

Michael Ayers's **Top** Books in a Few Categories As of March 2012

Change

(Argyris, *Overcoming Organizational Defenses*)
(Beer and Nohria, *Breaking the Code of Change*)
(Bridges, *Managing Transitions*)
(Hamel, *Leading the Revolution*)
(Kegan and Laskow Lahey, *Immunity to Change*)
(Kotter, *Leading Change*)
(Nevis, Lancourt and Vassallo, *Intentional Revolutions*)
(Schein, *The Corporate Culture Survival Guide*)

Chaos / Complexity

(Kelly, *Out of Control*)
(Wheatley, *Leadership and the New Science*)

Community

(Block, *Community: The Structure of Belonging*)
(Gozdz, *Community Building*)
(Shaw, *Trust in the Balance*)

Consulting

(Block, *Flawless Consulting*)

Creativity

(Hirshberg, *The Creative Priority*)

Design

(Norman, *The Psychology of Everyday Things*)
(Winograd, *Bringing Design to Software*)

Dialogue

(Bohm, *On Dialogue*)
(Miller and Miller, *Core Communication*)
(Wheatley, *Turning to One Another*)

Economics

(Reich, *The Work of Nations*)

Education

(DuFour and Eaker, *Professional Learning Communities at Work*)

(Fullan, *The Moral Imperative of School Leadership*)

(Gardner, *Five Minds for the Future*)

(Knight, *Unmistakable Impact*)

(Postman, *The End of Education*)

(Newmann, *Authentic Achievement*)

(Ackoff and Greenberg, *Turning Learning Right Side Up*)

Facilitation

(Schwarz, *The Skilled Facilitator*)

Follower / Member / Citizen

(Chaleff, *The Courageous Follower*)

(Seeling, *The Membership Organization*)

Knowledge / Learning

(Cleveland, *Birth of a New World*)

(Dixon, *Common Knowledge*)

(Pfeffer and Sutton, *Hard Facts, Dangerous Half-Truths, & Total Nonsense*)

(Klein, *Sources of Power*)

(McMaster, *The Intelligence Advantage*)

(Senge, *The Fifth Discipline*)

(Vaill, *Learning as a Way of Being*)

Leadership

Fiction – (Card, *Ender's Game*)

(Freedman, *Corps Business*)

(Fullan, *Leadership and Sustainability*)

(Gardner, *On Leadership*)

(Greenleaf, *Servant Leadership*)

(Handy, *The Age of Paradox*)

(Heifetz, *Leadership without Easy Answers*)

Fiction – (Hersey, *A Bell for Adano*)

(Jaworski, *Synchronicity*)

(Kouzes and Posner, *The Leadership Challenge*)

(Terry, *Authentic Leadership*)

Organization

(Botkin, *Smart Business*)

(DiBella and Nevis, *How Organizations Learn*)

(Duffy, Rogerson and Blick, *Redesigning American's Schools*)

(Hock, *The Birth of the Chaordic Age*)

(Jaques, *Requisite Organization*)
(Labovitz and Rosansky, *The Power of Alignment*)
(Morgan, *Images of Organization*)
(Pitcher, *The Drama of Leadership*)

Philosophy

Fiction – (Butler, *Parable of the Sower*)
Fiction – (Butler, *Parable of the Talents*)
(Frankl, *Man's Search for Meaning*)
(Quinn, *My Ishmael*)
(O'Brien, *Character at Work*)

Problem-Framing, -Solving

Fiction – (Goldratt, *The Goal*)
(Lakoff, *Whose Freedom?*)
(Oshry, *Seeing Systems -- Unlocking the Mysteries of Organizational Life*)
(Dörner, *The Logic of Failure*)

Power

(Hagberg, *Real Power*)
(Kleiner, *Who Really Matters?*)

Psychology

(Zander and Zander, *The Art of Possibility*)
(Csikszentmihalyi, *Flow -- The Psychology of Optimal Experience*)

Quality

(Deming, *Out of the Crisis*)
(Jensen, *Simplicity*)

Self-Knowledge

(Block, *The Answer to How is Yes*)
(Brookfield, *Becoming a Critically Reflective Teacher*)
(Moxley, *Leadership & Spirit*)
(Palmer, *The Courage to Teach*)
(Quinn, *Deep Change*)
(Schön, *The Reflective Practitioner*)
(Whyte, *The Heart Aroused*)

Scenario Planning

(De Geus, *The Living Company*)
(Kahane, *Solving Tough Problems*)
(Van der Heijden, *Scenarios -- The Art of Strategic Conversation*)
(Schwartz, *The Art of the Long View*)

Teams

(Katzenbach and Smith, *The Wisdom of Teams*)
(Scott, *Fierce Conversations*)
Fiction - (Lencioni, *The Five Dysfunctions of a Team*)

Argyris, C., *Overcoming Organizational Defenses*: "We are realizing that in order to achieve organizational excellence, learning, competence, and justice are a much more realistic foundation than are morale, satisfaction, and loyalty. The first foundation, learning, pinpoints how errors are detected and corrected. Especially errors that are complex and potentially embarrassing and threatening. Competence means solving problems in such a way that they remain solved problems and increase the organization's capacity for future problem solving. Justice is based on a set of values and rules – in this case, about organizational health – that apply equally to all employees, no matter what their organizational position. ... This book is about a way out. It is about *making the undiscussable discussable*, about not taking for granted what is taken for granted, about getting the underground above ground so that the unmanageable can become manageable."

Beer, M. and N. Nohria, *Breaking the Code of Change*: "Two dramatically different approaches to organizational change are being employed in the world today, according to our observations, research, and experience. We call these Theory E and Theory O of change. ... Theory E has as its purpose the creation of economic value, often expressed as shareholder value. Its focus is on formal structure and systems. It is driven from the top with extensive help from consultants and financial incentives. Change is planned and programmatic. Theory O has as its purpose the development of the organization's human capability to implement strategy and to learn from action taken about the effectiveness of changes made. Its focus is on the development of a high-commitment culture. Its means consist of high involvement, and consultants and incentives are relied on far less to drive change. Change is emergent, less planned and programmatic. ... The objective, we argue, should be to integrate these theories and their strategies in a way that resolves the tension between them."

Bridges, W., *Managing Transitions*: "It isn't the changes that do you in, it's the transitions. Change is not the same as transition. Change is situational: the new site, the new boss, the new team roles, the new policy. Transition is the psychological process people go through to come to terms with the new situation. Change is external, transition is internal."

Hamel, G., *Leading the Revolution*: "**This is a book about innovation** – not in the usual sense of new products and new technologies, but in the sense of radical new business models. It begins by laying out the revolutionary imperative: we've reached the end of incrementalism, and only those companies that are capable of creating industry revolutions will prosper in the new economy. It then provides a detailed blueprint of what you can do to get the revolution started in your own company. Finally, it describes in detail an agenda for making innovation as ubiquitous a capability as quality or customer service. Indeed, my central argument is that radical innovation is the competitive advantage for the new millennium."

Kegan, R. and L. Lahey, *Immunity to Change*: 'A way of knowing becomes more complex when it is able to look at what before it could only look through. In other words, our way of knowing becomes more complex when we create a bigger system that incorporates and expands on our previous system.'

Kotter, J. P., *Leading Change*: "Q: So why would an intelligent person rely too much on simple, linear, analytical processes?"

A: Because he or she has been taught to manage but not to lead.

Management is a set of processes that can keep a complicated system of people and technology running smoothly. The most important aspects of management include planning, budgeting, organizing, staffing, controlling, and problem solving. Leadership is a set of processes that creates organizations in the first place or adapts them to significantly changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles."

Nevis, E. C., J. Lancourt and H. G. Vassallo, *Intentional Revolutions*: "We have identified seven such methods [of influence] – persuasive communication, participation, expectancy, role modeling, structural rearrangement, extrinsic rewards, and coercion – each of which is based on a different but complementary theory of human motivation that has been tested over many years. Each method addresses a different aspect of individual, group, or organizational-level behavior. Each assumes a different view of human existence and thus addresses different conceptions of

reality. ... We argue that the success or failure of transformation change can be determined by how well these methods are applied in an integrated , systematic way."

Schein, E., *The Corporate Culture Survival Guide:* "... you begin to realize that there is no right or wrong culture, no better or worse culture, except in relation to what the organization is trying to do and what the environment in which it is operating allows. General arguments of the sort you read in popular literature – about becoming more team-based, or creating a learning organization, or empowering employees – are all invalid unless they show how the basic assumptions on which these ‘new values’ are based are adaptive to the environment in which the organizations have to function."

Kelly, K., *Out of Control:* "The only organization capable of unprejudiced growth, or unguided learning, is a network. All other topologies limit what can happen.

A network swarm is all edges and therefore open ended any way you come at it. Indeed, the network is the least structured organization that can be said to have any structure at all. It is capable of infinite rearrangements and growing in any direction without altering the basic shape of the thing, which is really no outward shape at all. . . .

No other arrangement – chain, pyramid, tree, circle, hub – can contain true diversity working as a whole. This is why the network is nearly synonymous with democracy of the market."

Wheatley, M. J., *Leadership and the New Science:* "In the machine model, one must understand the parts. Things can be taken apart, dissected literally or representationally (as we have done with business functions and academic disciplines), and then put back together without any significant loss. The assumption is that by comprehending the workings of each piece, the whole can be understood. The Newtonian model of the world is characterized by materialism and reductionism -- a focus on things rather than relationships and a search, in physics, for the basic building blocks of matter.

** In new science . . . [we give] primary value to the relationships that exist among seemingly discrete parts. . . . an ancient Sufi teaching that captures this shift in focus: "You think that because you understand *one*, you must understand *two*, because one and one makes two. But you must also understand *and*."

Block, P., *Community: The Structure of Belonging:* "... principles of a strategy for community transformation:

- The essential work is to build social fabric, both for its own sake and to enable chosen accountability among citizens. ...
- Strong associational life is essential and central ...
- Citizens who use their power to convene other citizens are what create an alternative future. ...
- The small group is the unit of transformation. ...
- All transformation is linguistic, which means that we can think of community as essentially a conversation."

Goetz, K., *Community Building:* "By invoking the metaphor of community, we imply that we in business are bound by a fellowship of endeavor in which we commit to mutual goals, in which we contribute to the best of our abilities, in which each contribution is recognized and credited, in which there is a forum for all voices to be heard, in which our success contributes to the success of the common enterprise and to the success of others, in which we can disagree and hold differing viewpoints without withdrawing from the community, in which we are free to express what we feel as well as what we think, in which our value to society is directly related to the quality of our commitment and effort, and in which we take care of one another."

Shaw, R. B., *Trust in the Balance:* " In the new competitive economy, distrust has become much more than a human resource issue. Organizations with high levels of distrust are actually at a competitive disadvantage. In contrast, organizations that build on a foundation of trust are best positioned to achieve predictable business outcomes under rapidly changing and stressful conditions. Trust, from this perspective, is one of the most important factors in achieving “hard” business results."

Block, P., *Flawless Consulting:* "One ground rule is to give two good faith responses to every question you are asked. If you are asked about methodology and your summary, or how you designed the questionnaire, answer each question twice. The third time the same question is asked, interpret it as a form of resistance and do not respond to the content of the question. Instead, realize that clients who ask the same question over and over are in effect expressing their caution about committing to the process and owning up to their own problems. The third time the

same question is asked, the only rational response is to make the statement that perhaps what the client is feeling is some reluctance to commit to the problem or the process."

Hirshberg, J., *The Creative Priority*: "Business begins with an idea. And as never before, its growth, stability, and ultimate success depend upon innovation and a continuing flow of imaginative thought. Throughout this book I will maintain that the most urgent business of business is ideas.

Yet, in many ways, business has never been less well suited to accommodating, let alone stimulating, original thought. Current organizational models revolving around productivity and efficiency at any cost produce a corporate culture hardly conducive to thinking – much less innovative thinking. ...

Making room within an organization for creativity is one thing. Designing an organization around creativity itself is quite another. This is not simply to advocate an increase of the role of creativity in business. It is to advocate creativity as the principal role of business."

Norman, D., *The Psychology of Everyday Things*: "Architects and designers seem to prefer designs that are visually elegant and win prizes. This often means that a door and its hardware are designed to merge with the interior: the door may barely be visible, the hardware merges with the door, and the operation is completely obscure. From my experience, the worst offenders are cabinet doors. It is sometimes not even possible to determine where the doors are, let alone whether and from where they are slid, lifted, pushed, or pulled. The focus on aesthetics may blind the designer (and the purchaser) to the lack of usability."

Winograd, T., *Bringing Design to Software*: "To design software that really works, we need to move from a constructor's-eye view to a designer's-eye view, taking the system, the users, and the context all together as a starting point. When a designer says that something works (for example, a layout for a book cover or a design for a housing complex), the term reflects a broader meaning. Good design produces an object that works for people in a context of values and needs, to produce quality results and a satisfying experience."

Bohm, D., *On Dialogue*: "The picture or image that this derivation [of dialogue] suggests is of a stream of meaning flowing among and through us and between us. This will make possible a flow of meaning in the whole group, out of which will emerge some new understanding. It's something new, which may not have been in the starting point at all. It's something creative. And this shared meaning is the 'glue' or 'cement' that holds people and societies together."

Miller, S. and P. Miller, *Core Communication*: No extract.

Wheatley, M., *Turning to One Another*: "To advocate human conversation as the means to restore hope to the future is as simple as I can get. But I've seen that there is no more powerful way to initiate significant change than to convene a conversation. When a community of people discovers that they share a concern, change begins. There is no power equal to a community discovering what it cares about. ... Somewhere in the description of how it all began is the phrase: 'Some friends and I started talking ...'"

Reich, R. B., *The Work of Nations*: "So who is 'us'? The answer lies in the only aspect of national economy that is relatively immobile internationally: the American work force, the American people. The real economic challenge facing the United States in the years ahead -- the same as that facing every other nation --- is to increase the potential value of what its citizens can add to the global economy, by enhancing their skills and capacities and by improving their means of linking those skills and capacities to the world market. ...

The underlying question concerns the future of American society as distinct from the American economy, and the fate of the majority of Americans who are losing out in global competition. The answer will depend on whether there is still enough concern about American society to elicit sacrifices from all of us -- especially from the most advantaged and successful of us -- to help the majority regain the ground it has lost and fully participate in the new global economy. The same question of responsibility confronts every other nation whose economic borders are vanishing."

DuFour, R. and R. Eaker, *Professional Learning Communities at Work*: "Nevertheless, one characteristic of a learning organization is a willingness to learn from its external environment, and it is this willingness that most educators have not demonstrated. ... Educators have been too quick to dismiss as irrelevant the experience and insights gained by those outside of education. ... We believe that school practitioners can and should learn from the

organizations outside of education that have struggled with some of the same issues that public schools face today. The best of these organizations have struggled to find answers to the following questions:

- How can we clarify and communicate the purpose, vision, and values of our organization?
- How can we initiate, implement, and sustain a change process?
- How can we provide strong leadership at the same time that we empower those closest to the action?
- How can we shape organizational culture and provide structures that support the culture we seek?
- How can we create collaborative processes that result in both individual and organizational learning?
- How can we foster an environment that is results-oriented yet encourages experimentation?"

Fullan, M., *The Moral Imperative of School Leadership*: "Let's be explicit. The only goal worth talking about is transforming the current school system so that large-scale, sustainable, continuous reform becomes built in. Moral purpose of the highest order is having a system where all students learn, the gap between high and low performance becomes greatly reduced, and what people learn enables them to be successful citizens and workers in a morally based knowledge society. The role strategically placed to best accomplish this in the principalship – not the current one but the one envisaged in this book."

Gardner, H., *Five Minds for the Future*: "Those at the workplace are charged with selecting individuals who appear to possess the right kinds of knowledge, skills, minds – in my terms, they should be searching for individuals who possess disciplined, synthesizing, creating, respectful, and ethical minds. But, equally, managers and leaders, directors and deans and presidents, must continue perennially to develop all five kinds of minds in themselves and – equally – in those for whom they bear responsibility."

Knight, J., *Unmistakable Impact*: "A teacher should only be asked to attend a workshop, participate in a professional learning community, partner with a coach, or be observed by a principal, if those events will have an unmistakable impact on teaching and student learning."

Postman, N., *The End of Education*: "...the idea of public education depends absolutely on the existence of shared narratives and the exclusion of narratives that lead to alienation and divisiveness. What makes public schools public is not so much that the schools have common goals but that the students have common gods. The reason for this is that public education does not serve a public. It creates a public. ...And, in fact, there is no other way to understand it. The question is not, Does or doesn't public schooling create a public? The question is, What kind of public does it create?"

Newmann, F. M., *Authentic Achievement*: "... the point of education is to improve the quality of the meanings that students construct or to help them to 'use their minds well.' Without standards for the intellectual quality of learning that defined the difference between authentic uses of the mind versus insignificant cognitive work, instructional reform focused primarily on new techniques for active learning led down an illusory path. Student participation seemed to become an end in itself, regardless of the intellectual quality of students' work. ... Legitimacy of content and accuracy are both important, but we think a third criterion for intellectual quality should be added: authenticity. Authenticity is the extent to which a lesson, assessment task, or sample of student performance represents construction of knowledge through the use of disciplined inquiry that has some value or meaning beyond success in school."

Ackoff, R. and D. Greenberg, *Turning Learning Right Side Up*: "... what I believe should be the primary objective of education: to enable students to develop and be able to contribute to the development of the society of which they are part. ... Development is a matter of learning, increasing one's competence. Therefore, because one *cannot* learn for another, the only kind of development that is possible is self-development. Others, like the educational system, can and should encourage and facilitate the self-development of students."

Schwarz, R., *The Skilled Facilitator*: "The approach in this book **integrates theory and practice**. Throughout, I answer two questions: "What do I say and do in this situation?" and "What are the underlying principles that explain why I say and do this?" By answering the first question, you learn the specific techniques and methods, which is a necessary process. But by answering the second question, you understand why the tools, techniques, and methods work; you can then teach them to others."

Chaleff, I., *The Courageous Follower*: "As a follower, I am working to sustain the courage it requires to be honest in my relationships with leaders so I can tell them what they need to hear if they are to use their gifts effectively despite their inevitable human flaws. I now see that at those times when I have failed to provide a leader with needed perspective and balance, it was not for lack of perception but for lack of courage and skill. It was I who needed to change and grow as much as the leader."

Seiling, J. G., *The Membership Organization*: "The language of membership intentionally indicates that the employees have made a conscious choice to become members of this particular organizational community – no one forced them to seek employment In the Membership Organization, the dependency that was sustained by the hierarchical environment of the past is replaced with member awareness that high performance is important not only to personal success but also to the overall success of the workplace community."

Cleveland, H., *Birth of a New World*: "As information – abundant, shareable, instantly accessible – now becomes the world's dominant resource, what does that mean for the prospects of fairness? Surely it means that people who get educated to convert information into knowledge and wisdom, who hone their intuitive powers, who learn how to achieve access to information and (even more important) what to select from the information overload that threatens us all, will likely be better off and more fairly treated than those who don't."

Dixon, N., *Common Knowledge*: "It takes a certain amount of intention to create knowledge of an experience. This involves a willingness to reflect back on actions and their outcomes before moving forward. In an organization with a bias for action, the time for reflection may be hard to come by. And when it is a team rather than an individual that has produced the outcomes, the task of translating experience into knowledge is compounded, because all the team members have to come to some understanding of what happened and why. Many organizations allot no time to debriefing a project team or reviewing a just completed event."

Pfeffer, J. and R. Sutton, *Hard Facts, Dangerous Half-Truths, & Total Nonsense*: "Business decisions, as many of our colleagues in business and your own experience can attest, are frequently based on hope or fear, what others seem to be doing, what senior leaders have done and believe has worked in the past, and their dearly held ideologies – in short, on lots of things other than the facts. Although evidence-based practice may be coming to the field of medicine and, with more difficulty and delay, the world of education, it has had little impact on management or on how most companies operate."

Klein, G., *Sources of Power*: "We have found that people draw on a large set of abilities that are sources of power. The conventional sources of power include deductive logical thinking, analysis of probabilities, and statistical methods. Yet the sources of power that are needed in natural settings are usually not analytical at all – the power of intuition, mental simulations, metaphor, and storytelling."

McMaster, M. D., *The Intelligence Advantage*: "The basis of this book is a combination of complexity, as it is being developed at the Santa Fe Institute, and interpretive philosophical approaches to dialogue, inquiry, and the nature of human existence. This combination provides a way of speaking about and viewing organization that is acceptable to business and compatible with the way that we actually experience organizations. Blending complexity and interpretive philosophical thought provides useful metaphors and analogies, as well as practical design principles and effective management and work practices."

Senge, P., *The Fifth Discipline*: "...today, the primary threats to our survival, both of our organizations and of our societies, come not from sudden events but from slow, gradual processes; the arms race, environment decay, the erosion of a society's public education system, increasingly obsolete physical capital, and decline in design or product quality (at least relative to competitors' quality) are all slow, gradual processes.

Generative learning cannot be sustained in an organization if people's thinking is dominated by short-term events. If we focus on events, the best we can ever do is predict an event before it happens so that we can react optimally. But we cannot learn to create."

Vaill, P. B., *Learning as a Way of Being*: "In the face of the bull market for management education, questions that asked what managerial leadership is really about and what the learning process for it ought to be were, ironically, seen as too academic. Those of us asking the questions usually gained verbal assent to our concerns from other faculty, but no one shifted his or her behavior very much. ...

In the succeeding months, I crystallized the problem faced by these leaders as one of continual learning under constantly changing conditions. I had discovered what many others had discovered already – that continual learning is a requirement of the modern environment. "

Card, O. S., *Ender's Game*: An organization can quite effectively help someone develop what it thinks are / will be essential skills in an environment which seems not to be about those skills at all. And this may have unintended consequences.

Freedman, D. H., *Corps Business*: "The Corps has recognized that the qualities of individual character revealed in the crucible of entry-level training must be polished, strengthened, and sustained. A challenging yet supportive environment, conducive to the expression of initiative, tolerant of mistakes, and unsullied by any vestige of a 'zero-defects' mentality, is essential for that purpose. ... Marines are ultimately judged by the quality of their leadership and by the quality of the leadership reflected in their subordinates."

Fullan, M., *Leadership and Sustainability*: "The lesson from our districts is that some reorganization of roles is necessary so that there is a laser-like focus on teaching and learning, building professional learning communities and partnerships, and especially, so that the normal 'distractors' – managerial issues, crises, and so on – are handled in a way that do not take school and system leaders constantly away from the focus on students and learning."

Gardner, J. W., *On Leadership*: "There is no possibility that centralized authority can call all the shots in [large, intricately organized] systems, whether the system is a corporation or a nation. Individuals in all segments and at all levels must be prepared to exercise leaderlike initiative and responsibility, using their local knowledge to solve problems at their level. Vitality at middle and lower levels of leadership can produce greater vitality in the higher levels of leadership."

Greenleaf, R. K., *Servant Leadership*: "When the business manager who is fully committed to this ethic is asked, 'What are you in business for?' the answer may be: 'I am in the business of growing people – people who are stronger, healthier, more autonomous, more self-reliant, more competent. Incidentally, we also make and sell at a profit things that people want to buy so we can pay for all this. We play that game hard and well and we are successful by the usual standards, but that is really incidental.'"

Handy, C., *The Age of Paradox*: "Intelligence has become the new form of property. Focused intelligence, the ability to acquire and apply knowledge and know-how, is the new source of wealth. . . . Unfortunately intelligence does not behave like any other form of property, and therein lies the paradox. . . .

Intelligence tends to go where intelligence is. Well-educated people give their children a good education, which gives them access to power and wealth. The most likely outcome of the new form of property, therefore, is an increasingly divided society, unless we can transform the whole of society into a permanent learning culture where everyone pursues a higher intelligence quotient as avidly as they now look for a home of their own. A property-owning democracy on this basis is an exciting thought."

"...capitalism depends on the fundamental principle of inequality, some may do better than others, but [capitalism] will only be acceptable in the long term in a democracy if most people have an equal chance to aspire to that inequality."

Heifetz, R. A., *Leadership without Easy Answers*: "This study examines the usefulness of viewing leadership in terms of adaptive work. Adaptive work consists of the learning required to address conflicts in the values people hold, or to diminish the gap between the values people stand for and the reality they face. Adaptive work requires a change in values, beliefs, or behavior. The exposure and orchestration of conflict – internal contradictions – within individuals and constituencies provide the leverage for mobilizing people to learn new ways."

Hersey, J., *A Bell for Adano*: No extract.

Jaworski, J., *Synchronicity*: "Because of our obsessions with how leaders behave and with the interactions of leaders and followers, we forget that in its essence, leadership is about learning how to shape the future. Leadership exists when people are no longer victims of circumstances but participate in creating new circumstances."

Kouzes, J. M. and B. Z. Posner, *The Leadership Challenge*: No extract.

Terry, R. W., *Authentic Leadership*: "One of the reasons leadership theory often fails to work consistently or to be inclusive is that it starts from the wrong premise. My premise is that leadership is a subset of action. This theoretical shift carries enormous consequences for consideration of courage, vision, ethics, and spirituality as they relate to leadership. In addition to a starting point, a comprehensive view of leadership must propose a central organizing principle. What idea or notion can unite theory and practice, the one and the many, and the true and the real? What principle can appreciate the richness and diversity of other leadership theories, be both forever open and self-correcting, and be grounded in action? I propose that his principle is authenticity. It is the union of authenticity and action that forms the basis of my definition of leadership."

Botkin, J., *Smart Business*: "What will it take for companies with a legacy of prior success but reluctant to change to arouse the passion of people rather than their cynicism?"

The premise of this book is that they must build "knowledge communities," groups of people with a shared passion to create, use, and share new knowledge for tangible business purposes. When they do, they will experience a transformation that powers their knowledge business and inspires new models of networked management."

DiBella, A. J. and E. C. Nevis, *How Organizations Learn*: "What, how, and how well an organization learns has everything to do with its ability to compete. Given how critical continual improvement is in today's marketplace, it is nearly impossible to avoid the declarations that companies need to learn faster and faster just to stay in the same place. However, learning does not just happen; it is more often the result of deliberate effort that takes time and resources."

Duffy, F. M., L. G. Rogerson and C. B. Blick, *Redesigning American's Schools*: "Some readers will look at Knowledge Work Supervision (KWS) and ask: "Where are the kids in this? Where is the focus on learning?" Improved learning is at the heart of KWS, but we propose to improve student learning by developing a school system's capacity for systemic improvement. We also propose to improve teacher learning and system learning. We believe that focusing on student learning alone is a piecemeal approach to school improvement."

Hock, D., *The Birth of the Chaordic Age*: "[This book] is written with deep conviction that it is far too late and things are far too bad for pessimism. In times such as these, it is no failure to fall short of realizing all that we might dream – the failure is to fall short of dreaming all that we might realize.

We must try."

Jaques, E., *Requisite Organization*: "There exists a widespread assumption in management circles that effective managerial organization development can be achieved in one of two possible ways. The first way is to improve given processes, as in reengineering or work-out programs, or in broad-band grading processes. The second way is to improve each and every manager individually, as for example by: finding the so-called core competencies in a company and teaching these competencies to everyone; or by developing 'learning organizations' by helping individual managers to learn how to learn; or by teaching managers how to handle and react to authority; or by teaching employees how to work together in 'self-managed team;' or by exhorting everyone to be more trusting.

Both these approaches have led to a restless flow of wasteful and futile fads and panaceas. This failure comes about not because of human sloth, greed, or stupidity, but because the organizations and the managerial procedures in which the various cures are tried, are so badly designed. Overcoming this problem requires not slogans and gimmicks but the development of a thorough-going understanding of the nature of the organizations we use to get our work done."

Labovitz, G. and V. Rosansky, *The Power of Alignment*: "Alignment can be thought of as both a noun and a verb – a state of being and set of actions. Alignment as a noun refers to the integration of key systems and processes and responses to changes in the external environment. But no organization can stay in a state of alignment for long, since almost every business lives in an environment of constant change. We think the real power of alignment comes when we view it as a set of actions – as a verb. The actions represent the new management competence"

Morgan, G., *Images of Organization*: "Metaphor is inherently paradoxical. It can create powerful insights that also become distortions, as the way of seeing created through a metaphor becomes a way of not seeing. Yet when we recognize this we can begin to mobilize the true power of metaphor and its role in management. In recognizing theory as metaphor, we quickly appreciate that no single theory will ever give us a perfect or all-purpose

point of view. We realize that the challenge is to become skilled in the art of using metaphor: to find fresh ways of seeing, understanding, and shaping the situations that we want to organize and manage."

Pitcher, P., *The Drama of Leadership*: "In the beginning I was caught in the established stereotypes: There are 'leaders' (the good guys) and there are 'managers' (the bad guys).

However, when you take a trip, you see things along the way. The study of art, and the search for artists in management, helped me to see the real Artists all right, but it also gave me an intellectual lens through which I saw their fellow travelers, the Craftsmen. That discovery would prove critical, as you will see later. In addition, the lens helped me to see the real paint-by-numbers managers, the enemies of both art and craft – the Technocrats, those for whom 'the technical side of an issue takes precedence over the social and human consequences.' I use that word enemies deliberately."

Butler, O. E., *Parable of the Sower*: When society around you crumbles, ally yourself with like-minded people and insulate yourself from the surrounding destructive forces. Hope that your example will induce others to follow and establish similar enclaves of tranquility.

Butler, O. E., *Parable of the Talents*: When society discovers and destroys your enclave, then you need a new plan - change people one at a time.

Frankl, V., *Man's Search for Meaning*: "Man can preserve a vestige of spiritual freedom, of independence of mind, even in such terrible conditions of psychic and physical stress. ... the men who walked through the huts comforting others ... offer sufficient proof that everything can be taken from a man but one thing: the last of the human freedoms – to choose one's attitude in any given set of circumstances, to choose one's own way. ... It is this spiritual freedom – which cannot be taken away – that makes life meaningful and purposeful."

Quinn, D., *My Ishmael*: "...people seldom look very hard for things they don't want to find. ... Thinkers aren't limited by what they know, because they can always increase what they know. Rather they're limited by what puzzles them, because there's no way to become curious about something that doesn't puzzle you. If a thing falls outside the range of people's curiosity, then they simply cannot make inquiries about it. It constitutes a blind spot – a spot of blindness that you can't even know is there until someone draws you attention to it."

O'Brien, W., *Character at Work*: "We should not confuse the natural order of levels in an organization with any notions of inferiority or superiority of the individuals who occupy positions at the various levels. Individuals should serve at the level for which their unique talents – at a particular time in their careers – are best suited, or where current circumstances happen to place them. ... There are two fundamental assumptions that are key to managing levels in an organization. First, that in general, the participants in our mission are competent. And second, that they generally agree on the purpose and the vision of the company and share a conviction about the rightness of the company's values."

Goldratt, E., *The Goal*: "The secret of being a good scientist, I believe, lies not in our brain power. We have enough. We simply need to look at reality and think logically and precisely about what we see. The key ingredient is to have the courage to face inconsistencies between what we see and deduce and the way things are done. This challenging of basic assumptions is essential to breakthroughs."

"What was the nature of the answers, the solutions, that Jonah caused us to develop? They all had one thing in common. They all made common sense, and at the same time, they flew directly in the face of everything I'd ever learned. Would we have had the courage to try to implement them if it weren't for the fact that we'd had to sweat to construct them? Most probably not. If it weren't for the conviction that we gained in the struggle -- for the ownership that we developed in the process -- I don't think we'd actually have had the guts to put our solutions into practice. ...

Then it dawns on me. Here's the answer. This is the technique that I should ask Jonah to teach me: how to persuade other people, how to peel away the layers of common practice [which mask common sense]."

Lakoff, G., *Whose Freedom?*: "As will become clear, freedom, like any other social and political concept, is composed of frames and metaphors. It is also what is called an 'essentially contested concept.' There will always be radical disagreement about it. It has an uncontested core that we all agree on. But it is a vague freedom; all the

important blanks remain to be filled in. When the blanks are filled in by progressives and conservatives, what results are two radically different ideas expressed by the same word, 'freedom.'"

Oshry, B., *Seeing Systems -- Unlocking the Mysteries of Organizational Life*: "We do not know what others are experiencing, what their worlds are like, what issues they are dealing with, what dilemmas they are facing, what stresses they are undergoing. . . . We have our beliefs, myths, and prejudices, which we accept as the truth and which become the bases of our actions. This blindness to other parts of the system – which we call spatial blindness – is a source of considerable misunderstanding and conflict.

Temporal blindness refers to the fact that all current events in system life have a history; there is a coherent tale that has led to this particular point in time."

Dörner, D., *The Logic of Failure*: "We face an array of closely—though often subtly—linked problems. The modern world is made up of innumerable interrelated subsystems, and we need to think in terms of these interrelations."

"To the ignorant, the world looks simple. If we pretty much dispense with gathering information, it is easy for us to form a clear picture of reality and come to clear decisions based on that picture."

Hagberg, J., *Real Power*: "The model of power and leadership I propose here describes six stages of personal power which we accumulate as we develop. They are: 1. Powerlessness; 2. Power by association; 3. Power by symbols; 4. Power by reflection; 5. Power by purpose; and 6. Power by gestalt.

People with position power are predominantly at stage three, power by symbols. This is the most externally oriented of the stages, the stage where most of our power comes from outside ourselves, from making things happen, and from external recognition."

"To contend with [societal] changes, companies are trying things like integrated work teams, total quality, diversity, innovation, and personal empowerment. They are spending more time and money on developing their people, and they are encouraging involvement, workplace freedom, and trusting environments.

These innovations, although thoughtful, will not work if we continue to operate with a predominantly stage three mentality behind them. They require people who are more internally developed and do not revert to authoritarian styles when things get tough."

Kleiner, A., *Who Really Matters?*: "If you have ever worked in an organization, then you know that every critical decision is made amidst a maelstrom of conflicting priorities, constraints, competitors, and constituents. . . . The Core Group gives people a way to manage the complexity of decisions. . . .

When faced with a complex decision, you might ask yourself, How comfortable would *so-and-so* be with this decision? . . .

Now imagine that, for any organization, you could make a list of *all* the *so-and-so*'s in *everyone*'s mind in aggregate Those are the members of the Core Group."

Zander, B. and R. S. Zander, *The Art of Possibility*: "Like a piece of music, this book has a long song line, a theme upon which each chapter is a variation. The long line portrays a world where the conflict between the individual and the collective that is intrinsic to our everyday reality resolves. In this vision, an individual's unique expression plays an integral and constructive part in setting a direction for the group – in fact, for all of humankind. The long line is the possibility of seeing deeply into what is best for all of us, seeing the next step. Each chapter of the book offers a separate practice for realizing that vision. Each practice provides an opportunity for personal evolution that promises to enhance not only the reader's life but also the organizations and relationships in which he or she participates. . . .

So the practices presented in this book are not about making incremental changes that lead to new ways of doing things based on old beliefs, and they are not about self-improvement. They are geared instead toward causing a total shift of posture, perceptions, beliefs, and thought processes. They are about transforming your entire world."

Csikszentmihalyi, M., *Flow -- The Psychology of Optimal Experience*: "The family context promoting optimal experience could be described as having five characteristics. The first one is *clarity*: the teenagers feel that they know what their parents expect from them -- goals and feedback in the family interaction are unambiguous. The second is *centering*, of the children's perception that their parents are interested in what they are doing in the present, in their concrete feeling and experience, rather than being preoccupied with whether they will be getting into a good college or obtaining a well-paying job. Next is the issue of *choice*: children feel that they have a variety

of possibilities from which to choose, including that of breaking parental rules -- as long as they are prepared to face the consequence. The fourth differentiating characteristic is *commitment*, or the trust that allows the child to feel comfortable enough to set aside the shield of his defenses and become unselfconsciously involved in whatever he is interested in. And finally there is *challenge*, or the parent's dedication to provide increasingly complex opportunities for action to their children. ...

Children who know what they can and cannot do, who do not have to constantly argue about rules and controls, who are not worried about their parents' expectations for future success always hanging over their heads, are released from many of the attentional demands that more chaotic households generate. They are free to develop interests in activities that will expand their selves."

Deming, W. E., *Out of the Crisis*: "The causes usually cited for failure of a company are costs of start-up, overrun on costs, depreciation of excess inventory, competition -- anything but the actual cause, pure and simple bad management.

What must management do? Management obviously have a new job. Where can management learn about the transformation that is necessary? The fact is that management can not learn by experience alone what they must do to improve the quality and productivity and the competitive position of the company. Everyone doing his best in not the answer. . . .

Long term commitment to new learning and new philosophy is required of any management that seeks transformation. The timid and the fainthearted, and people that expect quick results, are doomed to disappointment."

Jensen, B., *Simplicity*: "First: Start with the assumption that most people want to do the right thing and make a difference. Second: Recognize that we're living in a world of infinite choices, and that most people are truly struggling to figure out what will make the most difference. (Remember that even if you've created shared mindset, the human need to make one's own choices will play out every time.) Conclusion: Create order through clarity. Invest in how people really make choices."

Block, P., *The Answer to How is Yes*: "The right questions are about values, purpose, aesthetics, human connection, and deeper philosophical inquiry. To experience the fullness of working and living, we need to be willing to address questions that we know have no answer. When we ask How? We limit ourselves to questions for which there is likely to be an answer, and this has major implications for all that we care about."

Brookfield, S. D., *Becoming a Critically Reflective Teacher*: ". . . the most distinctive feature of the reflective process is its focus on *hunting assumptions*.

I find it useful to distinguish between three broad categories of assumptions-paradigmatic, prescriptive, and causal. *Paradigmatic assumptions* are the hardest of the three kinds to uncover. They are the basic structuring axioms we use to order the world into fundamental categories. (p 2)

Prescriptive assumptions are assumptions about what we think ought to be happening in a particular situation. *Causal assumptions* help us understand how different parts of the world work and the conditions under which processes can be changed."

Moxley, R., *Leadership & Spirit*: "There is an understanding and practice of leadership that elevates spirit, honors the whole self, and encourages us to use all of our energies in the activities of leadership. There is an understanding and practice of leadership that taps into the best that is within us, that gives each of us an opportunity to be involved and engaged. There is an understanding and practice of leadership that helps us discover meaning in our work, that helps us live out our vision and make our mission manifest. It is an understanding that makes use of our spiritual energy, and it is understood as a spiritual experience. It leads to inspired performance."

Palmer, P., *The Courage to Teach*: "If students and subjects accounted for all the complexities of teaching, our standard ways of coping would do -- keep up with our fields as best we can and learn enough techniques to stay ahead of the student psyche. But there is another reason for these complexities: we teach who we are. Teaching, like any truly human activity, emerges from one's inwardness, for better or worse."

Quinn, R. E., *Deep Change*: "Deep change differs from incremental change in that it requires new ways of thinking and behaving. It is change that is major in scope, discontinuous with the past and generally irreversible. The deep

change effort distorts existing patterns of action and involves taking risks. Deep change means surrendering control."

Schön, D. A., *The Reflective Practitioner*: "The student cannot be taught what he needs to know, but he can be coached: 'He has to see on his own behalf and in his own way the relations between means and methods employed and results achieved. Nobody else can see for him, and he can't see just by being 'told,' although the right kind of telling may guide his seeing and thus help him see what he needs to see.'"

Whyte, D., *The Heart Aroused*: "This split between our work life and that part of our soul life forced underground seems to be at the root of much of our current unhappiness. This book attempts to look at the stress this split causes in the human psyche and the way the soul attempts to heal and preserve its life amid the pressures of schedule and ambition. ...

Despite everything our inheritance may tell us, work is not and never has been the very center of the human universe; and the universe with marvelous compassion, seems willing to take endless pains to remind us of that fact."

De Geus, A., *The Living Company*: "There is accumulating evidence that corporations fail because the prevailing thinking and language of management are too narrowly based on the prevailing thinking and language of economics. To put it another way: Companies die because their managers focus on the economic activity of producing goods and services, and they forget that their organizations' true nature is that of a community of humans. The legal establishment, business educators, and the financial community all join them in this mistake."

Kahane, A., *Solving Tough Problems*: "Problems are tough because they are complex in three ways. They are *dynamically* complex, which means that cause and effect are far apart in space and time, and so are hard to grasp from firsthand experience. They are *generatively* complex, which means that they are unfolding in unfamiliar and unpredictable ways. And they are *socially* complex, which means that the people involved see things very differently, and so the problems become polarized and stuck."

Van der Heijden, K., *Scenarios -- The Art of Strategic Conversation*: "The less things are predictable the more attention you have to pay to the strategy process. Uncertainty has the effect of moving the key to success from 'the optimal strategy' to the 'most skillful strategy process'."

The strategy process, or strategic conversation, has a formal part, designed by the managers, and an informal part, which consists of the casual conversation about the future and which emerges spontaneously in any organization. The latter is extremely important because it determines where people's attention is focused."

Schwartz, P., *The Art of the Long View*: "Scenarios are *not* predictions. It is simply not possible to predict the future with certainty. An old Arab proverb says that, 'he who predicts the future lies even if he tells the truth.'" Rather scenarios are vehicles for helping people learn. Unlike traditional business forecasting or market research, they present alternative images; they do not merely extrapolate the trends of the present. . . .

Scenarios allow a manager to say, "I am prepared for whatever happens." *It is this ability to act with a knowledgeable sense of risk and reward that separates both the business executive and the wise individual from a bureaucrat or a gambler.*"

Katzenbach, J. R. and D. K. Smith, *The Wisdom of Teams*: "Uncommonsense findings . . .

1. **Companies with strong performance standards seem to spawn more 'real teams'** than companies that promote teams per se. Team do not become teams just because we call them teams or send them to team-building workshops. . . .
2. **High-performance teams are extremely rare.** Despite the attention teams have been receiving, the true high-performance team -- that is, one that out-performs all other teams, and out-performs expectations given its composition -- is very rare. . . .
3. **Hierarchy and teams go together** almost as well as teams and performance. Teams integrate and enhance formal structures and processes. . . .
4. **Team naturally integrate performance and learning.** We have yet to meet anyone who disagrees with the aspiration implied in the 'learning organization.' . . .
5. **Teams are the primary unit of performance** for increasing numbers of organizations. Managers cannot master the opportunities and challenges now confronting them without emphasizing teams far more than ever before."

Scott, S., *Fierce Conversations*: "A 'fierce' conversation? Doesn't 'fierce' suggest menacing, cruel, barbarous, threatening? Sounds like raised voices, frowns, blood on the floor, no fun at all. In *Roget's Thesaurus*, however, the word fierce has the following synonyms: robust, intense, strong, powerful, passionate, eager, unbridled, uncurbed, untamed. In its simplest form, *a fierce conversation is one in which we come out from behind ourselves into the conversation and make it real. ...*

Being real is not the risk. The real risk is that:

I will be known.

I will be seen.

I will be changed."

Lencioni, P., *The Five Dysfunctions of a Team*: "Not finance. Not strategy. Not technology. It is teamwork that remains the ultimate competitive advantage, both because it is so powerful and so rare. ... The fact remains that teams, because they are made up of imperfect human beings, are inherently dysfunctional. ... Like so many aspects of life, teamwork comes down to mastering a set of behaviors that are at once theoretically uncomplicated, but extremely difficult to put into practice day after day."