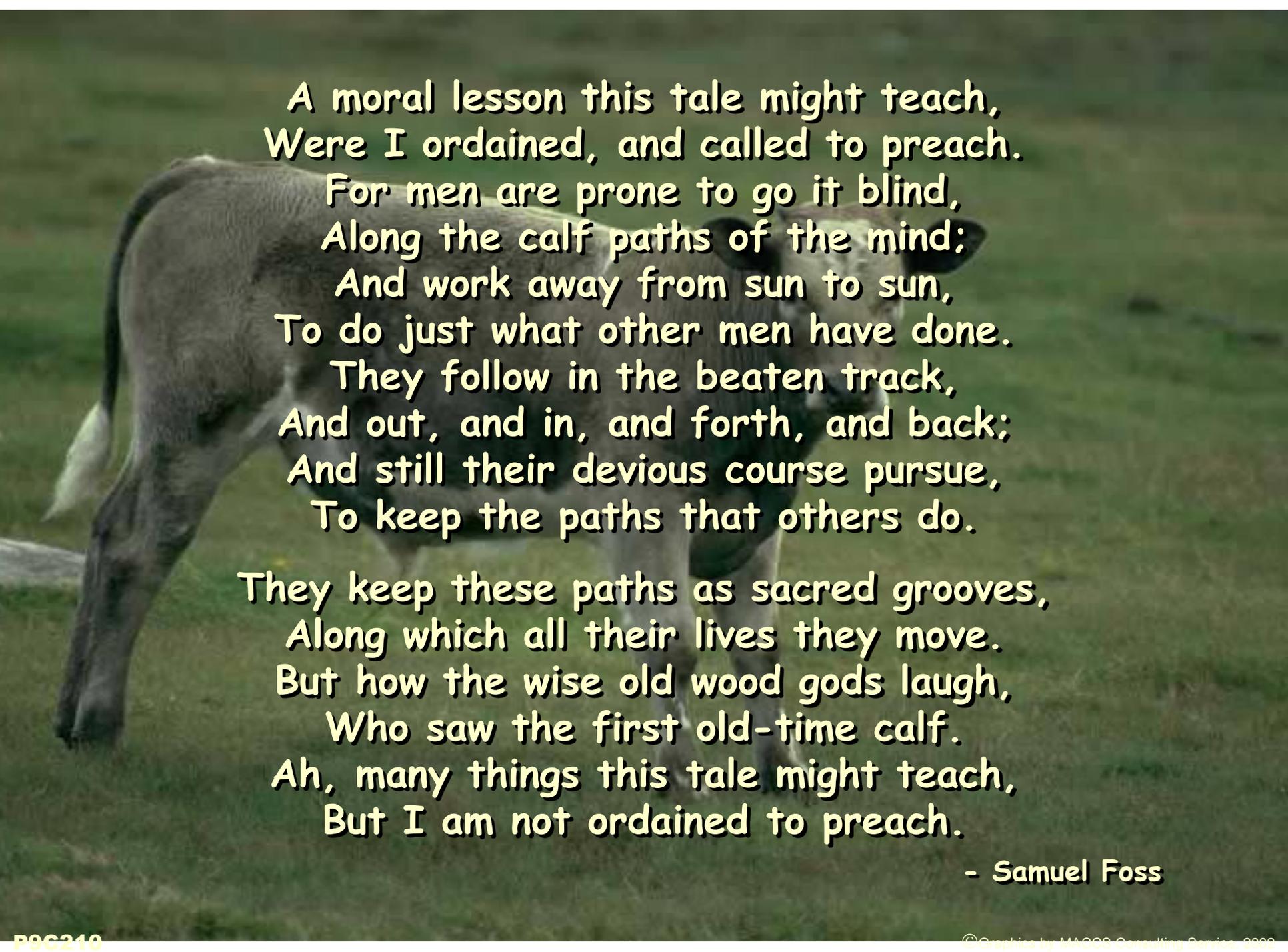
One day through an old-time wood,  
A calf walked home, as good calves should;  
But made a trail,  
A crooked trail, as all calves do.  
Since then three hundred years have fled,  
And I infer the calf is dead.  
But still, he left behind his trail,  
And thereby hangs my mortal tale.

The trail was taken up the next day,  
By a lone dog that passed that way.  
And then a wise sheep,  
Pursued the trail, over the steep,  
And drew the flocks behind him too,  
As all good sheep do.  
And from that day, over hill and glade,  
Through those old woods, a path was made.

A brown and white cow is standing in a green field. The cow is facing right and has a white patch on its face and chest. The background is a blurred green field.

This forest path became a lane,  
That bent, and turned, and turned again.  
This crooked lane became a road,  
Where many a poor horse with his load,  
Toiled on beneath the burning sun.  
And thus a century and a half,  
They followed the footsteps of that calf.

The years passed on in swift fleet,  
And the road became a village street.  
And this became a city's thoroughfare.  
And soon the central street was a metropolis.  
And men, two centuries and a half,  
Followed the footsteps of that calf.



A moral lesson this tale might teach,  
Were I ordained, and called to preach.

For men are prone to go it blind,  
Along the calf paths of the mind;  
And work away from sun to sun,  
To do just what other men have done.  
They follow in the beaten track,  
And out, and in, and forth, and back;  
And still their devious course pursue,  
To keep the paths that others do.

They keep these paths as sacred grooves,  
Along which all their lives they move.  
But how the wise old wood gods laugh,  
Who saw the first old-time calf.  
Ah, many things this tale might teach,  
But I am not ordained to preach.

- Samuel Foss

# Tips for High Performance



## Coach Others to Succeed



**Pay attention to the “middle stars.” Avoid the trap of focusing only on the “super stars” (those with exceptional performance) and the “fallen stars” (those with significant performance problems). Most people shine somewhere in the middle.**

# Tips for High Performance



## Spread the Sparkle



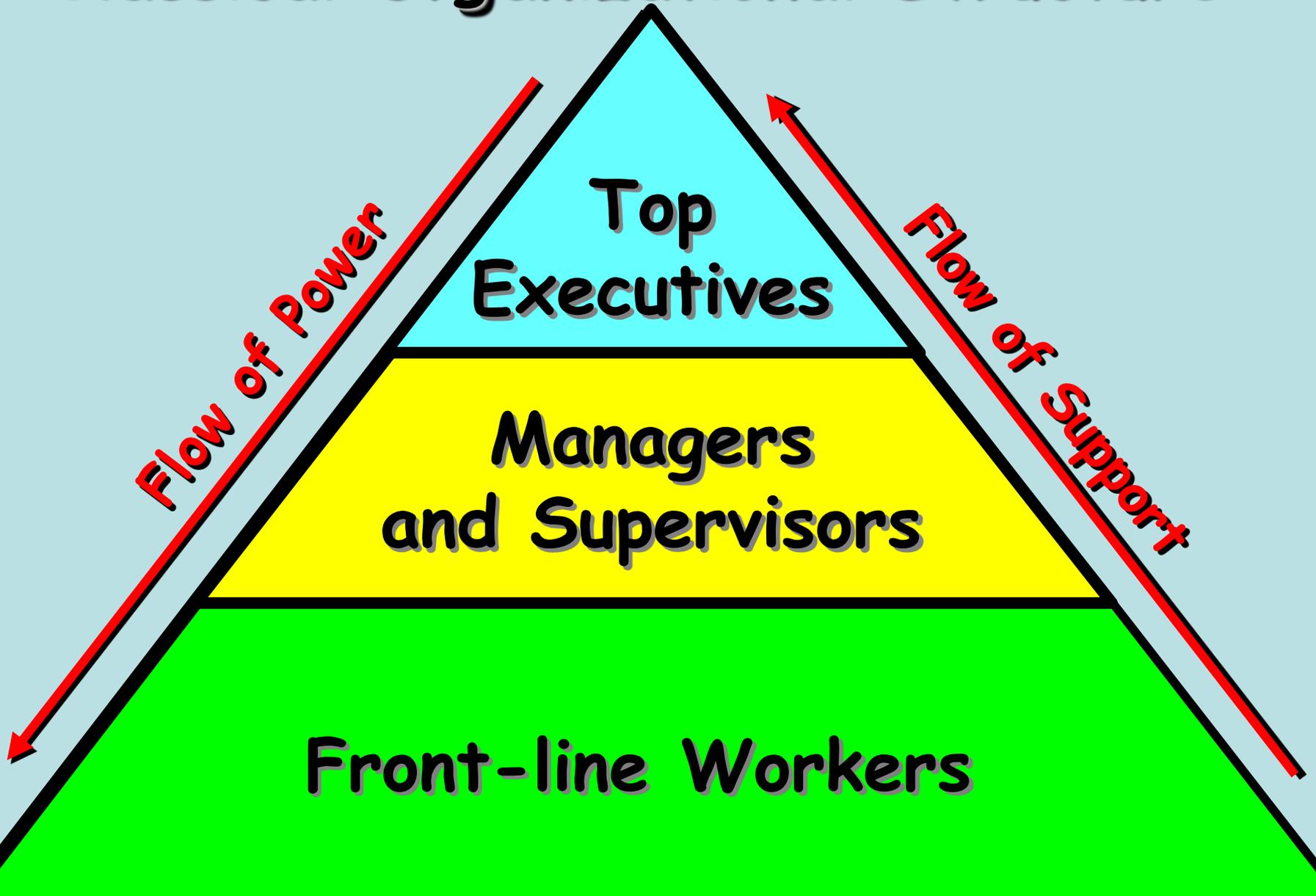
Get enthused about others who are enthusiastic – its contagious and can snowball quickly. Recognize and reward those who help contribute to a culture of contagious enthusiasm.

# Tips for High Performance

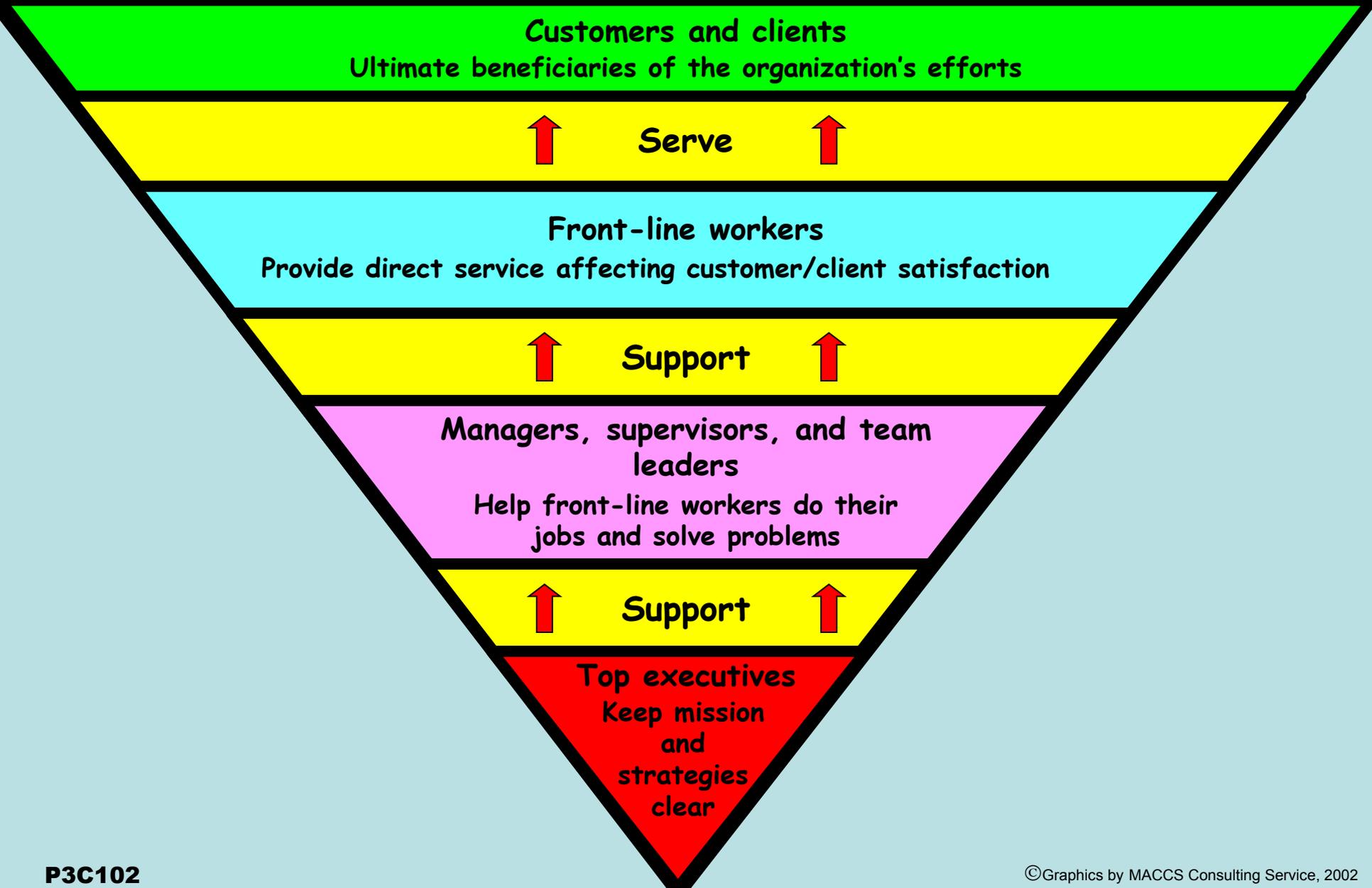
## Address Deficiencies

Pay attention when someone has a performance problem. Unaddressed deficiencies can have a negative effect on every member of your team. By dealing with performance issues as early as possible, you can prevent them from growing **more serious...and more distasteful for both you and the individual to face.**

# Classical Organizational Structure



# The "upside-down-pyramid" approach to leadership



**Customers and clients**  
Ultimate beneficiaries of the organization's efforts

↑ **Serve** ↑

**Front-line workers**  
Provide direct service affecting customer/client satisfaction

↑ **Support** ↑

**Managers, supervisors, and team leaders**  
Help front-line workers do their jobs and solve problems

↑ **Support** ↑

**Top executives**  
Keep mission and strategies clear

# A **SERVANT LEADER** SHOWS COMMITMENT TO PEOPLE THROUGH:

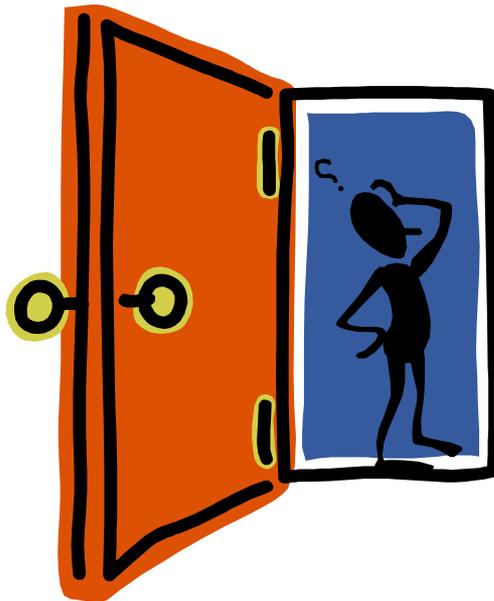
1) **access** - people need contact and support, and effective leaders at all levels of responsibility recognize this as one of their primary tasks.

2) **communication** - effective leaders know the value of communication and meet with their people on a regular basis.

3) **support** - effective leaders know the value of timely *feedback*. They give feedback, praise, and support even in routine operations.

# Retention

People join companies,  
but leave managers



# 12 WAYS to KEEP GOOD PEOPLE

**What attracts the best employees to a company, and what makes them stay?**

**These are two of the oldest questions in the business world, and maybe the most important.**

# 12 Ways to Keep Good People

**Now the Gallup Organization of Princeton, NJ, claims to have answered this, once and for all. Marcus Buckingham, a senior consultant at the Gallup School of Management, explains that the opinion-polling company has identified 12 questions that appear to measure the “core elements” needed to attract and keep the most loyal, productive and talented employees.**

**Gallup culled these dozen from the multitude of questions it has asked in interviews with more than one million employees during the past 25 years. Using factor analysis, regression analysis, concurrent validity studies, focus groups and follow-up interviews, Gallup statisticians isolated the questions that most accurately measure the likelihood that a given workplace will attract and keep the best people.**

**The exact wording of the questions is important.**

# 12 Ways to Keep Good People

**1. Do I know what is expected of me at work?**



**2. Do I have the materials and equipment I need to do my best work right?**

**3. At work, do I have the opportunity to do what I do best every day?**



**4. In the past seven days, have I received recognition or praise for good work?**



# **12 Ways to Keep Good People**

# 12 Ways to Keep Good People

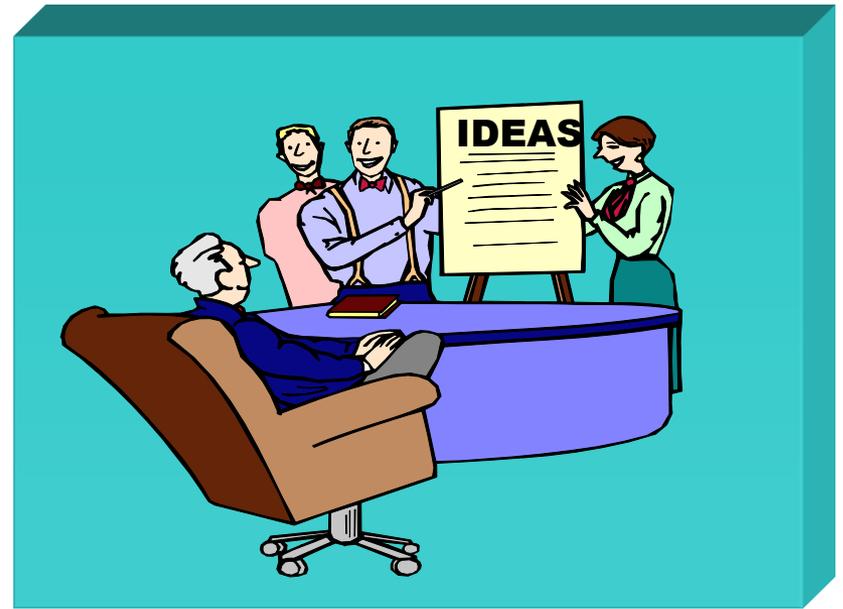


**5. Does my supervisor, or someone at work, seem to care about me as a person?**

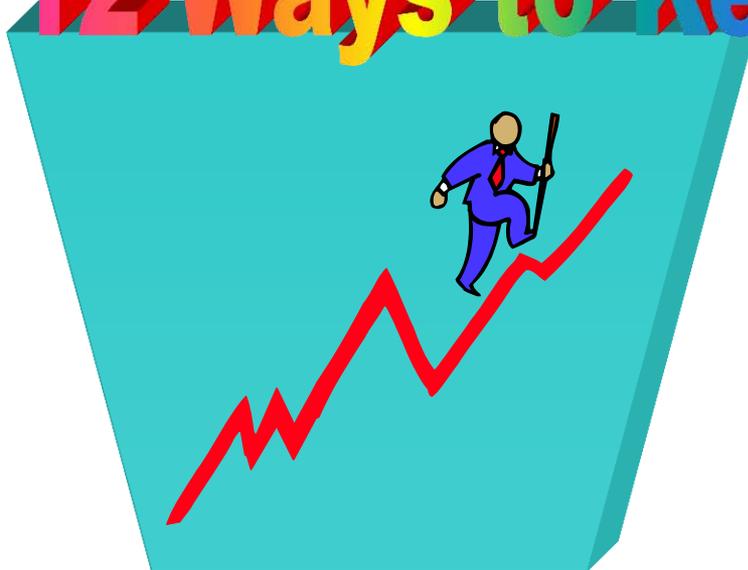
**6. Is there someone at work who encourages my development?**



**7. At work, do my opinions seem to count?**



# 12 Ways to Keep Good People



**8. Does the mission of my company make me feel like my work is important?**



**9. Are my co-workers committed to doing quality work?**



**10. Do I have a best friend at work?**

# 12 Ways to Keep Good People

# 12 Ways to Keep Good People

**11. In the last six months, have I talked with someone about my progress?**



**12. At work, have I had opportunities to learn and grow?**



# 12 Ways to Keep Good People

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**It isn't just that employees who answered yes to these questions are more likely to stay with the company; the beauty of these 12, according to Gallup, is that they address factors that are particularly important to the most talented and productive employees.**

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# SERVANT LEADERSHIP PHILOSOPHY

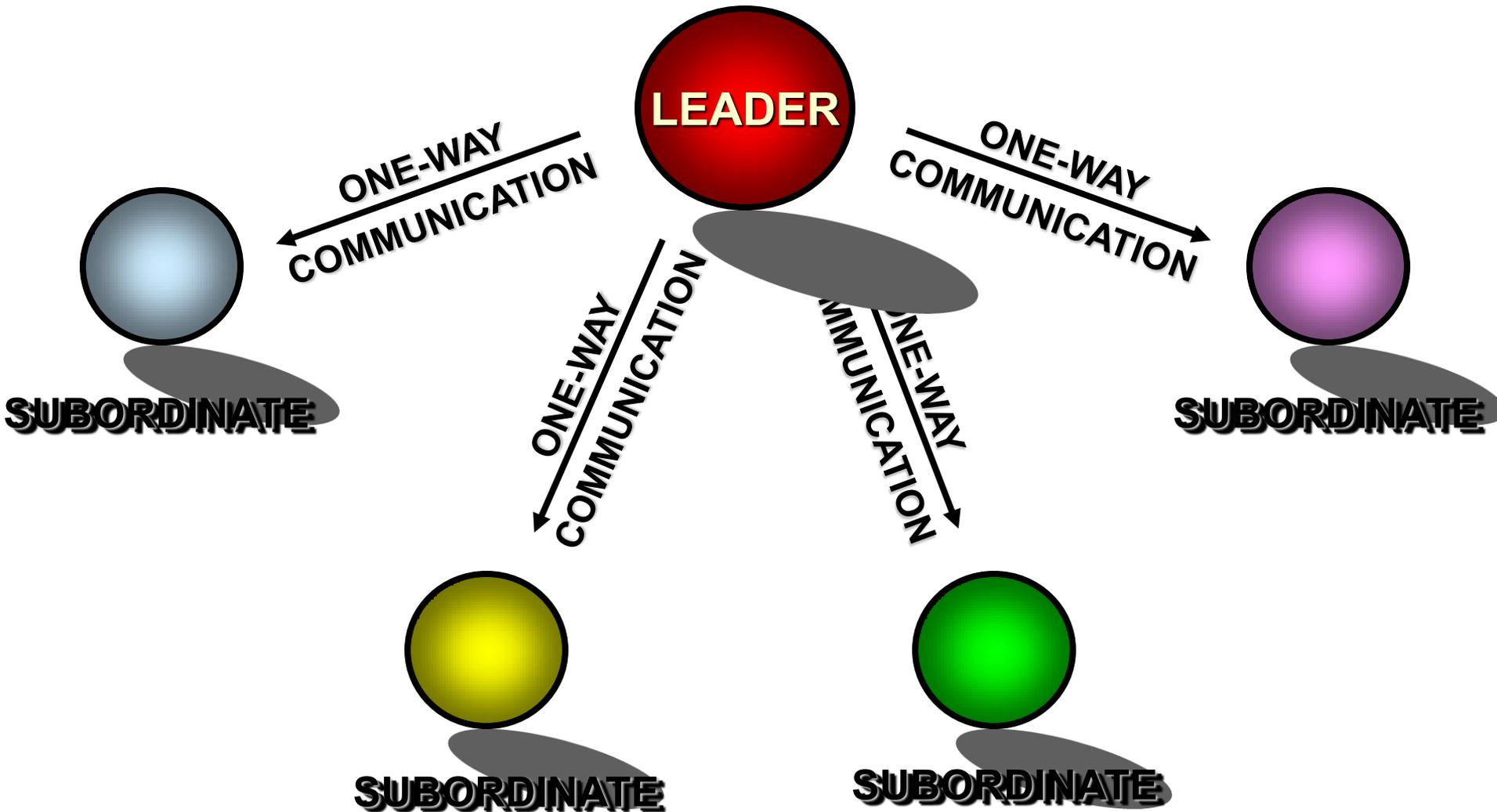
**“We make a living by what we get . . . we make a life by what we give.”**



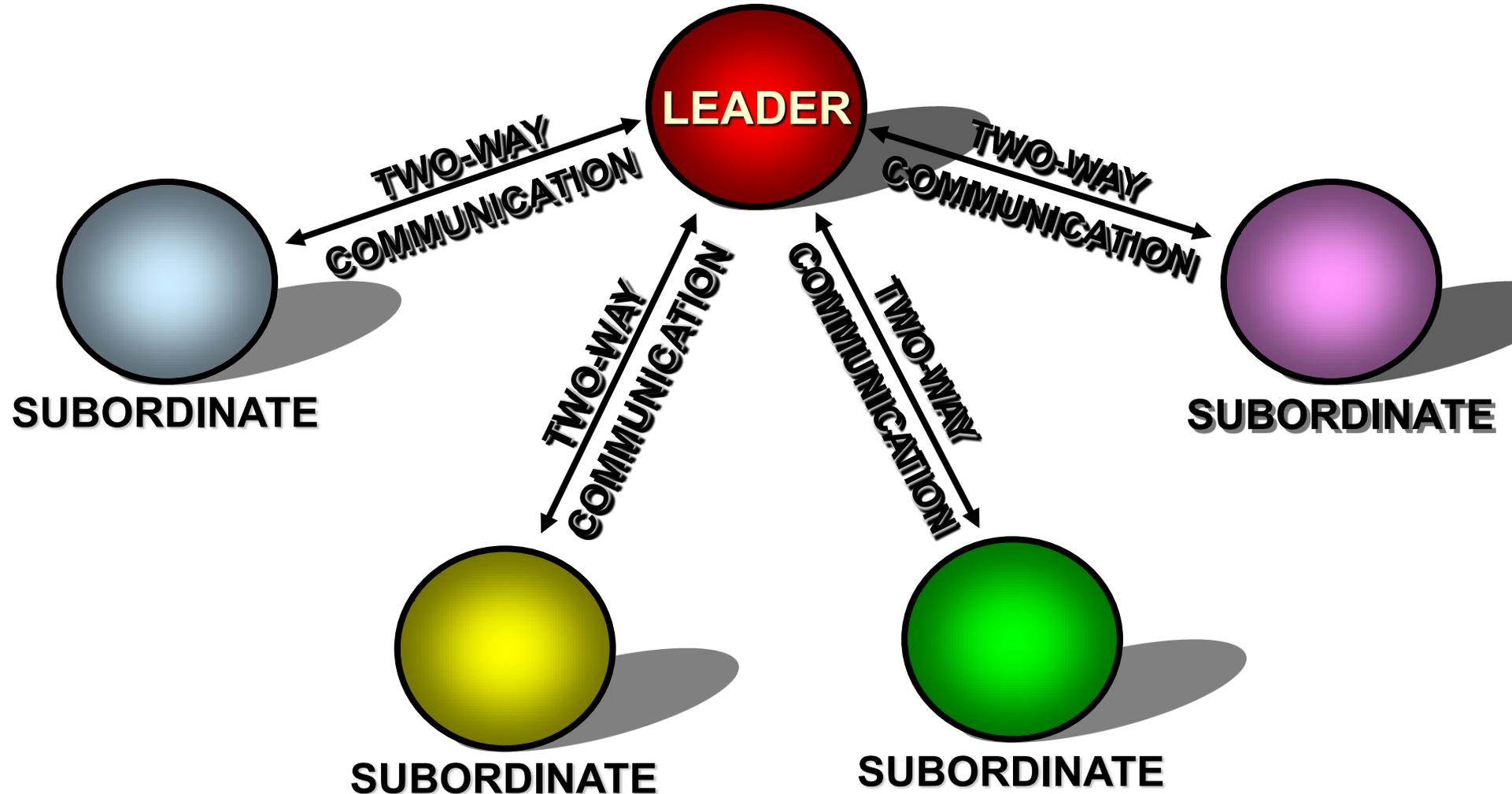


**“Mission first, soldiers always” - - 18 year olds, led by  
20 year olds, led by 25 year olds.**

# ABUSE OF PSYCHOLOGICAL SIZE



# EFFECTIVE USE OF PSYCHOLOGICAL SIZE



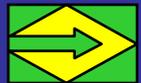
# The following guidelines can help accomplish this goal.



***STOP TALKING.*** You cannot listen to others if you are talking. Shakespeare wrote, "Give every man thine ear, but few thy voice."



***PUT THE TALKER AT EASE.*** Help the other person feel free to talk. This is called a supportive environment or atmosphere. Sit or stand in a relaxed manner.



***SHOW THE PERSON THAT YOU WANT TO LISTEN.*** Look and act interested. Don't read your mail while the other person is talking. Listen to understand, rather than to oppose. Maintain eye contact.



***REMOVE DISTRACTIONS.*** Don't doodle, tap, or shuffle papers. Shut down the computer. Hold telephone calls. Will it be quieter if you close the door?

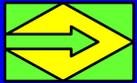


***EMPATHIZE WITH THE PERSON.*** Try to put yourself in the other person's place to understand the speaker's point of view.



***BE PATIENT.*** Allow time. Don't interrupt. Don't walk toward the door or walk away while the other person is talking. Some people take longer to make their point.

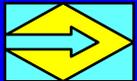
# The following guidelines can help accomplish this goal.



***HOLD YOUR TEMPER.*** An emotional person may misinterpret a message or may say something unintended. If you are angry, cool off before responding. Take a walk or try counting to ten.



***GO EASY ON ARGUMENT AND CRITICISM.*** This puts the speaker on the defensive and may result in a "blow-up"; or it may cause the person to "shut down."



***ASK QUESTIONS.*** This encourages the speaker and shows you are listening. It also helps develop additional points. Few actions demonstrate respect as much as asking others for their opinion.



***ENCOURAGE CLARIFICATION.*** When the speaker touches on a point you want to know more about, simply repeat the statement as a question. This will allow clarification and elaboration.



***STOP TALKING.*** This is the first and last point, because all others depend on it. You cannot do a good job of listening while you are talking. As Shakespeare wrote, "Give thy thoughts no tongue..."

# Types of Teacher/Leaders



These teacher/leaders heal through the use of personal power. They focus the attention of their followers on themselves. When this approach is combined with unusual gifts and skills, shamans are charismatic. They have power, energy, and commitment that they use to energize their subordinates.

# Types of Teacher/Leaders

## **P** **RIEST**

### **S**

*These teacher/leaders claim power through office. They are agents of omnipotent authority, and the people who follow them are taught to see themselves as set apart from others. Priests establish structure, order, and continuity - a past program and a plan for the immediate and distant future. The priest operates in a hierarchy with roles and duties in a hierarchical ladder.*

# Types of Teacher/Leaders

## **E**lected **L**eaders

These teacher/leaders undergo trials, self-transformation, training, or some other form of rite to achieve their positions.

Elected leaders derive power, not only from their own experience, but also from the mandate of their subordinates. Consent of followers constitutes much of the power of these teacher/leaders.

# Types of Teacher/Leaders

## **M**issionaries

The missionary teacher/leader is goal directed. Usually the mission involves a utopian view of the future and a program for achieving reforms. The missionary teaches out of personal conviction, believing in certain ideals and seeing it as a duty to pass these ideals to others.

# Types of Teacher/Leaders

## **M****YSTIC** **H****EALERS**

*These teacher/leaders seek the source of illness and health in the follower's personality. Mystic healers try to discover the statue in the marble and seek, like Michelangelo, to find what can be created from the raw material. To be successful, this type of teacher/leader requires unselfish motivation and considerable sensitivity, as well as flexibility to vary treatment according to the nature and needs of subordinates.*

# **Personal Conditions Conducive To Growth**

**1. People grow when there is a felt need.**

**2. People grow when they are encouraged by someone they respect.**

**3. People grow when their plans move from general goals to specific actions.**

**4. People grow as they move from a condition of lower to higher self-esteem.**

**5. People grow as they move from external to internal commitment.**

# Who's Your Role Model?

1. Albert Einstein
2. Nelson Mandela
3. George Washington
4. Mother Teresa
5. Bill Gates
6. Mahatma Gandhi
7. Abraham Lincoln
8. Eleanor Roosevelt
9. George Manning
10. Ben Franklin



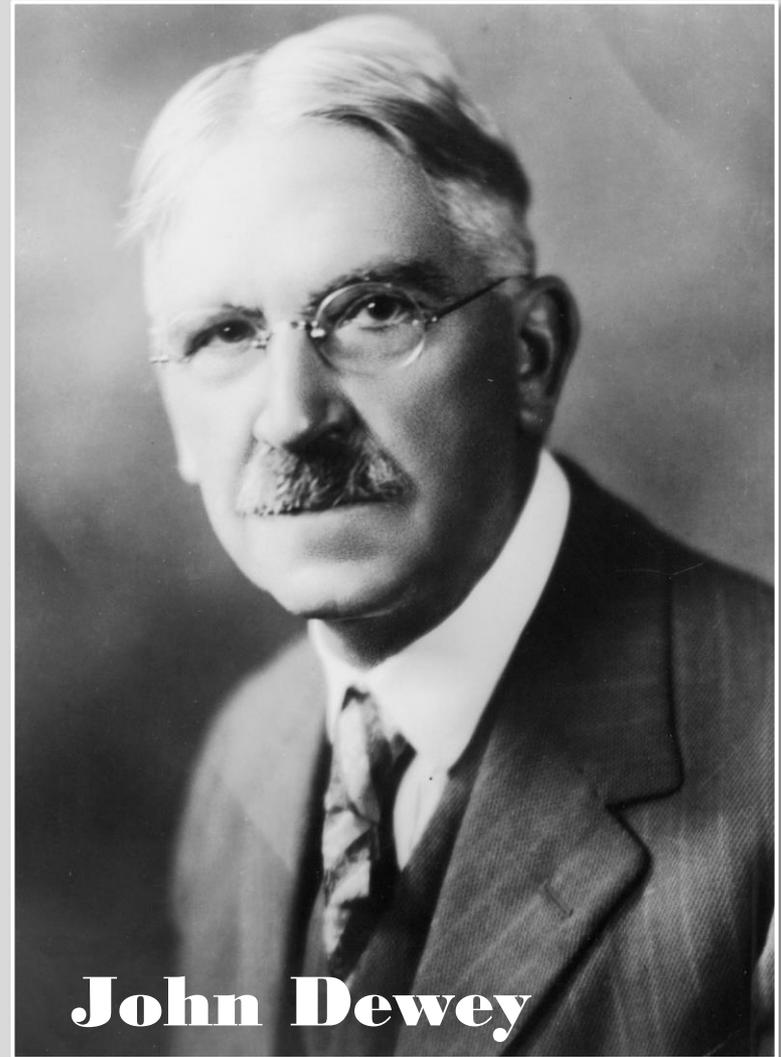
# CHALLENGE & CHARGE

UPON THE PLAINS OF  
HESITATION bleach the bones  
of countless millions, who on  
the threshold of victory sat  
down to wait; and awaiting  
they died.

*-Winston Churchill*



**After the  
lessons  
have been  
forgotten,  
what  
remains  
is education.**



**John Dewey**