

THE MOBIUS STRIP

A NEWSLETTER FOR LEADERSHIP PROFESSIONALS

Courage and Character

Increasingly organizations we work with are raising the bar on leadership and executive development programs in ways which increase business relevance and depth. We are being asked to anchor programs around business cases or work streams within a performance transformation so that the professional development ties with immediacy to a real business imperative. This action learning, and provision of content in real time, leads participants to quickly understand the program's relevance and increases the likelihood of capability building and behavior change in ways that are gratifying to see.

Clients are reporting trends that increase the need to help leaders manage uncertainty and remain calm and effective even under high stress and in the context of fast paced change. Trends driving the need for heightened adaptive leadership and change management include globalization including globalization and the role of emerging markets; the changes and developments in technology and rise in social media; the increased need to work and team virtually; climate change and the need for sustainability and corporate social responsibility; and the changing demographics of the workforce creating a unique multi-generational work place. Everyone is talking about change and wanting to help people navigate well despite fear and ambiguity.

As a result we are also seeing growing understanding of the importance of going beyond the domain of skill development to the cultivation of character, integrity and meaning. This issue of the *Mobius*

Strip features the leadership work of Mobius senior consultant Joan Goldsmith and leadership expert Warren Bennis in their book *Learning to Lead*. Also Mobius alliance partners Merom and Louise (Yochee) Klein and their book *The Courage to Act: 5 Factors of Courage to Transform Business*. We offer these as illustrative of the kind of curriculum we are drawing upon to develop these deeper dimensions of our programs focusing, for example, on managerial courage.

This issue also features our second article by Harvard Medical School Neuroscientist Dr. Srinivasan Pillay. The latest findings in brain research provide meaningful guidance to methods and practices that will help support behavioral change and anchor the kind of practical changes participants aspire to make in our leadership programs. We are pleased to share Dr. Pillay's most recent book discussing the implications for leadership development of these latest neuroscience findings.

This issue of the strip also features our wonderful collaborations with World Pulse and Linkage in the field of Women's Leadership. Mobius Senior Expert Ellen Wingard leads our efforts in this domain and in the last few months we have had the privilege of offering our seminar on Motivating for Change at the first ever Linkage Women in Leadership Institute in Chicago. Andrea Winter and Amy Fox taught along with Mobius Senior Expert Jamil Mahuad, the former President of Ecuador and co-chair of Beyond Yes for the Common Good. We offer congratulations to Susan Brady, our former Director of Strategic Business De-

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MOBIUS
EXECUTIVE LEADERSHIP



Featuring photography by Bill Tipper, Mobius Expressive artist
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velopment in her new senior role at Linkage. We are also very honored to be working with Ellen and our friend Jensine Larsen in their effort through World Pulse to provide mentors to grassroots women leaders globally who are serving as citizen journalists. Both of these efforts, as well as our wonderful and rich ongoing collaboration with Joanna Barsh, Johanne Lavoie, Caroline Webb and Kirsten Marnane at McKinsey & Company in the offering of the Centered Leadership Remarkable Women's programs, are expressions of our deep commitment to support the continued development of individual women leaders and women's ways of leading both.

Finally in this issue you will find a powerful photographic montage generously shared with us by Mobius Expressive Arts faculty Bill

Tipper. In many of our programs we integrate artistic, expressive arts and mindfulness practices. We consider it a tenet of our leadership approach to ensure learning is experiential and embodied and helps people to access the intuitive and creative aspects of who they are. We hope the beauty of these pictures and words will allow you to take a pause from your work day and just reflect on the aspects of your life that uplift and nourish you deeply.

As a final milestone we have exciting office news. In North America, before year end we moved into a new office. Our new mailing address for Mobius headquarters beginning 1/1/2012 to:

Mobius (North America office)
177 Worcester Street, Suite 202
Wellesley Hills MA 02481

All existing phone numbers remain the same. Karyn Saganic, Cindy Grossi and Vanessa Cirella remain our client service team in Boston.

And even more excitedly we opened our first office for Mobius Europe. Please note the new contact information for Erica Ariel Fox, Alex Kuilman and our facilitators and coaches in Europe and the Middle East. The Mobius Europe office team includes David Boyd and JJ Bruyn and we welcome them both to the Mobius community:

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Wishing everyone a healthy and successful New Year. ■

The 2020 Workplace Changes Everything: Are You Ready?

by Rick Von Feldt, HR Futurist, Mobius Senior Consultant

What would you have done 100 years ago as an HR executive? Would you have stopped the progression of the future? Or would you have been a human resource, talent management or learning leader of the future? This may very well be the question of our current decade, but it's also a dilemma that executives faced a century ago.

Consider the day in the early 1900s when William Klann walked into the Ford Motor leadership team meeting and announced his discovery of an amazing new method for managing production lines. He told of visiting a Chicago slaughterhouse and seeing a "disassembly line," where animals were butchered as they moved along a conveyor. He was struck by the efficiency of one person doing the same task repeatedly and so he suggested to the Ford management team that the same concept could be applied to automobile production. At this moment, the Ford Motor Company found itself on the edge of a pivotal moment. Rather than give in to their doubts, however, the leadership team encouraged Klann to proceed and within a few years Ford was being recognized as the catalyst for a new way of thinking about the workplace. Ford Motor Company perfected the assembly line by installing driven conveyor belts that could produce a Model T in record time. This shift in skill, process and motivation took car assembly from eight hours to ninety-three minutes. Eventually, one auto was produced every three minutes at Ford production plants.

Can you imagine yourself as the leader of HR, Talent Management or Learning for the Ford Motor Com-



Rick Von Feldt is an HR Futurist at www.hrfuturist.com. A former HR and learning executive from Gillette, Dell and HP, he is researching and imagining what the workplace will look like in the year 2020. As a Senior Consultant for Mobius, Rick help organizations identify and create strategies for the 2020 Workplace, with an emphasis on 14 implications and evolutions executives will need to make for the future.

pany of the early 20th century? If you were sitting in that room the day William Klann made his presentation, how would you have reacted? Would you have been excited? Would you have seen potential in his new idea? Or would you have thought of countless reasons why it would not work and why it would cause trouble for the company?

Now, one hundred years later, the global workplace is facing conditions comparable to the day of that monumental meeting at Ford. The industrial revolution was the last major change that so significantly impacted workplace motivation, capability and culture. Today, it can similarly be said that the social and collaboration age is redefining the workplace around the world.

Within the next three years, we will divide HR, talent and learning leaders into two distinct groups. The first group will be "2020 prepared." They will understand four sociological and technological shifts that are dramatically changing the way work is done. The second group will play it safe and make changes more slowly. The "2020 prepared" group will be rewarded for their foresight with enhanced capabilities, better tools and more motivated employees. The second group will suffer from apathy

and mediocre talent and will have to fight for a new generation of employees. This isn't the first time that such a dramatic change in the workplace has happened. But to find the last example, we have to look back 100 years in history.

Strategic analysts and futurists alike believe the changes that will occur in the next nine years - culminating by the year 2020 when half of the world's working population will be Millennials - is likely to be as dramatic a shift as was seen during the industrial revolution of a century ago. HR Executives need to understand these four dramatic shifts and begin to consider what their workplaces will look like in the year 2020. Otherwise, they will cause their companies to be left behind.

The first workplace 2020 shift is from the impact of social media. The rise of online social activity is having a dramatic impact on how knowledge, capabilities and mindsets are shared across the world. Facebook has nearly 800 million members and one out of every eight minutes of online activity is now spent sharing, learning and socializing on that site. Internet users today spend three times as many minutes on blogs and social networks as they do reading emails. IBM reports that 95% of standout

Rick Von Feldt, Senior Consultant for Mobius, helps organizations understand emerging trends affecting leadership teams, HR executives and Learning Executives.

As an example, within the learning space, here are 14 specific emerging trends Rick believes will take place in the 2020 workplace.

14 eVolutions of the 2020 Organization

For leaders as well as those organizations in charge of HR and Learning, all of the changes in our world will create new ways of understanding and doing. 14 specific evolutions will be happening in the workplace. Is your organization ready? Are you ready?

- 1. SOCIAL:** Learning faster and better through two or more people.
- 2. VISUAL:** Graphic, moving, multi-media.
- 3. SELF DIRECTED.** Learning is enabled. Individuals have empowerment and responsibility to learn.
- 4. EXPERIENTIAL:** We learn and retain from practice, simulation and experience.
- 5. SERENDIPITOUS:** Enigmatic and engaging experiences and knowledge that arises out of chance encounters from the social graph.
- 6. MOBILE, VIRTUAL and IMMEDIATE:** Knowledge and learning is unlocked by being virtual, mobile and accessible anywhere, anytime.
- 7. REWARDED:** Motivational mechanics track our influence, creds, experience, skill, and knowledge.
- 8. POSITIVE PSYCHOLOGY.** A focus on positive psychology in management and learning, by identifying, developing and celebrating strengths.
- 9. EXPERTISE SHIFT.** Shift from expertise to questioning and application.
- 10. KNOWLEDGE CURATING.** Learning takes a greater role in enterprise content management. Search and relevance becomes key.
- 11. OPEN and FREE.** Knowledge is available to all without ownership, but with credits.
- 12. CROWD SOURCED.** Content and innovation created and used by many.
- 13. PERSONALIZED:** Customized portals, workspaces and learning paths. What I need more than what we need.
- 14. LEARNING CULTURE.** Company cultures of lifelong, integrated and opportunity learning are sought after.

organizations will focus more on getting closer to the customer with social media. And 74% of CIO's see collaboration and communication as a key driver in transforming their organizations. Marketing and IT are driving a social revolution inside of companies, while HR and learning executives are scrambling to either keep up or decide how they will participate in this cultural change.

The second shift is in the rap-

idly changing world of technology. Mobile smart phones, tablets and unified communication devices are altering how and when we work. Forrester predicts that 50% of the workforce will be doing some part of their job virtually by the end of 2012. Younger generations are demanding learning activities on mobile devices. They want their learning to take place instantly and on demand. Email is being replaced

by instant messaging, texting and community micro blogging. Gardner, in its "2011 CIO Agenda," said the top three strategies for IT this year are implementing cloud hosting, vitalizing the workplace and increasing mobile technologies. Despite all this, only 50% of HR leaders have a strategy that includes even one of these technological changes.

Globalization is the third shift that is impacting the future workplace.

The last century was dominated by the economies of just a few superpowers, but that situation is changing quickly. China and India today comprise 33% of the world's population of 6 billion. When Russia and Brazil are included, these four developing economies account for 40% of the world's people. It's estimated that seventy percent of all consumer growth in the immediate future will happen in these emerging markets. Any company that is thinking about growth will need to develop strategies to do business in these countries. Additionally, large profitable companies from China and India will begin a global acquisition strategy and purchase more foreign companies. They will fuel a fight for talent and create new cultures that have been dictated by Western countries for the past 40 years.

The final, and likely the most impactful shift, is that of multiple generations in the workplace. Starting on January 1 this year, in the USA, 10,000 Baby Boomers (born between 1946 and 1964) will reach the age of 65 and begin to retire. That is going to keep happening every single day for the next 19 years. Generation X, which followed the Baby Boomers from 1964 to 1976, is only half the size of the previous generation and there will not be enough ready leaders to take over prominent roles. But the Millennials (born 1976 to 1996) are the largest generation ever. This is true throughout the world, and in many countries the Millennials are two or three times as large as Generation X. And they are different. They are the most intelligent generation and the most confident generation. Millennials are also likely to stay single longer, be more liberal and have higher expectations of their employers.

When you add up these four major shifts, it's evident that the global workplace will see dramatic changes. Motivations, styles of communication, locations in which we work and even how we work will be very different than ever before.

It must have felt the same way at the Ford Motor Company 100 years

ago. Fortunately, for them, they embraced change and thrived. Another car company, however, did not adapt. In their time, Brewsters were as upcoming as Fords were. But the management team of Ford Motor Company made a bold decision to be a part of the future. Which choice will you make? ■

"Indwelling is the set of practices we use and develop to find and make connections among the tacit dimensions of things. It is the set of experiences from which we are able to develop our hunches and sense of intuition....When we think about engaging the passion of the learner, we need to think about her sense of indwelling, because that is her greatest source of inspiration, but it is also the largest reservoir she has of tacit knowledge."

A New Culture of Learning: Cultivating the Imagination for a World of Constant Change by Douglas Thomas and John Seeley Brown



Photography by Bill Tipper
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2020 Organization

The Workplace change in the next 8 years is larger than any other in history

14 eVolutions in the workplace

Based upon four fundamental shifts, our choices in how we lead and inspire our workforce will change dramatically. It begins with awareness, but demands we upgrade our knowledge and skills. It involves using new interactions and delivery tools to be ready for future workforce.

Based upon four fundamental shifts, as listed below, our choices in how we lead and inspire our workforce will change dramatically. Getting prepared begins with awareness, but demands we upgrade our knowledge and skills. It involves using new interactions and delivery tools to be ready for the dynamics of future workforce in the coming years.

4 fundamental shifts are creating an urgent need to reconsider the nature of how capability is built in organizations. Social Collaboration, Technology, Globalization and 5 generations in the workplace demand evolution in cutting edge learning theory. This presentation and interactive class explores the 4 shifts, and the 14 fundamental evolutions in learning, leadership and human resources.

In our 2020 Organization workshops and key note speeches, we cover 14 Workplace Evolutions:

1. SOCIAL
2. VISUAL
3. SELF DIRECTED
4. EXPERIENTIAL
5. SERENDIPITOUS
6. MOBILE, VIRTUAL and IMMEDIATE
7. REWARDED
8. POSITIVE PSYCHOLOGY
9. EXPERTISE SHIFT
10. KNOWLEDGE CURATING
11. OPEN and FREE
12. CROWD SOURCED
13. PERSONALIZED
14. LEARNING CULTURE

4 FUNDAMENTAL SHIFTS

Is your organization ready for the impact of these four fundamental changes in the world?

1. Social Collaboration
2. Technology Shift
3. Globalization
4. Five Generations in the Workplace

These fundamental shifts will require 14 key eVolutions in the workplace listed herein.



Keynote speeches, workshops for leadership teams and consultations to HR organizations by:

Rick Von Feldt

Rick Von Feldt is a senior consultant with Mobius Leadership.

He was formerly the VP of Enterprise Learning at HP, as well as having held HR and learning leadership roles at Dell and Gillette. He has partnered with Dr. Karie Willyerd and Jeanne Meister, author of *The 2020 Workplace*. Rick has presented to thousands of executives and leaders as an HR Futurist on the topic of 2020 leadership and skills. He is available to offer keynote speeches and half day workshops on this topic.

Workshops and Presentations available.

Rick.VonFeldt@mobiusleadership.com | www.mobiusleadership.com | 800-631-1463

Leadership and Web 2.0: The Leadership Implications of the Evolving Web

by Grady McGonagill, Mobius Senior Consultant

Following are excerpts from a book I recently published with the institutional support of a client, Tina Doerffer, at the Bertelsmann Foundation in Germany. I wrote it as a study in 2010, going deeper into a chapter from a study the previous year, "Leadership Development in the U.S.: Principles and Patterns of Best Practice." The second study was so well received that Bertelsmann decided to publish it as a paperback. The book will be available in February on Amazon. Until then it's available only on the German Amazon. At the risk of irritating the publisher, I've made a PDF available at <http://www.mcgonagill-consulting.com>. Also available for download there is the earlier study, an annotated bibliography of leadership development, and other writings.



Grady McGonagill, Tina Doerffer

Leadership and Web 2.0

The Leadership Implications of the Evolving Web

| Verlag BertelsmannStiftung

Here's the gist of the study:

- The culture and tools of the Web are making traditional modes of leadership obsolescent, while offering powerful new possibilities for enhancing its impact:
 - the Web adds to the pressure on leaders in all sectors to become more open and inclusive, inasmuch as it has brought about greater ease of connecting people within and beyond organizations, encourages fuller transparency, and has dramatically lowered the costs of collaboration;
 - at the same time, the Web offers means of making organizations—and organizing itself—more efficient and more effective;
- While the Web poses both risks and threats, it also offers enormous opportunities; we see a glass that is more full than empty.

Below you'll find a sampling of three sections.

- The first explores the implications of the Web for the organizational and societal context of leadership
- The second documents the impact of the Web on the business sector, with examples of the most eye-opening innovations
- The third makes recommendations for the ways in which organizations can respond strategically to the emerging world shaped by the Web.

EXCERPT #1

The Implications of the Web for the Context of Leadership

A revolution with few precedents

In order to understand the implications of Web technologies for leadership, it is important to first understand the enormous changes that are evolving from these tools within organizations and in the nature of organizing itself. Social media are shaping the expectation of a new generation of organization members and are fostering patterns of interaction

and participation that are transforming internal organizational structures, processes, and relationships, as well as external relationships with customers, competitors, suppliers and other stakeholders. The new media call into question the fundamental value added by organizations as they make it easier for individuals to initiate action and form networks on their own.

This shift will gain momentum as the Web continues to evolve. But already the Web is impacting social structures in ways that invite comparison to inventions with impact as dramatic as that of the Guten-

berg press. According to Clay Shirky (2008):

“The result is a number of deep, long-term transformations in the culture, structure, process, and economics of work. We are shifting from closed and hierarchic workplaces with rigid employment relationships to increasingly self-organized, distributed, and collaborative human capital networks that draw knowledge and resources from inside and outside the firm.”

Glass half full or half empty?

Shirky takes a welcoming view of these changes, as do other promi-

nent voices. Former *Whole Earth Catalog* editor Kevin Kelly welcomes the emergence of a “global mind” (Kelly, 1995, p. 202), as do *Wikinomics* co-author Don Tapscott (2008) and German network guru Peter Kruse (Kruse, n.d.; Kruse, 2010). Some enthusiasts go so far as to assert that “the network, patterning structure of what a mind can know is mirrored in the network, patterned structure of the Open Internet,” leading to the conclusion that “what is known by humankind has spontaneously nestled into the Internet and begun interconnecting itself there, as an embedded cognitive network” (Breck, 2010, p. 1).

But not all observers are as optimistic. Instead of the analogy of the Gutenberg press, some liken the Web to the Bolshevik revolution, which promised a utopia but delivered a nightmare. These skeptics and others point to threats to privacy and national security, the concern that through fragmented attention we are becoming not smarter but more stupid (Carr, 2010), and the fear that, along with access to collective wisdom, the Web makes us yet more vulnerable to “hive mind”—collective folly (Lanier, 2006, 2010). Whether one sympathizes with the optimists or the pessimists, it is undeniable that radical change is coming.

The “tectonic shift” catalyzed by Web-based technology is not limited to any one sector. All will be impacted. To be sure, organizations will retain some of their traditional forms; corporations, governments, and foundations will not go away. But the relative advantage of such forms of organization has disappeared. “The new possibilities for self-organizing, group communicating, sharing, and action will transform the world everywhere groups of people come together to accomplish something, which is to say everywhere” (Shirky, 2008, p. 24).

The future is already here

Estimates of the level of usage of Web tools evolve rapidly, shifting even between drafts of this study. However, the overall pattern is clear. The Web is coming, whether we like it or not. How visible it is depends on where you are located: what country, what part of that country, and what kind of organizations and networks are part of your life. This brings to mind novelist William Gibson’s famous observation: “The future—is already here—it’s just not very evenly distributed.”³

There are a number of common patterns of Web impact across sectors. These include greater openness, transparency, participation and collaboration (resulting in part from

lowered costs). In Chapter 3 we review the impact of the Web by sector, with many specific examples. However, we wish to first give an overview of the leadership implications of this impact.

The Need for a New Leadership Paradigm

The impact of the Web on leadership is evident in two ways: it requires people in positions of formal authority to think and act differently because of the way it is changing their external and internal organizational environment; and at the same time it provides them with new opportunities for leading and learning. Coincident with the evolution of the Web, trends in society have fostered fundamental shifts in ways of thinking about leadership as well. As a consequence of these combined trends, we see a steady movement away from an old paradigm, featuring leaders and followers in relation to goals, toward a new way of thinking, more focused on the desired outcomes of leadership than how it is achieved:

In the section that follows the above, I identify “Seven Indicators of the Need for a New Paradigm.” Here they are, without the supporting argument:

- Leadership as an activity rather than a role
- Leadership as a collective process
- Need for individual leaders at higher levels of development
- From organization-centric to network-centric leadership
- From organizations as “machines” to organizations as “organisms”
- From planning and controlling to learning and adapting
- From Generation X to Generation Y

The book offers a short description of the following candidates for an alternative leadership paradigm:

Collaborative Developmental Action Inquiry (Torbert, 2004; Joiner & Josephs 2006).

Adaptive Leadership (Heifetz, 1998; Heifetz et al., 2009).

The DAC model (Velsor et al., 2010; McGuire & Rhodes, 2009).

Integral Leadership (Volckmann; Wilber, 2000a).

Theory U (Senge, Scharmer, Jaworski, & Flowers, 2005; Scharmer, 2009).

Criteria for a New Paradigm

Taken together, we believe that these signs constitute a compelling case for a new leadership paradigm, or perhaps more than one. Indeed, it may be that the era of single-paradigm leadership is past. Attractive as it is to identify the next new paradigm, we think it is more realistic to view the current situation as one of intense fermentation. We seem to be living in a period of continuous disequilibrium, at the boundary between order and chaos, which complexity theory teaches us is the most fertile ground for creativity.

What is clear is that the most effective approaches to leadership going forward will meet criteria that include the following:

- Adaptive (capable of learning and responding to ongoing change)
- Supportive of emergence (appreciative of the capacity of systems to spontaneously self-organize and create novel solutions)
- Cognizant of complexity (recognizing the need to bring a complexity of thought and feeling to challenges that is commensurate with the complexity of those challenges)
- Integral (taking into account a full range of perspectives on people, organizations, and society)
- Outcome-oriented (more focused on what results from leadership than the particular ways in which those results are attained)

A Sampling of Alternative Paradigms

The book describes five illustrative models, each of which meets some or all of these criteria (see sidebar on previous page).

Implications of a Paradigm Shift

The Web technologies that have co-evolved with societal trends will increasingly serve as nails in the

coffin of the old paradigm, while accelerating and consolidating the emergence of a new one. Thus we can expect more open and participative forms of leadership to play an increasingly important role. Web 2.0 expands both the capacity and the disposition of people throughout an organization to communicate with one another and to link with people outside the organization, be they customers, suppliers, or peers (Li, 2010).

However, any new paradigm would do well to leave room for clearly defined and traditional leader/follower roles, with even the “command and control” variant of the “heroic leader” approach being honored as a special case. New paradigms simply expand the space of possibility and encourage a strategic choice of style. It is nonetheless clear that more traditional styles will become ever riskier in light of the need to understand and adapt to a rapidly evolving environment. As discussed in depth in Chapter 3, businesses must cope with a world that is increasingly interdependent, hyper-competitive, and characterized by accelerating rapidity of change. Traditions in organizational practice and leadership that limit learning from the environment and responding flexibly to it will not only be unattractive to the Millennials who constitute the next wave of membership, but also threaten an organization’s very survival.

EXCERPT #2

How the Web is Impacting the Business Sector Challenges and Opportunities

The most extensive applications of Internet-based technology are in the business sector. A study in early 2010 found that 72% of Fortune 500 com-

panies were using some form of such tools. And a study a few months earlier found that 95 of 100 “top brands” were making use of Web 2.0.5 By contrast, studies of Web 2.0 usage in government (Eggers, 2007) and in the social sector (Kanter & Fine, 2010) suggest that organizations in those sectors lag behind.

Thus the impact of the cultural changes enabled by Web technologies is gaining momentum in the world of business, transforming traditional patterns of interaction and communication in multiple domains. A wide range of experts and practitioners see dramatically shifting patterns in areas that include the following:

- Within companies between employees and management
- Within companies among employees
- Between companies and talent outside the company
- Between companies and customers and suppliers
- Between companies and their competitors
- Between companies and organizations in other sectors
- Between a “new industrial era” of networked, virtual companies and their customers

Enterprise 2.0: The Open, Networked Enterprise

A new terminology is evolving to describe the resulting dynamics within companies and with their customers in such an environment. The term “Enterprise 2.0” has been widely adopted (McAfee, 2006a). In an essay by that name, Don Tapscott suggests that these patterns point to a new paradigm, the “Open, Networked Enterprise” (Tapscott, 2008a). This and a growing body of related work highlight radical shifts

from the traditional model of a corporation in many areas, including the following dozen:

Innovation (from closed, within the company to open, including co-creation with customers and drawing ideas from a global brain trust)

Intellectual property (from proprietary and protected to open and shared)

Knowledge (from “stocks” such as books and libraries to “flows,” such as conversations in which bits of contextually relevant information and tacit knowledge are exchanged)

Information management (from opaque and asynchronous to transparent and real time)

Corporate boundaries (from closed, vertically integrated to open, networked)

Bottom Line Measurement, from ROI (“Return on Investment”) to ROR (“Return on Relationships”) and ROC (“Return on Collaboration”)

Marketing (from one-way “push” strategies to two-way conversations)

Planning (from visioning and strategic planning to sensing and adapting)

Strategy (from “make and sell” organizations to ones that “sense and respond”)

IT capacity (from company-based to the resource pool of The Cloud)

Internet access (from PCs and search to mobile phones and apps)

Internal authority distribution (from hierarchical, top down to shared influence or even inverted power relationships)

Of course, the pace of change varies by many factors. Large companies find it difficult to move quickly to the Cloud, for example, due to their considerable capital investment in legacy technology. This is probably even truer outside the

U.S. An employee of IBM in Europe told us: “When speaking to customers there is still a lot of reservation towards the Cloud because of concern about data protection.” He reported that the degree of concern varies somewhat by country and national regulatory environment, with companies in Germany [his location] being “extremely concerned” and taking a “particularly conservative approach.” By contrast, “There are already startups that base their entire infrastructure on the Cloud.” Analyzing a survey specific to Germany, Nicole Dufft concludes her analysis of a summer 2007 survey of companies with the following observation:

“When we look at major, knowledge-intensive companies and see that a mere 2 to 6 percent use Web 2.0 tools in a company-wide fashion, then we can hardly describe these tools as ‘a normal part of our business environment.’ Moreover, without a clear perception of the usefulness of Web 2.0, a major prerequisite is missing for the spread of Enterprise 2.0 ideas within German business (in Buhse & Stamer, 2008, p. 141).”

But data on the usefulness of Web 2.0 tools is becoming harder and harder to ignore. They are not only enhancing the effectiveness of individual companies, but changing fundamental patterns of cooperation and competition in ways that are benefiting companies and consumers alike. The pace of adoption seems only likely to increase. Regarding the critical example of the Cloud, for example, the lead article in the Oct. 23, 2010 issue of Barron’s reads: “Big Companies Adopting Cloud Computing Quicker than Predicted,” citing the emerging option of “private clouds” as a less-risky transition step.

Ecosystems of Competition and Cooperation

The cumulative consequence of these changing patterns is that the Web is the driving force in the creation of ecosystems that are eroding the traditional boundaries around companies and fostering new forms of virtually clustered and networked organizations. In the new environment, successful enterprises offer customers not just a product or service, but a *platform* capability upon which they can build their own value propositions. Amazon.com and eBay illustrate such platforms. They provide a fundamental capability (eCommerce) that allows thousands of merchants to set up shop more quickly and with more innovative value propositions than they could provide by themselves. The most visible successful companies that have created such ecosystems are in the digital realm: e.g., Google, SAP and Facebook, in addition to Amazon.com and eBay. But they signal a trend that is unstoppable (Tapscott & Williams, 2006; 2010).

In these ecosystems, relationships are a two-way street. Companies work with their suppliers to directly add operational advantage through win-win processes. They don’t just define suppliers as services, but also define their own operations as services to the suppliers. They reject the Darwinian model whereby only one supplier can win out over others (and its “reward” is to have its margins squeezed mercilessly by customers) and replace this with a collaborative model built on services. Information shared in this way then becomes the foundation for continual process improvement . . . newly discovered market opportunities and new response mechanisms (Mullholland, Thomas, & Kurchina, 2007) In such ecosystems, companies mimic the biological example of “keystone

species” that proactively maintain the health of the entire ecosystem for the ultimately self-serving reason that their own survival depends on it (Iansiti & Levien, 2004). They view their suppliers as channels to new markets via their own ecosystems. Companies that have adopted this approach have a powerful ‘advantage over those that don’t, as illustrated by Wal-mart and its relentless demand of its partners for ever-greater supply chain integration (Mulholland et al., p. 62). In these ecosystems, companies use Web tools to “mashup” organizational structures, creating dynamic new sources of business and radical economies in existing business relationships. In this way the Web is stimulating the creation of next-generation business models that are radically reshaping the competitive environment. Instead of businesses competing with one another individually, networks of businesses are now also competing with one another. This is a win/win arrangement that creates lower costs for consumers while creating new markets and diversifying risk for individual companies. Such ecosystems also erode the boundary between producers and consumers. Customers do more than customize or personalize their wares: they can self-organize to create their own. The most advanced users no longer wait for an invitation: they become “prosumers” a term for the blend of producer, coined by Tapscott & Williams, 2006), sharing product-related information, collaborating on customized projects, engaging in commerce, and exchanging tips, tools and “product hacks.”

In the emerging environment, companies are increasingly forced to operate on the “edge of chaos.” As they adapt to and experiment with the radical new opportunities created by the Web, it is increasingly hard to demarcate traditional bound-

aries between themselves and their environments. This trend, noted by scholars, was confirmed by our interviews with managers in the U.S. and Germany. Elmar Hussmann, an innovation expert at IBM Germany told us, “In the IBM research and development organization it is increasingly difficult to draw a clear separation line between inside and outside. We are engaged not just with our own internal networks but also in alliances, doing joint development, for example on open standards and on policy activities. It’s a ‘blurring borderline.”

The New Industrial Revolution

A further factor driving companies into the relative safety of ecosystems is the arrival of what a recent issue of Wired heralds as the “New Industrial Revolution” (Kelly, 2010). This term refers to the ways in which the Web has enabled radically expanding opportunities for entrepreneurs to compete with established businesses by taking advantage of technological innovations such as “3-D printing” in combination with Web-enabled virtual networks. “A wealth of design software programs, from free applications to the more sophisticated offerings of companies including Alibre and Autodesk, allows a person to concoct a product at home, then send the design to a company like Shapeways, which will print it and then mail it back” (Vance, 2010). This is good news for many players: customers (who get better service and lower prices), entrepreneurs (who have an expanded menu of options), and even society as a whole (through greater productivity). But it is bad news for companies wedded to traditional ways of doing things, as they face new threats that are likely to reduce market share and profits and even to put them out of business.

Patterns and Examples

...Following are a number of examples of the Web’s use in the business sector, organized according to some of the most salient patterns of application....

This section continues with dozens of examples illustrating the six patterns identified earlier Below I excerpt examples of one of the most surprising patterns.

Ecosystems of partners, suppliers, and customers

- **Salesforce.com** was one of the first SaaS (software as a service) companies. CEO Benioff extended his platform to make it a broader ecosystem by introducing the AppExchange platform, with the result that over 250 unique SaaS solutions are now available, and more than 50,000 objects and applications have been created by salesforce.com customers. (Mulholland et al., 2007, p 65). In a related example, SAP created EcoHub, making all its solutions available and enabling “partners in its ecosystem, such as system integrator or technology or software partners, to provide additional background or solutions of their own” (Li, 2010, p. 66).
- **Lastminute.com**—which specializes in the sale of plane, hotel, and other tourism-related commodities about to expire—has aggregated 13,600 suppliers (airlines, hotels, etc.) that pass on information about expiring seats or rooms to lastmintue.com for packaging and selling (Mulholland et al., p. 66).

Creating new business models

- **ICICI Bank** in Mumbai in 10 years has become India’s second largest retail bank, leading in every retail product market that it targets. ICICI drives over 70% of its transaction volume through electronic channels, in a country where Inter-

net and mobile phone penetration are below 5%. It achieves this via e-lobbies and unstaffed branches where customers help themselves. Having IT systems that are free from legacy issues enabled the bank to invest less than 10% of developed country benchmarks (Williams & Goodwin, 2008, p. 6).

Using B2B peer production

- “A new breed of value-chain partner is, at once, consumer and producer. Companies in nearly every sector of the economy, from software (Linux and open source) to consumer products (Procter & Gamble) and manufacturing (the Chinese motorcycle industry) are embracing new models of collaborative innovation” (Tapscott & Goodwin, 2008, p. 8). The principles of Peer Production are used to engage and collaborate in a non-hierarchical, self-organizing manner, with a focus on improved customer service, brand loyalty and enhanced innovation. Rather than relying solely on in-house resources to develop new products and services, leading enterprises are harnessing external idea, resources and capabilities. Producers in a wide variety of industries are only responsible for final product assembly and marketing. They rely on peer production to tap into up to hundreds of firms to help design and build finished products. Overall, this collaborative approach enables risk sharing and allows the network to tap into diverse skills and resources.
- Expanding on the pattern in the preceding example, the Chinese motorcycle industry now dominates the Asian market, making half the world’s motorcycles. This is partly due to state-run operations. But many of most impressive innova-

tions are coming from private-sector upstarts Zongshen and Longxin, which use mass collaboration for competitive advantage. They rely on modularity, a highly iterative process, and localized manufacturing concentration. High-level designs are set out in rough blueprints that enable collaborative suppliers to make changes to components without modifying the overall architecture. Manufacturers try out new designs in rapid succession with suppliers, rather than the assembly company, and assume responsibility for ensuring component compatibility in design and manufacturing (Tapscott & Goodwin, 2008, p. 8).

- Novartis, BMW, IBM, LEGO and many others are examples of a new kind of business entity—one that “co-innovates with everyone, especially customers; shares resources that were previously closely guarded; harnesses the power of mass collaboration; and behaves not as a multi-national but as something new: a truly global firm” (Williams, 2010a, p. 5).

Using Mashups for business intelligence (BI)

- Multinational pharmaceutical firm Pfizer uses an intranet BI mashup for product management support. The mashup supports ad hoc querying, forecasting, planning, and modeling for executives making resource-investment decisions (Kobelius, 2009, p. 12)
- Spanish financial services institution Caixa Galicia applies Internet mashups for mortgage brokerage support. The mashup provides mortgage-brokering sales staff with access to data from both internal (customer mortgage records) and external (such as housing prices and conditions in various markets) sources (Kobelius, p. 12).

Creating and tapping previously unprofitable niche markets in “The Long Tail”

- The cost advantages of the Internet make it possible to profitably sell products for which there is not a large market. Tapping previously unprofitable niche markets in this way was named “The Long Tail” by Chris Anderson (2004), who cites Amazon.com and Netflix as examples of businesses applying this strategy. A product like iTunes, with a digital catalogue and digital product, is able to get “all the way down the Tail” by leveraging the near-zero marginal costs of manufacturing and distribution.

Creating Cross-Sector Ecosystems

- Stonyfield Farms is a profit-making enterprise that is the nation’s number one producer of yoghurt. Yet it defies the logic of traditional capitalism by choosing to pay the farmers who supply milk 100% more than the going market rate. That’s possible because of Stonyfield’s commitment to creating a healthy and sustainable life and livelihood for all members of its ecosystem. It wants the farmers who supply organic milk, from cows that live under “humane” conditions, to thrive. It remains competitive while doing this by relying on word-of-mouth marketing and saving the money that would have otherwise gone into advertising (Gunther, 2008).

EXCERPT #3

Exploring the Leadership Implications for Organizations

How should your organization go about positioning itself in this new world? What kind of strategy and what approach to leadership is appropriate for it? The temptation is to go directly to consideration of which tools make

sense to adopt and try out. There is undeniably value to “jumping in” and gaining experiential understanding of the Web’s emerging potential. However, organizations would do well to defer choices about technology until they get clear on more fundamental questions. What are the most important goals of the organization? How well would they be served by embracing to some degree the cultural shift, of which Web 2.0 is just one of the more visible indicators?

There is no single “right” strategy in this environment. What is right for your organization depends on answers to the question of how it wants to respond to the new world that is emerging.

Determining How Your Organization Should Position Itself

Emerging cultural values require a new degree of openness with regard to both information and decision-making. The call for this openness is, in most cases, too strong to ignore without taking an unwise risk (Weinberger, 2008). Societal trends reinforced by the Web are providing pressure for more and more transparency. Thus, for most organizations, in all sectors, the question is not whether but *how* open they need to be, to accomplish their overall strategic goals. Those organizations that prefer to be proactive in responding to the emerging realities by defining their own stance, rather than simply reacting, will be well served by striving to embrace new mindsets about interdependence and openness. Charlene Li, who had charted the impact of Web 2.0 in a previous book (2008) and has assisted a number of organizations to adapt to it, stresses the importance of “open leadership” in a recent book by that name (2010). Don Tapscott, author

of a number of books about the Web (including two with Anthony Williams) and the head of a new research initiative to explore the implications of the Web for corporations, reaches the same conclusion (2006; 2010). As an example of successful implementation of open leadership, Beth Kanter cites the experience of the Indianapolis Art Museum with a public “dashboard” (Kanter, 2009d).

Establish Learning as a Foundation

Gauge the Desired Level of Openness

Charlene Li makes the case for openness in this way (2010, pp. 86-87):

“Social media engagement and financial success appear to work together to perpetuate a healthy business cycle: a customer-oriented mindset stemming from deep social interaction allows a company to identify and meet customer needs in the marketplace, generating superior profits. The financial success of the company allows further investment in engagement to build even better customer knowledge, thereby creating even more profits—and the cycle continues.”

Such optimism is grounded in at least some hard data. A McKinsey & Company survey of 1,700 global executives in a “range of industries and functional areas” asked whether using Web 2.0 was making a difference for their organizations and whether it could be quantified. Sixty-nine percent of executives reported that, by using Web 2.0 technologies, their companies have gained measurable business benefits, including more innovative products and services, more effective marketing, better access to knowledge, lower costs of doing business, and higher revenues. Companies that made greater use of the technologies reported even greater benefits.

Still, such benefits are not always evident to those who make decisions. For example, Willms Buhse, a German consultant who is a strong advocate of “Enterprise 2.0” and who has co-edited a very insightful set of essays from both sides of the Atlantic (Buhse & Stamer, 2008), has conducted many interviews with European managers and consultants. He reports: “There are, of course, always skeptics and doubters.” He found this to be particularly true in Germany, a culture not known for taking risks, nor for its receptiveness to the movement toward open, participatory cultures. CoreMedia, one of the companies profiled in his book (and in our study—see Chapter 3) commissioned in 2007 the survey cited earlier of German companies. An analysis of the findings reported that:

“[the] usage of Web 2.0 applications within Web 2.0 applications within companies is very sobering: such tools are primarily used – if indeed at all – only by individual members of staff. Only a fraction of the companies surveyed have so far implemented Web 2.0 applications company-wide, or even across departmental boundaries.... [While] 70 percent of the companies have an intranet system that is provided as a company-wide service...only 10 percent of all companies have established these as cross-department or company-wide services. Even internal blogs and wikis for staff and projects have so far rarely been implemented by the surveyed companies as services that venture outside department borders (in Buhse & Stamer, 2008, p. 144).”

The author goes on to comment: “Given this environment, one finds, unsurprisingly, that two-thirds of respondents cite the unclear business benefit of Web 2.0.” In fact, only one-third agreed with the proposition that “Web 2.0 applications will be part of daily company business in

a few years,” and even fewer—25%—thought that “Web 2.0 will make processes and collaboration more efficient.” If this were not sobering enough, she speculates: “Without substantial networking support . . . wikis, blogs, or social bookmarking tools will serve only to create additional knowledge silos, which then hinder rather than help the efficient use of knowledge and information” (Dufft, in Buhse & Stamer, p. 145). This lack of appreciation of the benefits of the Web can only reinforce the barriers posed by national and organizational cultures. As a senior project manager in the Bertelsmann Foundation observed, “although many aspects of leadership require an extremely high level of openness . . . [it is] always considered as a weakness by leadership 1.0 institutions.”

Our reading of the data suggests that, on average, the benefits of the Web are quite high in relation to costs and that supporting data will only continue to mount. However, each organization will need to make its own determination. What degree of openness would best serve your particular organization? It’s useful to assess the benefits and weigh them against estimated costs and risks.

Gauging the benefits of openness

The examples in Chapter 3 are all drawn from organizations that found value in opening up access to information and decision making. As you read that chapter, be on the alert for examples that might serve your organization’s objectives better than your existing strategies. People in organizations wedded to ROI will be most comfortable with the examples that have generated tangible results. Li is very optimistic on this point: “We found there was correlation between

deep, broad engagement and financial performance, specifically in revenue and profit. Companies that are both deeply and widely engaged in social media surpass other companies in terms of revenue, gross margin, and gross-profit performance by a significant difference.

Recognizing that correlation does not prove cause and effect, Li goes on to calculate estimated ROI for several strategies based on hypothetical examples (e.g., open dialogue, open support through information sharing, open innovation). Her ROI estimates range from a low of 150% to a high of 1667%. The highest estimate reflects a very high estimated impact of open dialogue on “Return of Relationships” (2010, pp. 89-100). We are not persuaded of the accuracy of the precise numbers that Li generates, but we see compelling evidence that she is pointing in the right direction, as her findings on the value of openness are confirmed by others (Tapscott, 2008; Tapscott & Williams, 2010). A culture of greater openness regarding information sharing and decision-making generally pays off. The question then becomes, what are the costs and risks?

Gauging the costs and risks of openness

Many of the perceived risks of openness have to do with letting go of control, which is often seen as *losing* control. While it’s important to recognize that could happen, it is also important to consider how much control one really has in the first place. In environments of rapid flux and high unpredictability—precisely the environments in which Web-supported open leadership strategies are most useful—a sense of control is probably illusory. As Clay Shirky has written, “The loss of control you fear is already in the past... you do not actually control the message, and

if you believe you control the message, it merely means you no longer understand what’s going on” (2008). In fact, as the contributors to a recent collection of articles on implementation of Enterprise 2.0 attest from multiple perspectives, the “art of letting go” can in fact result in *more* control—or at least more influence—rather than less (Buhse & Stamer, 2008).

Of course, there are organizations that do not need to be more open to succeed. An oft-cited example is Apple Computer, which has had remarkable success despite apparently being closed and controlling. Would that work for your organization? Perhaps, if you have a charismatic CEO who is a genius at conceiving ‘of new products, brilliant designers and engineers, and a reputation for world-class products (Li, 2010; pp. 70-71)!²⁰ In any case, an “Openness Audit” could be helpful in arriving at your answer (pp. 44-48).

Choose an appropriate structure to support the strategy

...Encouraging Your Organization to Respond Strategically

If you are like most managers, your organization does not resemble the examples you will find in Chapter 4. You are probably not working in an organization that is on the cutting edge with respect to Web technologies or open styles of leadership. Should your organization be on that edge? After all, to be a relatively early adopter is to take risks. The best way to decide is through rigorous engagement with that question in order to make a conscious choice. It is wise to avoid the risk that by the time you know you need to be doing something different, it is already too late to catch up.

Assuming this makes some sense to you, what can you do to encourage

your organization to be strategic rather than reactive? First, it is reasonable to assume that present organizational practices are in place because to some degree they have worked. More fundamentally, those practices are an expression of less visible, but deeply rooted mindsets and assumptions that constitute an organizational culture. As already observed, organizational cultures are highly resistant to change. In the long run, they will only change as the organization demonstrates that other ways of “doing things” work (Schein, 2010). In the short run, there are eight steps worth considering.

1. Gain personal “Web literacy” and foster its acquisition by your team
2. Encourage a long-term thinking process that addresses Web strategies
3. Encourage development of organizational policies on use of social media
4. Encourage someone in the C-suite of your organization to initiate a blog
5. Encourage your human relations, marketing, and communications departments to experiment with social media
6. Help your organization anticipate/address common barriers and pitfalls of Web tool adoption
7. Discourage sole ownership of Web strategies by your IT department

The book elaborates on each of these 7 steps. After identifying some cautions about the Web, it concludes on a note of optimism:... Thanks to the Web, we have the opportunity to learn how to hone and extend our individual intelligence, deepen our collective intelligence, and use this new capacity to address the threats to our well-being and survival that have resulted from accumulated, unintended systemic consequences of our behavior. Thus the ultimate

implication of the Web for leadership is that it provides hope for a sustainable future combined with the tools to help create it.

An Appendix documents the evolution of Internet from Web 1.0 to Web 2.0, and then points to Web 3.0 and beyond. ■



Grady McGonagill has nearly 30 years of experience developing organizations and leadership. In 1983, he founded McGonagill Consulting, a firm specializing in building capacity for learning and change. During 2005 and 2006 he was also Director of Learning at Generon Consulting. Grady has distinctive expertise in developing leadership capacity in the upper levels of organizations of all kinds, with an emphasis on approaches that support seasoned leaders in learning from experience to clarify and refine what works

best for them. He is a recognized executive coach, helping leaders deal effectively with day-to-day work challenges while learning how to develop a distinctive and authentic leadership voice. As a leader in his field, Grady provides tools for ‘reflection on practice’, supporting other consultants and coaches in creating clarity and consistency in the assumptions and methods in their model of professional practice.

For over ten years Grady was a key adviser to a premier global consulting firm in the development of a culture of learning and coaching, a critical element of the firm’s aspiration to attract, develop and retain great people. To strengthen on-the-job learning, he helped the firm institute “Team Learning” practices that have been adopted worldwide. In addition, he designed a high-impact coaching workshop that has become part of the firm’s required curriculum and trained a worldwide network of facilitators to deliver it.

Grady has supported a leading global electronics corporation in a variety of initiatives aimed at developing leadership and fostering change. For example, he was the lead faculty for a year-long Change Agent Program documented by the Harvard Business School that provided emerging leaders with opportunities to take on challenging projects, while supported by a comprehensive curriculum of multi-disciplinary learning and coaching.

Grady’s workshops on coaching, leadership, conflict management, team building, and interpersonal skills have been offered through a number of executive programs, including Harvard University’s Kennedy School of Government and M.I.T.’s Sloan School of Management. His two-day workshop “Assessing and Refining Your Leadership Style” is offered publicly through the Center for Management Research (www.yourleadershipstyle.com).

Grady is the lead author of a recent book, *Leadership and Web 2.0: The Leadership Implications of the Evolving Web* (Guetersloh, Germany: Bertelsmann Verlag, 2011). He was also a contributor to the *Fifth Discipline Fieldbook*, edited by Peter Senge et al. (New York: Doubleday, 1994), and is the author of “The Coach as Reflective Practitioner,” a chapter in *Executive Coaching*, edited by C. Fitzgerald and J. Berger (San Francisco: Davies Black Publishing, 2002). (The book and this article are downloadable at www.mcgonagill-consulting.com).

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Rewired: How to Work Smarter, Live Better, and Be Purposefully Productive in an Overwired World

by Camille Preston, Ph.D., Mobius Senior Consultant and Executive Coach

I love technology. Who doesn't? Can you imagine living in a world where we didn't have information at our fingertips? A world without e-mail, texting, or the Internet? Without smartphones, laptops, cloud computing, and all of the amazing applications and programs we use every day? I can't imagine my life, personally or professionally, without technology. Like many people, I live, work, and socialize in a wired world. I'm always plugged in, always wired (or *wireless*, as is more often the case), always available.

What's wrong with that?

Well, plenty, as it turns out. Why? Because we are overusing technology. We aren't wired; we are *overwired*, and this is damaging our brains, our bodies, and our relationships. From a business perspective, it is hurting the way we work, how we do business, and the bottom line. Being overwired is changing the way we live, the way we work, and the way we are present in our own lives. And not for the better.

Overwired and overwhelmed

What does being *overwired* mean? It means to overuse technology to the point where we are unable to step away from it or be without it, almost as if we're addicted. We feel stressed and anxious, even when we're unplugged. Even when we are not actually *using* technology, we still *feel* wired, because we have conditioned our brains and bodies to respond as if we are.

You know that anxious feeling that there is always more to do or that you should (and must!) be doing more than one thing at a time? The feeling that you always need your smartphone right next to you, even during meals and on

social occasions? The feeling that while you are eating lunch you should also be working on something, or when you are driving you should also be responding to texts, or when you are working on a report in your office you should also be responding to e-mails, or when you are home in the evening or on weekends you should also be available to colleagues or associates at all times?

That's overwired.

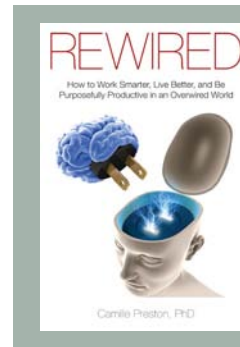
Overwired people are all around us: the colleagues in meetings or conferences who tap away on their laptops or smartphones; the friend whose eyes are on his screen instead of paying attention to you; the e-mails sent or cc'd to the wrong person because the sender was multitasking; the mom who constantly checks her smartphone at her son's soccer game; the lunch companions who insist on taking calls or checking their texts at the table; people who text and drive; etc.

But being overwired isn't just annoying; it has some very serious, very real consequences.

Our Brains, Bodies, and Work Under Siege

More and more studies are finding that the way we use and overuse technology is actually hurting our brains and bodies, our professional productivity, our business and personal relationships, and the way we live our lives.

Our overwired brains are overtaxed and under siege from information



The following article is adapted from *Rewired: How to Work Smarter, Live Better, and be Purposefully Productive in an Overwired World*, by AIM Leadership founder and Mobius senior consultant Camille Preston, Ph.D.

overload and multitasking, both of which cause severe cognitive drain. We are bombarded with billions of bytes of information all day, every day in many different ways. Our brains simply cannot process it all.

We also multitask (and many of us wear our "ability" to multitask as a badge of honor). When we multitask, our brains shift back and forth rapidly between two or more tasks, but, because our brains cannot process two different thoughts simultaneously, this decreases performance and takes more energy, creating cognitive drain. We just don't do a good job when we multitask. And our overwired brains are never given proper time to rest and rejuvenate.

We also don't learn properly when we are overwired and multitasking. We may be fast but we don't circle back to review, which is where real learning—Chris Argyris calls it "double loop learning"—happens. We may be doing, but we aren't processing information properly, thinking deeply, or doing quality work.

Plus, it costs big bucks: Basex business analyst Jonathan B. Spira told the *New York Times* that multitasking costs the U.S. economy \$650 billion a year. And that was in 2007. Now add in Facebook, Twitter, You Tube, tablets,

apps, smartphones, and everything else and that figure has probably doubled. My own calculation is that overwired employees—who multitask, are unfocused, and overwhelmed—making \$100,000 annually cost their companies \$46,000 each in lost productivity and quality of work.

True productivity plummets when we're overwired; we may be working, but, increasingly, we aren't *purposefully productive*. Being purposefully productive means we are focused and present, which leads to real results. When we're overwired, the way we use technology isn't necessarily helping us to work faster or better.

Our bodies suffer, too. When we are overwired, with a 24/7 accessibility and a seemingly never-ending to-do list, we are constantly stressing our systems. And when our bodies perceive stress, the hormone cortisol is released. Now, if you are being chased by a tiger in the forest, or running to catch a plane, or pulling someone from a burning building, this is the fight-or-flight hormone that can get you moving out of some scary, dangerous, or serious situations. But in our overwired lives, our bodies are responding to the ping of a new text, the constantly full in box, and the constant voicemails the same way, by releasing cortisol throughout the day.

And we now know that long-term exposure to cortisol can lead to devastating health impairments, including obesity, depression, a weakened immune system, memory loss, diabetes, and heart disease. Daily exposure to overwired stress is dangerous.

Rewiring for Wellness

The answer, of course, is not to abandon technology but to change the way we approach it, the way we use it, and the way it uses us. We can learn to set boundaries, learn to discon-

nect (yes, disconnect) purposefully to counter the lingering effects and recharge ourselves, and learn to control how, where, and when we use it.

By doing so we will be more productive, purposeful, and present, both at work and at home. Whether you are an executive, an employer, or an employee, you are a person, too, with a life in and out of the office. We all want our work and our personal lives to be purposefully productive. When we are overwired, we lose the ability to set goals, have a clear vision, be productive, efficient, calm, centered, and present in our lives. By unwiring and rewiring, we can learn to be more productive, more purposeful, more successful, and just plain happier.

Rewiring is a process, and the first step is to unwire.

Step Away from Your Smartphone

We know, from neuroscientists and the medical community, that the brain and body need periods of rest so that our cells can grow and rejuvenate. In the same way that an athlete rests his muscles after a big work out, we have to rest our brains and bodies, too. And we do this by unwiring.

Now, I mean this literally—we have to actually unwire ourselves from all the technology, screens, and gadgets and step away from it all. I realize that most people aren't actually wired to anything anymore; we're all wireless these days. But this has actually made us more "wired," in that we are always able to be reached. Technology is no longer at arm's length; it's at our fingertips. Constantly. So we have to unwire from it all and step away so that we are able to recharge.

In order to think clearly and gain perspective, we need what Harvard professor Ron Heifetz, in his book *The Practice of Adaptive Leadership*, calls

"balcony time." Have you ever been on a vacation and stepped out of your hotel room onto your balcony? You pause and look around. You are still, contemplating all that is before you. That is balcony time. It is stepping away from the fast pace, from the constant go-go-go of it all, from the constant swirl of demands that comprise our modern lives. Instead, balcony time gives us the opportunity to think clearly and to be present in our own lives. This is the essence of unwiring.

The great part is we don't need a balcony in Maui or a four-day retreat to achieve this. In our overwired world, we find balcony time when we disengage from the external world and direct our focus inward. Simply unwiring and stepping away—from our computers, our desks, our smartphones, our TVs, our daily demands—is enough. We can unwire in small but meaningful ways throughout the day:

- Start your day unwired. Have coffee before checking your smartphone or e-mail.
- Enjoy a silent commute – no radio, no e-mail, no texting.
- Arrive at the office a few minutes early and take five minutes to think about your day before diving into your e-mail and phone calls.
- Hold smartphone-free, laptop-free meetings. No gadgets!
- Walk over to a co-worker's desk rather than call or e-mail her.
- Have phone-free lunches. Do you really need to be available?
- Take a walk at lunch rather than surf the Web as you eat at your desk.
- Resist the temptation to take your phone to the bathroom or break room.
- Try to unplug for five minutes or so every hour. Get up from your desk, stretch, walk around, step outside, etc. And leave your phone behind.

Five minutes or ten minutes here and there may not sound like a lot, but it all adds up. You will be amazed at the impact even these short periods of unwired time have on your rejuvenation. The key is to punctuate your day—and evenings—with unwiring. And try to get the family on board, too.

You Are What You Wire

Once you unwire, even briefly, you will gain a bit more perspective. Then, it is important to rewire for wellness. By that I mean adding technology back in, on your own terms, so that you use *it*, not the other way around. But rewiring isn't about just using technology better; it is also very much about setting boundaries and making better choices about how we work and live. Rewiring is a holistic process.

Here are five ways to rewire for wellness:

1 Use technology to take control.

Technology is wonderful and provides us with incredible ways to streamline our work and make our lives easier. If we use it properly. Let's take one of the most common complaints—e-mail overload. Here's how to take control of your inbox:

- Before opening any e-mails, scroll through and delete all non-essential messages.
- Learn how to use your spam filter.
- Get off all those e-mail lists. Unsubscribe and don't sign up in the first place. (If a store asks for your e-mail address just say "no.")
- Create a separate address just for online orders, junk mail, RSS feeds, newsletters, etc.
- Establish a clear protocol with colleagues about when to cc, so you don't get unnecessary e-mails.
- Consider a cloud solution where you only need to delete messages once.

- Train yourself not to respond every time you see the new e-mail icon. Better yet, turn off that function. Even better, pick five or six times a day when you will open, read, and respond to e-mails.

2 Unitask.

This is the opposite of multitasking. Do one thing at a time. This is a tricky idea for most of us, accustomed as we are to doing three things at once, and it requires a bit of brain retraining. But here's how to do it:

- Focus on one thing at a time.
- When you read an e-mail, read only that e-mail. Focus on the words.
- When you talk on the phone, talk on the phone. Focus on the conversation.
- When someone is speaking to you, stop what you are doing, look them in the eye, and listen to what they are saying.
- When you wash dishes, wash dishes. Focus on the water, the dish in your hands.
- When you walk, walk. Focus on nature and the air around you (rather than on the screen of your smartphone).
- When you drive, drive. Focus on the road and the drivers around you.

3 Set boundaries.

More than anything, being overwired is the result of not having good boundaries. We have made ourselves available 24/7. Very often, our colleagues, family, and friends have come to expect this, so we have to retrain ourselves and them, as well. The key is to establish good, strong boundaries that work for us, and then stick to them. So:

- Find out from your HR department or supervisor what the expectations are for your out-of-office availability. Some jobs require 24/7

availability (doctors, EMTs, PR people, crisis management teams, top executives, etc.), but most of us do not need to be available 24/7, we just feel like we do. Find out, so you can establish boundaries for your work and home life.

- Set your automatic e-mail responder or voicemail to correspond with these boundaries. For example, when you leave for the day, use an e-mail or voicemail responder that says: "I am out of the office for the evening (or weekend). I will respond to this when I return in the morning." Let people know how you wish to be reached in an emergency.
- Make it clear to colleagues, associates, and clients when you are available and when you will return calls or e-mails. Then stick to it.

Of course, it is critical to set boundaries at home, too, and get the family on board:

- Establish computer-free, screen-free, phone-free times.
- If you do not want people to expect you to answer their e-mails after 7 p.m., don't check your e-mail after 7 p.m.
- Use your caller ID to screen calls and don't answer unless you absolutely have to.

You have to set strong boundaries and it is imperative that you stick to them. If you tell clients and colleagues that you are not available after 5 p.m. or on weekends, but then you work and respond to them after 5 p.m. and on weekends, they will expect this and you will have undermined your boundaries. People have to understand what your boundaries are and then you must be consistent in enforcing them.

4 Learn to say "no."

In rewiring our lives, it is very important to be cognizant of what we say "yes" to. I believe that we say

“yes” to far too many things, maybe in an attempt to assuage guilt, or be a team player, or be seen as someone who can do it all. This leads to multitasking, multithinking, and being overwhelmed. So, just say “no.” Stop saying “yes” automatically and start saying “no,” or at the very least, say you will think about it:

- Implement a 24-hour pause period before accepting any invitations.
- Learn to say, “Thank you. Let me think about it and I will get back to you tomorrow.”
- Then think about what you will get out of it and if it is worth your precious time.
- Get off boards or committees that you don’t enjoy.
- Say no to those lunch dates or events that you don’t enjoy.
- Say no to meetings and events that you don’t want or have to attend.
- Only do volunteer work if you enjoy it; if it feels like it is a chore, change your focus or stop doing it.
- Withdraw from commitments that are not fulfilling.

5 Work Smarter, Not Longer.

When it comes to effectiveness, focus, and working “smart,” many experts believe that less is more. Tony Schwartz, the CEO of The Energy Project, trains leaders and managers to maximize their personal energy and to energize their teams. In his book, *Why the Way We Are Working Isn’t Working*, he argues that we produce our best work when we can think deeply and develop singular focus with intensity for 90 minutes, and then shift gears to something completely different.

Schwartz is an incredibly accomplished author, speaker, and businessman, and he practices what he preaches. He organizes his time

into 90-minute blocks of work, with a complete shift of gears in between. For example, he wakes in the morning, writes for 90 minutes, goes for a run, comes back, works on something else for 90 minutes, shifts his physical surroundings and cognitive focus, and so on, repeating this pattern.

So, in order to increase your focus and productivity:

- Shorten the duration of your work block, choosing a length of time that is right for you and the work you need to do, say 60 minutes or 90 minutes
- Use a timer to establish your work block
- When the timer goes off, change environments. Get up, shift gears, and go do something else for ten minutes. It can be something as simple as just taking a few minutes to walk around the office, get a drink of water, walk to the mailbox, or go into the hallway to stretch.

- Come back, start again.
- Rewiring for wellness doesn’t just entail one thing. Nor do all of these ideas work for everyone. Rather, rewiring is about making small but powerful changes, in small but meaningful steps, that lead to big results.

Finding Purposeful Productivity

Being overwired isn’t a *fait accompli*. We can change the way we work, we can change the way we live, and we can change the way we use technology so that we are present and purposeful. We can regain our purposeful productivity by making small but impactful changes on a daily basis that will improve the way we work and live. Once we unwire and then rewire for wellness, we can see more clearly, think with greater clarity, and live and work with greater purpose. ■



Camille Preston, PhD is a Mobius senior consultant and the CEO of AIM Leadership, LLC, an organizational and leadership development firm that specializes in training individuals, executives, teams, and organizations to be effective, productive, and authentic in a virtual world. She is a forerunner in the fields of Virtual Effectiveness and Virtual Authenticity and, in addition to Rewired, is the author of eight popular e-books.

Camille is a highly sought-after writer, speaker, coach, and facilitator and regularly travels the globe on high-level engagements for clients as varied as the Asia Foundation, MIT, NBC, MGM Mirage, Citrix, Mars, Verizon, GE, the US Army, and others. She is an adjunct faculty member for the MIT Sloan Innovation Period and a contributor to Mobius.

She earned her undergraduate degree at Williams College and her master’s and doctorate in psychology from the University of Virginia. Her dissertation was named the 2000 International Best Dissertation of the Year by the American Psychological Association. She received her executive coaching certificate from Georgetown University and is certified by Synergetic Results International in Neurolinguistics Programming and Neurostrategies. She received advanced leadership training from the Center for Creative Leadership. For more information, please visit www.aimleadership.com and www.mobiusleadership.com.

Virtual Effectiveness

A workshop with Camille Preston, PhD



OVERVIEW

The challenges of effectively managing in our overwired world are palpable. The volume, variety, and velocity of information, communication, and relationships have already become overwhelming. As business becomes more distributed, managers need new strategies to engage associates, align teams, manage projects remotely, and deliver results.

Camille Preston's dynamic Virtual Effectiveness Workshop delivers the foundations every project manager needs to develop those skills—and the skills of their team members—in an increasingly virtual world.

COURSE OUTLINE

In this workshop, participants will learn to engage and manage their virtual teams like never before. They will learn the critical new skills and strategies to make themselves, and their team members, more productive, effective, and engaged in our virtual world. There are six components to this workshop:

Communication. *Technology is fundamentally changing how we communicate. Participants will learn:*

- How communication is changing.
- What is different (positive, negative, direct, and indirect).
- What their typical communication strategies are.
- Which ones are effective.

Virtual Team Building. *Distributed work environments make developing cohesive, high-performing teams both more essential and more challenging. Participants will learn:*

- What makes virtual teams different (positive, negative, direct, and indirect).
- How to engage individuals and groups virtually.
- How to maximize benefits, minimize costs, and ensure associate engagement.
- Where to leverage autonomy and when to promote interdependence.

Virtual Influencing. *With limited strategies for engaging, inspiring, and influencing associates, virtual management can feel terrifying. Participants will learn:*

- What good rapport looks like and why it is essential.
- How to create trust through technology.
- Which strategies engage colleagues most effectively.
- What motivation 3.0 is.

Leading from a Distance. *Managers are seen as the greatest barrier to increasing virtual collaborations and telecommuting. Behind this is a perceived fear that without direct supervision, their colleagues' productivity and effort will be diminished. Participants will learn:*

- What changes they must make to manage virtually.
- What inspires or inhibits engagement, innovation, and productivity.
- How to develop individuals amid ever-changing work environments.

Virtual Planning. *Virtual project management necessitates new planning and projection strategies. Participants will learn:*

- Why strategic plans are out and strategic maps are in.
- Why delegating outcomes rather than tasks drive engagement.
- Where to incorporate results-oriented work environments.

Virtual Accountability & Delegation. *Research consistently shows that telecommuting increases productivity, yet managers still resist. Participants will uncover:*

- Which virtual decision-making strategies work best by task, team, etc.
- How to evaluate milestones, monitor resources, and track contributions.
- Which strategies maximize accountability and productivity.

Who should attend? Anyone who leads or participates in virtual teams or is works virtually with remote individuals

Course duration: One to six days

Class size: 12-16



Camille Preston is a consultant with Mobius Leadership. She is a psychologist, executive coach, consultant, speaker, and internationally recognized expert on Virtual Effectiveness. She is CEO of AIM Leadership and the author of *Rewired: How to Work Smarter, Live Better, and Be Purposefully Productive in an Overwired World*. For more than twenty years, Camille has guided leaders, executives, policy makers, professionals, and individuals alike to new heights of leadership, performance, efficiency, and greater happiness and fulfillment. Her clients span industries and fields around the globe, including executives from NBC, Zappos, MGM Mirage, Citrix, the Corporate Executive Board, Mars, Verizon, GE, Capital One, the US Army, and many others.



MOBIUS
EXECUTIVE LEADERSHIP

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An Excerpt from *Learning to Lead: A Workbook on Becoming a Leader*

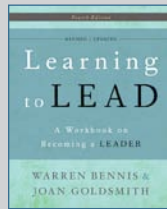
by Joan Goldsmith, Mobius Senior Consultant and Warren Bennis, Leadership Expert

The constancy of change that includes challenges to reinvent government bureaucracies, church hierarchies, and business practices; demands to rectify blatant corruption in the corporate world; pressures to survive mega-mergers and acquisitions; and threats of bankruptcy and massive unemployment have created an urgent need for audacious leadership.

Dr. Blenda Wilson who was interviewed in the Los Angeles Times in 2009, spoke of her own responsibility as a leader to be a model for others in facing the challenges of our times.

"I remember when I became the first woman and the first African American President at the University of Michigan Dearborn campus someone said that African Americans and women could see me as a role model. And another colleague said that what is more important is for white young men and women to see an African American woman in a position like this and to see her as successful. It changes the way everyone looks at opportunity. I see leadership as giving people a way of thinking about the future—leadership is about hope and the audacity of hope, it truly is."

The traditional solution, however often proposed to deal with crisis in American institutions has been one that calls for competent managers to save the day. Unfortunately, most managers came into being in simpler times, and have limited skills in responding to the demands that arise in crises. Many managers believe that their success is based on building better mousetraps and



Each of us has the capacity to learn to lead. Warren Bennis and Joan Goldsmith maintain that leaders are not only born, they are made and can develop the skills to transform their lives and their organizations. In *Learning to Lead*, these leadership experts have created a program that enables students, staff, managers, executives, public servants, and professionals to discover their own leadership voice.

In these pages Bennis and Goldsmith offer the wisdom of world leaders, tools for self-assessment, and exercises for building leadership skills. These lessons enable readers to recognize false leadership myths, translate failures into springboards for creativity, and communicate personal visions that inspire others to produce extraordinary results.

Now in its Fourth Edition, this best-selling guide includes new material that reflects on current world events and addresses the leadership challenges they pose. An immensely useful workbook and a powerful reformulation of the nature of leadership, *Learning to Lead* is an invaluable guide to driving your own success and inspiring it in others.

hoping the world will beat a path to their door. Audacious leaders see beyond the nuisances of mice and include them as subjects for experiments that will produce scientific breakthroughs!

Leaders Balance Competence, Ambition and Integrity

As you consider the dangers and difficulties leaders must surmount, consider the heady opportunities that leadership can bring. We caution you to beware an addiction to power in which leadership becomes a dangerous power trip. In an interview in the *New York Times*, the new Energy Secretary for the Obama Administration, Steven Chu, presented a humble, humane persona. Before this former profes-

sor of the University of California, Berkeley took a powerful position in government, he'd already been awarded the Nobel Prize in Physics. When asked if members of his family were impressed with the honor he'd been awarded he told this story: "I called my mother up when they announced the Nobel Prize, waiting until seven in the morning. She said, "That's nice—and when are you going to see me next." He spoke as a dutiful son. He felt he was still a boy who had an older brother who'd set the record for the highest cumulative average in the high school that they had both attended and with his appointment to leadership in the government, he gave no sign of self-promoting or aggrandizement.

Audacious leadership involves taking a stand for the values you hold dear and acting for the betterment of humankind. Thus, leaders must put a check on ambition and counterbalance it with competence and integrity. Think of these leadership qualities as a three-legged stool on which true leadership sits.

If this triad shifts out of balance, creating a formidable combination of ambition and competence, we will be left with self-serving leaders who place personal power above ethics, and self-interest before the good of the whole. The combination of integrity and ambition without competence results in well-meaning leaders who are unable to make anything happen and thus take followers down a righteous dead end. Integrity paired with competence leads to good works, but if ambition is missing leaders will not challenge the status quo or open new ground. A three-way balance allows leaders to be humbly true to their ethical vision and make that vision challenging and real for others. Audacious leaders consider their partnership with followers a sacred trust and take seriously their responsibility to build joint endeavor with empowered followers. They interpret past realities, explain present turmoil, and paint enticing visions of the future for those who follow so that the results they produce meet the expressed needs of all concerned. Competence, ambition and integrity must remain in balance for leadership to be constructive, audacious and truly successful.

The awesome responsibility of finding the right path for those who trust them requires leaders to be in touch with the real world and avoid getting lost in fantasies of omnipotence. Leaders continually

ask questions, probe for information, test their own perceptions, and recheck the facts. They talk to their constituents. They want to know what their potential adversaries are thinking. They search for better ideas. They want to know what's working and what is not. They keep an open mind and invite serendipity to bring them the fresh knowledge they crave.

This approach to leadership can be found everywhere. Leaders are naturally ubiquitous and live in every nook and every cranny. Indeed, employees with leaders they trust are able to build their *own* capacity to become responsible, self-managing team members, and thus, learn to become leaders who help run the show.

Leaders Are Distinct from Managers

Given the nature and constancy of change in the twenty-first century, a new brand of leaders—not managers—is required. The distinctions between the two roles, talents and orientation are important. Leaders master and alter the context—the turbulent, ambiguous surroundings that seem to conspire against them and will surely suffocate them if they, while managers surrender to the context and do not challenge it.

Leaders investigate reality, embracing and carefully analyzing the pertinent factors. On the basis of their investigations, they actively dream-up and powerfully communicate visions, concepts, plans, and programs. Managers, on the other hand, are more likely to accept what others tell them and take it for the truth. They implement visions without probing for a deeper understanding of what is truly needed or wanted and why.

Thus, there is profound difference—a chasm—between leaders and managers. To state it succinctly: *A good manager does things right. A leader does the right things. Doing the right things* implies knowing what is right, which implies having a clear sense of values, goals, a direction, an objective, a vision, a dream, a path, a reach, and overarching integrity.

On the other hand, a focus on *doing things right* implies there are directions, standards, or demands made by someone higher on “the food chain” or who has power in the hierarchy and must be obeyed. Leading is about effectiveness. Managing is about efficiency. Leading is about direction and values, about what and why. Management is about systems, controls, procedures, policies, and structures. Leadership is about trusting people to innovate and initiate with them. Management is about copying and maintaining the status quo. Leadership is about being creative, adaptive, and agile searching the horizon, and not just considering the bottom line.

Leaders base their vision and their appeal to others on their integrity, on a careful estimate of the forces at play, and on trends and contradictions in competing conclusions. A leader is someone who can create a compelling vision that can take others to a new place. Leaders draw others to them by enrolling them in their vision, inspiring and empowering them. They pull rather than push. The “pull” style of leadership attracts and energizes others to enroll in a vision for the future and motivates them to identify with the task and the goal. Leaders refuse to punish those who do not understand or have not learned how to succeed.

In a lecture not long ago, as Warren discussed the ability of leaders

to attract others, a woman in the audience said, “I have a deaf daughter, so I’ve learned American Sign Language. In ASL, this is the sign for the word ‘manage.’” She held out her hands as if she were holding the reins of a horse, or restraining something from acting. She went on, “This is the ASL sign for lead.” She cradled her arms and rocked back and forth the way a parent would lovingly hold a child. We could not have said it better and suggest this image to remind you, in case you forget.

Clearly, every organization must have both managers and leaders to succeed. However, the old managerial structures and systems that exalted control, order, and predictability are increasingly giving way to nonhierarchical structures and systems that exalt innovation, creativity, rapid response, and require leaders who value the contributions of all employees.

In this new way of doing things, creativity, diversity and dissent are encouraged over blind loyalty, and leaders function more as facilitators than as autocrats; as appreciators of ideas rather than as defenders of them. Managers accomplish specific, concrete goals, while leaders identify the goals in the first place, and rally support to achieve them.

No organization can function successfully without both, yet there is a danger of confusing them, of failing to provide for both, and of diminishing the contribution of each. The trust and respectful collaboration between leaders and managers will be increasingly prized as the 21st Century matures and will guide us in appreciating the ways both these roles inform each other. Here is a chart that clarifies these distinctions:

Distinctions Between Manager and Leader

The manager administers; the leader innovates.

The manager is a copy; the leader is an original.

The manager maintains; the leader develops.

The manager accepts reality; the leader investigates it.

The manager focuses on systems and structure; the leader focuses on people.

The manager relies on control; the leader inspires trust.

The manager has a short-range view; the leader has a long-range perspective.

The manager asks how and when; the leader asks what and why.

The manager has her eye always on the bottom line; the leader has her eye on the horizon.

The manager imitates; the leader originates.

The manager accepts the status quo; the leader challenges it.

The manager is the classic good soldier; the leader is her own person.

The manager does things right; the leader does the right thing.

If we review causes of today’s financial crisis, it appears that many managers have been motivated by avarice over integrity and greed over the common good. Their choices have contributed mightily to the worldwide economic crisis. On the other hand, a number of courageous leaders have appeared amidst the chaos of bank failures. One of these leaders is Marcel Ospel, the former chairman of UBS Bank, of Zurich, Switzerland. He and two of his colleagues relinquished 33 million Swiss francs (equivalent to 29 million U.S. dollars) in salary and re-

turned their bonuses after their bank failed. Partly as a result, the Swiss government rescued the bank and it survived and was able to continue paying living wages to its work force.

Some leaders are not recognized in their lifetimes for their efforts to do the right thing. One such leader was Adolf Merckle, a German businessman whose body was discovered on the railroad tracks near his home. Merckle’s huge debts and complicated financial transactions led him to fail in trying to save the firm he had founded 34 years earlier, resulting (he believed) in 12,000 employees to lose their jobs. He did not know that his efforts led to a successful outcome when the firm was sold the day after his death, and saving jobs for the workers, and the livelihoods of citizens in his hometown who formed an overflowing crowd at his funeral. They described Mr. Merckle to the press as a decent leader who looked after his employees and actively contributed to the community where he lived and worked. He did not distance himself from their human concerns, even though he was ranked No.94 on Forbes Magazine’s list of 100 world’s richest people. Both the stories of Ospel and Merckle remind us that leaders, even in the hardest times, are personally committed to doing the right thing, even if they end with difficult or tragic results.

Bringing the Distinction Home—An Exercise

This exercise provides an opportunity for you to clarify the distinctions between leaders and managers, and to apply these distinctions to your work, community and home environments. Think of specific colleagues, actual people you see as leaders or managers. Next, please complete the following self-assessment. Finally, we

suggest that you to create an agenda to improve your ability to act as a leader.

In the space below, fill in the names of managers and leaders in your organization, school, non-profit, social group, primary identification group, or family. Begin by making two lists. On the first, note the names and positions of the leaders with whom you identify, and on the second, list the managers and their positions.

Leaders Build Trust Through Integrity

An enormous surge of interest in leadership was inspired by the attacks on the United States World Trade

Center in New York on September 11, 2001, and increased as a result of tragic, ongoing and almost unstoppable violence in the Middle and the ballooning world economic crisis. As a result, we can there is an urgent need for a critical mass of committed lay-people to make the great evolutionary leap and become audacious leaders.

As students of the vast, amorphous, slippery and desperately important subject of leadership, we find that some leaders turn out to be dangerous, unsavory or toxic, as our long-time friend and associate, Jean Lipman-Blumen, professor at Cla-

remont University's, Peter Drucker School of Management, warns us. In her book, *The Allure of Toxic Leaders*, she undertakes the daunting task of analyzing what makes bad leaders tick, and why we *choose* them. She argues that the main reason we are attracted to bad leaders is that they soothe our fears and thus, their "toxic" and perverse agendas to end up wreaking havoc in our society:

"Finding the leader within, our heroic self, does more than unshackle us from the external leaders to whom we so desperately have held fast. It also frees up much more leadership talent for the entire society, in every organi-

Examples of Leaders		Questions to Consider
Name	Position	
1.....		<ol style="list-style-type: none"> 1. Given the people you have placed on the list above as examples of managers or leaders, do you notice any other distinctions between them other than the ones we mentioned in the <i>Chart of Distinctions</i>? If you find additional distinctions, add them to the <i>Chart of Distinctions</i>. 2. Place yourself in this picture by adding your name to the appropriate list, as a leader or manager. 3. Was it easier to identify managers or leaders? If so, which one and how do you explain the difference? 4. Did you include more people in one category than in the other? If so, which one and why? 5. Does your organization or group tend to value and support managers or leaders to a greater extent? >> Why do they make that choice? How does it serve or detract from the organization? 6. If managers or leaders are more dominant in your organization, describe the ways in which they are encouraged or discouraged. 7. Where did you place yourself on the list and why? Ask your colleagues or friends if they agree with your choice.
2.....		
3.....		
4.....		
5.....		
6.....		
7.....		
8.....		
Examples of Managers		
Name	Position	
1.....		
2.....		
3.....		
4.....		
5.....		
6.....		
7.....		
8.....		

zation, at every level. This new breed of leaders will be more self-reliant and thoughtful. These will be leaders who can handle the magnificent uncertainty of our times, the anxiety it augments, and the opportunities for learning and change that both uncertainty and anxiety generate.”

At a time, well after Jean urged us to create ourselves as thoughtful, self-reliant leaders, we heed her warning with greater concern. Sadly, we note that many investment advisors and managers who were responsible for the endowment or operating income of many not-for-profit and charitable organizations, did not question Bernard Madoff and the hedge fund managers and brokers who sold them a bill of goods about his ponzi scheme that ended in a fifty billion dollar loss for many, many well-meaning organizations working for good causes. They bought into his promises of certainty and did not take a leadership stance to test his integrity.

In spite of what may seem like enormous expectations of leaders, learning to lead is quite easy. You probably learned to lead as early as elementary school, when you were a crossing-guard or a room monitor. You were a leader when you voted out of office those elected officials who did not deliver on their promises. And you taught your child, niece, or grandson, to lead by helping them learn the rights and wrongs or moral behavior, or discussed ethical principles in your church, synagogue, sangha or mosque. Each of us has an innate capacity to be a leader. We may have discovered our particular expression of leadership early in life, or we may have watched it unfold as life matured.

Leaders automatically build trust, and have four outstanding character traits that enable them to do so. First,

and most important, the leader has *competency*, especially the capacity for delivering a competent job. Skill in performing required tasks and ability in mentoring and coaching those who follow them so they are able to do the same, are the first measures by which leaders are judged. Second, the leader has *congruity* and becomes a person of integrity, having values that match actions. Effective leaders make sure that what they say is congruent with what they do, what they feel, and what they envision. Third, the leader has *constancy* so that their followers believe that their leader is on their side. They want to know that in the heat of battle their leader will support them, defend them, and come through to overcome their problems. Finally, the leader is someone who is *caring* and trusted to be genuinely concerned about the lives of the people they touch. Leaders empathize, care about the implications of their actions, and are responsible for the results of their decisions. *Competence, congruity, constancy, and caring* are the primary qualities of leaders who are trusted.

There are no easy strategies for teams, organizations or society to create trusted leaders who value integrity and service. When leaders are honest with themselves and others and when they build a culture of candor throughout the organization they generate trust. When executives speak

their minds and encourage peers and subordinates to do the same they are trusted and able to deliver openness and honesty. Creating a culture of honesty in which candor is valued is an ongoing effort of responsible leaders that requires sustained attention and constant vigilance. Ultimately, these leaders actively encourage everyone to voice dissent and reward those who disagree with them. Leaders model audacity and courage and do so especially when innovation fails, and they invite those involved to learn from their mistakes.

Leadership can be learned by any one of us, no matter our age, the circumstances of our lives or the challenges we face as we attempt to lead. Anna Quindlen, the former *New York Times* columnist and current novelist and essayist had it right when she challenged graduates of Wellesley College in her speech on May 24, 2002.

“You better have you. The real you, the authentic examined self, not some patchwork collection of affectations and expectations, mores and mannerisms, some treadmill set to the prevailing speed of universal acceptability, the tyranny of homogeneity, whether the homogeneity of the straight world of the suits or the spiky world of the avant-garde...You are only real if you can see yourself, see yourself clear and true in the mirror of your soul and smile upon the reflection. Samuel Butler once said “Life is

“In our view a new (leadership) paradigm is needed. It must be based on ethical values and a commitment to be fully integrated and evolved human beings.... Leaders learn from their mistakes, adapt to changing conditions, and know that not everything can be predicated in advance of taking action....Even if they stumble in the process they invent outlandish ideas, learn from those of lower rank, and adapt to the constant demands of change. Indeed, accidents, chaos, and indeterminacy are inevitable when leaders innovate, and motivate followers by their courage.”

From Learning to Lead by Bennis and Goldsmith

like playing a violin solo in public, and learning the instrument as one goes on.” That sounds terrifying, doesn’t it, and difficult too. But that way lies music. Look in the mirror. Who is that woman? She is the work of your life; she is its greatest glory, too. Pick up your violin. Lift your bow. And play. Play your heart out.”

We *can* create ourselves, we *do* create ourselves and the choice is ours at *each* moment and at *every* moment, to learn the lessons of leadership. Unfortunately, we tend to associate learning new skills with youth but we are certain that the possibility of leading is available, at every moment, with every choice we make to we take charge of our lives. It is never too late to discover you unique voice as a leader.

Leaders are made, not born, and are created as much by themselves as by the demands of their times. They are

by no means ordinary people. Leaders have that mysterious persona and somehow they learn about who they are, what they want, why they want it, and how to gain support to achieve it. They learn on the frontiers, where tomorrow is shaped. They learn to avoid cookie-cutter patterns. They are diverse in background, age, occupation, intelligence and accomplishment yet they continue to grow throughout their lives. Some blossomed only in their later years, like, George Bernard Shaw, Margaret Mead, Charles Darwin, Eleanor Roosevelt, Eli Wiesel, Nelson Mandela, Mohandas Gandhi, Golda Meier, Jean Piaget, and Martha Graham. Their glittering accomplishments remind us it is never too late to begin. Now is the perfect time for your transformation to begin, even if it seems you are stepping onto a rollercoaster ride.

Creating oneself is the work of a

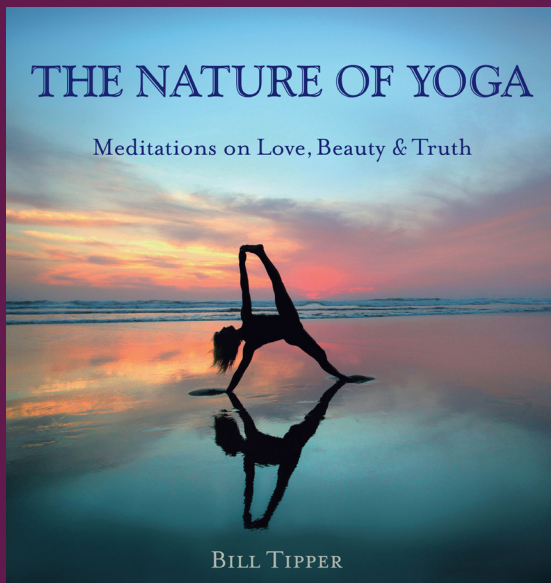
lifetime and leaders love to learn. They continually seek those exciting “ah-ha: moments of discovery! They know, full well, that one can commit to a lifetime of learning at any age. They are originals, never copies and are creative in defining unique learning styles. As we seek to support you in you leadership quest we offer multiple avenues to support you thriving as a leader.

Successful leaders are masterful storytellers who use their gifts to inspire others and to create their own talents. They continually evaluate their own leadership skills and work to refine them, hone them and polish them with practice. They are questioners, probers, searchers for new ways of defining problems and solving them to open opportunities and shape new perspectives. Leaders seek partners to enhance their learning process and invite collaborators who see problems differently and

>> *Continued on page 27*



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Photography from *The Nature of Yoga: Mediations on Love, Beauty and Truth*

Mobius is pleased and proud to share these beautiful photographs on the following pages from a new offering by Bill Tipper, one of our expressive arts faculty. Bill is a remarkable photographer and his images are matched with exquisite poems and quotes in the new book: THE NATURE OF YOGA: Mediations on Love, Beauty and Truth. We share them here with hopes that they can bring you inspiration and renewal at the start of the New Year.

The following is an excerpt from the book's introduction by Shiva Rea, M.A., a highly revered yoga teacher.

An artist is someone whose senses are heightened to a level that causes an awakening inside his own consciousness. And through this artist's devotion, our hearing, touching, tasting and seeing are stimulated and elevated to an expanded perception.

Bill Tipper is this artist and he is blessed with the ephemeral presence of the Now. His work invites us to open ourselves to the quiet sacredness of each captured moment.

What I celebrate about Bill is how his art is developing him while he is developing his art. His creation THE NATURE OF YOGA, Meditations on Love, Beauty & Truth is so alive because all of Bill's worlds have merged for him: devotee of life, artist, and yogi.

As an artist, his dedication emerges from his devotion to the radiance of nature, which is reflected back in the wisdom that is not borrowed from others, but awakened and realized with countless quiet sunrises and sunsets..

The book you hold has been Bill's passion as he has evolved through its medium. The quotes that he has chosen are not of a predictable inspiration; rather, they are offerings that emerge from Bill's own enlightenment and contemplation of eternal wisdom. As they are paired with these photographs, they are a gift to us all.

I invite you to open yourself to these visual meditations and become all the variations of light and movement that you see. Allow them to shift your consciousness in the flow of daily life, melting the cynicism, hardening, and stress that can shade your eyes to the love, beauty, and truth rising all around you.

You cannot rush through this work of art. Turn these pages slowly and really savor the transforming nectar - of each photograph and offering of wisdom.

As the great yogic sage Abhinavagupta offers, "Rasa is the Self tasting the divine within the Self."

Enjoy! Take the time to elongate and live each moment. Bill, thank you for slowing us all down to receive...

—Shiva Rea



Photography discovered Bill Tipper when he was 14 years old, and it has been his lifelong passion ever since. Bill majored in visual communications in art school and has become a world-renowned, visionary artist of light and color. His work is critically acclaimed for how it integrates the beauty of nature with the essence of the human form.

Bill is a student of yoga philosophy and maintains active practices in yoga and meditation. He chose to create THE NATURE OF YOGA, Meditations on Love, Beauty & Truth as a way to express and share his love for nature, beauty, and yoga.

Bill's home is in Maryland, where he is the proud father of two sons. His work has been published in many books and magazines and may be found in private collections around the world. For more information about Bill's book, photography, workshops, and fine art prints, please visit:

www.BillTipper.com

Bill serves as a member of the expressive arts team for Mobius leadership programs.



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Prayer should be totally heartfelt,
then it is a meditation combined with prayer.

Sri Swami Satchidananda



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You cannot see the truth unless you are at peace.
A quiet mind is essential for right perception.

Sri Nisargadatta Maharaja



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God breaks the heart open
again
and again
and again
until it stays open.

Hazrat Inayat Khan



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In love,
one and one
are one.

Jean Paul Sartre



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A lake is the landscape's most beautiful and expressive feature.
It is Earth's eye; looking into which the
beholder measures the depth
of his own nature.

Henry David Thoreau



© Bill Tipper, 2012

Dancing is silent poetry.

Simonides



© Bill Tipper, 2012

Love one another and help others to rise
to the higher levels, simply by pouring out love.
Love is infectious and the greatest healing energy.

Sai Baba

are brave enough to give feedback when they err in their efforts to learn. They humbly accept failure as an opportunity to rethink assumptions that led to the glitch in their efforts. Stan Greenberg, a major pollster for Bill Clinton, Nelson Mandela, Ehud Barak and Tony Blair best describes how leaders learn from their mistakes as reported in Thomas L. Friedman's column "Secrets of a Pollster" in the *New York Times*: "Bold leaders in tumultuous times always have at least one crash...What distinguishes the best leaders, is that they learn from their crashes, adjust, persist and succeed."

When you begin refining yourself as a leader, the paradoxes, puzzles and missteps that inevitably appear may cause you discomfort or confusion. However, if you are able to regard them as opportunities to learn, even if they seem difficult for you, you will emerge as a leader. You must take that first step. The great hockey player, Wayne Gretzky, reminds us, "You miss 100 percent of the shots you *don't* take." We agree. If we fail to act, we fail.

The truth is becoming a leader is a natural expression of the life force, and a highly personal life journey much like becoming an integrated human being. Learning to lead involves reexamining your past decisions and present choices and revising your dreams for the future. As results, you will discover new forms of self-expression; re-define your goals and strategies and become a more realized adult.

Studying Leadership: A New Approach

Programs to learn about leadership have undergone profound changes in recent years. In the bad old days, leadership was studied by reading the biographies of charismatic great men, who were held in awe and never questioned. Heroic leaders com-

manded disproportionate attention. As a result we never learned how they developed and learned to lead or how they recruited and maintained relationships with their avid followers.

Unfortunately, many MBA programs continue to revere godlike, "born" or "natural" leaders. Increasingly European and Asian graduate schools consider this approach of U.S. business schools irrelevant to today's world economy. Many faculty members at their universities openly and publicly reject the dominance outdated teaching that prepares students to be managers in large multinational organizations and leave them ill-suited to meet the leadership demands of entrepreneurial, fast-paced organizations that are continually engaged in rapid and consuming changes.

The off-cited military model of the leader who is a lone general commanding this troops is anachronistic in a world where the ability to command and control is less valued than the ability to orchestrate, counsel, collaborate and inspire. The recent popularity of courses that promise "instant leadership" is a symptom of our demand for a "quick fix;" they foster confusion about what constitutes leadership and the lifetime effort it takes to learn new skills. Some claim leadership derives from power. Others say it stems from the mere mechanics of having a thorough comprehension of the nature of organizations. According to the "one-minute manager" approach leaders emerge instantly and all that is needed is to pop in Mr. or Ms. Average, and out pops a McLeader in sixty seconds.

In our view, the only valid path to genuine leadership is one of self-examination, introspection, and soul-searching honesty. To truly learn to be a leader takes time and a strong commitment to learn from our failures. It takes time to acknowl-

edge any wrong turns we take and to find the courage to make amends when necessary. Becoming a real leader involves self-invention and authenticity. And being "authentic" means literally to be your own "author" (the two words derive from the same Greek root), to discover your native energies and desires, and to keep covenant with your promise.

A recent *New York Times*, review of top business schools in the U.S., reported that 40 percent of all graduates from these schools are seeking employment on Wall Street. Warren and our respected colleague, Henry Mintzberg of Montreal's McGill University have strongly urged that these graduates who are entering the workforce in the heart of the economic crisis, require learning opportunities that provide exposure to and experience in learning to grapple with real-world problems as well as support in learning to lead with ethical behaviors and integrity.

John Gardner, the only Republican in Lyndon Johnson's Cabinet and founder of Common Cause, an advocacy organization for philanthropy in civil society, was a reticent, even shy man who nonetheless helped create innovative and durable organizations for the public good. He argued that the notion, endorsed by some pundits; that the attributes of a leader are innate is demonstrably false and he clearly states that leadership can and must be learned. In an interview with Warren, Gardner validated our belief that each of us must commit to the learning process for a lifetime to become and maintain ourselves as leaders:

"No doubt certain characteristics are genetically determined—level of energy, for example. But the individual's hereditary gifts, however notable, leave the issue of future leadership performance undecided, to be settled by the later events and influences.



Warren Bennis is Distinguished Professor of Business Administration at the University of Southern California and a consultant to multinational companies and government leaders throughout the world. He is the author dozens of articles and over thirty books on leadership, including the bestselling books *On Becoming a Leader* and *Organizing Genius*. He lives in Santa Monica, California.

Joan Goldsmith, a Mobius Senior Consultant, has been an educator and expert in organizational and personal transformation for forty-five years, specializing in leadership, organizational collaboration and conflict resolution. Her book *The End of Management* was awarded the Financial Times Deutschland Book Award as the best leadership book of 2002. She is the author of five additional books and many articles. She lives in Santa Monica, California.

Young people with substantial native gifts for leadership often fail to achieve what is in them to achieve. So part of our task is to develop what is naturally there but in need of cultivation. Talent is one thing; its triumphant expression is quite another. Some talents express themselves freely and with little need for encouragement. Leopold Mozart did not have to struggle to uncover buried gifts in little Wolfgang. But, generally speaking, the maturing of any complex talent requires a happy

combination of motivation, character, and opportunity. Most human talent remains undeveloped.”

The stakes are high and the demand for fresh, creative, risky solutions is enormous. All citizens, of every color, ethnicity, age and social class are needed as leaders, if we are to survive and prevail as a species. Dr. Cornel West, distinguished sociologist and professor at Princeton University, made this plea:

“We need leaders... who can imagine a future grounded in the best of our past, yet attuned to the frightening obstacles that now perplex us. Our ideals of freedom, democracy and equality must be invoked to invigorate all of us, especially the landless, propertyless and luckless. Only a visionary leadership that can motivate “the better angels of our nature,” as Lincoln said, and activate possibilities for a freer, more efficient and stable America-only that leadership deserves cultivation and support.”

Some troubling questions emerge from Dr. West’s call to meet Lincoln’s standard of leadership that shadow these early years of the 21st Century. If we are to lead in our own lives and make a contribution to the our larger communities, we must confront the challenges of our times and find answers to questions like the following:

- Will waves of “Baby Boomers” struggle through the final years of their lives without adequate health care?
- Will our courts and organizations protect the rights of dissenters, minority populations, and the powerless among us?
- Will leaders in the private sector finally cleanse their organizations of greed and malfeasance?
- Will our elected officials develop governmental regulations that create and sustain economic stability?
- Will hundreds of thousands of

impoverished laid-off employees and minimum wage workers be able to find satisfying and useful employment?

- Will banks that mishandled funds and dispossessed hundreds of thousands of borrowers from their homes, left workers without retirement funds, and deprived them of their dreams, recognize their contribution to the economic crisis and make restitution?
- Will our children be safe from battles in distant lands, and from neighborhood gangs at home?
- Will our grandchildren grow up in a world where tigers stalk their prey and glaciers are more than a memory?

Examining the mistakes we have made is an integral part of learning to lead and as you consider finding solutions to these haunting problems, we invite you to join us as life-long learners and seeker, and make a commitment to this undertaking of a lifetime. We look to an early leader of our democracy, Abigail Adams, who encouraged her husband John Quincy Adams to be a leader during the turbulent days of 1780: “These are the hard times in which a genius would wish to live. Great necessities call forth great leaders.” It is significant that Adams chose the plural, leaders to describe the talents she perceived as needed in those difficult times. We note that we, too, are searching for gifted and diverse leaders who courageously and audaciously confront and master the difficult tasks we face. We believe that each person reading this call for gifted leaders can discover how to be an audacious leader in your own life, how to meet the great necessities of our times, and who to lead in your family, organization, community and country. Are you ready to begin? Let’s get started. ■

Excerpt from *Your Brain and Business: The Neuroscience of Great Leaders*

by Srinivasan S. Pillay, M.D., Mobius Senior Expert

How Does Brain Science Relate to the Personal, Managerial, and Organizational Problems That Coaches Face?

Accelerating the execution of strategies is a goal that managers, leaders, and coaches share. Up until now, coaching theory has been based largely on personal or organizational psychology. By understanding the ways in which people and organizations work, business developers have been able to institute effective interventions to create a context for change. Organizational development and coaching has distinguished itself from psychotherapy in being time limited and goal oriented, but over time, as the psychotherapies have evolved toward this approach as well, the gap between the two is getting smaller. Although the psychological frameworks can be used very effectively to help people develop, these are based mostly on “external” observations of behavior. Inferences about interventions have been based on these external observations. With the advent of fMRI, we now have a chance to infer what is going on inside the brains of leaders so that we can augment this “external” behavioral and psychological approach with an “internal” understanding of what is going on inside the brain. On their own, brain anatomy and physiology are too esoteric to have practical significance in the coaching environment, but when the brain is examined in the context of personal or organizational development, it can provide amazing insights and can also provide a template for targeted strategies in accelerating the execution of strategy.

How Does the Application of Brain Science Help Coaches Deal with Their Clients More Effectively?

There are six basic ways in which brain science can enhance understanding within the executive environment:

- **Repackaging** Any person who has been in marketing knows that one can completely change whether people will buy a product by repackaging it. A girl’s toy, for example, may be received differently when it is packaged in yellow versus baby pink. It is the same toy, but the packaging has changed. Similarly, business leaders and managers sometimes hit a wall when working with colleagues, and although they want to maintain their primary focus, the colleague may be completely closed to “buying into” the executive’s suggestion. This can cause a stalemate in communication. For example, if a leader feels that unconscious fear is eroding the thinking of a manager, the manager may be closed to such “psychological” concepts as “unconscious fear.” However, if the leader provides a biological explanation for how unconscious fear and stress impacts thinking and productivity, the manager may be more receptive to the follow-up interventions. Coaches can use this methodology when working with leaders or managers.
- **Decreasing threat** One of the obstacles to communicating in the business environment occurs when there is a rupture in alliance between two people in conversation, and when the person being spoken to feels criticized or threatened. When

a coach or the “manager/leader as coach” uses psychological language, some people may experience this as a personal affront and may close up. Using the language of brain science can be a powerful way for executives to understand their behaviors without personalizing the explanation. When a coach focuses on a leader, the effect is one of direct focus, whereas focusing on “the brain” is something the coach and client can look at together. For example, if a coach feels that a leader’s overconfidence is getting in his or her way, the coach cannot simply say to all leaders that they are being overconfident. The leader may be insulted and may close up. Instead, if a coach explains that confidence is tricky, and that there are two types of confidence—real confidence (which reflects the truth) and illusory confidence (which does not reflect the truth)—and that both of these types of confidence activate different parts of the brain without us being able to know which one we have (details are presented later in the book), this would soften the impact on the leader and encourage an exploration of the type of confidence that the leader has.

- **Uncovering myths** This is one of the most important applications of brain science to coaching. When brain science tells us something different from personal or organizational psychology, it can provide major breakthroughs in how leaders think. Examples of myths include the following: (1) Productivity is fine as long as workers are not overtly anxious; (2) Confidence indicates that a decision is correct; (3) It is pointless interacting with employees

TABLE 1.1 Debunking Organizational Myths with Brain Science

Myth	Insight from Brain Science
Productivity is fine as long as workers are not overtly anxious.	The unconscious brain is connected to the thinking brain, and when anxiety is unconscious, it can disrupt the thinking brain and productivity; hence, workers may need to focus on unconscious anxiety.
Confidence indicates that a decision is correct.	Accurate confidence activates the temporal lobe of the brain, and illusory confidence activates the fronto-parietal brain without telling us whether the confidence is accurate or illusory; hence, the intervention may need to focus on exploring the confidence rather than assuming that it indicates the correct approach.
It is pointless interacting with employees if they don't tell you what is going on.	Even if employees do not tell you anything, your own brain can automatically pick up information from their brains because you share mirror neurons (details later); hence, it is important for leaders who want to know what is going on in the company to have in-person dialogues, even with people who are not talkative.
It is important to tell employees to avoid doing the wrong thing.	Under stress, the brain operates such that an avoidance command is misinterpreted as a "do it" command; hence, we have to be careful when providing feedback.
It doesn't matter if times are hard; I have to keep pushing on through.	"Pushing through" sometimes exhausts the unconscious brain, fatigues the amygdala, and will cause the brain to shut off; hence, less work, rather than more work, may be necessary

if they don't tell you what is going on; (4) It is important to tell employees to avoid doing the wrong thing; (5) It doesn't matter if times are hard; I have to keep pushing on through. Each of these myths can be debunked by neuroscience and will be discussed in greater detail in the book. Table 1.1 points to brief examples of the new insights of brain science.

• **Providing further insights and evidence** At times, the usual interventions may not work when trying to help a leader change behavior. The leader may be resistant to change and may say, "I've always done this a certain way, and I can't do it any differently." Here, we can use the language of neuroplasticity in the dialogue. For example, rather than saying, "Of course you can change and you have to," a coach may say, "Brain science teaches us that the brain can change even in adulthood; in fact, the brain can form new connections and pathways and by trying out something new, your brain can rewire itself in time." Here, the coach circumvents the resistance to change by overtly describing a biological reality: that the brain can change. Another example would relate to visualization. Many people know that visualizing goals is helpful, but this often sounds too

"New Age" or unsubstantiated. In this book, we will examine the biology of visualization and a new language of brain science to understand this phenomenon entirely differently.

• **Providing a system for targeted interventions** When we use brain biology to explain phenomena, we may also extend this to use biological principles to construct interventions or strategies. For example, in the example of unconscious fear given earlier, it is often difficult to just ask a leader to stop his or her unconscious fear. If the leader is not conscious of it, how will he or she stop this? By understanding that the amygdala (the brain's emotional center) connects to the anterior cingulate cortex (ACC), we can target the functions of the ACC (the brain's conflict detector) to reach the amygdala. Details of these interventions will be provided later in the book. Another example would be, how do coaches increase the commitment of a client to a new plan of action in the face of old habits? Or how do managers increase the commitment of people who report to them? By understanding the brain science behind commitment (which requires activation of the left frontal cortex), coaches and managers can then develop interventions that target the left frontal cortex (explained in detail later). Thus,

brain science can help us construct active interventions as well.

• **Developing coaching protocols and tools** The aforementioned piecemeal interventions can be incorporated into a coaching protocol so that a significant part of the coaching may include the biological basis and related interventions. For example, I was hired by a company to work with senior leaders to help them increase their power and influence during difficult conversations. These leaders had found that the people they were reporting to were often closed, autocratic, and frustrating. By understanding the brain basis of difficult conversations, we can construct checklists as part of coaching protocols to help leaders have an organized approach to developing a new skill. Understanding brain functions allows us to develop a coaching protocol with different targets than one that looks solely at behaviors.

More Examples of How Brain Science Concepts Enhance Coaching When Dealing with Problems and Traps That Leaders Face

Problems are overt issues that leaders, managers, coaches, and clients can understand. **Traps** relate to unforeseen consequences that execu-

tives or coaches may face. In both of these situations, brain science can be very helpful to executives or coaches looking for alternate explanations and strategies.

The following examples illustrate the business problem, the brain science concept that relates to the problem, and the specific application of this concept to improving productivity in the business environment.

1 The leader is working too much in isolation.

When leaders make unilateral decisions, this can impact the company in very negative ways. It erodes coherence, trust, and productivity. When coaches work with leaders whose social intelligence is challenged in this manner, they are often faced with the difficulty of communicating the importance of involving as many levels of the company as possible in decisions. Leaders see this as too labor intensive and often think that they are muddying the waters when they take too many opinions into consideration. As a result, they steer away from involving other people. How can you, as a coach or manager, use the language of neuroscience to communicate why this does not always work well in the company?

The concept: The neuroscientific concept that can be used here is the following: Much like the way in which a company works, brains also have a hierarchical structure that involves a “top-down” communication of information. In a company, a CEO may communicate information to a senior manager; in the brain, that executive function is served by the frontal lobe. That is, the final decision to act makes its way to the frontal lobe before action occurs. However, prior to this decision being made, there are multiple networks in

the brain that have to have their say. Much like a successful company, the brain relies on the input of its various parts prior to making a decision. That is, the brain acts as a set of collaborating brain regions that operate as a large-scale network.

The application: Coaches can use this information to remind leaders that the company operates due to the brains of all the people who are employed. All of these brains together form “the company brain.” The leader is that part of the company brain that has to make the final decision: He or she is the frontal lobe of the company brain. Let’s reflect on how the frontal lobe functions: We know from extensive research that if there are insufficient inputs to the frontal lobe, it cannot make the correct decisions. Just as the frontal lobe of any

individual brain needs inputs from the emotional center in the brain—the risk register, the reward center, and many other regions— before it can make a decision, the company’s frontal lobe also needs this information. In the case of the company, these other “inputs” are other people. Coaches and managers can introduce leaders to the importance of working together by using this metaphor.

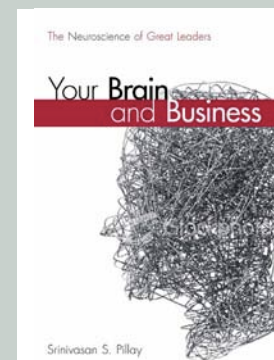
Furthermore, CEOs who form these networks prior to becoming leaders are more likely to be successful. In the rise to greater responsibility, it is important for leaders to conceive of themselves much like the frontal lobe of the brain in “reaching out” to other “brain regions” within the company during the rise to leadership rather than after they have been nominated to that position. These frontal lobe



Dr. Srinivasan S. Pillay, Senior Expert

Srinivasan S. Pillay, M.D., Mobius Senior Expert, is the CEO of NeuroBusiness Group (www.neurobusinessgroup.com) - an executive coaching company that integrates brain science with organizational psychology to help corporations reach their goals through workshops, training and coaching. In

addition, he is a collaborator with Mobius Executive Leadership. Dr. Pillay is Assistant Clinical Professor of Psychiatry at Harvard Medical School and Invited Faculty at Harvard Business School. He graduated with the most number of awards during his residency training at Harvard and was one of the top three award winners in the US. He is also a Certified Master Coach. In the past year he has authored the award-winning *Life Unlocked: 7 Revolutionary Lessons to Overcome Fear* (Rodale, 2010). In addition, he has authored: *Your Brain and Business: The Neuroscience of Great Leaders* (FT Press, 2011). Dr. Pillay has worked with many Fortune 500 companies. His specific expertise is helping companies reach their goals by coaching strategy acceleration, change management, innovation, sales optimization and many other corporate goals. He has been featured on 33voices.com, a website for leading progressive thinkers of our time.





Photography by Bill Tipper
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functions in the business environment may involve bridging, framing, and capacitating—all ideas that are about relating and making the business environment relatable.

2 The leader believes that emotions have nothing to do with the final decision.

The concept: There are two types of reasoning: hot and cold reasoning. An example of cold reasoning is a straightforward arithmetic operation—although even this is not as cold as we think! Cold reasoning usually activates short-term memory centers only, without activating regions involved in “hot” reasoning. Very few thinking processes are actually cold. Even reasoning that appears cold is motivated when people have an emotional stake in it. This is almost always the case in business. Hot reasoning, on the other hand, activates the brain’s accountant (the ventromedial pre-

frontal cortex, or vmPFC), the conflict detector (the anterior cingulate cortex, or ACC) and the “gut interpreter” (the insula). Activation of these brain regions is critical to making effective decisions.

Consider, for example, the case of companies who were fearless about lending money to people for mortgages. Without this fear, they lacked the information that was necessary to judiciously distribute money. Fear is an emotion, and it needed to be part of the equation before money was lent. On the other hand, if fear dominated the thought of people who invented the airplane, we might never have been able to fly. In each case, the emotion of fear is necessary to ensure adequate precautions. In the former case, it discourages lending, whereas in the latter case, it encourages innovation with safety.

Scientifically, we know that hot reasoning matters because in an experiment using deductive reasoning,

a group that received logicoemotional training moved from error to logic, whereas the group that did not receive the emotional component of this training still made many errors. This training involved teaching people to be in touch with their emotions and activated the brain’s accountant (vmPFC).

The application: It is not easy to tell most leaders who are opposed to emotions being part of decision-making that they need to be “in touch with their emotions.” Neuroscience can help to provide more acceptable language. As a coach, you may tell leaders that their brains’ accountant relies on emotional data to make the correct decisions and that experiments have shown that when the accountant corrects for errors in the brain, it is largely because it makes contact with emotional centers in the brain. You may also remind leaders who are sensitive to “emotions” that emotions are re-

ally just electrical impulses travelling through the emotional centers in the brain. The accountant in their brains needs a read on this electricity prior to making a decision.

Following acceptance of this explanation, you will have created a logical permission for the leader to be more open to your subsequent emotional and social intelligence development initiatives. In fact, a leader's emotions may play a very important role in leadership effectiveness.

3 The leader is not comfortable making a necessary change.

The concept: When leaders say, "I am just not comfortable with that," when they resist moving in the direction of new decisions, they need to be finely attuned to this sense of discomfort when making decisions, even when they can't account for it. However, in certain situations, this discomfort may not indicate that a decision is wrong, but that it is different. Recent research has shown that this discomfort, also called **cognitive dissonance** (details are explained in Chapter 6, "From Action Orientation to Change: How Brain Science Can Bring Managers and Leaders from Action Orientation to Action"), is essential to sticking to a new action. Brain imaging research has shown that to remain committed to a new decision, the left frontal cortex of the brain has to activate. This part of the brain will not activate without cognitive dissonance.

The application: When leaders are uncomfortable about a new decision, ask them to hold onto the discomfort while you take a look at the issue. To help them actually do this, you can tell them that brain imaging studies have shown that maximal discomfort is a necessary initial step to stimulate that part of the brain that will increase commitment to a new de-

cision. Paying attention to variables such as "cognitive dissonance" has been recognized as fundamental to the field of behavioral finance.

4 The leader is too anxious.

The concept: Anxiety activates the amygdala—the fear and anxiety center in the brain. This part of the brain is connected to the thinking parts of the brain: in particular, the prefrontal cortex and ACC.

There are two major subdivisions of the prefrontal cortex:

1. The DLPFC (dorsolateral prefrontal cortex)—This is the short-term memory store. New information coming into the brain is registered here and stored before it can be sent to long-term memory. Thus, excessive anxiety disrupts the integration of incoming information and short-term memory is compromised.
2. The mPFC (medial prefrontal cortex)—The inner parts of the PFC (mPFC), are responsible for various functions such as calculations of risks and rewards, motivation, memory retrieval, and other very important functions in decision-making.

Among its many other functions, the ACC is the error monitor in the human brain. It is useful to think of it as a flashlight that is constantly searching for conflicts in priorities. Aside from error detection, it is also involved in anticipation of tasks, motivation, and modulation of emotional responses. It shares rich connections with the amygdala, reward pathways, and the rest of the frontal cortex. When the amygdala is chaotic, the ACC also becomes chaotic, and attention to things both internal and external becomes chaotic.

The application: When leaders are anxious, coaches can tell them that it is important to be aware that anxi-

ety centers in the brain connect to thinking centers, including the PFC and ACC. The prefrontal cortex allows a person to differentiate among conflicting thoughts as well as determine good and bad, better and best, same and different, and future consequences of current activities, thus working toward a defined goal and prediction of outcomes. Therefore, when these functions are disrupted, thinking is disrupted. Effectively, by remembering that the amygdala is connected to the DLPFC, mPFC, and ACC, coaches can inform leaders that short-term memory, risk benefit assessment, and attention are also disrupted by anxiety.

5 The leader has conflicts of interest.

The concept: Leaders may not be willing to face the fact that their conflicts of interest are affecting their decision-making. When there is a conflict of interest, one issue may cloud another because these internal conflicts may generate too much anxiety for the leader. This may, for example, be very relevant in the merger and acquisition process. The ACC, being the conflict detector, overactivates when this occurs, and action is stopped when this information is fed to the brain's accountant (vmPFC). The accountant has to take its time dealing with conflicting information. An overt example of this (which is prohibited by the Securities and Exchange Commission) is when leaders have a personal investment in a company and their companies also have an investment in that same company. Thus, doing the best for the company may conflict with doing the best for that leader.

The application: When detecting conflicts of interest (one of the main reasons that good leaders make bad

decisions), coaches may take a less judgmental road to alerting leaders to this by pointing out that the decision-making centers in the brain usually stop all action in dealing with conflicting information and that the leader would benefit from facing this conflict so that there is more conscious control of the outcome. Here, coaches can also integrate the science of “hot reasoning” when leaders insist that they can separate out these kinds of conflicts by pointing out that brain research shows that emotional input is commonplace, even in deductive logic, and that the brain cannot truly be as objective as we think it can be. Similarly, leaders or managers themselves may communicate with people who report to them using the same principles.

6 The leader is attached to people, places, and things that are affecting his or her decisions.

The concept: When leaders become attached to people, places, or things, decision-making is affected. Humans are reluctant to let go of their attachments, but in businesses, leaders who cannot access this flexibility in thinking can make poor decisions. Being attached is a complex phenomenon that can impact the brain in various ways (see Chapter 3, “The Neuroscience of Social Intelligence: Guiding Leaders and Managers to Effective Relationships,” for details). One important way is that attachment engages the reward system in the brain, and when people are rewarded, they may not be open to other rewards. As a result, they are stuck in the same old patterns. When leaders are attached to old ideas, they are being served by these ideas, and this activates the reward center in the brain. If a new plan involves giving up these attachments (old computer systems, organizational hierarchy), the

reward center in the brain “complains” and stops activating. As a result, the leader may feel as though he or she is on the wrong path. In addition to leaders forming attachments, companies also have attachments and often strive for a state of congruence between the different parts through their attachments.

The application: When coaches are coaching leaders, it may help to remind leaders that there are two reward centers that need to be acknowledged: the reward center in the leader’s brain and the reward center in the organization’s brain. When a leader questions a path because something “does not feel right,” a coach may ask the leader whose reward system is talking: the leader’s or the organization’s?

7 The leader has misleading memories.

The concept: When leaders’ decisions are affected by misleading memories, this can have a powerful impact on a company. The way in which we remember things often feels certain, even when it is incorrect. Forgetting things that just happened is common when short-term memory is overloaded or when anxiety disrupts DLPFC functioning. Thus, vital memories of what just happened may be lost. An easy-to-relate-to idea here is dieting. People often forget about sticking to diets or an exercise regime when they are anxious or they receive too much information. Also, studies show that the right hemisphere of the brain is involved when we generate false memories that we may be convinced are actually true. Furthermore, when we are confident about our memories, these memories may either be true or false. When they are true, the medial temporal lobe is activated; when they are false, the frontoparietal

cortex is activated. The higher our confidence, the more these regions will activate based on whether we are truly remembering past events or falsely remembering them.

The application: Because misleading memories are one of the main reasons that good leaders make bad decisions, it is important to have language to describe that (1) false recollections are possible, even in highly intelligent people, and that (2) confidence does not always correlate with accuracy of memory. When coaches are looking to work with leaders who are high in confidence, they may let leaders know that confidence itself impacts the brain differently depending on whether the things that leaders are remembering are true or false. Even when memories are false, the brain can produce a sense of confidence, but for true and false memories, confidence impacts the brain in different brain regions. This will be helpful in alerting leaders to verify what they think they remember regardless of how confident they are.

8 The leader falls into a psychological trap.

The concept: Leaders may fall into one of many psychological traps. For example, leaders may overemphasize recent events in a decision (anchoring trap), think that they are changing when they really are not because they lack sufficient flexibility in thinking and action (status quo trap), be overly cautious or prudent (prudence trap), or be trapped within a certain frame of thinking (framing trap). For each of these traps, there are biological correlates that relate: for the anchoring trap, short-term memory is involved but long-term memory is left out; for the status-quo trap, the brain region for flexibility

TABLE 1.2 The Brain Science Behind Common Leadership Errors

Assumption	Brain Science Fact That Coaches Can Use to Dispel Assumption
It is better to make major decisions alone.	The brain makes decisions based on input various centers. To maximize this input, getting opinions of various people is optimal.
Emotions should be removed from reasoning.	Studies show that even for purely deductive logic, it is important to connect with emotions because this will provide optimal activation of the brain's accountant, which is critical for decision making.
The leader feels that a new decision is wrong because he or she is not comfortable.	The left frontal cortex requires discomfort in certain situations to remain committed to new decisions.
The leader does not believe that his or her anxiety impacts his or her decision-making.	Anxiety centers in the brain are connected to short-term memory, risk-benefit analysis, and attention. When leaders are anxious, their decisions may be impacted.
The leader believes that he or she can discern conflicts of interest and still make good decisions.	Conflicts of interest create brain discomfort in regions critical for decision-making, including the brain's attention center and risk-benefit center. The brain may exclude important information in its calculations in order to decrease this discomfort without the leader knowing. Thus, conflicts of interest should be addressed overtly.
The leader believes that his or her attachments to old ways of thinking do not impact the new decisions.	Giving up old attachments may decrease activation in the brain's reward center. Leaders should distinguish between their reward centers and those of the company.
Leaders believe that their confidence is evidence that a decision is correct.	The brain can generate confidence about true and false memories. They are just in different brain regions.
Leaders fall into traps.	"The brain's braking system may need to be reexamined" or "Let's get your brain's framing center unstuck" is the type of language coaches can use in dealing with these traps.

in thinking needs to be exercised; for the prudence trap, the amygdala is overactivated; and for the framing trap, the ACC is stagnant and needs to be reengaged.

The application: Coaches can justify approaches in coaching by using these biological substrates in the language of describing the traps. For example, coaches may say, "We need to involve short- and long-term memory in this reflection," or "I would like to ask you some open-ended questions to encourage thinking flexibility," or "Your brain's fear detector may be applying the brakes on your strategy too much," or "Your brain's framing center is stuck, and we have coaching interventions that can help it become unstuck." Each of these language excerpts is just

one of many examples of how the language of brain science can add to a coaching intervention.

This then outlines some of the assumptions that leaders may make about decisions and how brain science can help coaches undo these assumptions. Remember that although I am using the term "coaches" here, these principles apply equally to when the manager or leader has to act as a coach or communicator. Table 1.2 summarizes these assumptions and how coaches can use the difference that brain science can make in our understanding to dispel with these assumptions.

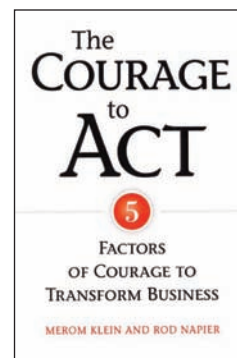
Conclusion

Neuroscience is highly relevant to the language and process of coach-

ing in the executive environment. This applies to executive coaches and to managers or leaders who act as coaches. Although it is important to avoid the use of jargon and alienating concepts in brain science, neuroscience can be used in practical and effective ways to enhance the execution of strategies. Furthermore, because the brain is universal, the language of brain science is also universal. I have taught these concepts in the U.S., Brazil, Greece, and Switzerland, for example. In teaching these concepts, I have confirmed that brain science is indeed a useful tool for cross-cultural coaching too. Thus, it allows the coach to use a more "neutral" language to facilitate the coaching process. ■

The courage to step up, stand out and shape consensus: Flipping the switch to activate brilliance

by Merom Klein and Louise (Yochee) Klein, founders of the Courage Institute, a Mobius Alliance Partner



Brilliance. IBM surveyed Fortune 500 CEOs and asked about the quality they most want in high-potential managers who can steer their corporations through adversities and power through turbulence. Their answer? Brilliance. To see around the next corner and beyond the next obstacle. To invent breakthrough game-changing solutions. And execute, despite the adversities.

Most CEOs complained that brilliance is in short supply in their companies and needs to be recruited from outside. Yet, in most clients who engage us, the *capacity* for brilliance is there. Matrix structures, task forces, cross-functional teams, town hall meetings and blogs bring the right people together at the right time to wrestle down and resolve the right issues. Yet, even with the right connectivity and talent, the right resources and data, the potential for brilliance lays dormant. It's no surprise that so many CEOs complained — but bringing in new recruits may only be part of the solution.

Courage is needed to close the gap between potential and performance. It takes courage to flip the switch and convert unspoken thoughts into actionable ideas. It takes courage to mobilize teammates who have a vested interest in preserving the status quo. It takes courage to stake your career on a new product idea, financial target or safety standard that has never been achieved before and stretch beyond what is known or proven. It takes courage to embrace new possibilities before they become common practice. It takes courage to

reach out in a matrix structure, mobilize teammates who do not report to you, resolve conflicts rather than letting them fester.

When courage is in short supply, CEOs see “play-it-safe” mediocre middle-of-the-road, follow-the-trendline thinking rather than brilliance. They hear easy or obvious answers rather than the best possible, out-of-the-box solutions that are pressure-tested and refined. They get, “yes, sir” rather than questions, concerns or alternative ideas. They get goals that are achievable rather than audacious or aggressive. And they hear excuses, when big plans are not executed quickly or capital-efficiently enough to break free of old trendlines.

A case in point. A prominent pharmaceutical company hired a brilliant new Medical Director for a key therapeutic area and assigned her to a product launch team. Within weeks, the MD saw flaws in the launch strategy that the corporation adopted. “If this drug is not administered properly to patients with a certain risk profile, it will not work and may actually make them sicker,” the MD concluded. “If I can see this,” she warned, “so will other careful and conservative physicians — and so will the health plans that we need to convince to put the drug on formulary. We need a plan to mitigate these risks and to educate physicians about managing patients with an at-risk profile.”

The new MD was ridiculed. “We’ve already dealt with this issue,” a Commercial VP said indignantly, “There is no reason to re-cover old ground,

second-guess our key opinion leaders and regulatory advisors, and complicate our launch just

to appease a new MD who is overly risk-averse.” The finance people, too, were put off by the new MD’s recommendations, warning that the MD’s proposal could scale back their sales projections and have a negative impact on the net present value of the asset and on the company’s stock price.

The MD was a luminary who knew her stuff. The inflection points she faced did not test her brilliance. They did test her courage. It took courage for her to trust her own judgment and hold her ground, rather than yielding to a group consensus that other opinion leaders in the matrix did not want challenged. It took courage for her to reach out and build bridges with thought-leaders in other parts of the matrix structure, knowing that her own Therapeutic Area Head was ambivalent about “airing our laundry in a public way.” It took courage to wrestle down the key issues and push colleagues who did not report to her for brilliant and correct, rather than easy, conventional or popular recommendations. And do all of this at a time when she was still getting acclimated to the new company and did not yet have the track record or idiosyncrasy credits to stand out and take a contrarian position.

Navigating the matrix to reach for the top bananas. In a famous ex-

periment, a tribe of primates was socialized not to reach for the best bananas placed just out of easy reach at the top of their cage. When a new primate was recruited and tried to grab an off-limits banana, cage-mates punished the “brilliant” recruit for reaching higher than they were taught to do. Their ridicule perpetuated a cycle of mediocrity, not brilliance. And left the top bananas to rot, even when cage-mates were hungry.

Like the primates in this experiment, many solid team players have grown accustomed to a norm of playing it safe, getting permission, waiting for directions, not overstepping their authority, being conflict-averse and overly nice, avoiding rather than wrestling down the tough issues and following the trendline rather than setting the bar higher. Training simulations consistently demonstrate how easy it is for brilliant respectful business leaders to fall into “hierarchy traps” that limit knowledge-sharing and possibility thinking. Researchers at Cornell’s Industrial and Labor Relations show that most leaders have a near-automatic and unconscious bias against creativity — which results in breakthrough thinking being stifled and game-changing ideas being rejected, even by the very CEOs and executive teams who say that they want to increase the number of standouts who deliver brilliance.

Matrix structures are supposed to give luminaries like our MD a bound-ryless network and an open platform to reach out, step up, speak up and stand out. But, without the courage to overcome old socialization and face the bias against creativity, it is tempting for luminaries like our MD to knuckle under like the primates in this experiment. To surrender to fear and hide in the matrix with their

heads below the parapets, feeling like victims of hierarchy traps and the bias against creativity.

What is courage? Ancient philosophers inspired Winston Churchill to name courage as “the human virtue that is first and foremost, because it sustains all other virtues when it is easier to indulge fear and compromise rather than ennobling oneself and others to so what is right.” Viewed this way, courage, like brilliance, is one of those gifts that you either have or you don’t.

Another national leader said, “Courage is a special wisdom — knowing *how* to fear what ought to be feared and how *not* to fear what ought not be feared.” A special wisdom is something that can be taught and learned — bolstered and strengthened. This special knowledge has the power to undo the socialization that kept primates from reaching for top bananas — and that kept other thought-leaders from stepping up and keeping pace with the new MD, fearing that it could have negative political repercussions.

From our research — and the research of other positive psychologists studying resilience, optimism, creativity, joy, altruism, ethics and community — courage is lifted by 5 conscious and deliberate choices that individuals make when brilliance evokes fear and the status quo seems safer and more expedient. We call these choices the 5 Courage Factors:

Purpose — choosing audacious lofty enterprise-critical goals over the status quo, the old trendlines and the entitlements they preserve

Will — choosing to lift people’s spirits with optimism and a sense of adventure over complacency, resignation and frustration

Candor — choosing transparency, data-driven projections and welcoming diverse perspectives over telling people what they want to hear or over-relying on biases and preconceptions

Rigor — choosing to reach out to get the right people in the right places at the right times and choosing best practices and innovation over routines that can be done “on auto-pilot” and,

Risk — choosing trust over power and the best interests of the enterprise over personal ambitions and parochial self-interests

Each Courage Factor is a personal choice. You can inscribe it in your company’s values and success behaviors. You can assess it in performance reviews. But, at the inflection points when good principled people like our MD feel fearful, reluctant, fatigued — or are tempted to do what is easy or expedient to make as much money as possible — there is no way to demand, monitor or incentivize every high-courage choice that you need them to make.

Fortunately, our MD was wired to make that choice. And was trained, as

Louise (Yochee) Klein and Merom Klein will present their work on courage at the Greater Philadelphia Senior Executive Group (GPSEG) Forum on 28 February. They present periodic webinars on building a culture of courage in life sciences, healthcare, engineering and other enterprises solving complex problems to make our world a better place.

For more information, see www.courageinstitute.org or download their latest white paper @ <http://www.courageinstitute.org/sites/default/files/courageflipstheswitch-1110ie.pdf>

a courage-building leader, to lift her teams from fear to resilience, from frustration to pride, from frustration to perseverance, from resentment to joy. To ennoble, encourage, uplift and inspire colleagues above her, below her and at her level of the hierarchy to choose **purpose** over entitlement, **will** over complacency, **candor** over defensiveness, **rigor** over carelessness and **risk** over self-indulgence. And encode it into the DNA and esprit de corps of a wider and wider circle of thought-leaders in her sphere of influence. As a result, the risk mitigation plan was eventually adopted — and, while it cost millions in the short term, it generated many times more in profits for this product, and for other products that benefited from the preferred and trusted provider status that the corporation achieved.

Who builds courage in a matrix structure? In a chain-of-command, those at the top are responsible for building courage and those at lower levels are recipients (or victims) of their largess. But what happens when it is the CEO, founder, board member, SVP or another high-status higher-up who is fearful or reluctant, stuck on the old trendline, or too narrowly focused on “me” to widen his or her peripheral vision?

In a matrix structure, a flattened hierarchy or a cross-functional team, courage building is everyone’s responsibility. Courage is a renewable resource. If you’re fortunate (or blessed) enough to have it, you’re responsible for sharing it — regardless of your rank in the hierarchy.

A brilliant Business Development (BD) Director learned this lesson the hard way. He agreed to orchestrate a complex deal that involved in-licensing a clean energy innovation that was owned by a venture-backed entrepreneur and an academic institution.

His CEO gave explicit instructions about how to approach the academic partner. The instructions were clear but they contradicted what he heard from other advisors who knew the academic partner well. Before too long, the deal started to unravel.

The BD Director protested when the CEO refused to let him off the hook. He complained that his best ideas were shot down and that did not have the authority to say, “No,” or “Not now,” to his CEO. “Not true,” the CEO replied. “If you are running this deal, I need you to step up and orchestrate the decisions and the activities. Treat me as a resource and deploy me where you need me. Listen to me. But ‘just following my orders’ is not a recipe for brilliance. Particularly if you see risks or opportunities that I have overlooked and have better ideas.”

Sure, the CEO could have made it easier for his luminary BD Director to disagree and offer an alternative plan — just as the product launch champions could have made it easier for the MD to get traction. But the presence of fear, reluctance, ridicule, avoidance or a dozen other defensive reactions could tell an orchestrator that s/he needs to do more to build courage, rather than allowing brilliance to be stifled.

A team of Israeli neuro-leadership researchers located the “courage centre” in the human brain. A brain region called the subgenual anterior cingulate cortex, which helps to process emotions, lit up when severely snake-phobic subjects overcame their fear and bravely moved snakes closer to them. Those with more activity in this region of the brain were not less afraid of snakes — but were less stifled or inhibited by their fear.

What builds courage isn’t circumventing or avoiding tough CEOs or board meetings when you know

brilliance will be challenged, but learning to activate your subgenual anterior cingulate cortex so you can draw those threatening situations closer, without losing your sense of humor, your perspective or your creative problem-solving edge.

What does it take to lift courage?

To have an uplifting courage-building impact, you and other potential leaders need to know how to:

Diagnose courage. There is an old organization development adage, “Start where your followers are.” We equip leaders to use the 5 Courage Factors to assess where a follower starts on the courage continuum — and what it will take to lift them from one level to the next.

At the lowest end of the courage continuum, a teammate will avoid a challenge that makes their palms sweat — and may bolt and run if you empower them to do what they think is best. With a bit more courage, teammates may close their eyes, grit their teeth and take the plunge — and may believe it’s good enough to push forward, oblivious to their lack of fitness. At the highest courage levels, teammates will use fear to be hyper-alert, will keep their eyes wide open, and will show up with their A-game — with panache and style — and will thrive if you give them room to run.

Ennoble courage. There’s another old adage that says, “Be part of the solution, not part of the problem.” Indulgent, enabling leaders may make fearful or reluctant followers feel better, but lull them into a false sense of security — or complacency. Their pandering makes them part of the problem. Ennobling leaders reach out in a way that stimulates their followers’ subgenual anterior cingulate cortex — and lifts them above fear, reluctance or valiant but flawed first efforts, to a higher level

of skill and finesse. They are part of the solution.

To ennoble followers, we equip leaders to use the 5 Courage Factors as a roadmap for straight talk that lifts people from avoidance and griping to accountability, proactive problem-solving and execution. And from mediocrity to brilliance.

To lift fearful or reluctant partners to a high courage level, you should:

Start with PURPOSE. So reluctant partners “get” what you are trying to achieve when you ask penetrating questions or offer out-of-the-box ideas. Buy into the big picture, the common cause, the penultimate objectives. And step up from avoidance.

Open CANDOR. To smoke out concerns, fears, anxieties and reluctance. Show reluctant partners that you “get it” and understand why they are nervous. Allay fears that you can allay. And step up from blame.

Strengthen WILL. To generate a “can-do” spirit. Ignite a sense of urgency. Engage diverse personalities, cultures or professional backgrounds. Generate pride, adventure, joy and accomplishment. Assure reluctant partners that you will hang in there with them. And step up to own accountability.

Facilitate RIGOR. To wrestle down the key issues. Formulate solutions. Pressure-test. Find breakthroughs. Co-ordinate. Rehearse for masterful execution so the right partners come in on cue. And step up to learning and improvisation.

Ennoble RISK. To empower, trust, and equip your partner to fly solo. By making yourself the arranger rather than the composer, the conductor rather than the member of a particular section, the vocal coach and discerning ear rather than the virtuoso soloist in the spotlight. And step up to make things happen.

Orchestrate courage. Another adage

tells us, “It takes a village to raise a child.” That’s as true when nurturing and developing brilliant ideas, products and enterprises as it is with young people.

Brilliance is not a solo effort, especially when breakthrough solutions have a system-wide impact. Big opportunities have too many moving parts and too many stakeholders to mobilize. We work in cross-functional teams and matrix structures not because it is easy or clear, but because it is the best way to get the right luminaries working together on the right issues at the right time — and because the best way to accelerate progress is to work in parallel rather than in sequence.

Brilliance is impossible without tension — between the status quo and some envisioned future state and amongst disciplines that see opportunities and problems from multiple perspectives. If you are a luminary, you will encounter luddites who are threatened by your brilliance and want to discredit or derail your efforts. And you will encounter lingers who are slow to get onboard. It is tempting to exclude stakeholders who ask tough questions, who set the bar high or who refuse to compromise on ethical imperatives because

they can disrupt harmony and block quick consensus. But doing so may cost you the perspective that makes real breakthroughs possible.

In traditional hierarchies and chains of command, teammates are taught to look upward and rely on those in charge to link their efforts with those other departments, functions, silos or co-workers. Matrix structures require a different form of citizenship. And a different language to define who takes charge and who takes orders; who offers ideas and who sharpens them up; who shapes decisions and who executes; who holds whom accountable. Spanning boundaries — between levels, regions, business units, functions — is essential, when we do not have the resources to hoard or hold in reserve rather than share and when we do not have time to wait for problems to work their way up and answers to work their way down a chain of command.

In workshops, coaching and team mobilization initiatives, we equip leaders to decode and navigate their matrix structures — and leave them with a roadmap to mobilize a network and imbue the members of that network with the courage to smile in the face of fear, overcome reluctance, strengthen partnerships and act. ■



Dr. Merom Klein and Dr. Louise (Yochee) Klein lead a global leadership consultancy that builds the courage that matrix organizations and cross-functional teams need to deliver brilliant, game-changing, breakthrough solutions. They are known for workshops that replace fear and reluctance with initiative, empowerment and joy. For coaching that unleashes the potential for courage-building that resides in every luminary, executive and project team leader. For diversity dialogues that bridge cultural, personality, generational, gender, cross-functional and other differences. And for business acumen that harnesses the power of courage-building to lift performance.

For more information, go to www.courageinstitute.org or contact them at merom@courageinstitute.org or yochee@courageinstitute.org or through Mobius by writing to info@mobiusleadership.com.

Glimpses of Our Client Work Fall 2011

Geoff McDonough, CEO, and his colleagues at Sobi, a biopharmaceutical company during Board and ELT Off Sites, Facilitated by Alex Kuilman, Amy Fox and Guillaume de Maupueou



All photographs by Martin Botvidsson

Linkage's **Women in Leadership** institute



Report from the Fall 2011 Women in Leadership Institute

Linkage's Women in Leadership Institute™ is a high impact, cohesive immersive learning experience with the mission to accelerate the succession and development of high potential emerging women leaders through skills-based learning, peer connection, and focused on-going support. On November 13th-16th this year, over four hundred emerging women leaders came together to not only grow professionally, but also personally. Focusing around the *Accelerate Leadership Development Model™*, participants learned about the critical skills and competencies that help leaders to drive results. They heard from inspiring keynote speakers like: Marshall Goldsmith (world renowned coach), Anne Mulcahy (former CEO of Xerox Corporation), Soledad O'Brien (CNN news anchor), Keiko Fujimori (Peruvian Presidential Candidate and youngest first lady of Peru), Brene Brown (vulnerability researcher), and more. In addition they broke out into workshops to focus further into skill and competency development on topics like *Motivating for Change*, *Conflict Resolution*, *Leading Teams*, *Strategic Agility* as well as worked in learning teams to create *Individual Development Plans*. For over a decade Linkage's Women in Leadership Programs have trained thousands of women from over 35 countries. This year's Institute was a tremendous success.

Photos from Women in Leadership Institute 2011



Amy Elizabeth Fox (along with Andrea Winter) taught *Motivating for Change*



President Jamil Mahuad, former President of Ecuador and Mobius Senior Expert, introducing a keynote speaker.

Women in Leadership Institute: *Save the Date*

The Linkage three-and-a-half day world-class immersion learning experience with participants from global partner companies representing five continents—all committed to advancing the succession and development of women within a community of emerging female leaders.

We guarantee that your emerging female leaders will leave this program with the skills and competencies to take on additional leadership responsibility and advance to the next level.

November 7-9, 2012 | San Francisco | The Fairmount Hotel



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Mentoring the Visions of the Next Generation of Grassroots Global Leaders

by Ellen Wingard, Mobius Senior Expert

Vision of World Pulse From Isolated Change Agent To A Vocal Uprising of Grass- roots Leaders

“If I did not find World Pulse, I would still be boiling, my voice always in-doors, longing for a way out. I am grateful I found not only a channel but listeners too. Together we are changing the world.”

– Beatrice Achieng,
HIV/AIDS activist and girls
empowerment advocate in Uganda.

The voices of tens of thousands of women leaders are rising up on World Pulse—an online action media network powered by women in 185 countries. From Egypt, Syria, Kenya, Afghanistan, Nigeria, Columbia, Congo, India, Thailand, Iraq, the South Bronx, Cambodia and more, grassroots activists and change agents are speaking out, connecting and generating cross border solutions in peace building, justice, human rights, gender equality, and sustainability.

Yet in the midst of this year of unprecedented citizen movements sweeping the globe, women grassroots leaders face far greater challenges and dangers while sustaining their visions for change. They themselves may live in poverty, face oppression, war, trauma, and sexual violence—being subjected to the very conditions they

Amy Fox and Jensine Laren first met in 2004 through Jennifer Cohen and Regina Perata as Jensine was launching her vision of World Pulse (www.worldpulse.com), an online training program in new media, citizen journalism and empowerment to lift and unite global grassroots women leaders as a collective force for change. Seven years later, World Pulse now reaches over 50,000 women in 185 countries.

In late 2011, members of the Mobius coaching network answered a call to generously volunteer their time and expertise in the World Pulse “Voices of Our Future” Action Media Correspondents Training as “Vision Mentors”.

Ellen Wingard, Mobius senior expert in leadership and World Pulse Board member describes the impact of the Voices of Our Future training in advancing the next generation of women leaders.

The mission of “Voices of Our Future” is to foster a new generation of empowered grassroots women leaders who vocalize and activate their visions for change. Voices of Our Future redefines mentoring from ‘power bestowed’ to a reciprocal partnership of healing and cross border transformation. – Ellen Wingard

are working to change. Their leadership education is on the ground in real time, isolated and often solitary. Finding a lifeline through the web or cell phone presents significant dangers and risks. Women from the World Pulse community report threats of violence and political instability, power outages, family ostracism, curfews, oppressive regimes forbidding computer use, personal intimidation and the physical exhaustion of walking hours to gain online access or find cell coverage.

Voices of Our Future: Leader As Loudspeaker

Jensine Larsen, founder of World Pulse (a Mobius alliance partner), and her dedicated team listened to the voices of these remarkable change agents who were drawn to World Pulse’s online community. They heard and witnessed a deep exchange across countries and cultures calling for greater access, visibility and broader impact to have their voices heard. Jensine and the team answered the call with an innovative, direct access, skill-building initiative.



In 2009, Voices of Our Future a six month online program in new media, citizen journalism and empowerment was created in partnership with the Op-Ed Project and the Press Institute.

Voices of Our Future trains 30 grassroots women leaders annually in citizen journalism skills while providing mentorship and support to cultivate confidence and leadership impact. As Rachael Maddock-Hughes, program manager describes,

“At the end of the program each correspondent will have gained technical skills in new media...and the personal confidence she needs to be an inspired leader in her own life, her community, nation and the world. She will become a loudspeaker, bringing attention to those who are voiceless, and telling stories our world needs to hear”.

Mentors and Correspondent Partnerships: Transferring Light Back and Forth

Bringing this program to life was a collaborative labor of love with dedicated World Pulse staff often contributing additional volunteer hours. In 2009, the World Pulse team asked Gail Straub of the Empowerment Institute (www.imagineprogram.net) and 30 of her seasoned empowerment mentors to create an innovative online mentorship model to support the VOF correspondents through the program. Former VOF program manager Jennifer Ruwart and Gail tirelessly matched each correspondent with a professional coach/mentor to nurture her personal vision and a professional editorial mentor to nurture her unique writing voice. The first two cycles produced transformative results for the mentors and correspondents as described in Gail's Huffington Post 2010 article “Both Halves of the Sky: How Women of

the Global North and South Make Each Other Whole”:

“In spite of these daunting obstacles, most of the correspondents found ways to keep writing articles and broadcasting their news from some of the most forgotten regions of the world, including Zimbabwe, Sri Lanka and Bolivia. Over and over they said they would rather be imprisoned than to be silenced any longer. They told their mentors their own harrowing life stories often for the first time. Listening deeply, the mentors provided a safe space where their correspondents could sustain their courage and confidence in speaking out and writing about the important issues of their country....

....As the mentors witnessed the bravery and tenacity of their correspondents, they became more fearless themselves...by taking on larger social causes, or by speaking out in ways they had never before imagined. As they encouraged their sisters to live the highest aspirations the mentors themselves took stock of their own dreams and what important priorities they might have put aside. Fathoming the high stakes of their correspondents' courage, mentors asked, what am I willing to give my life for?”

VOF correspondent and community leader from Uganda Dr. Edonna Alexandria describes the mutual reciprocity of the mentoring relationship: *Now you transfer your light back to me and the circle continues, as we learn to love, share and encourage each other.”*

Now in its third year, Gail has passed the torch to the World Pulse team and a new cycle of correspondents and mentors have begun--with many from the Mobius coaching community. Due to the overwhelming response for Vision Mentors this year, VOF has asked coaches not able to be selected to return and apply for the 2012 program.

A new feature of the program is



WORLD PULSE World Pulse, a Mobius Affiliate, is an action media network powered by women from 185 countries. We believe that when women are heard, they will transform the world. www.worldpulse.com

Mission

Our mission is to lift and unite women's voices to accelerate their impact for the world. Through our growing web-based platform, women are speaking out and connecting to create solutions from the frontlines of today's most pressing issues. With a focus on grassroots women change leaders, our programs nurture community, provide media and empowerment training, and broadcast rising voices to influential forums.

to create a triad relationship early on with the correspondent, mentor and editorial mentor to ensure the correspondent can carve out the needed time and space to write and complete assignments. Coaching modalities now mirror a cross model-cross border approach with many coaches bringing diverse domains: self-authoring empowerment methodology, gender based frameworks, trauma recovery, resiliency research, restorative justice, complexity models, “sense making across cultures” and a rich synthesis of globally minded expertise.

In the midst of multiple approaches, perennial practices are at the core of the partnership:

BECOME A WORLD PULSE VISION MENTOR

Sign up to become notified with the Vision Mentor Application cycle begins in 2012!

scott@worldpulse.com

- Be a deep witness of the correspondent as an “author” of her own voice and story. Provide consistent support for correspondent to stay safe and complete program.
- Be a “Vision-keeper” of the correspondent to reflect back her emerging vision and be a guardian of the correspondent’s sense of personal mastery in whatever the circumstances and context that may arise.
- Be a nurturer to the correspondent and her vision across cultures, generations, beliefs through deep rapport building and mutual discovery.
- Be a catalyst of accountability balancing support and challenge in a culturally appropriate manner to ensure correspondent makes space in the midst of competing commitments to complete the program.
- Encourage self-care practices to balance social activism with health

and resiliency as a role model for self, families and the community.

As the program grows, the resounding question persists, but what of real impact in the world?

Inspired Impact: Social and Private Sector

Through the support of their mentors and encouragement from World Pulse’s global online network the results have been astounding. These brave women who might never have had the opportunity for visibility or opportunity have become powerful community leaders, equal rights champions, parliamentary candidates, nonprofit founders, MBA scholarship recipients, and international social activism speakers. They have wowed audiences at TEDWomen, sat on stage with Gloria Steinem at Bioneers and testified at the State Department on the International Violence Against Women Act in December 2011. They have published hundreds of articles received journalism awards and broken global news stories circulated on CNN, Reuters and the BBC.

VOF correspondents have entered and changed the dialogue around issues as diverse as solar energy,

breast ironing, and international free speech. VOF trained correspondents have created a chain reaction of empowerment by going on to train over 1,000 women and men to speak out as leaders in their communities. With support from our Portland based team, several correspondents have started NGOs in reducing sex trafficking, HIV prevention, environmental activism, violence prevention and empowerment training centers that are reaching women, men and children. Many correspondents have secured leadership positions in civil society and government as a result of our training, and are now leading over a million people.

As Kathy LeMay, Executive Board Director of World Pulse says, “World Pulse isn’t just about women telling their stories, it is about women *changing the story.*”

Voices of Our Future Tour: The Power of Face to Face

Although the power of the mentorship relationship can be deeply felt through communication technology – it can be magnified with an opportunity to meet face to face. Each year World Pulse brings 3 representatives from their



FROM A SHY REFUGEE TO AN EMBOLDENED FUTURE LEADER

As a child, Parwana fled the gloomy skies of Kabul to Pakistan where she lived as a refugee for ten years. Her earnest voice first reached us this year through World Pulse’s campaign channeling women’s testimonies to the US State Department in support of the historic International Violence Against Women Act. When her letter was published and delivered to the US government, Parwana experienced a revelation of self-confidence.

“Now I am confident that I am the one who is going to change the Afghan women’s world. I am going to write about Afghanistan, Afghan women, men, and children, and even Afghanistan’s nature that will awaken the world to save my country and leave it in peace after decades of war.”

At 21 years old, Parwana is a powerful voice for her community and was recently selected for World Pulse’s citizen journalism and empowerment training program. Parwana is enrolled in the Asian University of Women and recently completed an intensive program at Stanford University for future leaders. Like her fellow 30 correspondents, she will be equipped with the training to become an even greater vocal champion for her nation — and to train others to speak out to influential forums as she has done already.

network to the United States on a 5 city speaking tour from New York City to Silicon Valley to inspire audiences to join the movement for women's empowerment. Throughout the course of the World Pulse LIVE tour the correspondents experience a new journey of empowerment and have felt the unbridled joy and encouragement of embracing their mentor in person.

In 2011, the tour was an epic three-week journey with 14 speaking events. Beatrice Achieng from Uganda, Martha Llano from Colombia, and Sarvina Kang from Cambodia -- three grassroots women leaders who had never traveled to the US or had spoken in public riveted audiences including Silicon Valley technology executives, philanthropists, students, activists, sustainability leaders, media executives, and senior White House officials.

Several socially conscious organizations have recognized the power of this brand of global leadership training and served as sponsors to the tour—Intel, Eileen Fisher, Calvert Investments, Dr. Hauschka Skin Care, and Pax World Investments.

After the tour, Intel executive Nancy Bhagat reflected on the power of corporate employees to fuel women's empowerment, "As you listen to their stories, it's impossible not to relate and to remain immobile to their plight and needs. Women's issues, and related non-profits, tend to receive less corporate attention, which translates into less funding and impact. If we, as employees and individuals, rose to support these efforts, I'm sure we'd see a reciprocal relationship on the corporate giving end."

At each stop, one or more of their mentors was present giving the correspondents pre-pep talks and cheering them on from the audience. When it was all over, their mentors were there with tears and embraces

reflecting on the deep stories told on stage, whether it was losing a cousin to the sex trade, experiencing her entire family wiped out by HIV/AIDS, or an attack and attempted kidnapping by armed guerrillas.

The final stop was eagerly anticipated. In Washington DC the correspondents had a once in a lifetime opportunity to speak at the US State Department for a live global web chat and then, to meet with high level White House officials and give their recommendations for how the US could help end violence against women in their communities through the International End Violence Against Women Act.

As Martha from Columbia remarked, "My voice was heard. I know my thoughts went direct into their hearts and that my recommendation of no more money for our government to buy weapons or pesticides was something Obama will hear directly".

For Sarvina of Cambodia, it was a revelation in self-confidence. "When I spoke to the audiences, I told myself,

it is not a dream but it is true that you are here to speak to the world and every day many people are waiting to listen to you"

For Beatrice quoted at the beginning of this article, it was an opportunity to claim her empowerment after the death of 7 brothers to AIDs. She shared her story of applying for a job as an HIV community worker along with 7000 applicants. "Because of my ability to write and articulate my vision for the work I would do, I was hired out of the 7,000 people. It is because of my VOF training that this job now pays for me, my family and my community to thrive."

For many of the World Pulse correspondents and their proud mentors – the journey began with one determined voice. Then, by joining forces with their mentors their confidence in the power of their own voice multiplied – and soon, inspired the world. ■

We would also like to acknowledge our other active mentor, Robin Athey, as well as our friend Sara Collins.



As an early innovator in the field of leadership development and executive coaching, Ellen has 28 years of experience coaching senior and emerging leaders from Fortune 100 corporations to non profits with a focus on socially conscious leadership through gender and inclusive practices. Ellen was a member of the Women's Leadership Board, Harvard Kennedy for five years and is currently on the faculty of the Institute for Women's leadership, Redwood City, CA (www.womensleadership.com).

She has been a commentator on: career navigation, intergenerational mentoring, neuroscience in leadership and the strategic advantage of women leaders to the Committee of 200, the Fletcher School International Business Program and NPR Marketplace. Ellen currently offers a leadership program with her colleague Peter Bubriski (www.peterbubriski.com) at the Harvard Business School to administrative managers called Leading With Excellence: Managing Self, Networks and Teams. In addition to her board role at World Pulse Media (www.worldpulse.com) and Program Advisor to the Voices of Our Future Correspondents Training, Ellen is a mentor for the Impact Center (www.the-impact-center.org) to prepare the next generation of public sector leaders.

Ellen serves as a Mobius senior expert advising Mobius leadership programs, especially its work on women's leadership offerings.

My World Pulse Experience

by Kate Rivera, Mobius Executive Coach

World Pulse is an action media network powered by women from 185 countries. Its mission is to lift and unite women's voices to accelerate their impact for the world. Each year, Voices of Our Future, the training side of World Pulse, provides rigorous training in new media and citizen journalism to thirty one carefully chosen correspondents. In 2011, these women were chosen from nearly six hundred applicants. Each correspondent is matched with a support team comprised of a Vision Mentor/ Coach and an Editorial Midwife, to help her actualize her goals as a participant in the program. www.worldpulse.org



I am coaching and mentoring a remarkable woman who lives, works and writes in one of the world's most challenging urban environments—Cidade de Deus, Rio de Janeiro's most infamous slum. Born into an illiterate family, and taught to read

by neighbors, my client discovered her writer's voice as a teenager and now contributes regularly to her fledgling community newspaper while also managing four community programs serving 1300 seniors and children. From an applicant pool of nearly 600 women from around the world, VB is one of thirty one successful applicants for the Voices of our Future 2011 Citizen Journalism Training.

The focus of her internship project is to develop communication as a tool for community transformation, beginning with interviews of two women journalists: one from her community newspaper and another from a long established paper in a similar community. The second phase of her yearlong training will be to develop and conduct a survey/interview with mothers of children who have been killed in clashes between drug dealers and police within the favelas — for the purpose of understanding more deeply the challenges these mothers face in this tragic and harsh situation, and how families and communities can work together to help change the conditions which leads to such suffering. The information gathered from these first two components and three others to follow will be used to guide the establishment of a women's center providing educational training, psychological support and guidance so that even >>

This poem is by Kate's World Pulse mentee, Valeria da Silva Barbosa. More on Valeria on the following page.



This poem was written the morning after I was told that I had a team to help with my Voices of the Future internship and my project; a Vision Mentor/Coach and an Editorial Midwife.

TODAY I WOKE UP HAPPIER

Valeria da Silva Barbosa

Today I woke up happier.

I looked at the sky dark with clouds and I thought ...
The rain will not put out the sun that rose in me.

You hear my voice?
Can you understand what I am revealing?
What is the mystery of silence surrounding time?

Silence echoed in thunder ; lightning lit a pulse in the world.
North to south the sky could hear the voice of my happiness.

Two birds gathered to accompany me. You have a name?
Yes, I am Thais, from Brazil, like you.
And I am Kate from North America

Good, I say. Now we are three.

More than three, Valeria... Yes! More than three.

There are many birds flying with me . Thirty other women,
sisters all, students now like me. And fifty eight others
who will help us all. And more even than that—an infinity
of women who feel the joy of hope. Those who come,
those who are starting to multiply and to live the knowledge
gained by all.

How do you feel Valeria?
Like a seagull flying in the sky with thousands of gulls
moving together for the good.

You hear the voices of the future?
It sounds like the singing of birds.

in these harsh conditions women can become empowered to live lives of dignity and health. I am honored to be of help to her in this project.

In my coaching practice I use the Co-Active Coaching methodology. This methodology orients me to listen deeply and to hold each client as capable, creative and whole. I am committed to this paradigm for all of my clients and am especially eager to apply these skills in this setting.

I have been coaching since 1995, when I hired and coached a staff of twenty therapists at a popular and well established therapeutic massage center in the Boston area. In 1998 I was hired as Head Coach at WellSpace Boston, which opened as the largest Complementary Health Care Center in the country. While there, I coached,

trained and supervised thirty-seven practitioners of many different healing arts from naturopathic medicine/ chiropractic, Integrative Bodywork and Yoga among many other modalities.

Since then I have coached individuals, partnerships, teams and small businesses to help people map out and implement their goals, intentions and desires for their lives and businesses.

My coaching practice is informed by my pioneering work in Integrative Bodywork, Somatic Awareness and Stress Management. This orientation helps me to support my clients in using their talents, strengths and passions to create lives of personal meaning and satisfaction.

Since my teens, I have been involved in social justice and community activism. I am a lifelong

learner, avid traveler, long time Buddhist practitioner and am working on my fifth children's book.

Other professional engagements include: coach/mentor to the Director of the New Orleans Healing Center; (www.neworleanshealingcenter.org) founder of The Katrina Coaching Project; facilitator for America Speaks participatory democracy forums; Fair Housing activist, Quaker Church project for Central American war refugees and the Haitian immigrant community; and facilitator of the Wisdom-Circle for Emergency Housing Relief for Haiti; Wisdom Circle Ministries. ■

Video documenting retreat led by coaches of the Katrina Coaching Project:
www.youtube.com/watch?v=s-o18pR5eeg

I am Valeria da Silva Barbosa.



My commitment is to be the voice that seeks solutions for women in the slums of Rio de Janeiro.

My Passions: People, music, writing poetry, social projects, composing samba.

My Areas of Expertise: Education and popular culture in communities of Rio de Janeiro.

My intention, through this program, is to be a transformative, fair and empowering voice for my people; a strong voice that seeks and finds solutions for women and families in the community of Cidade de Deus in Rio de Janeiro. We must improve the harsh conditions of life here and offer opportunities for change to families living in difficult conditions.

I believe that honest, strong, solutions-based journalism will help my community understand the rights and duties of citizenship, and bring people together to better address their needs. This is the gift that Voices of the

Future and World Pulse brings to my community and to communities throughout the world.

I am committed to using local culture as an educational tool to develop talent, increase problem solving skills and strengthen families. I plan to create neighborhood centers where older people from poor communities will teach young children and strengthen and transfer the cultural memory of the country.

I am part of the history of my nation, I am a citizen committed to the cause of my country; and in love with the people of my country. I am a black Brazilian woman, granddaughter of Portuguese and Gypsy ancestors, who appreciates and respects both the natural creation and the cultural riches of each region. I am the mother of three, a poet, educator, writer, composer, singer and social activist.

Despite some difficulties, I am a happy person, I sing in the choir of my church, I attend the University of the Streams in Rio de Janeiro, and I work every day to help create better conditions of life for my family and my neighborhood.

“If we are not aware, we are slaves of power. It is a chain that keeps our tongue, hands and feet shackled. Information is necessary for freedom. The passport to peace is communication.”

Professional Development Opportunities

Forgiveness with Dr. Paul Dunion



Most of us have been implored by religious institutions to offer forgiveness to those who have offended us. However, this bidding typically fails to address some essential questions which this workshop will explore:

- What is forgiveness?
- When is it appropriate to forgive?
- When is it appropriate to refrain from forgiving?
- Do we in any way hurt ourselves in withholding forgiveness?
- What is the impact upon our psychological and spiritual lives when we resist forgiving ourselves?
- How does the past influence my capacity to forgive in the present?

Learning to Lead Adaptively

The capacity to adapt is more important than ever before. CLA's Adaptive Leadership framework comes from 30 years of research and application by Harvard University Faculty.

Companies across the globe are currently using these tools and tactics to help solve their toughest challenges and thrive in ever changing environments. The workshop is designed for executives and managers who desire to have greater impact by developing and strengthening both their personal and organizational leadership.

Over the course of the workshop, you will apply new tools and strategies to move your organization off status quo. You will:

- Internalize a new set of ideas and tools to mobilize consequential change.
- Apply the concepts directly to a current business challenge.
- Develop a portfolio of new strategies to tackle your toughest challenges.
- Learn to diagnose the adaptations and competencies needed to capture emerging opportunities.
- Regain hope and excitement for what is possible surrounded by peers in similar circumstances.

This course will be delivered by Alexander Grashow, CEO of CLA. Alexander is co-author, with Ron Heifetz

This workshop examines the relationship between fear and the resistance to forgive as well as the generosity reflective of a forgiving spirit. It may be that the beginning place is the courage to offer forgiveness to ourselves.

Facilitator: Dr. Paul Dunion

Location: Dragon's Egg

Fee: \$80 per person if received by January 27;
\$90 per person thereafter

For directions, and more about Paul, please see <http://www.pauldunion.com/schedule.shtml>

If you have questions, please call Paul at (860) 822-8548 or e-mail him at pjdunion@snet.net.

and Marty Linsky, of *The Practice of Adaptive Leadership*. He is a leading expert in helping organizations and communities thrive in complexity and change. He consults to and works with CEOs, senior managers and top teams in Fortune 500 companies.

Facilitator: Alexander Grashow

Location/Date: New York City, February 16-17, 2012

For more information: <http://cambridge-leadership.com/index.php/services/workshops/>

Yes

*It could happen any time, tornado,
earthquake, Armageddon. It could happen.
Or sunshine, love, salvation.*

*It could you know. That's why we wake
and look out - no guarantees
in this life.*

*But some bonuses, like morning,
like right now, like noon,
like evening.*

--William Stafford

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Photography by Bill Tipper
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Power is now beginning to be thought of by some as the combined capacities of a group. We get power through effective relations. This means that some people are beginning to conceive of the leader, not as the man in the group who is able to assert his individual will and get others to follow him, but as the one who knows how to relate these different wills so that they will have a driving force. He must know how to create a group power rather than to express a personal power. He must make the team.

—Mary P. Follett
1928

For more about the offerings of Mobius Executive Leadership please go to www.mobiusleadership.com.

Back Issues of the *Mobius Strip* in Resource Section of website.

To discuss bringing Mobius leadership programs, trainings or executive coaching to your organization please write Karyn.Saganic@MobiusLeadership.com.

