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The right stuff at the right time: helping emerging leaders develop a leadership foundation

Randy Worden
George Fox University

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GEORGE FOX UNIVERISTY

THE RIGHT STUFF AT THE RIGHT TIME:
HELPING EMERGING LEADERS DEVELOP A LEADERSHIP FOUNDATION

A DISSERTATION SUBMITTED TO
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BY

RANDY WORDEN

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George Fox Evangelical Seminary
George Fox University
Portland, Oregon

CERTIFICATE OF APPROVAL

DMin Dissertation

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Randy Worden

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Dissertation Committee:

Primary Advisor: Guy Chmielecki, DMin

Secondary Advisor: A.J. Swoboda, PhD

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THESIS

Christian college students new to leadership face an intriguing dilemma. Simultaneously they need to learn and to lead. They are expected to quickly assimilate the skills, habits, and attitudes that will help them be effective in providing leadership to their peers. With the wealth of information available regarding leadership, determining what is foundational to good leadership quickly becomes a daunting task. Colleges and universities need to recognize the “now” and “not yet” aspects of the new student leaders with whom they work. Colleges and universities must appropriately nurture who they are currently, and at the same time challenge them with who they can be ultimately. Those institutions that are successful in this endeavor are poised to develop these emerging leaders in meaningful and significant ways. Student leaders should finish their time having gained in their understanding of self and others, having developed quality leadership skills applicable across a range of situations, and becoming appreciative of what it means to begin a process of lifelong growth and development. Anything less means important opportunities were not taken advantage of and that poor stewardship was practiced by those responsible.

INTRODUCTION

Every spring, all around the country, Christian colleges and universities hire thousands of students for para-professional leadership roles. These students play invaluable roles across the entire spectrum of campus efforts. The exact skills and abilities brought by the students vary greatly from person to person. The performance expectations placed on these new leaders vary from school to school and from position to position. What is common, however, across people, schools, and positions is the expectation that these new student leaders make a meaningful contribution to the lives of other students. The preparation students receive for this peer leadership is something that should be taken seriously. Colleges and universities that take the time to properly train and equip these para-professionals bless both the student leaders and those they will influence. Choosing the right tools with which to equip new students leaders is an important question and one that begins with the students' understandings of who they are and what they bring to their roles.

This past spring, while sitting at a lunch room table with eight newly chosen student leaders, the conversation drifted to what their expectations for the upcoming year were and what they were looking forward to. Some commented graciously on how much they appreciated the chance to minister to others. Some were enthusiastic about getting to know their team members and other students. Some were feeling special about being chosen to be a part of something important. Still others spoke with substantial passion about the opportunity to use their God-given gifts and abilities. Something that was curiously lacking in their comments was any reference to what they might learn as a person or how they might develop as a leader. When these two possibilities were

suggested to them, new student leaders did tend to respond favorably. The point remained, however, that their own learning and the development of their leadership abilities were not in the forefront of their thinking. Rather, there was a definite sense amongst these new leaders that since they had already been hired, they must already possess the skills and abilities necessary for success. After all, why would they have been hired if they were not ready for the role? From their perspective, further leadership training and advancing their own learning were of marginal importance and perhaps not even necessary.

The perspectives of the students around that table were at best naïve and at worst tragic. At best, the naïveté demonstrated by these students showed how much room for growth and development was still possible. At worst, such presumptuousness could lead to missed opportunities and failure to fully live out the role they had been chosen for. While the students around the table did in fact possess much potential, that potential was still in need of refinement. Given the important work assigned to student leaders, the full extent of this type of thinking needed to be understood.

Later in the spring, in a large-group setting for new student leaders, the questions of what they hoped to gain from the experience and what they were looking forward to were again presented. Their responses were once again riddled with the tendency to believe that they were each already a finished product. The idea that they were already appropriately equipped to take on their new role was pervasive. This troubling mind-set encouraged a fight or flight response from the staff present. Some were tempted to run screaming from the room. Others were inclined to fire them all and start over. Since

neither option held much promise, a new approach was needed. After much staff discourse it was determined that walking a complex and difficult path was necessary.

Those new to leadership, who are likely experiencing their most significant leadership opportunity to date, are not the finished product they perceive themselves to be. They are not a finished product, fully equipped to serve and lead others. Rather, they are emerging leaders in need of development. They have skills and abilities, but they need the refinement of further training. They have interest and inclination, but they need an increased knowledge base from which to draw insights. They have zeal and enthusiasm, but they need further experience in order to better understand difficulties. Staff will need to walk these students down a path that was both nurturing and challenging. The earlier discussions with new student leaders had made it clear that they were unlikely to walk such a path alone. Staff would need to nurture these emerging leaders' preconceived notions about who they were and what they were capable of. Capitalizing on their confidence, zealousness, and willingness would be appropriate. Staff would also need to challenge new student leaders to learn and stretch. This would be vital to their growth as people and leaders. This difficult path would not be easy and was bound to be fraught with obstacles. It was, however, a path well worth the journey, a path leading to somewhere important, and a path necessary to travel when the meaningful development of emerging leaders was at stake. The questions remained, however, where exactly should the path lead and what should emerging leaders encounter on this important journey.

CHAPTER ONE: STATED PROBLEM

Given an overdeveloped sense of having arrived and an underdeveloped sense of what it takes to be effective in their assigned roles, how do those working with emerging leaders help them grasp three important truths? First, leadership is a journey. It is a process, not an event or an occurrence. It is something that is begun but not necessarily completed. Along this journey, skills, abilities, and experiences are all acquired. These items, which need to be under constant refinement and development, all help the emerging leader be more effective. Second, the leadership journey is best launched from a firm foundation. Certain leadership tenants, once understood, can give the emerging leader the foundation that can support future learning and exploration. Third, those working in distinctly Christian settings will want to address the assumptions at work behind the having already arrived mindset. Behind this mindset lurks pride and possibly a less than teachable spirit. Neither is going to be beneficial for the emerging leader, neither are in keeping with Christian precepts, and both should be addressed. Given these three truths and the vast amounts of information available in regards to leadership, determining what to place first in front of these emerging leaders is crucial.

Proposed Solution

There exist important moments when emerging leaders' eagerness to get started, their curiosity about their upcoming role, and their desire to be a part of something larger than themselves all come together. These moments exist early in their time as they begin their leadership journey. The moments are during the application period, shortly after their selection, immediately before beginning their role, and during the early parts of their

actual service. During these windows of opportunity, those responsible for training need to coach emerging leaders down a path of lifelong learning and journey of discovery. If staff can be appropriately affirming and at the same time provide challenge during these windows, those new to leadership can be introduced to both the need for and the components of a meaningful leadership foundation.

In order for these windows to be capitalized upon, the question of how to deal with the vastness of leadership information available also needs to be addressed. Because the information available is constantly expanding and continually available to anyone seeking it, suggesting some subgroups or compartmentalization can be especially helpful to emerging leaders. For new leaders, discussing four broad categories related to leadership development would seem to provide a way to understand the distinctives of what others have suggested. These same four broad categories can also provide the materials necessary for the establishing of a firm leadership foundation. First, for those seeking to exhibit godly leadership, the Bible speaks directly to what leaders should do and who they are called to be. Being able to relate one's choices and actions to biblical characters or to biblical passages will be important to emerging leaders serving at Christian colleges and universities. Second, emerging leaders have a need to understand their own gifts and talents and the gifts and talents of others. Understanding one's personal tendencies and the tendencies of others will also be important. A working knowledge of key psychological and personal inventories can help in both areas and should be foundational for the emerging leader. Third, people are frequently motivated by stories. The ability to call upon insightful metaphors, suggest memorable symbols, and deliver impactful illustrations to aid in the accomplishing of important goals should be a

part of any leadership foundation. Fourth, certain skills, regardless of personality type or personal giftedness, are central to good leadership. An understanding of what these skills are and how they aid in effectiveness should be crucial for the emerging leader and an integral part of their leadership foundation.

There exists a genuine desire on the part of emerging leaders to do well. If staff can challenge those new to leadership at the right time to do the learning and stretching necessary for establishing a good leadership foundation, then much that is good can be accomplished. This foundation will be vital to their growth as people and as leaders. This important learning will not be easy and will require risk. It is, however, a foundation well worth the effort, a foundation of lifelong significance, and a foundation necessary to build when the meaningful development of emerging leaders is at stake.

As was noted earlier, however, the sheer mass of what is available makes deciding exactly what to focus on difficult. Criteria must be established in order to determine what to place in front of the emerging leaders under consideration. The nature of the resources should be characterized by three criteria: clarity of message, ease of understanding, and memorability. If the resources chosen can be clear in their message, readily understood, and distinctly memorable in what they say, then the emerging leader is more likely to establish a firm foundation from which to begin their lifelong journey of growth and development.

Clarity of message is the first criteria for choosing what should be placed in front of emerging leaders. Inexperience will affect the emerging leader in terms of judgment. Inexperience will affect the emerging leader in matters of timing. Inexperience will affect the emerging leader when it comes to establishing priorities. Clarity of message will

intervene in each of the situations above by cutting through the cacophony of messages, options, and possibilities and helping the emerging leader towards a refined response. Clarity of message will also aid the emerging leader in making the consistent and reliable responses that build trust and rapport with others.

The second criteria for choosing resources for the leadership foundation should be is that the material or training be readily understood. Emerging leaders are facing many new responsibilities. If the tools they are seeking to use are too complex, the tools will unnecessarily add to the emerging leaders' stress and anxiety. If this is the case, the tools will likely go unused. Emerging leaders, with a zeal for their role, will want to dive into the very midst of their role with enthusiasm. If the tools chosen are too difficult to master, the emerging leader will feel that inordinate amounts of time are being spent on training instead of doing. Training and doing must be carefully balanced. Tools that are difficult to understand will discourage the emerging leader and feel more burdensome than empowering. Easily understood tools will help shape a leadership foundation that helps the emerging leader be effective and will leave them abundant time to perform their role.

The third criteria for choosing the resources comprising the emerging leader's leadership foundation should be memorability. It is easy for emerging leaders to get caught up in the moment when dealing with matters of importance. If their leadership foundation resources are distinctly memorable, they are more likely to be used by the emerging leader during crucial moments. Those working closely with emerging leaders need to help them with this recall ability by choosing resources and offering training that is memorable. In order to adequately prepare the emerging leader for recall under pressure, the experienced leader must try to remember the stress and anxiety of their early

leadership roles. The experienced leader can sometimes forget that they have passed through many difficult moments and trying situations in order to arrive at their current location. Along that journey, their ability to recall important training under stress became increasingly refined. This ability may have been weak initially. It may have been a source of significant struggle. The emerging leader, by definition, is at the beginning of their leadership journey. Given this reality, a leadership foundation comprised of distinctly memorable training will be more likely to be recalled under duress.

CHAPTER TWO: BIBLICAL LEADERSHIP MODELS

As an emerging leader, particularly one working in Christian circles, it can be tempting to take the “what would Jesus do” approach to leadership development. Simply lead as Jesus would and all will be well. A similar approach, equally tempting to emerging leaders, is the “what does the Bible say” approach. Emerging Leaders are frequently coached to simply find the right biblical passage and apply it to their situation. Both of these approaches have strong adherents who champion these efforts. With their biblical foundations and reliance upon scripture, these approaches are attractive to emerging leaders. They offer not only leadership development but the possibility of greater spiritual maturity as well.

Nehemiah and the wall

A well-respected and frequently discussed work on leadership is Charles Swindoll’s *Hand Me Another Brick*.¹ In this work, Swindoll uses the passages from Nehemiah related to rebuilding the wall around Jerusalem to instruct the reader about important leadership principles. In the early chapters, Swindoll points out how Nehemiah struggled with being chosen, accepting responsibility, and the preparation that goes into a complex and difficult undertaking.² Throughout the early getting-started chapters, Swindoll points the emerging leader to Nehemiah’s efforts at prayer, humility, inclusiveness, and his desire to serve God faithfully. The middle portion of Swindoll’s book focuses on the difficulties encountered by Nehemiah once the wall project was

¹ Charles R. Swindoll, *Hand Me Another Brick* (New York: Bantam Books, 1978), 2.

² *Ibid.*, 7.

underway. Nehemiah faces opposition, shortages of resources, and his own inexperience. To address the potential for these shortcomings in the lives of emerging leaders, Swindoll encourages his readers to seek godly counsel, trust in the goodness of God, and recognize that discouragement can be a great learning tool.³ The final section of the book focuses on how to maintain what has been accomplished and prepare for what is to come next. These later chapters focus on learning from success, encouraging the reader to be mindful of what they have learned, and reminding the reader to battle complacency. Swindoll concludes by charging emerging leaders to remember. They are to remember the difficulties they have faced, the people who have loved and encouraged them, the valuable service they have provided, and the ways in which God has been faithful.⁴

Swindoll's book does a good job of examining biblical passages and gleaning from them points of application for today. He is continually able to look at the situations faced by Nehemiah and draw parallels with the challenges modern leaders may be facing. The work does have one significant flaw, however, in terms of its applicability for emerging leaders. Nehemiah frequently had a level of authority and power that most emerging leaders will not have. He was able to issue commands, edicts, and instructions with the full weight of the ruling government behind him. Emerging leaders will frequently have to be more collaborative with others and will need to work within organizational confines. The emerging leader's opportunities to simply issue instructions and have them followed through on may be few and far between. The emerging leader may have to approach difficulties such as fostering teamwork, the reconciliation of

³ Ibid., 64

⁴ Ibid., 143.

differences, and issues of inclusiveness in much less authoritative ways than did Nehemiah.

Upside down is right side up

Just as Swindoll's *Hand Me Another Brick* is thought of as an Old Testament leadership classic, Donald Kraybill's *The Upside-Down Kingdom* is well respected as a New Testament classic on leadership development. While Swindoll answers the question, "what does the Bible say?" Kraybill portends to answer the question, "what would Jesus do?" Readers are given a glimpse into the life of Jesus and how He sought to portray a new and unexpected style of leadership. Kraybill shows how Jesus' leadership revolved around humility, love for others, and a desire to serve.

Early in *The Upside-Down Kingdom*, Kraybill puts forth the idea that down is up.⁵ This serves a launching point for much of what is to follow. Throughout the book, Kraybill points out that Jesus not only did the unexpected but that he frequently did the opposite of what was expected. Kraybill works through the life of Jesus showing how His priorities, practices, and perspectives were different from what people were used to. The potential benefit to the emerging leader lay in recognizing that simply doing what others expect or doing what has previously been done are not necessarily the hallmarks of Christ-like leadership.

Three of the early chapters point out how Jesus did not see His priorities as meeting the political, religious, or economic expectations present in His day. Rather, as evident in Jesus' responses to Satan during the wilderness temptations, Jesus came to

⁵ Donald B. Kraybill, *The Upside-Down Kingdom* (Scottsdale, PN: Herald Press, 1978), 15.

love, serve, and obey the will of the Father.⁶ Immediately after these instructions about leadership priorities, Kraybill spends several middle chapters describing Jesus' leadership practices. Throughout His earthly ministry, Jesus demonstrated freedom, humility, and service. Kraybill shows Jesus over and over again sharing the good news of the Kingdom in such a way that people are not bound to rules and regulations, but are instead loved by God and recipients of His grace.⁷ Stemming from this practice of grace-giving, Kraybill shows how Jesus models humility and service as the practical means for saying thank you to a gracious and loving God. Kraybill concludes *The Upside-Down Kingdom* with chapters describing Jesus' perspectives. These perspectives relate to holiness, relationships, and success. Jesus' perspective on holiness is that it comes from obedience rather than sacrifice. Jesus enters into meaningful and significant relationships with people previously deemed unworthy by many. Success, according to Jesus, occurs when the needs of others are met. Kraybill uses passages such as the woman at the well, the good Samaritan, and the washing of disciples' feet to illustrate Jesus' upside down leadership.

In each of these, Jesus' perspective on what is most important and what should be done is unexpected. Kraybill's advice to the emerging leader would be that a heart oriented to obedience, love, and service best reflects the leadership taught by Jesus. The emerging leader is to resist the trappings of power, the temptation of influence for the sake of personal gain, and the ever-present temptation to sweep aside those society has

⁶ Ibid., 33

⁷ Ibid., 87.

deemed insignificant or unworthy. The emerging leader is to do the unexpected of walking humbly and serving graciously.

Don't tempt me

Henri Nouwen, in his work *In the Name of Jesus*, also points out the unexpected or unanticipated leadership characteristics that are modeled by Jesus. Nouwen uses the temptations of Jesus and Jesus' final words to Peter to demonstrate how it is that emerging leaders can model their priorities, choices, and efforts around the example of Jesus.⁸

Nouwen first tackles the issue of relevance. He notes that in the first temptation, Jesus chooses to contemplate the word of God rather than please the masses. Nouwen asks the reader to direct their efforts towards a life of contemplative prayer rather than one where the pursuit of personal importance takes precedence.⁹ Through contemplative prayer, Nouwen believes the emerging leader will be better able to focus on God's will and will be less susceptible to prioritizing personal relevance. The idea of "not my will but the Father's" (Matthew 26:39) permeates this chapter.

In the second temptation, Nouwen cautions the reader against the pursuit of popularity as a priority. From Nouwen's perspective, the emerging leader should instead focus on ministry. In the second temptation, Jesus refutes the idea that He should dazzle the crowd with His capabilities. Ministry, not popularity was His priority. In His

⁸ Henri J. M. Nouwen, *In the Name of Jesus* (New York: The Crossroad Publishing Company, 1989), 24.

⁹ *Ibid.*, 42.

comments to Peter after the resurrection, Jesus' emphasis on ministry is exceedingly clear. He asks Peter to feed His sheep.¹⁰

From the third temptation, Nouwen draws forth where the emerging leader is to focus their efforts. Jesus makes clear the idea that God is preeminent. No one should come before Him. For the emerging leader, this means that one's efforts should be directed at being led by God rather than simply trying to lead others.¹¹ Nouwen suggests that efforts spent to direct, dictate, and/or control are misdirected and not in keeping with the leadership principles modeled by Jesus. Instead, the emerging leader is to recognize the necessity of being led by God when desiring to bless the lives of others.

In the Name of Jesus is extremely helpful for emerging leaders. Leaders new to their roles can very easily fall prey to previously observed stereotypes of what successful leaders tend to do. Unfortunately, many of these stereotypes revolve around relevance, power, and popularity. The dialectics portrayed by Nouwen help the emerging leader to understand that contemplative prayer, meaningful ministry, and leaning on the Lord's leading are the choices, priorities, and efforts that describe Jesus' leadership. Nouwen helps the emerging leader understand that pursuing personal relevance, personal power, and popularity with the people are not in keeping with the type of leadership modeled by Jesus. Nouwen's use of the temptations of Christ to illustrate leadership helps the emerging leaders across a number of spectrums. The temptations of Christ touch on three key temptations found in leadership: relevance, power, and popularity. The fact that Nouwen helps the reader understand how Jesus counters these temptations with contemplative

¹⁰ Ibid., 57.

¹¹ Ibid., 74.

prayer, meaningful ministry, and leaning on the Lord's leading, adds to the value of *In the Name of Jesus*. When emerging leaders can pick up a single work, be warned of negative leadership temptations, be taught workable counters to these same temptations, while at the same time reviewing a familiar story, then the likelihood of it all being memorable and applicable are greatly increased. Emerging leaders are well served by *In the Name of Jesus*.

WWJD

In his book, *Jesus on Leadership*, C. Gene Wilkes describes six considerations or imperatives that those looking to model their leadership on Jesus should consider. Whereas the previous authors discussed have focused on particular books or passages, Wilkes draws from the entirety of the Gospel accounts. This approach allows him to touch on a broad cross-section of leadership principles and to also utilize biblical passages already familiar to the reader. This familiarity should benefit the emerging leader. Because the passage is likely to already be known to the reader, their singular task becomes one of remembering the leadership principle being demonstrated.

The first principle described by Wilkes is "humble your heart."¹² The passage used to illustrate this principle is the story of attending a banquet and choosing a less desirable seat. Jesus teaches how through the exercising of humility, one not only serves others but demonstrates grace and patience. Humility, grace, and patience are all important points of development for emerging leaders. Wilkes believes that the emerging leader who cultivates these attributes not only serves others well but models Christ-like behavior.

¹² C. Gene Wilkes, *Jesus on Leadership* (Wheaton, IL: Tyndale House Publishers, Inc., 1998), 9.

The second principle suggested by Wilkes is “first be a follower.¹³” In this section, special attention is paid to Jesus’ interactions with James and John. When the brothers ask for elevated positions of leadership, Jesus seeks to reorient their thinking to following first, leading second. Wilkes notes that leadership, as taught by Jesus, requires a willingness to prioritize obedience over ambition and service over security. Emerging leaders seeking to serve are also encouraged to cultivate a sense of mission. Wilkes suggests that it is commitment to a substantive and meaningful mission that sees leaders through the difficulties they face.

The third and fifth principles put forth by Wilkes are “find greatness in service¹⁴” and “take up the towel.¹⁵” The similarity in these two principles and their reliance on a common passage causes them to be described together. The primary passages drawn from are John 10 and John 13. In John 10, Wilkes points out that Jesus outlines that the sacrifices of the shepherd for the sake of his sheep are what leads to greatness. In John 13, Wilkes shows how love for one another is the most important attribute Jesus’ followers can have. Throughout this section on greatness through service, Wilkes compares and contrasts various aspects of Jesus’ life.¹⁶ Jesus is noted as being a lamb and a lion, yielding but concerned with justice, meek yet in control, appropriately conforming while at the same time willing to challenge the status quo, and Jesus serves in order to lead. Wilkes suggests these paradoxical aspects of Jesus’ character are important lessons for emerging leaders. The emerging leader, seeking greatness through service and seeking to

¹³ Ibid., 59.

¹⁴ Ibid., 89.

¹⁵ Ibid., 159.

¹⁶ Ibid., 96.

take up the towel, must work diligently to recognize the value of each end of the continuums suggested by Wilkes. Leading in a Christ-like manner requires the hard work of understanding the often paradoxical example set forth by Christ.

Wilkes fourth principle deals with taking risks.¹⁷ The example cited is Jesus' washing of the disciples' feet. Wilkes believes that Jesus had much to risk. He could be misunderstood as too soft, he could be disrespected as unusual, or he could be discounted as suddenly unworthy. Each of these is a possible reaction on the part of the disciples as Jesus seeks to serve them. Wilkes notes however, that in taking this risk, Jesus is confident of several things.¹⁸ Jesus knows that God has called Him, that God empowers Him, and that God awaits Him. Because of these beliefs, Jesus is able to act with confidence with His disciples and take the necessary risks to reorient their thinking and behavior. Wilkes suggests that since the emerging leader can be confident of the same things that Jesus was, the emerging leader can be a risk taker as well.

The sixth principle outlined by Wilkes is "share responsibility and authority."¹⁹ The illustrative passages for this section are the Great Commission of Matthew 28 and the call to be Christ's ambassadors of 2 Corinthians 5. Wilkes sees in these passages the idea that responsibility without authority disables rather than empowers.²⁰ Throughout this section responsibility and authority are paired together. Additionally, Wilkes points out the pitfalls of having one but not the other. Responsibility without authority frequently leads to feelings of being used and/or burdened. Authority without appropriate

¹⁷ Ibid., 125.

¹⁸ Ibid., 30.

¹⁹ Ibid., 181.

²⁰ Ibid., 182.

responsibility can lead to feelings of disconnection and bring about an overly directive leadership style. Wilkes encourages the emerging leader to seek balance. There should be enough responsibility to feel engaged and challenged and enough authority to feel valued and empowered.

The seventh and final principle suggested by Wilkes is “build a team.”²¹ Two important subthemes emerge in this final chapter. First, Wilkes expounds on the nature of teams and their place in the lives of leaders. For Wilkes, the benefits of teams can be broken down into how they provide additional variety and added community. Variety matters in that the emerging leader now has access to more thoughts, more insights, and more talents. Community is key in that through it the emerging leader experiences accountability and support.²² The second aspect of building a team expounded upon by Wilkes is mentoring. Through mentoring the emerging leader experiences a pastor, a partner, and a protégé.²³ Wilkes asks the emerging leader to be willing to be lead, to be willing to share leadership, and to be willing to empower the leadership of another. Mentoring and being mentored is how the emerging leader stays encouraged and challenged, encouraged by the support and insights of another and challenged by striving to equip those seeking to learn.

Jesus on Leadership may be more appropriate for the established leader rather than the emerging leader. While emerging leaders are frequently zealous, they are by definition short on experience. Much of what Wilkes comments on requires a level of understanding that generally only comes with experience. Without sufficient experiential

²¹ Ibid., 211.

²² Ibid., 213.

²³ Ibid., 236.

context, the substance of what Wilkes expounds on could escape the emerging leader. The paradoxical nature of what Wilkes suggests is complex and can be confusing. To lead through serving, deferring, empowering, and sharing is difficult for the most seasoned leader. For example, principles such as “risk taking,” when not done with the wisdom of experience, can lead the emerging leader to risking more than they should and serving less than they could. The greatest value in *Jesus on Leadership* may be in using it with established leaders seeking to increase their effectiveness. Established leaders will have greater chance of living out the difficult paradoxes Wilkes describes.

The best secrets are shared

Swindoll, when talking about leadership, focused primarily on the book of Nehemiah. Kraybill and Nouwen focused significant energy on the New Testament passages related to the Beatitudes and the temptations of Christ, respectively. Wilkes reviewed the leadership principles of Jesus as presented throughout the Gospels. In *Leadership Secrets from the Bible*, Lorin Woolfe takes yet another approach to leadership development. The subtitle of Woolfe’s work is “From Moses to Matthew—Management Lessons for Contemporary Leaders,” and he quite literally draws from the entirety of the Bible when instructing about leaders and leadership development. Woolfe identifies the following leadership secrets: honesty and integrity, purpose, kindness and compassion, humility, communication, performance management, team development, and leadership development. Each secret has its own chapter. In each chapter, a memorable biblical passage is used to demonstrate the secret. Woolfe then adds contemporary examples of someone living out the secret and concludes each chapter with what he identifies as

biblical lessons. These lessons are listed in bullet-point fashion and reflect a feeling similar to reading the book of Proverbs.

Honesty and integrity are illustrated via the story of Ahab and Jezebel and their plans to steal the land of Naboth. Woolfe shows that leaders are not to use their position for personal gain, nor are they to intimidate others into placing the leaders' needs above those of the people. Ahab and Jezebel manipulate others simply to benefit their own wants and desires. At no point do they show appropriate concern for the rights of others. At no point are the needs of Naboth respected or valued. Honesty and integrity are brushed aside as less important than speedy acquisition of greater power and prestige.²⁴ Woolfe takes pains to contrast Ahab and Jezebel with King David. When David seeks to gain the land of another, he offers to pay full price. Even when offered the land for free, David's integrity requires him to fully pay for what he could have received for free. Woolfe's word to the emerging leader is that honesty and integrity are to be part of one's very core. They are to serve as guideposts that remind the leader of the character traits people respect and admire.²⁵

In describing the value of purpose as a leadership secret, Woolfe points to Moses, Joshua, and Daniel. Each is portrayed as having an unshakable vision and sense of purpose.²⁶ Each encountered enormous challenges and faced substantial dissention. Yet throughout their time as leaders, they refused to depart from their purpose and continued to rally people to their vision. Woolfe also points to Nehemiah and the apostle Paul as leaders who understood the power of purpose. Nehemiah gives up much of the trappings

²⁴ Lorin Woolfe, *Leadership Secrets from the Bible* (New York: MJF Books, 2002), 4.

²⁵ *Ibid.*, 23.

²⁶ *Ibid.*, 29.

of leadership in order to demonstrate the power of his commitment to followers who are wavering in their desire to finish a difficult and dangerous project. Paul comments in Philippians that he forgets what has gone before and presses ever on towards his goals in order that he might be made mature in Christ. Through Woolfe's comments about purpose, the emerging leader is made aware of the value of being steadfast and how meaningful it is to others when the leader demonstrates commitment.

Kindness and compassion as leadership secrets are illustrated by comparing theory X leadership with theory Y leadership. In theory X, people are lazy and must be motivated by fear. In theory Y, people desire to contribute and are motivated by being graciously included. Woolfe uses the stories of Jacob and Esau and the Prodigal Son to demonstrate that kindness and compassion lead to forgiveness, inclusion, and ultimately success.²⁷ For the emerging leader, seeking to empower others and have them feel included, Woolfe's secret of acting with kindness and compassion and valuing a theory Y approach holds substantial promise.

The leadership secret of humility is outlined through the stories of Moses' early leadership efforts and through the Apostle Paul's writings to the Corinthians. Moses frequently commented on his own unworthiness. Even after the Egyptian plagues and the parting of the Red Sea, Moses could be found prostrate before the Lord.²⁸ In talking to the Corinthians about how they ought to behave towards one another and the value of each person's contribution, Paul points out that all parts of the body have a role to play. He further states that it is not appropriate for one part to disparage the function of

²⁷ Ibid., 62.

²⁸ Ibid., 71.

another.²⁹ Woolfe would see a key task of the emerging leader being that of empowering others through humility. Through an attitude of humble leadership, others can see the leader as genuine and approachable and as someone bent on placing the needs of others first.

For Woolfe, the leadership secret of communication is three-fold. The leader must be comfortable and effective with one-on-one communication, small-group communication, and communication with large groups.³⁰ The leadership lives of Moses and Jesus are used to illustrate this three-fold secret. Both leaders had significant moments of each type of communication. Neither of them fell victim to thinking that simply addressing the masses and winning them over would get the job done. Both realized that some conversations were best person to person. Sometimes, an individual must be addressed and addressed in such a way that they feel valued and respected. Moses and Jesus each had a sub-group that they utilized. Often this sub-group was used to define issues and discuss possible solutions. Frequently, these sub-groups were then charged with enacting what had been decided upon. The emerging leader needs to heed Woolfe's observation that multiple types of communication are needed for effective leadership. To think that one can accomplish sustained leadership while only being effective at one type of communication will ultimately prove to be shortsighted.

Performance Management is a leadership secret Woolfe sees throughout many of the most important stories of Scripture. The first step in Performance Management is goal setting and motivation. This is then followed up with encouragement and support during

²⁹ Ibid., 77.

³⁰ Ibid., 89.

the actual implementation. The final aspect of Performance Management is the invoking of rewards and consequences depending on whether there was success or failure. David's goal was to defeat Goliath and his motivation was Saul's promise of wealth, position, and marriage. The impact of Jesus' encouragement on the disciples is evident in how they left their livelihoods to become fishers of men. Woolfe shows that Noah was keenly aware of the consequences of failure and subsequently held tight to the instructions of his leader.³¹ In each case the emerging leader can see that goal setting, encouragement, and rewards help people stay focused and complete important tasks.

Woolfe is clear that Team Development, much like Performance Management, is not a term found in the Bible. He is also clear, however, that key leaders such as Moses, Nehemiah, Jesus, and the early disciples all understood the value of a good team.³² Moses needed the Hebrew leaders to manage an increasingly large and complex group of people. Nehemiah knew that he could not be present at every moment nor address every concern given the size of his task. Jesus was aware that His physical presence was coming to an end and that others must carry on His work. And finally, the early disciples recognized that the variety of tasks present in ministry called for a variety of skills. They subsequently set about locating team members with the right kinds of talents and placed them in appropriate roles. Woolfe's call to the emerging leader is to avoid the prideful trap of going it alone and to recognize that most tasks of significance and meaning are complex enough to be well beyond the skill set of a singular individual.

³¹ Ibid., 110.

³² Ibid., 134.

Woolfe concludes *Leadership Secrets from the Bible* with a chapter on Leadership Development. According to Woolfe there are three important factors for the emerging leader to consider in regards to leadership development: mentoring, succession, and legacy.³³ Throughout this section, Woolfe relies on the interplay between Moses and Joshua. Mentoring, succession, and legacy are clearly evident in their relationship. Moses ensures that Joshua is equipped for leadership. Moses also empowers Joshua by letting others know that Joshua has Moses' full endorsement and that Joshua is a leader who can be trusted. Finally, Moses' legacy as a leader is secured via the success of those who follow him. When Moses' time is through, the people do not suffer from a lack of leadership nor a lack of direction. Through mentoring, succession, and legacy, Moses shows the emerging leader how to care for people even when the initial leader is no longer present.

Leadership Secrets of the Bible is a well-assembled work that answers many of the questions that leaders face. Its use of well-known biblical stories, tied to contemporary examples and followed up with proverbial reminders, makes for a robust read. The difficulty for the emerging leader will come from the sheer range of what the book seeks to communicate. The biblical examples span much of both testaments, the contemporary examples are many, and the proverbial reminders are many. For the emerging leader this can seem like a lot to process, especially at the beginnings of one's leadership development.

³³ Ibid., 214.

Biblical Models: Recommendations

As the emerging leader seeks handholds while climbing the information mountain that is leadership development, a less is more approach may be very helpful. A few clear examples, that are memorable and applicable across a wide range of settings, may be what the emerging leader can most readily grab hold of. The leadership resources stemming from biblical characters and biblical passages best suited for the emerging leaders' leadership foundation are Henri Nouwen's *In The Name of Jesus*, Charles Swindoll's *Hand Me Another Brick*, and Donald Kraybill's *The Upside-Down Kingdom*. Each resource meets the previously chosen criteria of being clear in its message, offering readily understood insights, and providing memorable examples. These resources will be particularly important when seeking to work with emerging leaders in a overtly Christian setting. These leaders will want to hear what the Bible says about leadership and will want to discover biblical characteristics related to both who they should be and what they should do.

Nouwen's *In the Name of Jesus* puts forth a clear message of who the emerging leadership should be. The emerging leader should be like Jesus. Specifically, Nouwen asks the emerging leader to emulate the attitudes and actions of Jesus during the temptations in the desert. The emerging leader is to resist the pursuit of popularity, resist any tendency to display power, and resist placing anyone or anything ahead of pursuing God's will. Within *In the Name of Jesus* there are important insights that are readily available to the emerging leader. Nouwen reminds the emerging leader that Jesus came to serve and that in order to serve the needs of others must be more important than the needs of the leader. Nouwen also demonstrates to the emerging leader how Jesus lived out a life

of prayer in order to better understand God's will. Memorability in regards to what Nouwen hopes to communicate is related to Nouwen's use of the temptations of Christ in the desert. The temptations of Christ are well known. Nouwen's use of them to help the emerging leader be the right kind of leader is easily memorable. The emerging leader is reminded that the pursuit of popularity, power, and prestige are not what motivated Jesus. Rather, He sought to be a person of prayer, of service, and of humility. These are important attributes for anyone seeking to lead.

Swindoll's *Hand Me Another Brick* contains clear messages related to conflict, delegation, and dedication. Through his use of the Book of Nehemiah, Swindoll shows how a leader is likely to face situations and settings similar in nature to what Nehemiah faced. Like Nehemiah, the emerging leader needs to be prepared to help others succeed even when things are difficult. Key insights offered by Swindoll relate to how to deal with unexpected conflicts, how to increase support in challenging situations, and the role of dedication in the life of the leader. Swindoll points out how Nehemiah faced difficulties not just from the outside, not just from those with a different agenda, but also from those within his own circle and from those who should have been the most supportive. Nehemiah's ability to discern what was most important to people helped him lead effectively and is an important leadership key according to Swindoll. Swindoll also notes that Nehemiah's willingness to assign important tasks and roles to others and then to trust them to do well increased the support others had for his ideas and efforts.

Finally, Swindoll spends significant time highlighting how the consistency and dedication exhibited by Nehemiah built trust with those he was seeking to lead. This important insight from Swindoll is one that emerging leaders, short on experience, need

to hear and apply. The emerging leader needs to see their commitments through in order to demonstrate that their concern and care for people is not something they take lightly. Demonstrating this level of consistency is one of the hallmarks of truly seeking to serve others. Memorability via Nehemiah is high. The use of the story of the rebuilding of Jerusalem's wall, and all that it entails, helps emerging leaders remember that even the most daunting tasks are possible. Additionally, the concreteness of talking about stones, bricks, and walls helps the emerging leader think about how Nehemiah can help them build a firm leadership foundation.

The Upside-Down Kingdom asks emerging leaders to think differently than they might be initially inclined to. Kraybill clearly points out, via Jesus' comments in Matthew, that since the Kingdom of God is not like any earthly kingdom, those seeking to lead in a godly fashion must not take their cues from this world. Emerging leaders are to make the hard choice of doing almost the opposite of what day-to-day society would suggest as the attitudes and actions of an effective leader. Kraybill believes that the Sermon on the Mount is to be taken seriously by godly leaders. Peacemaking, humility, and compassion are all to be prioritized by the emerging leader. Kraybill even goes so far as to suggest that many of the world's ills would begin to be remedied if leaders would model the Sermon on the Mount and more fully live out the words of Jesus. These clear and readily applicable reminders have a high memorability factor in that they are so very different from what the world suggests as a leader's expected behavior. Kraybill's metaphor of a kingdom turned upside down is very distinctive. The emerging leader's responses within their leadership role are to be humble service rather than pride in their accomplishments, peacemaking amidst conflict rather than the pursuit of power, and

heartfelt compassion for the plight of the less fortunate rather than emotionally distancing one's self from those being lead. Kraybill's contention that the emerging leader seeking to lead in a godly fashion must reject worldly expectations and embrace the admonitions from the Sermon on the Mount is easily remembered and an important component to the emerging leader's leadership foundation.

Each of these three authors provides the emerging leader with helpful insights that should be included in the emerging leader's leadership foundation. Of additional help is the fact that each of these authors has other books and resources available. Should the emerging leader value these authors' initial contributions or insights, additional reading can be done and increased growth and development can be experienced.

CHAPTER THREE: PSYCHOLOGICAL INVENTORIES

When students seek to understand their leadership style or their personality type and how either impacts their leadership tendencies, there exists for them no shortage of information. A simple perusal of the internet or a stroll through one's local bookstore will provide an overwhelming amount of personality tests, talent inventories, tendency surveys, and leadership typologies. For the emerging leader, this can leave them wondering which voices are the most helpful and which voices are the most insightful. Surely in a cacophony such as this, some voices are bound to have slightly better pitch or at least contain lyrics that are more easily understood and more readily applied to life. The following section will review some of what is available to emerging leaders. Examples of talent inventories, personality tests, personal tendencies, and leadership typologies will all be explored. The end of this section will make suggestions as to which voices could be the most helpful.

What's my type

One of the dominant tools available to emerging leaders is the Myers-Briggs Typology Indicator, generally referred to as the MBTI. The roots of MBTI can be traced back to the work done by Carl Jung in the 1920s and 1930s.¹ Jung felt that people were fundamentally different from one another in the way in which they perceive reality and in how they function within the world.² From Jung's work, Isabel Myers and Katheryn Briggs developed four broad types and the sixteen sub-types that comprise the MBTI.

¹ David Keirsey and Marilyn Bates, *Please Understand Me* (Del Mar, CA: Prometheus Nemesis Book Company, 1984), 2-3.

² *Ibid.*, 3-4.

The four broad types place people along a continuum of how people are energized, how people gather information, how people make decisions, and how people approach structure.³

The first continuum is the Extravert/Introvert scale. People on the Extravert or E side tend to be energized by people and want to process information externally. People on the Introvert or I side tend to be energized by time alone or reflection and want to process information internally before sharing their thoughts with others.

The second continuum is the Sensing/Intuition scale. People on the Sensing or S side will gather information from one or more of their five senses. People on the Intuitive or N side, will tend to rely on their instincts or intuition for the gathering of information.

The third continuum is the Feeling/Thinking scale. People on the Feeling or F side will tend to make decisions based on how those important to them will feel about the decision. People on the Thinking or T side will tend to make decisions based on logic, sequence, and rationale.

The fourth continuum is the Judging/Perceiving scale. People on the Judging or J side will tend towards structure, consistency, and singular tasks on which to focus. People on the Perceiving or P side will tend toward flexibility, keeping options open, trying new things, and demonstrate a preference for multi-tasking.

The MBTI places people somewhere along each of the four continuums listed above. Depending on a person's preferences, a description containing an E or I, S or N, F or T, and a J or P will be given. The MBTI then goes on to talk about the individual's typology as a combination of those four letters. Examples would be INTJ, ESTP, ESFP,

³ Ibid., 14-22.

INFP, etc. In addition to helping people understand their preferences and tendencies, MBTI also helps people understand what is likely to happen to them in times of stress. In MBTI parlance, these moments are known as being “in the grip.”⁴

As a tool that has been in existence since the 1950s,⁵ the MBTI provides a wealth of information. It has been the subject of thousands of research projects and is the most widely used psychological inventory in the world.⁶ MBTI resources are readily available for specific industries, for the development of effective teams, and for psychological counseling. While this extensive list of viable applications and uses can be reassuring, it can also be overwhelming. As is true with many leadership materials, knowing where to start can be difficult. The emerging leader who uses the MBTI must not only learn his own type, but may also feel pressure to be knowledgeable on the fifteen other types. Simply knowing one’s own preferences and tendencies may feel like only knowing part of the necessary information. Effective leadership is likely to require a working knowledge of others’ tendencies and preferences and an understanding of how various types may support and challenge one another. With the emerging leader just starting their leadership journey, this may seem like a great deal to fathom and something not easily applied

⁴ Naomi Quenk, *In the Grip* (Palo Alto, CA: Consulting Psychologists Press, Inc., 1996), 4; *ibid.*

⁵ Keirsey and Bates, 4.

⁶ Cynthia Paris, "A Mini-History of the MBTI", MBTItoday.org <http://MBTItoday.org/about-the-MBTI-indicator/a-mini-history-of-the-myers-briggs-type-indicator/> (accessed April 18, 2013).

Colors of the rainbow

Given the complexities of learning sixteen typologies, efforts have been made to simplify the MBTI and return it to its Jungian or Hippocratic roots.⁷ Don Lowry, in expanding on David Keirsey's work in *Please Understand Me*, created the True Colors inventory. This inventory helps people see how they have a primary and secondary color and how these colors shape their lives and interactions with others.

Each of Keirsey's four temperaments are replaced with a color. Those taking the inventory are described as primarily Green, Gold, Blue, or Orange with a secondary color coming from the same list of four. Each color is identified by its primary need. For Green, the primary need is to be ingenious. For Blue the primary need is to be authentic. For Gold the primary need is to be responsible. For Orange the primary need is to be skillful.⁸

For Greens desiring to be ingenious, leadership becomes about analyzing situations, solving problems, and offering new insights or options. Greens are more likely to be introverted than extroverted, more likely to be reflective than gregarious. They will tend to see increased knowledge as the answer to any complexities or difficulties they face. Greens will also feel best about who they are and their leadership efforts when they have helped navigate difficult waters.

For Golds desiring to be responsible, leadership becomes about caring and serving others. Golds will value tradition and want to feel that they are part of something important. Themes of duty, responsibility, loyalty, and meeting one's obligations will dominate their lives. They will strive diligently to earn their place and ensure continuity

⁷ Carolyn Kalil and Don Lowry, *Follow Your True Colors to the Work You Love* (Riverside, CA: True Colors Inc., 1999), 10.

⁸ *Ibid.*, 12.

and consistency. Golds will feel that their leadership is most effective when everyone is doing their best at their pre-assigned role.

For Blues desiring to be authentic, leadership becomes about maximizing one's close relationships. Blues will want to make a positive difference in the world and areas of disharmony, disunity, and personal pain will catch their attention. They will feel best about their leadership when they have addressed any of these needs or when they have nurtured and encouraged the gifts and abilities of others.

For Oranges desiring to be skillful, leadership becomes about expanding horizons and ensuring great experiences. Opportunities are to be taken advantage of and options are to be explored in the world of the Orange. They will excel at multitasking and be energized by each new moment of pressure. Oranges will feel best about their leadership when they have had to negotiate, cajole, and influence. Their energy and enthusiasm can be contagious and they enjoy the risks that often come with leadership.

Lowry's efforts to simplify MBTI and make it more accessible are to be lauded, many emerging leaders will find remembering colors easier than remembering letters. However, this approach doesn't ultimately save all that much time and energy. In order to make the most of True Colors, one must be mindful of not only one's primary color but one's secondary color as well. Should the emerging leader desire to use True Colors as an effective leadership tool, this would require familiarity with each of the four primary colors and their three possible secondary colors. The emerging leader seeking to understand Blues must then, in essence, know Blue-Orange, Blue-Green, and Blue-Gold. In the end, this is not so terribly different in size and scope from MBTI. MBTI has sixteen types and True Colors has twelve. At the price of learning four additional types,

the emerging leader may want to utilize the more robust and more widely known MBTI rather than the slightly simpler and not as prevalent True Colors.

Leading from strength

If MBTI is considered the wily old veteran of inventories aimed at better understanding one's preferences and tendencies, then StrengthsFinder would have to be considered the new kid on the block. Grounded in positive psychology and developed in 2001 through the work of Donald Clifton and the research teams from the Gallup Organization, StrengthsFinder helps people discover their innate talents in order that they might be developed into substantial strengths.⁹ The StrengthsFinder inventory measures one's inclinations and preferences across thirty-four potential themes. The emerging leader is told what their top five themes are. They are then encouraged to practice the theme, study the theme, and ultimately develop the theme into a strength. The grounding in positive psychology is the reason that only the top five themes of any particular individual are shared after completing the inventory. Clifton believed that much that is meaningful could be discovered if people focused on what they were good at rather than on the areas in which they struggle.¹⁰ If each person were to focus primarily on the development of those themes at the top of their list, they were deemed more likely to succeed. Clifton's goal would be excellence in a few areas rather than mediocrity across a broad spectrum. Clifton also believed that each person has likely had certain experiences and moments that were deeply significant to them. He believed that knowing one's themes and striving to develop them, was the way in which people could readily

⁹ Donald Clifton and Edward Anderson, *Strengthsquest* (New York: Gallup Press, 2006), 8.

¹⁰ Donald Clifton, *Soar with Your Strengths* (New York: Dell Publishing Group, Inc., 1992), 20.

experience the moments of, “conscious competency”¹¹ that come from contributing something of personal value to the lives of others. The thirty-four themes are broken down into four types: striving, relating, impacting, and thinking. A person may have multiple themes in one category and perhaps none at all in another.

Relating themes are those themes dealing with interpersonal communication and the meaning derived from relationships. Emerging leaders with relating themes will seek deep levels of conversation with those close to them, will nurture others, and will desire to see others recognized, included, and valued. Relating themes will cause the emerging leader to value others for who they are, value the contributions others may bring, and value service in general.

Impacting themes are those themes focused on influence and change. Emerging leaders with impacting themes will seek to influence both people and settings. Impacting themes aid the emerging leader in being assertive, convincing, and overt in what they believe and in what they would like to see happen. Impacting themes will cause the emerging leader to value change and be excited about spurring others on to action.

Thinking themes are those themes dealing with perception and processing. Emerging leaders with thinking themes will excel at understanding what is going on around them. They will be perceptive and desire to learn. Thinking themes will cause the emerging leader to be reflective and strive for understanding prior to taking action. Emerging leaders with thinking themes will be conscientious about their responsibilities and thoughtful with their interactions.

¹¹ Marcus Buckingham and Donald Clifton, *Now, Discover Your Strengths* (New York: The Free Press, 2001).

Striving themes are those themes dealing with how the emerging leader generates and focuses energy to accomplish goals. Whereas impacting themes tend to be focused on others, striving themes tend to focus on the self. Emerging leaders with striving themes will seek to be self-motivated via their theme. Striving themes will cause the emerging leader to both focus and perform. Because the accomplishing of goals is so central to striving themes, the emerging leader with striving themes will frequently be perceived as a high energy, get-the-job-done type of person.

The advantage of StrengthsFinder, like many other inventories, lay in what emerging leaders can learn about themselves and others. Knowing one's top five themes and then taking the time to develop them into actual strengths will serve the emerging leader well. Through maximization of their strengths, the emerging leader can hope to join what StrengthsFinder developer Donald Clifton describes as the "best of the best."¹² It is more difficult, however, for the emerging leader to become fully conversant in all thirty-four strengths. Learning the full spectrum of the individual strengths can take considerable time and energy. Understanding how strength pairings and how theme groupings function together can take even longer. While being aware of one's top five is beneficial personally, it is the understanding of the themes present in the lives of others and knowing how these themes can be nurtured in others that will most greatly benefit the work of the emerging leader.

¹² Clifton and Anderson, *Strengthsquest*, 7.

Role-playing

In 1984, David Kolb suggested four learning styles to describe the roles that people were likely to play in groups.¹³ Emerging leaders desiring to understand their own preferred role and the roles of others can gain substantial insights through taking the Learning Styles Inventory¹⁴ and from Kolb's work on meshing learning styles with personality types.

In describing the roles people play, Kolb uses two intersecting continuua. The horizontal continuum places people between active experimentation (AE) on the left and reflective observation (RO) on the right. The vertical continuum places people between abstract conceptualization (AC) on the bottom and concrete experience (CE) on the top. From this design, four quadrants are formed. CE and AE tendencies lead to Accommodation. CE and RO tendencies lead to Divergence. AC and AE lead to Convergence. AC and RO lead to Assimilation.

Convergers greatest areas of strength will be in problem solving and decision making. Emerging leaders who find their life dominated by this quadrant will look for practicality and want to apply it in readily understood ways. Convergers will excel when dealing with technical tasks or problems in need of a solution. They will tend to shy away from or delegate those tasks that relate to social or interpersonal issues.

Divergers greatest areas of strength will be in perception and creativity. Divergers will be able to take in a wide range of information or ideas and from them craft a creative and meaningful response. Emerging leaders who lean towards this type of role will

¹³ David Kolb, *Experiential Learning* (Upper Saddle River, NJ: Prentice Hall, Inc., 1983), 78.

¹⁴ *Ibid.*, 80.

typically value people and feelings more than details and specifics. The big idea and the learning moments along the way are energizing for Divergers. Tedium, repetitive tasks, and the tyranny of the routine will all be discouraging for creative and energetic Divergers.

Assimilators greatest areas of strength will be in doing inductive reasoning and the production of theoretical models. The emerging leader from this quadrant will be adept at determining the proper sequence of events in order to arrive at the most desirable outcome. Practicality will not be a primary concern. Rather, logic and sound reasoning will determine decisions and directions. Individuals and their feelings will not be the focus of Assimilators. Instead, abstract ideas and the way in which those ideas can bring about the greatest good for the greatest number will dominate the efforts of Assimilators.

Accommodators greatest areas of strength will be in carrying out the tasks and duties assigned to them. Emerging leaders from this quadrant will be open to new experiences and willing to take on assignments as designed by others. In terms of problem solving, Accommodators will either rely on the reasoning of others or take a trial-and-error approach. Emerging leaders who are Accommodators will be at ease with a wide range of people and see the value in others' contributions. Flexibility, adaptability, and a willingness to learn by doing all work together to form an emerging leader who is comfortable with risks and ready to take direct action.

When examining one's report from Kolb's LSI, a single quadrant tends to dominate one's life. This quadrant then forms the foundation from which the emerging leader will function. Knowing this about one's self and about those one is seeking to lead provides valuable insights. The difficulty with Kolb's inventory lay more in the

nomenclature and description than in the information itself. As an inventory steeped in educational theory and brain function, LSI must often be translated to more everyday language and buttressed with concrete examples. When emerging leaders are able to look past the complexities of the language and focus on the value of the descriptions, important insights are available. Emerging leaders may, however, feel pressure to learn systems that feel more down-to-earth and appear to have more immediate practical application.

Let's be friends

While not directly related to Kolb's LSI, the Friendly Style Profile¹⁵ developed by Susan Gilmore and Patrick Fraleigh places respondents in quadrants very similar to Kolb's and then comments explicitly about the strengths, weaknesses, and the day-to-day approaches to life that each quadrant tends to take. Gilmore and Fraleigh go out of their way to explain that people have tendencies but are not limited to predetermined responses.¹⁶ In fact, similar to MBTI's descriptions of being "in the grip,"¹⁷ the Friendly Style Profile describes both calm and storm conditions. The FSP notes that some people will have similar tendencies no matter the conditions, while others in moments of stress can take on polar opposite tendencies. This differentiation is helpful, particularly for groups in high-pressure situations. To know whether or not a co-worker will remain in a particular quadrant or shift radically under pressure is good insight to have. The four quadrants as described in the FSP are Accommodating/Harmonizing,

¹⁵ Susan Gilmore and Patrick Fraleigh, *The Friendly Style Profile* (Eugene, OR: Friendly Press, 2004), 6.

¹⁶ *Ibid.*, 8.

¹⁷ Quenk, 5.

Analyzing/Preserving, Achieving/Directing, and Affiliating/Perfecting.¹⁸ During calm conditions, the emerging leader in the Accommodating/Harmonizing quadrant will have strengths related to flexibility, perceiving the big picture, teamwork, helping others, and generally wanting everyone to succeed and enjoy the process or project. The AH emerging leader will be quick to respond to requests and appreciate moments of consensus and cooperation. Their flexibility and desire to be a good team member will cause them to be appreciated by others. In moments of storm or stress, the AH emerging leader will shift away from tasks and towards feelings. They will look for ways to bring about peace, cooperation, and feelings of well-being in order to diffuse any stress or anxiety they may be encountering.¹⁹

During calm conditions, the emerging leader in the Analyzing/Preserving quadrant will have strengths related to organization, practicality, trends and influences of the past, and a desire to see things finished in a timely manner. The AP1 emerging leader will be a steadying influence on a group or tend to work alone. Their cautious approach to decisions and desire to get things right the first time make AP1 emerging leaders someone who is very conscientious with their responsibilities. In moments of storm or stress, the AP1 emerging leader's desire for information prior to decision-making will increase and their pace will slow down. They will look for logical, sequential, and rationale decisions even at the expense of people's feelings.²⁰ This shift is not from an indifferent or cruel mindset. Rather, the AP1 emerging leader in the midst of a storm, simply prioritizes good thinking over the feelings of others.

¹⁸ Gilmore and Fraleigh, 9.

¹⁹ Ibid., 18.

²⁰ Ibid., 18.

During calm conditions, the emerging leader in the Achieving/Directing quadrant will have strengths related to creativity, taking the initiative, optimism and inspiring others towards higher levels of performance. The AD emerging leader will enjoy a challenge and will not be afraid to take risks. Their creativity and energy, coupled with their innate optimism, can win the confidence of others. In moments of storm or stress, the AD emerging leader's desire for action can increase. Their approach can begin to feel like any action, even a wrong action, is better than no action at all.²¹ This increased interest in results can feel oppressive to others. The AD emerging leader, amidst a storm, may make unilateral decisions rather than worry about due process or teamwork. In their mind, the storm or crisis calls for action and they are not afraid to take it.

During calm conditions, the emerging leader in the Affiliating/Perfecting quadrant will have strengths related to support, encouragement, loyalty, and a strong desire to do the right thing. The AP2 emerging leader will be eager to help others, will be willing to put in extra time to make sure things go well and will not need to be the center of attention. Their compassion and desire to serve make the AP2 emerging leader someone who greatly prefers teamwork over work done in isolation. In moments of storm or stress, the AP2 emerging leader will shift towards emotionality. They will focus on their feelings and the feelings of those who are important to them. During storm times, the AP2 emerging leader who does not still feel the support of those important to them, can lose sight of goals, become pessimistic, and ultimately become indifferent or inactive until they feel more support and encouragement.²²

²¹ Ibid., 19.

²² Ibid., 19.

While the overall practicality of the FSP is high, the emerging leader may feel that it focuses too much on the stressful or difficult moments of leadership. The emerging leader will appreciate the insights offered regarding the quadrants. The comments about where each area finds purpose, what pace they prefer, and what role they tend to play in the process will all be helpful. However, the emerging leader may not have experienced enough stress or severe enough anxiety to adequately grasp how the FPS storms impact leaders. The emerging leader may still somewhat simplistically believe that good leaders simply weather storms and poor leaders fall victim to them. Until the emerging leader understands firsthand how stress and anxiety impact their leadership style, much of the FPS storm commentary may be beyond their experience.

Help from Wham-O

In the 1920s, William Marston developed the DiSC model and the early versions of the inventory associated with it.²³ Today, the DiSC personality profile system is used worldwide and more than forty million people have taken it. The inventory reports to the user across four dimensions: dominance, influence, supportive, and conscientiousness. A person might be high in one single dimension such as D, high in two dimensions such as SI, or high in three dimensions such as IDC. Within the DiSC personality system, there ends up being sixteen possible combinations. DiSC gives its user a profile for their results that speaks to what motivates and discourages the person, what their preferred environment is likely to look like, and some ways in which the person can be more effective.

²³ Tom Ritchey, *I'm Stuck, You're Stuck* (San Francisco, CA: Inscape Publishing, Inc., 2002), 9.

The emerging leader with tendencies towards dominance will seek to control their environment, prefer directing other people's activities, rise to any challenges presented, and seek opportunities for advancement. The D emerging leader can be discouraged when they are questioned or disrespected, when they are given limited responsibility, and when they are micro-managed. To empower the D emerging leader, they should be allowed the maximum amount of freedom possible. In terms of activity level, the D emerging leader will thrive in a fast-paced and results-oriented environment.²⁴

The emerging leader with tendencies towards influence will value dialogue, be quick with immediate feedback, and be well aware of the feelings of others. The I emerging leader can struggle when co-workers are perceived as unfriendly or reserved and in situations where pessimism abounds. Routines and schedules that allow for limited flexibility can also be a source of frustration. The best environment for I emerging leaders will be one where the pace is fast, recognition is positive and frequent, where teamwork is the norm, and where individual creativity leads to work-place variety. Should the environment contain substantial conflict, a high need for detail, or repetitive work, the I emerging leader will struggle.²⁵

The emerging leader with tendencies towards support will value cooperation, clearly defined roles, clear objectives, and the chance to serve others well. In times of unpredictability, environments that are competitive by nature, or in matters of interpersonal conflict, the S emerging leader will face difficulties. The best environment for these emerging leaders is one where the expectations are clear, people are friendly,

²⁴ Ibid., 43.

²⁵ Ibid., 53.

the encouragement is frequent, and where there is a high degree of stability. Should the environment be contentious or disorganized, the S emerging leader will encounter substantial stress and angst.²⁶

The emerging leader with tendencies towards conscientiousness will want specific feedback in regards to their performance. Their desire to be right will cause them to use logic, sequence, and rationale in hopes of accurately producing results of high quality. The C emerging leader can be frustrated by changing expectations, a lack of time to process information, and quality control that is weak or not systematized. Team building or required socialization can annoy C emerging leaders. They will frequently feel that if people just did their jobs, everything would be fine. The best environments for C emerging leaders are task-oriented professional settings with enough time and resources to produce quality results. The most difficult moments for C emerging leaders will be those where they feel rushed. Their desire to remain objective will also cause them to hesitate in sharing personal information and will cause them to avoid emotionally charged conversations.²⁷

The best aspect of the DiSC system is its effort at practicality. To help users understand the various styles, there are sections about how a D orders food, how an I picks movies, how a S shops for groceries, etc. etc. These light-hearted efforts to further understand the various types are sprinkled through the DiSC texts and do aid the user in gaining confidence with the tool. Also of value are the system's efforts to provide feedback or hints targeting greater effectiveness. For each tendency, the system provides

²⁶ Julie Straw, *The 4-Dimensional Manager* (San Francisco, CA: Inscape Publishing, Inc., 2002), 32.

²⁷ *Ibid.*, 34.

commentary on what each particular type responds well to in regards to motivation, encouragement, delegation, and problem solving. These subsections are very helpful in knowing how to compliment a D, motivate an I, or gain the support of a C. The area of disappointment that exists with the DiSC system lies in that it primarily trains users on the single-letter tendencies. These types make up only four of the possible sixteen types within the DiSC system. So, while the user can learn a great deal about how to encourage, support, manage, and motivate a D, I, S, or C, very little is said about the combination types such as ID, SC, or IDC. According to DiSC research, combination types make up approximately 80% of the population.²⁸ The difficult work of merging the single-letter types together to adequately understand the combination types is probably work of a higher order than the emerging leader is ready for.

Go team!

The Institute for Motivational Living, which produces the DiSC system, provides a second tool which can be very helpful for emerging leaders seeking to understand their function within a team. The TEAMS profile measures the roles people play across five functions. The functions described by the TEAMS profile are theorist, executor, analyzer, manager, and strategist.²⁹ The emerging leader's TEAMS profile will comment on their role, their value to the team, their core strengths, and any potential limitations they may face.

Should the emerging leader score towards the Theorist profile, they will fill the role of generating ideas, designing models, and offering hypotheses on how things might

²⁸ Ibid., 25.

²⁹ Motivational Living, "The TEAMS Style Report" May 30, 2007, secure.motivationalliving.com/samples/sampleteams.pdf (accessed April 18, 2013), 4.

turn out. The Theorist emerging leader will excel at perceiving problems and their solutions. They will frequently notice what others have missed. Their key value to a team will lay in their willingness to try unique or different approaches to address the issues facing the team. Theorists are unafraid of new ideas and frequently are able to communicate with enthusiasm as to why their new idea is the best approach available. The limitations faced by the Theorist emerging leader relate to follow-through and completion. Generating new ideas and solutions will invigorate them. The actual tasks necessary to see something through to completion may not. Theorists benefit greatly from deadlines and being paired with team members who are more task-oriented.³⁰

The emerging leader with leanings toward the Executor role will be the one to implement and follow-through on the ideas and initiatives of others. Executors will want things to be orderly and precise. They will believe that via thorough planning the best results can be arrived at. Executors tend to have high standards and will work diligently to put in place policies and procedures that reflect and reinforce their desire for high quality. Their key value to a team lay in their reliability and consistency. They can be counted on to put in the time necessary to do good work and will revel in a job well done. Limitations faced by emerging leaders serving in an Executor role relate to their need for clear goals and well-defined processes. Should either of these be lacking, they will tend to be reserved and not be willing to commit their time and energy.³¹ They will deem the setting untenable and not likely to succeed. Having key evaluative points seem unclear will have triggered their pessimism.

³⁰ Ibid., 7.

³¹ Ibid., 8.

If an emerging leader leans to the role of Analyzer, they will do some of what the Theorist does and some of what the Executor does. They will be creative and big-picture oriented but will want to make sure that any plans decided upon make sense and can be practically carried out. Whereas the Executor will find value in carrying out the details that lead to success, the Analyzer, once convinced of a plan's quality, will leave the tasks related to completion to others. While both Theorists and Analyzers value problem solving, their approaches are different. Theorists will propose a wide range of ideas with little thought to actual implementation. Analyzers will provide the meaningful critique of other's ideas, thereby arriving at the most preferred solution. This is in contrast to the Executor's preference for being handed a predetermined course of action and asked to see it through. An important limitation faced by the Analyzer relates to how they process risk versus reward. Because they prefer ideas and plans that seem likely to succeed, they will sometimes limit their choices to those that are safe. In such situations, their low-risk choices may mean that less overall success may be experienced.³²

The Manager role, should it be played by an emerging leader, will have them performing in the areas of facilitating teamwork, ensuring progress, and being the utility infielder should a particular role be absent but needed. Their greatest strength lay in their ability to put themselves in someone else's place and to understand things from their perspective. They are then able to take this understanding and communicate it to others. This empathic understanding can foster good team dynamics and help people feel appreciated and included. The empathetic communications skills possessed by Managers also help them to relate to a wide range of people. This aids the emerging leader playing

³² Ibid., 9.

this role in their efforts at building a sense of community and shared purpose. This ability to be all things to all people can come at a price, however. When the leader focuses on a particular problem or person, those not being addressed can feel neglected and wonder if the Manager still respects and appreciates their contribution. Because the Manager so frequently demonstrates empathy as a community-building tool, new priorities and challenges can leave some feeling left out. Given people's need for encouragement and support and given that they may have greatly appreciated receiving it from the Manager emerging leader, should the Manager need to focus elsewhere, hurt feelings and a sense of loss may permeate the team.³³

The final role within the TEAMS system is that of the Strategist. Should an emerging leader lean towards this role, their strengths will be in the areas of strategic marketing and conceptual advancement. They will offer insights that help move people and projects to the highest level of functioning. Emerging leaders playing the Strategist role can at first seem very similar to either the Manager or the Analyzer. There are, however, subtle and important differences. Whereas the Manager helps people meet the needs of the project, the Strategist help people exceed their own expectations. They do this by offering insights that maximize potential. Similar to the Analyzer, Strategists help create high quality plans. The difference lay, however, in how success is measured. For the Analyzer, success has to do with immediate practicality. For the Strategist, success has to do with favorable long-term implications. This ability to motivate others towards long-term success is likely to be the emerging leader Strategist's greatest contribution. As with many strengths, this desire to spur others on can bring about limitations. The

³³ Ibid., 10.

Strategist may focus more on what they want to say to people and not spend adequate time listening. Additionally, the Strategist may appear inconsistent and unfocused as they move about offering insights, encouragement, and advice. Sometimes people will want the leader to spend time in the trenches with them and not simply pop in and out with pithy words or encouragement and support. The Strategist needs to make sure their actions support their words.³⁴

The TEAMS Profile is helpful on a number of fronts in regards to the emerging leader. There are only five roles and they spell out the name of the inventory. Additionally, the name of the inventory itself reminds the emerging leader that the focus is on teams. The TEAMS Profile also recognizes that many people are bi-modal in their leadership approach. Substantial effort is given to explaining how the various roles frequently pair up in the lives of people to shape their leadership contribution. Where the TEAMS Profile can become difficult for emerging leaders is through the subtle differences in roles. For a leader short on experience, recognizing whether they are more practical or future-oriented can be tough. Knowing whether they better help people find a role or better help people find their role are subtleties that may be lost on the emerging leader. For the most part, however, the TEAMS Profile does a good job of walking that fine line between too much and too little information.

Psychological Inventories: Recommendations

In the cacophony of voices previously noted, the emerging leader must decide where they are going to tune their ear. Because there are so many voices and because some of the voices sound similar, clarity rather than conciseness should be the deciding

³⁴ Ibid., 11.

point. It is suggested that amidst the inventory cacophony three voices are likely to be the most helpful for those new to leadership. The True Colors inventory, the Myers-Briggs Typology Indicator, and the StrengthsFinder inventory each meet the previously established criteria for inclusion in the emerging leader's leadership foundation. Each are clear in their message, can be readily understood, and are distinctly memorable. It should be noted that easily understood is not the same as readily understood. It will take some effort to learn the MBTI and the StrengthsFinder. They are two of the more complex inventories to understand. However, they speak meaningful messages that will most definitely aid the emerging leader. Given the amount of work necessary to grasp both MBTI and StrengthsFinder, it is helpful that True Colors can be learned and applied more quickly. The user friendliness of True Colors balances nicely against the intellectual rigor of the other two suggested inventories.

The True Colors inventory gives the emerging leader a very clear message. The True Colors of blue, green, gold, and orange each outline a distinct set of tendencies and note obvious preferences. The inventory mentions clearly how each color will approach structure, new information, and relationships. The inventory also clearly states how each color is different from the others. These clear messages about each color give emerging leaders not only important information about themselves, but also provide important glimpses into the lives of those with whom they may be working.

Being readily understood is a strength of True Colors. The emerging leader is given information related to both their primary and secondary color. Via their primary color the emerging leader learns about preferences related to structure, new information, and relationships. Via their secondary color, they learn about their reactions to stress and

challenges. Because True Colors reports to the emerging leader on relatively few areas, it can be readily understood and quickly applied.

Memorability for True Colors and what it reports to the emerging leader is also a strength. This memorability is supported by the nature in which most people think about the actual colors used. Soothing blue describes those most oriented towards relational-type leading. Thoughtful green is used to describe those who tend towards reflection and creativity. Energizing orange is the description of those who lead via enthusiasm and preferences for challenges. Traditional gold is used to describe those with leadership preferences related to structure and organization. With all these personality tendencies described as colors, memorability comes more easily. Remembering the tendencies and preferences of one's own color as well as those of the three other colors is generally something that is well within the reach of emerging leaders.

The Myers-Briggs Typology Indicator, while being more complex than True Colors, is still well within the grasp of the emerging leader. The MBTI breaks people into four clear typologies. Each type is described by a two-letter designation. These two letter designations report information that is similar to that reported by True Colors. NF is similar to blue, NT is similar to green, SP is similar to orange, and SJ is similar to gold. The interplay and relationship between True Colors and MBTI is important. If True Colors were to be taught first, emerging leaders would be able to recognize the links between the two tools. Properly sequenced, True Colors could serve as an introduction to leadership typologies. It was noted earlier that True Colors spends the majority of its efforts talking about four broad typologies. The MBTI seeks to educate the user about sixteen typology descriptions that are more narrowly defined. While learning all sixteen

might seem daunting at first, it should be noted that each True Color will have four specific Myers-Briggs typologies that relate to it. This stratification helps organize what the emerging leader must learn. Learning this stratification will substantially expand the emerging leader's understanding of self and others. Although the Meyers-Briggs Typology Indicator is not as easy to learn as True Colors, due to its use across many industries and organizations the emerging leader will benefit significantly from learning the MBTI.

Memorability is not the easiest aspect of learning the MBTI for the emerging leader to master. Even though memorability is an important factor for inclusion in the emerging leader's leadership foundation, it can't be the only factor. Providing leadership is an important contribution. When emerging leaders are seeking to make such a contribution, difficult information must occasionally be mastered. The Myers-Briggs Typology Indicator would fall into this category. The emerging leader who can remember the various tendencies and preferences that are a part of the sixteen Myers-Briggs typologies will be adding important understandings of self and others to their leadership foundation.

The MBTI also serves the emerging leader well due to its foundational nature. Several of the other inventories reviewed had, at their roots, MBTI-ish suppositions. Several of them are attempts to explain, in either plainer or more memorable language, concepts that are very similar to what MBTI suggests and teaches. Given this reality, it would seem more beneficial to simply understand the foundation rather than the structures built upon it. With MBTI being the most widely used psychological inventory in the world and with decades and decades of research behind it, the challenge lay in

determining which MBTI information is most vital to the emerging leader. Though this may require sifting through many options, the vastness of what is available should not deter the emerging leader. Rather, they should take confidence in knowing that they are learning to use a tool that has stood the test of time and that they are likely to encounter over and over again.

The StrengthsFinder inventory provides both a distinctive leadership philosophy and important personal information to the emerging leader's leadership foundation. The StrengthsFinder inventory stems from a very clear and distinctive philosophical position. The positive psychology underpinning the StrengthsFinder inventory purports that refining one's strengths rather than improving one's weaknesses results in greater leadership effectiveness. The clarity of this message permeates the StrengthsFinder inventory. This clear permeation is readily evident in the fact that the inventory measures thirty-four leadership themes but reports to the emerging leader only their top five. Reporting on only the top five, helps the emerging leader focus on developing those areas where they might become excellent. Reporting on all thirty-four themes might tempt the emerging leader to focus time and energy developing themes lower on the list. StrengthsFinder's research suggests that efforts devoted to one's weaknesses leads to becoming average, whereas effort spent developing one's top themes leads to excellence.

Ease of understanding is a two-part process for the emerging leader when it comes to grasping the StrengthsFinder inventory. The first part of the process relates to simply understanding one's top five leadership themes. Understanding one's top five gives the emerging leader areas in which to focus their personal development and growth. Grasping one's top themes should come relatively simply to the emerging leader. The

second part of the process, understanding all thirty-four themes and how they impact those with whom the emerging leader works, will take more effort. To aid in this effort, the thirty-four StrengthsFinder themes have been grouped into four categories: relationship building, impacting, strategic thinking, and striving. Taking the time necessary to learn this categorization should help the emerging leader better understand those themes that are not a part of their personal profile.

The philosophical belief that focusing on one's strengths is the right way to develop effective leaders makes the StrengthsFinder inventory easier for emerging leaders to remember. Emerging leaders are asked to focus on only their top five themes. This focus on the top five is so much a part of the inventory that the emerging leader is prohibited from learning their complete ranking of all thirty-four themes. Remembering all thirty-four themes, particularly those not a part of the emerging leader's profile, will be more difficult. Once again, however, the four broad categories of themes will help. The emerging leader should be able to remember that they are surrounded by people who have themes that help each person to relate, impact, think, and strive.

In essence, StrengthsFinder teaches that everyone has a top five. Everyone has themes that can be developed into strengths. Remembering this will make the emerging leader better able to recognize and support the themes of others. This ability to watch for where others are effective is an important contribution made by the StrengthsFinder inventory. The emerging leader who nurtures the themes of others will be providing an important contribution and will be setting an excellent example of what leadership should look like. The emerging leader with a good grasp of StrengthsFinder will understand important aspects of their own life and the lives of others. They will be able to offer

insights on where people can find satisfaction and suggest what might be most significant to them. Additionally, StrengthsFinder's philosophical underpinning of positive psychology will aid the emerging leader by focusing on where they are likely to have the most success and encounter the most meaning.

True Colors, the Myers-Briggs Typology Indicator, and the StrengthsFinder inventory all contain aspects that are clear, readily understood, and distinctly memorable. Developing an understanding of the inventories above and discerning relevant points of application will benefit the emerging leader. These inventories provide important insights for emerging leaders. Waiting for experience's natural learning curve to provide the necessary points of understanding to emerging leaders is always an option. However, as noted earlier, experience is an untraveled highway for emerging leaders. Training is an expressway that is readily available. The primary contribution of inventories will be to jumpstart the emerging leader's understanding of self and others. Because emerging leaders generally lack experience, jumpstarting their understanding of self and others is vital. Understanding and applying the insights available from inventories will provide the emerging leader with significant help in developing their leadership foundation.

Learning to use all three tools will also provide useful balance. The leader new to their role needs to be cautious about viewing people, issues, and circumstances through a single lens. The old adage of everything looking like a nail when all you have is a hammer is just as true in the world of inventories as it is elsewhere. The likelihood of any one inventory providing all the insights needed by an emerging leader is slim. By being well versed in True Colors, MBTI, and StrengthsFinder, the emerging leader can vary their approaches and have at least three sets of lenses through which to understand the

people and settings they encounter. The combination of True Colors, MBTI, and StrengthsFinder can be particularly helpful in understanding the potential of a group. Should the emerging leader know people's themes, they can be nurtured and developed into strengths. Should the emerging leader know people's preferences, choices can be more readily anticipated. Should the emerging leader know people's tendencies under stress, reactions can be better understood. Each of these insights into the lives of those they are working with will help the emerging leader be more successful.

CHAPTER FOUR: LEADERSHIP METAPHORS

As the emerging leader seeks to develop their leadership skills, one of the more attractive categories of training consists of leadership metaphors. Leadership metaphors run across the entire gamut of life. There are metaphors related to occupations, entertainment, hobbies, emotions, spirituality, and just about any personal interest one might have. This breadth can be daunting for the emerging leader. With so much being offered from a metaphorical perspective, the work of the emerging leader becomes to determine which type of metaphors resonate most clearly for them and which might be the most applicable for their situation.

Ship ahoy!

AquaChurch by Leonard Sweet asks the emerging leader to be mindful of what a good sea captain must do and know.¹ Issues such as appropriate use of maps, orienting by the North Star, valuing the crew, and knowing when to walk the plank all have value for the emerging leader. The chapters on maps and gang planks are especially applicable for emerging leaders. In these chapters, Sweet addresses two temptations to which emerging leaders may be especially susceptible.

Emerging leaders, seeking a shortcut, can be tempted to resort to maps. The expediency of simply having someone tell them what leadership is like may be too enticing to say “no” to. Sweet reminds the emerging leader that maps are never current.² To only go where the map describes will limit the emerging leader and keep them from

¹ Leonard Sweet, *AquaChurch* (Loveland, CO: Group Publishing, Inc., 1999), 8.

² *Ibid.*, 15.

discovering the fullness of what God has in mind. Maps are a glimpse at the past, and the future is yet to be determined. Additionally, a map comments quite clearly on someone else's journey. The postmodern emerging leader is likely to want to determine their own unique route. The emerging leader can also struggle to know the difference between a good risk and a poor risk.³ They can be tempted to invest too much or too little at any particular time. The good sea captain is encouraged to not walk the plank, but instead should keep an eye out for opportunities where boldness can lead to blessing. Seizing the right opportunities and making the most of them is an important hallmark of effective leadership.

Sweet's metaphor, while readily understood and fun to explore, is likely to be difficult for emerging leaders. Rarely will the emerging leader have the level of command and experience that Sweet describes in his good sea captain. The emerging leader will, however, resonate with how the good captain is mindful of his current surroundings and in touch with what is going on around him. Emerging leaders with a postmodern tendency towards experiential learning will like Sweet's metaphor of the experienced sea captain. Should the emerging leader value the idea of learning by doing, then the sea captain who knows each job on board the ship and who is willing to perform any task that they may ask of their crew, is someone that will be respected and emulated.

Going Greyhound

In *Good to Great*, the primary metaphor is a bus.⁴ According to Collins, the primary task of the leader is to get the right people on the bus. In this role, the successful

³ Sweet, 8.

⁴ Jim Collins, *Good to Great* (New York: HarperCollins Publisher, Inc., 2001), 9.

leader is to be a combination of bus driver and tour guide. If this can be accomplished then appropriate and meaningful decisions, directions, and destinations can all be readily secured. Collins asks his bus driver to remember two reoccurring concepts: the quality management team⁵ and the three circles.⁶ The first concept asks the driver to practice leadership via a quality management team rather than by attempting to be the genius with a thousand helpers. The advantages of the high quality management team over the genius relates to sustainability, development, and inclusion. The management team allows for life after the genius and for the development of others' gifts and abilities. Those included also feel that they are making meaningful contributions. The genius, while effective during their stay, tends not to develop others and ultimately leaves behind undeveloped followers who must fend for themselves. The second concept Collins suggests for his bus driver is that of the three circles. The three circles concept is the convergence point among 1) what one is passionate about, 2) what one is highly skilled in doing, and 3) what others are interested in. The place where these three circles converge is where the leader is asked to focus their time and energy. Collins believes that ultimately it is in focusing on this single Crystalline Concept⁷ that separates the good from the great.

Collins' concepts are memorable and supported by a multitude of examples drawn from all aspects of life. However, like Sweet's good sea captain, Collins' bus driver may not be the role the emerging leader occupies. The emerging leader may not have the authority necessary to plan routes or assign seats. At this point in their career, their role may be as one of the genius' thousand helpers. The emerging leader can, however, apply

⁵ Ibid., 41.

⁶ Ibid., 96.

⁷ Ibid., 95.

the search for the single Crystalline Concept to escape this fate. When an emerging leader merges their passion, with something they are adept at, and that others care about, then the emerging leader is poised for future success. Through Collins' single Crystalline Concept, the emerging leader can begin to emerge from the hoard of helpers and begin to stake their place as someone who makes meaningful contributions. An escape from the hoard, and a path to significance, are Collins' greatest contributions to emerging leaders.

Life is a playground

Margaret Wheatley and Myron Kellner-Rogers offer readers an interesting metaphor for leadership development. Their work, *A Simpler Way*, suggests that play⁸ is an appropriate approach for those seeking to provide meaning and value to the lives of others. Wheatley and Kellner-Rogers believe that too much of life has succumb to Darwinian thought and Pavlovian reactions. Too much of life is overly competitive and too reactionary. They see the world as one where invention, not survival, shapes one's quest for meaning and significance. *A Simpler Way* suggests that people are good, desire to contribute, want meaningful interactions, and will rise to challenges when their input is valued. Four statements comprise the essence of *A Simpler Way*. Leaders are to recognize: 1) that everything is in a constant process of creating and discovering, 2) that life uses messes to arrive at well-ordered solutions, 3) that life is intent on finding practical answers that are reasonable, and 4) that life creates an increased number of possibilities as it engages with opportunities.⁹ The value in *A Simpler Way* lies in its philosophical underpinnings rather than in its instructions. The emerging leader is

⁸ Margaret Wheatley and Myron Kellner-Rogers, *A Simpler Way* (San Francisco, CA: Barrett-Koehler Publishers, 1998), 11.

⁹ *Ibid.*, 13.

encouraged to think in particular ways so as to evoke creative and life-affirming responses from subordinates. The emerging leader's role is to free subordinates from competition, criticism, and coercion. By doing this, people are able to live out their innate goodness, exercise their creativity, and are free to contribute in important and meaningful ways.¹⁰ Wheatley and Rogers' metaphor of "life as play" is engaging and convincing. Their suggestions are attractive and enticing. They offer winning arguments about the benefits of what they suggest. They don't, however, provide the concrete and tangible processes that emerging leaders frequently need. Simply saying that people desire to make meaning, and that life is about discovery, is not sufficient for the emerging leader who is unsure as to how to help others discover such meaning.

Service with a smile

At first glimpse, *Servant Leadership*, by Robert Greenleaf, can seem dated. It is one of the earliest works to suggest the value of a servant's approach to leadership. It may seem commonplace today to talk about servant leadership. However, this was not always so. Once upon a time, the idea of the leader being concerned about the needs of the followers was extremely novel. *Servant Leadership* is important, in that when initially written in 1977, the metaphor of "the servant," would have gone against much of the current thinking as to what constituted a good leader. At that time, leaders were to be powerful, influential individuals who, through persuasion and coercion,¹¹ were able to get people to meet the demands of the leader. Greenleaf was amongst the early writers to

¹⁰ Ibid., 63.

¹¹ Collins, 41.

suggest that if the leader could meet the needs of those being lead, much that is good could be accomplished.¹²

A difficulty that *Servant Leadership* must overcome is the fact that much of the book is given over to convincing the reader that serving is a good and appropriate choice for leaders. Today, many readers will already agree with Greenleaf's position and could perceive his continued efforts at birthing the idea of servant leadership as preaching to the choir. Where Greenleaf's book can still be of significant value is in the later chapters. In these later chapters, Greenleaf offers specific insights to those working in areas such as business, education, ministry, politics, and as board members or trustees. In his examples, Greenleaf compares and contrasts the servant leader with the traditional leader. These comparisons are the type of concrete and tangible insights that emerging leaders can readily digest. Should an emerging leader be new to one of these areas, and desire to understand how to live out servant leadership in that particular realm, then Greenleaf offers timeless suggestions and appropriate commentary.

Modern art

Max Dupree chooses a very intriguing metaphor as he talks about leadership. In *Leadership is an Art*, Dupree suggests that the leader should approach their role as that of a millwright.¹³ In the days before automated assembly lines, the work of the millwrights was vital. Millwrights were responsible for repeatedly shaping items of substantial value. These craftsmen molded, shaped, and formed intricate parts that became vital pieces of a greater whole. This bit of artistry is what Dupree calls leaders to consider. Leaders create

¹² Robert K. Greenleaf, *Servant Leadership* (New York: Paulist Press, 1977), 9.

¹³ Max DePree, *Leadership Is an Art* (New York: Dell Publishing, 1989), 23.

great value through liberating, empowering, and ultimately polishing the talents of others.¹⁴ The leader as craftsman or artist has several considerations to keep in mind. Leaders are to be artful stewards of relationships, assets, momentum, and values.¹⁵ As the artful steward of relationships, Dupree asks three questions: Does the leader bear the pain of others? Does the leader operate with grace? Does the leader aid in the process of conflict resolution? As the artful steward of assets, the leader is to leave a legacy and nurture future leaders. Momentum is maintained by the artful steward when they have put forth recognizable and legitimate goals that bring about a real sense of accomplishment. Dupree's final word to the artful steward is that they are the caretaker of values. The values Dupree sees as most vital are creativity, hope, and opportunity.¹⁶ Dupree suggests that if these values are in place, then people will feel affirmed, encouraged, and motivated. As Dupree closes *Leadership is an Art*, he reminds the leader to be both a pitcher and catcher. He states that too often, the world breaks down along the lines of ideas and implementation. Ideas are usually seen as the purview of the supervisor and implementation as the responsibility of the subordinate. Dupree suggest that the artful leader knows that implementation requires creative ideas and that creative ideas, without workable implementation, are of little value. In essence, limiting anyone to the singular role of only pitching or only catching puts in place unnecessary constraints.¹⁷

Dupree's work attempts to help the emerging leader develop instincts and reactions that polish the talents of others. This is an important skill for anyone new to

¹⁴ Ibid., 10.

¹⁵ Ibid., 12.

¹⁶ Ibid., 21.

¹⁷ Ibid., 76.

leadership. The difficulty with Dupree's suggestions lay in the amount of experience and time that is necessary for these instincts and reactions to become a part of the emerging leader's artistry. The millwright was not skillful the first day, or probably even the first month. They were likely to have had years of apprenticeship behind them before they were counted on to provide something of value. While many of Dupree's insights ring with truth and the metaphors are convicting, the emerging leader is still in need of more apprenticeship. Dupree would seem to turn the emerging leader loose a little too soon and with not quite enough training.

Broaden your perspective

John Maxwell uses a circle metaphor to help explain his concepts in *The 360 Degree Leader*. The primary contention communicated by Maxwell throughout this book is that in any given organization there are more leaders, and people of influence, than simply the person at the top of the organizational chart.¹⁸ In the opening chapters, Maxwell debunks seven common myths that may hinder the influence of the emerging leader. These myths are: 1) I can't lead if I'm not on top, 2) when I get to the top, then I'll learn to lead, 3) if I'm on top, then people will follow me, 4) when I get to the top, then I'll be in control, 5) when I get to the top, then I won't be limited, 6) I can't reach my potential if I'm not the top leader, and 7) if I can't get to the top, then I won't try to lead. Emerging leaders can easily fall victim to myths one through five. Each of these myths still perceives leadership as more of an arrival point than a continuous journey. Being at the top of the organizational chart is deemed the primary end goal and where all the real opportunities are located. Anything short of the top is considered at best a

¹⁸ John C. Maxwell, *The 360 Degree Leader* (Nashville: Thomas Nelson, Inc., 2005), 10.

stepping stone and at worst a failure. This negative thinking about leadership, other than that done from the top, especially permeates myths six and seven. In this negative view, only the top leader is fully actualized. Given myth six, it is easy to see where myth seven comes from. Maxwell attempts to counter the negative thinking of myth seven by illustrating the importance of leaders other than the top leader¹⁹ and by demonstrating that the pessimism of myth seven robs people of the joy and satisfaction of meaningful contributions.

In the middle section, Maxwell takes time to help the emerging leader lead up, across, and down. The emerging leader is given hints as to how to influence those they report to, those who are colleagues, and those whom they supervise. With principles such as Walk Slowly Through The Halls, Be Better Tomorrow Than You are today, and Put Completing Fellow Leaders Ahead Of Competing With Them, the emerging leader can easily ascertain the types of skills Maxwell sees as valuable.

In the closing section of *The 360 Degree Leader*, Maxwell puts forth five reasons that show why having the 360 degree leader in the middle is so valuable. Maxwell asks them to hold fast to the notion that leadership is influence²⁰ and that influence permeates a wide range of relationships. The 360 degree leader understands that 1) teamwork trumps isolation, 2) leaders are necessary at every level, 3) successful leadership at the current level is a prerequisite for leading at the next, 4) good leaders in the middle make those at the top more effective, and 5) 360 degree leaders are what cause organizations to thrive. Each of these points of understanding reminds the emerging leader as to why the

¹⁹ Ibid., 20.

²⁰ Ibid., 295.

360 degree perspective is valuable. In Maxwell's world, it is when emerging leaders understand the value of the middle that they make important contributions to their organizations.

Through recognizing the importance and value of the middle leadership location, the emerging leader becomes the 360 degree leader Maxwell envisions. This approach to leadership development is extremely helpful for those new to their role. The emerging leader frequently lives out their role in exactly the location that Maxwell is describing. They are trying to be follower, colleague, and leader all at once. In recognizing this frequently awkward position, and giving voice as to how it can be one of great influence, Maxwell encourages the emerging leader in meaningful ways.

It takes 21 days

Habitudes is a series of short essays on leadership by Tim Elmore. The essays are collected in various editions. Currently there are four different collections, all purporting to provide images that form leadership habits and attitudes. Elmore's overt intent is to help people recognize the holistic aspect of leadership. A good leader must first succeed in self-leadership.²¹ Then they will have the opportunity to influence those above (supervisors), those around (colleagues), and ultimately those under (subordinates). The distinctions between Maxwell and Elmore lay in their methodology and in Elmore's inclusion of self-leadership as the leader's starting point. Maxwell's traditional approach of text-based stories for describing preferred modes of behavior is quite different from Elmore's approach of reflecting on visual images. Elmore asks emerging leaders to reflect on images such as icebergs, the starving baker, the golden Buddha, and the

²¹ Tim Elmore, *Habitudes* (Alanta, GA: Growing Leaders, Inc., 2007), 1.

personal laptop. With each image come a series of questions where the emerging leader is asked to reflect on what leadership truth might be illustrated by the image and the connotations associated with it.

This purposefully passive approach is intriguing and challenging. Emerging leaders are asked to reflect and imagine. They are asked to ponder and suggest. The emerging leader is not so much instructed as queried. This postmodern approach helps make the images memorable and the learning derived from them meaningful. The difficulty lay, however, in that the emerging leader may not necessarily know what they are going to learn until they learn it. Should the leader desire to know more about the importance of character they would have to correctly anticipate that the essay on the image of the Oversized Gift,²² is the appropriate chapter to read. This “quest for meaning” approach is quite different from the extremely direct communication within *The 360 Degree Leader*. Whereas Maxwell tells you in his chapter headings what to expect, Elmore sees the discovery process as a quest worth the leader’s time. Elmore is committed to the idea that taking this added time will lead to more lasting learning and more significant change. While this may be true, the reality exists that sometimes the emerging leader’s time is limited and their need for guidance great, therefore, the value of *Habitudes* ebbs and flows according to the time available to the emerging leader. If they want to learn something specific, in a relatively short period of time, *Habitudes* can be difficult. If the emerging leader is simply reading broadly, for the sake of their general leadership development, then *Habitudes* is both engaging and memorable.

²² Ibid., 21.

Leadership Metaphors: Recommendations

When seeking the most appropriate leadership metaphors for emerging leaders, the offerings of Maxwell and Elmore stand out, each for different reasons. Maxwell's comments about leadership myths are important for emerging leaders. They remove potential barriers for those new to leadership and encourage them to be people of influence. Maxwell also takes the time to ensure that leading from the middle is affirmed and championed. Emerging leaders will feel like Maxwell understands the three-fold challenge of leading up, down, and across. Elmore also lets the reader know that leading up, down, and across has special value. His use of imagery to convey these truths is intriguing and fits well with a society heavily reliant on the visual. The images not only resonate with truth but they help the concept being suggested be more easily remembered. If Elmore were to more clearly organize his images into categories or subjects, like Maxwell does his leadership myths, then a very useful set of insights would be more readily available to the emerging leader. Elmore may argue, however, that were he to be overly explicit, he would be limiting learning. With the journey motif and the idea of questing being so evident in Elmore's writing, it is obvious that he values the discovery process as an effective means of leadership development.

The 360-degree leader is a metaphor that is quite clear. The idea that emerging leader should be mindful and respectful of those they supervise, those who are colleagues, and those to whom they are accountable is clear throughout the work. The emerging leader is to lead up, down, and across. Maxwell takes pains to point out the folly of focusing too much on any one of these three areas throughout his leadership myths section. He concludes his instructions about leading up, down, and across, by showing

that effectiveness in all three areas is exactly what healthy institutions and organizations need.

The 360-degree leader metaphor can be readily understood by emerging leaders because it addresses them exactly where they are likely to be. They are likely to have authority, but of a limited variety. They are likely to have a high level of enthusiasm, but be limited by less than extensive experience. And finally, the emerging leader is likely to be in need of leadership development, but be unsure as to where to turn. Maxwell provides a readily understood suggestion for each dilemma. In terms of their limited authority, they are to serve rather than direct. Their enthusiasm is to be directed towards learning and understanding rather than dictating change. And most importantly, they are to seek out a mentor with whom they can discuss the many challenges and opportunities that come from leading.

Memorability for the 360-degree leader metaphor is high. Circles permeate society and “managing from the middle” is a phrase that can be readily recalled. The combination of the two helps the emerging leader to remember the key points delivered by Maxwell. Maxwell’s middle chapters related to learning by walking the halls, striving to be a little better each day, and striving to complete rather than compete are each of a memorable nature. Walking the halls is something that happens all the time. If the emerging leader can remember to listen and learn during these strolls, they can be the effective leader that managing from the middle describes. Being a little better each day provides a positive outlet to the emerging leader’s enthusiasm. Being a little better each day also reminds the emerging leader that leadership is a journey not a destination.

Finally, completing others, rather than competing with them, fosters the collaboration and heightened creativity that complex organizations frequently need.

The clarity, applicability, and memorability of both of Maxwell's primary metaphors, leading up, down, and across, and managing from the middle will greatly benefit the emerging leader. The emerging leader who can grasp and apply Maxwell's metaphor stands a strong chance of being the effective leader needed by organizations and institutions.

Tim Elmore's *Habitudes* also meets each of the criteria that are so helpful for emerging leaders. In fact, much of Elmore's work in *Habitudes* seems particularly targeted for those new to their leadership role. Because the primary mechanism chosen by Elmore is metaphorically explaining how leadership is like an iceberg, like pumping gas, or like checking the thermostat, the clarity of message, ease of understanding, and memorability are all high.

In each chapter of *Habitudes*, a single image is proffered to emerging leaders as something that can inform their day-to-day practice. By focusing on a single image in each chapter, Elmore's messages to emerging leaders are kept clear. This clarity is helpful for emerging leaders seeking to understand what exactly their leadership abilities are. The emerging leader does not have to understand every chapter's image. Instead, they simply grab hold of those leadership metaphors that make the most sense for who they are and what they are charged with doing.

In addition to the single image of each chapter being clear, each image is also easily understood by the emerging leader. Elmore's use of very specific imagery helps the reader understand the value of the metaphor he is using. When Elmore warns that

leaders can fall victim to something like the Starving Baker Syndrome, it is easy for the emerging leader to understand that they can't spend all their time feeding others. When Elmore suggests that leaders be aware of the gold within via the Golden Buddha metaphor, leaders are able to recognize the importance of discovering people's gifts and abilities even when they are not always readily apparent at an initial glance. These are just two of *Habitudes'* metaphors, but they make clear how a leadership metaphor associated with a gripping image can be readily understood by those new to leadership.

Emerging leaders face a challenge to their growth and development. They must sift through a great deal of information on leadership development in their quest to lead more effectively. The results of any conscientious quest are likely to be substantial. The substantial nature of this quest means that the emerging leader must find ways to recall what they have encountered. If the results of this quest are not memorable, then the quest will likely have been in vain. Imagery and insight are central to the *Habitudes* of Elmore. With each *Habitude* having the combination of a gripping image and meaningful insights, the emerging leader is likely to remember what they have read.

Given the helpful explicitness of Maxwell and the compelling intrigue of Elmore, the emerging leader's best course of action will be to spend the requisite time to learn from both *The 360 Degree Leader* and *Habitudes*. The emerging leader's benefit from these works will be three-fold. Both works meet criteria of clarity of message, being readily understood, and also distinctly memorable. Both works speak to those new to leadership. And finally, both authors have other significant works for the emerging leader to explore should either author become a favorite.

CHAPTER FIVE: LEADERSHIP SKILLS

A leadership development plan that can seem especially appealing to the emerging leader is the identification and acquisition of leadership skills. Much has been written identifying any number of skills that if mastered, are marketed as the keys to effective and meaningful leadership. Because the emerging leader is new to their role, identifying a reasonable number of skills to learn early should be a priority. However, the emerging leader is offered so many lists of habits, practices, attitudes, challenges, and behaviors that developing leadership skills can quickly begin to feel like a learning process with no end. Additionally, the inexperience of the emerging leader can make choosing difficult. Exactly which set of skills are really the most helpful? If the responsibility of the emerging leader is the early acquisition of significant skills and the adoption of a mindset that is open to future growth and development, which habits, practices, attitudes, challenges, and behaviors are likely to be the most meaningful? What should be a part of their leadership foundation?

Lucky #7

A classic in the leadership skills genre is Stephen Covey's *The 7 Habits of Highly Effective People*. Covey puts forth the idea that principled habits matter. According to Covey, those habits that stem from one's principles are the habits that will provide a person with the most meaning and significance.¹ Covey cautions the reader against adopting habits just for the sake of effectiveness. Rather, habits are to flow from who the reader aspires to be and the manner in which they desire to contribute. To help the reader

¹ Stephen Covey, *The 7 Habits of Highly Effective Leaders* (New York: Free Press, 1989), 10.

do this, Covey's seven habits are put forth in the three broad categories of private victory, public victory, and renewal.

Within one's private victory are the habits of Be Proactive, Begin with the End in Mind, and Put First Things First. Being proactive, according to Covey, is the habit of inserting freedom of choice between stimulus and response.² Imagination, independent will, self-awareness, and conscience are each ways in which freedom of choice can help the emerging leader be proactive in responding to stimulus. Beginning with the end in mind is a habit with two primary components. First, the emerging leader is asked to be keenly aware of their center. They are to be fully aware of where their motivation comes from. The second component is envisioning the preferred outcome.³ Covey coaches the emerging leader to be self-aware and to know where they want to go before they act. These two components help the emerging leader focus on the preferred outcome and avoid distractions that alter direction. The final personal victory habit is Put First Things First. Covey sees appropriate prioritization as the way in which the emerging leader demonstrates commitment, understanding, and wisdom. To aid in this prioritization, Covey suggests placing life's tasks in a four-quadrant matrix with importance and urgency serving as the x and y axes. Those matters that are which are both important and urgent are those Covey suggests be put first. The combination of the three habits described above help ensure that the emerging leader is personally victorious in self-management.

² Ibid., 71.

³ Ibid., 132.

Once the emerging leader has been personally victorious through self-management, Covey deems them as ready for public victory. The habits related to public victory are Think Win-Win, Seek First to Understand, Then to be Understood, and Synergize. These public habits build on and are largely sequential to the earlier habits related to private victory.

Think Win-Win is a habit that calls the emerging leader to seek out mutually beneficial results. It seeks the best way, rather than my way or your way.⁴ Think Win-Win also leaves room for a “no deal” response.⁵ “No deal” is important in that it recognizes that two people may not agree and that they need not seek to convince each other or win each other over. Rather, they can acknowledge that they agree to disagree with civility and grace.

The second public habit encouraged by Covey is that one should first seek to understand, then seek to be understood. This alteration of the Prayer of St. Francis is a powerful habit. Covey suggests that understanding will lead to credibility and credibility will lead to effectiveness. His suggestion here is that when people feel heard and cared for and are empathized with, they are much more open to suggestions and influence.⁶ The emerging leader is asked to not jump in to suggesting, fixing, or directing without making sure the person feels heard and understood.

The final public victory habit is the timely and skillful application of the five previous habits.⁷ The habit of Synergize asks the emerging leader to weave together the

⁴ Covey, 206.

⁵ Ibid., 215.

⁶ Ibid., 240.

⁷ Ibid., 263.

previous habits in such a way that creative and thoughtful solutions are offered. Synergize, as a habit, calls one to appropriately balance and effectively time the utilization of prioritization, empathy, thoughtful reflection, and seeking proper advantage for all concerned. Covey sees the synergy of these habits as producing environments and responses that both appropriately care for people and advance whatever concerns are present.

Once the emerging leader has begun to develop the habits for private victory and public victory, Covey suggests the seventh and final habit of Sharpen the Saw. This renewal-based habit is described with a four-part cycle. The cycle's components are physical, social/emotional, spiritual, and mental.⁸ Sharpen the Saw seeks to create a habit of renewal by showing how each component in the cycle helps the emerging leader create the circumstances where each of the habits can be lived out continuously. The physical component reminds one that care for one's body will lighten stress, provide energy, and bring about the required alertness for dealing with difficulties. The social/emotional component suggests that through actions such as empathy and service, one can experience relationships and contributions that lead to feelings of meaning and significance. The spiritual component serves to ground the emerging leader by reminding them of their values and beliefs. Covey sees reflection on what is central in one's life as facilitating focus and direction. The last part of the renewal cycle is mental. Here, the emerging leader is to take time to reflect and meditate on what they have contributed and what they might do differently next time. Covey believes that if one can be mindful of each part of the renewal cycle, then they stand the best chance of remaining healthy and

⁸ Covey, 288.

being able to continually contribute in positive ways to the lives of others. Through this renewal cycle, the emerging leader is able to keep the saw sharp.

The 7 Habits of Highly Effective People is a robust resource for any emerging leader. Because it has been available to people for over twenty years, it has permeated a wide range of settings. The original book has been augmented over time with specialized articles and workbooks related to a wide range of fields. This creates an entire genre of information that is easily available to the emerging leader. Because both depth and breadth are available, becoming well-versed in Covey's habits is good choice for the emerging leader.

It is what's on the inside that matters

A second classic in leadership development is John Maxwell's *Developing the Leader Within You*. Maxwell primary belief is that leadership is about influence. To help leaders be influential, he suggests ten concepts to be considered by anyone seeking to develop their leadership potential.⁹ These concepts can be further broken down in to the subcategories of abilities, characteristics, and environments to be cultivated by those seeking to lead.

The abilities to be cultivated are Influence, Creating Positive Change, and Problem Solving. Influence is how Maxwell defines leadership. In the influence chapter, he makes the case for the ability to impact the decisions and thinking of others as the definition of leadership.¹⁰ Maxwell sees the use of influence as a developmental process. Initially leaders simply influence through the holding of an authoritative position.

⁹ John Maxwell, *Developing the Leader Within You* (Nashville: Thomas Nelson, Inc., 1993), 2.

¹⁰ John Maxwell, *Developing the Leader Within You* (Nashville: Thomas Nelson, Inc., 1993), 3.

Ultimately they influence through who they are and what they stand for. In between is a process where the leader grows in understanding of how to encourage, respect, and develop those with whom they work.¹¹ The second ability suggested by Maxwell is the ability to create positive change. Here, the suggestion is that being comfortable with and even promoting change is a key role for any leader. Maxwell acknowledges that not all change is good, but suggests that without change, there can be little hope for advancement or improvement.¹² To aid the leader seeking positive change, Maxwell offers both historical perspectives and common sense. Throughout this chapter, examples of difficult but important changes are sighted. Maxwell also reminds the leader that difficult things such as change are not to be avoided simply because they are uncomfortable. The chapter concludes with a comment that since change is inevitable, the work of the leader is to diligently help others become more comfortable with new ideas, encourage innovative thinking, and reward appropriate risk taking.¹³ The final ability suggested by Maxwell is Problem Solving. The ability to solve problems is seen as a necessary partner to Creating Positive Change. The more complex an organization or an undertaking, the more likely it is to have problems. Maxwell describes two types of problems. Task problems are those of a more technical nature and are generally the ones that should be addressed first. People problems are those of an interpersonal nature and will take more time to be resolved. In both cases, Maxwell suggests a process of asking the right questions, talking to the right people, getting the hard facts, and being involved

¹¹ Ibid., 10.

¹² Maxwell, *Developing the Leader Within You*, 73.

¹³ Ibid., 65.

in the solution.¹⁴ From Maxwell's perspective, the leader who can both create positive change and solve the problems associated with it is the leader most likely to have lasting and significant influence.

The characteristics Maxwell relates as important for leaders are Integrity, a Positive Attitude, and Self-discipline. Integrity is important to the leader in that it builds trust and facilitates high standards.¹⁵ Maxwell notes that the difference between image and integrity is credibility. The leader desiring integrity must be credible to others. The leader must live out the values and beliefs they purport. The second characteristic Maxwell suggests is a positive attitude. Maxwell goes so far as to suggest that the person with a bad attitude is unlikely to be consistently successful.¹⁶ This suggestion is especially important to Maxwell in that he believes each person is responsible for their own attitude. He sees 10% of life as what happens and 90% of life as how one responds to what has happened. Maxwell also emphatically states that the attitude of the leader will have direct impact on the attitudes of those being led.¹⁷ The third characteristic to be cultivated by leaders is self-discipline. Maxwell believes that without self-discipline, the leader will not handle the pressures that come from power.¹⁸ Maxwell's keys to self-discipline are live what you teach, do what you say, be honest with others, put what's best for others ahead of what's best for self, and be willing to be transparent and vulnerable. Leaders who are able to consistently discipline themselves in those five ways

¹⁴ Ibid., 88.

¹⁵ Maxwell, *Developing the Leader Within You*, 40.

¹⁶ Ibid., pg 101.

¹⁷ Ibid., pg 105.

¹⁸ Ibid., pg 173.

will be able to withstand the temptations and pressure that readily accompany power and authority.

The environment that Maxwell thinks will best develop leadership skills is the one that has the right priorities, the right people, and a compelling vision. The right priorities entail choosing from all that could be done, that which should be done.¹⁹ To help leaders choose appropriately, Maxwell suggests a two-axis matrix consisting of the importance and urgency. Those things that are both important and urgent receive prioritization. Matters that contain only importance or urgency are next in line. And finally, those items with neither importance nor urgency are those the leader is encouraged to ignore.²⁰ The right people are important enough to Maxwell to warrant two chapters. The first chapter is on developing people. Because Maxwell believes that the greatest opportunity for an organization's growth lays in the development of its people,²¹ he sees the leader's role as that of modeling encouragement, inclusion, and a level of personal concern that leads to thoughtful confrontation. Throughout each of these roles, the leader is to live out the belief that people development is always the right thing to do. Maxwell's second chapter on people revolves around staff development. Maxwell defines staff development as the development of those closest to the leader. To explain staff development, Maxwell uses a team metaphor. Good teams have great leaders, pick good people, play to win, make each other more successful, and keep improving.²² In each of these aspects the leader is given a check sheet of actions and attitudes that promote having a good team. The right

¹⁹ Maxwell, *Developing the Leader Within You*, 19.

²⁰ *Ibid.*, 23.

²¹ *Ibid.*, 136.

²² *Ibid.*, 182.

priorities and the right people are most helpful in an environment that also includes a compelling vision. Vision, according to Maxwell, becomes compelling when it is personally owned.²³ To aid others in this process, the leader is to look within to determine what they feel, look behind them for what can be learned from history, look around them to see what is happening to others, and to look ahead to view the big picture.²⁴ Once leaders have done this for themselves, they can then help others do the same. As all parties engage in this discovery, the shared work of the process helps the vision be compelling. This compelling vision, when shared with the right people with the right priorities, creates an environment where Maxwell sees potential likely to be maximized.

As one of John Maxwell's earlier books, it is interesting to see hints of future books tucked away within certain chapters of *Developing the Leader Within You*. Many of the thoughts in the chapters on encouraging change and problem solving can be found in *Failing Forward*. Several of the suggestions related to self-discipline show up in Maxwell's *The 360 Degree Leader*. The upside to these examples is that should the emerging leader find value in *Developing the Leader Within You*, they will have several suitable follow-up works to read. The downside present in many of Maxwell's earlier works still permeates this work, however. This downside is that Maxwell tends to speak to established leaders with greater authority and span of control than that which will be experienced by the emerging leader. The emerging leader, seeking to develop their leadership foundation may agree with much that Maxwell says but have limited opportunity to apply it.

²³ Ibid., 144.

²⁴ Maxwell, *Developing the Leader Within You*, 141.

Row, row, row your boat

Bob Boylan's book, *Get Everyone in Your Boat Rowing in the Same Direction*, might at first appear to be an attempt at another leadership metaphor. However, as one delves into it, it becomes clear that what Boylan is actually contributing are five key principles for effective leadership: Decide "What's Important Around Here?," Ask: "Where Are We Headed?," "Determine Your Credo—What We Stand For!," "Understand the Need to Fall in Love with Risk," and "Learn to Motivate People."

The first principle, Decide "What's Important Around Here?," encourages the emerging leader to truly understand what is important in their setting. To aid in this, the emerging leader is to understand their personal motivation. They are to discover what makes them tick.²⁵ Understanding of self helps the emerging leader better understand how they are perceived by those around them. The second component to this general principle is understanding what makes others tick.²⁶ Find the core values of one's team and Boylan believes one can become more effective in engaging them in meaningful ways. The final component is understanding what makes the environment tick. Boylan defines this as the attitudes, policies, procedures, and activities that are noteworthy in one's setting.²⁷ Whatever characterizes the environment is deemed as central and core. When the emerging leaders is self-aware, other-aware, and environment-aware, then they can answer principle one's question "What is important around here?"

²⁵ Bob Boylan, *Get Everyone in Your Boat Rowing in the Same Direction* (New York: Barnes and Noble, Inc., 1995), 20.

²⁶ *Ibid.*, 24.

²⁷ *Ibid.*, 36.

Boylan's second principle stems from the question, "Where are we headed?" Central to this question is vision.²⁸ Boylan suggests that the vision should be clear and mutual. Clarity relates to being easily understood and simple to communicate. Mutuality relates to being intriguing and compelling. A vision that is clear and mutual suggests aspirations, priorities, and direction. Each of these is valuable to the emerging leader.

The third principle suggested by Boylan answers the question, "What do we stand for?" For Boylan the answer to this question is one's credo or position. Boylan sees this as very different than vision. Vision relates to the future, position relates to the present. Vision is where you are going, position is your current identity.²⁹ Maintaining focus and concentration on position is a primary role of the leader. The leader is to call others to credo loyalty and steadfastness to the institutional identity. Boylan sees this role as helpful in that once again, aspirations, direction, and priorities are more easily understood and more readily determined.

The fourth Boylan principle is Understand the Need to Fall in Love with Risk. Here the contention is that certainty and predictability lead only to stagnation and never to discovery.³⁰ Boylan sees risk as the only way that discovery can happen. Without risk, people will lack the stimulation that leads to finding out where they can truly excel. Boylan wants the emerging leader to see certainty, complacency, and predictability as the enemies of any setting or group seeking to thrive. The emerging leader is to encourage risk taking and model it for others. Risks are to be talked about openly and celebrated

²⁸ Ibid., 47.

²⁹ Ibid., 71.

³⁰ Ibid., 121.

regularly. From Boylan's perspective, risk leads to the meaningful and significant growth that any good leader should want.

The fifth and final principle put forth by Boylan is Learn to Motivate People. Boylan rightly points out that if no one is following, then no one is leading. As the leader seeks to motivate, Boylan suggests that the leader's vision must become the followers' cause.³¹ To aid followers in the acquisition of the leader's vision, Boylan suggests that the leader must be clear about what they believe and must communicate concern for others.³² The vision must be repeatedly communicated in clear ways that people are able to remember. Additionally, during the communication of the vision, the people must note obvious care and concern for them on the part of the leader. The vision must benefit them or appeal to some aspect of who they are. The vision cannot be just about the leader or the organization. It must meet some intrinsic need of the person hearing it.³³ If the emerging leader can clearly communicate the organizational vision and personal concern for others, then Boylan believes people will be motivated.

Get Everyone in Your Boat Rowing in the Same Direction is an enjoyable book to read and it communicates five very helpful principles. Boylan puts together a good mix of analogies, anecdotes, illustrations, and personal stories. This mix, while sometimes feeling a bit eclectic, offers a wide variety of learning points to the reader. To help the reader process the many varied points, the end of each chapter has a review and a checklist of the main points. When the emerging leader reviews the checklist, it serves as a reminder of what should have been noted or discovered in each section. If something

³¹ Ibid., 162.

³² Ibid., 164.

³³ Ibid., 152.

seems unfamiliar to the emerging leader, they can simply return to that section. These review checklists greatly add to the value of Boylan's work. Without these checklists, Boylan's content may have been a little too eclectic for the emerging leader looking to develop their leadership foundation.

Take two with food

The Leadership Pill by Ken Blanchard is an allegory that seeks to make one primary point. Blanchard's point is that process oriented leadership will always outperform results-oriented leadership in the long run.³⁴ In *The Leadership Pill*, Blanchard pits two fictional leaders against each other in a contest for organizational success. The leader taking the leadership pill becomes charismatic, provocative, and demanding. He is able to push subordinates to high levels of performance through rewards and coercion. The other leader, the Effective Leader, seeks to include subordinates in the various processes and models integrity, partnership, and affirmation.³⁵ By the end of Blanchard's narrative, the Effective Leader's organization is healthier, more engaged, and more productive. Blanchard's belief is that the demands of coercion ultimately break people down and they perform only as required. In comparison, those who are included and affirmed work diligently to contribute to outcomes they truly care about. In striving to make this single point, Blanchard helps the emerging leader avoid the temptations of power, coercion, and being overly results oriented. Blanchard suggests that by acquiring the skills of affirmation and inclusion and by modeling integrity, the emerging leader can

³⁴ Ken Blanchard, *The Leadership Pill* (New York: Free Press, 2003), 53.

³⁵ *Ibid.*, 110.

help craft environments where people feel valued and where they enthusiastically contribute.

Can't let go

Made to Stick, by Chip and Dan Heath, takes a refined approach to leadership development. Similar to Blanchard's *Leadership Pill*, *Made to Stick* seeks to convey a single primary truth to those developing their leadership skills. The Heaths see leaders as needing to be able to convey ideas and information in ways others can firmly grasp. They believe that this ability, more than any other, shapes the success of what leaders are trying to do. Hence, *Made to Stick* seeks to provide six keys to communication that should help the emerging leader convey important information to those with whom they work.

The first key to making something stick is keeping it simple. Simple, as defined by the Heaths, means compact and core.³⁶ Compact is the belief in saying one thing. The Heaths go so far as to say that if one says three things, one doesn't say anything. A message of importance that needs to be communicated can't be crowded out or pushed to the side by secondary information. Core means that the message to be communicated is clearly linked to something that is foundation or central to the organization. If the message is not core, if the message does not relate to the organizations primary goals, the Heaths don't believe it will stick.

The second key suggested by the Heaths is the unexpected. Their idea here is that the unexpected catches people's attention in a way that the ordinary does not.³⁷ To help

³⁶ Chip Heath and Dan Heath, *Made to Stick* (New York: Random House, Inc., 2008), 48.

³⁷ *Ibid.*, 65.

the unexpected communicate vital truths, the Heaths suggest the use of surprise and interest. The unexpected is supposed to surprise. It needs to catch people off guard. It needs to be noticeably different from the mundane. On top of this, it must link back to the core of what is being communicated. Surprise for the sake of novelty is not enough. The surprise must have a conscious and observable link back to the core of the message being communicated. This link back to the core is what holds people's interest once the novelty of the unexpected has worn off. The unexpected is more than simply startling those expecting something different. It means that the emerging leader, seeking to help an idea stick, seeking to hold others' interest, must master the subtle art of restating the already known core in new and unexpected ways.

The third key proposed by Heath and Heath is the idea that sticky ideas are concrete. At first this notion can feel a little odd. Rarely is concrete categorized as sticky. The point made, however, is that sticky ideas have tangible aspects that feel like common sense or that can be readily associated with matters from everyday life.³⁸ Heath and Heath make the point that while language is frequently abstract, life is not. The primary advice behind making ideas concrete is that the hearers must be able to associate with something they already understand. The sticky idea can't be so abstract that the hearer can't visualize what is being suggested.

Credibility is the fourth aspect necessary for a Heath and Heath sticky idea. They see two items as crucial to building credibility: the credible idea must have authority and it must have details.³⁹ Authority can be internal or external. Authority can also be expert

³⁸ Heath and Heath, 100.

³⁹ *Ibid.*, 137.

or personal. Internal authority is simply being self evident, as in “tires are round.” External authority comes from another source, such as, “Bob says gold is heavy.” Expert authority is the type provided by someone with specific credentials, as when a doctor says an arm is broken. Personal authority comes from those things that many people already know to be true, such as “fire is hot.” Details matter to Heath and Heath in that they sway people towards whatever type of authority is being suggested. Details are how people know whether or not the authority really understands the situation and whether or not the authority is truly knowledgeable. For Heath and Heath it will be important that the emerging leader understand the type of authority people see them as having and that the emerging leader provide enough details to support their message.

The final component to a Heath and Heath sticky idea is that it should be emotional. The hearer must care about the message. There must be something that connects them to the message in a personal way.⁴⁰ The primary way the emerging leader can accomplish this connection is through answering Heath and Heath’s W.I.I.F.Y. question.⁴¹ W.I.I.F.Y. stands for “What’s in it for You.” The sticky idea that connects emotionally is the one where the hearer clearly understands how the idea benefits them. According to Heath and Heath, emerging leaders will be better communicators when they understand that people connect most easily to those ideas with strong W.I.F.F.Y. components.

The benefit of *Made to Stick* for emerging leaders is that it drives home the point that effective communication is vital. Ideas such as simple, unexpected, concrete,

⁴⁰ Heath and Heath, 166.

⁴¹ *Ibid.*, 180.

credible, and emotional will readily make sense to the emerging leader and can be applied at most any level of leadership. These ideas and the multitude of examples provided by the Heaths are likely to be sticky in their own right. The down-side to *Made to Stick* is that the Heaths take 300-plus pages to convey their point. When one of their first suggestions for stickiness is simplicity, it can feel odd to need more than 300 pages to explain the rest of their thinking.

In this corner

One of the more intriguing and well-researched offerings related to leadership skills is *The Leadership Challenge* by Kouzes and Posner. This research-based work offers five exemplary practices to those seeking to be good leaders. Each practice comes from surveying thousands of current leaders and hundreds of subsequent follow-up interviews. During their research, the authors were looking for those practices that lead to effectiveness and that separated the best leaders from those that were merely adequate. Kouzes and Posner determined five practices that exemplary leaders tend to share: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.⁴² The strength to what Kouzes and Posner put forth is that the practices suggested are both easily understood and readily built upon. The emerging leader can see Model the Way and immediately recognize the value in that practice and anticipate some of what Kouzes and Posner might suggest. This helps the emerging leader go right to the area of greatest interest or need. Kouzes and Posner do a good job of supporting and developing each practice. Hints, anecdotes, and reminders abound for

⁴² James Kouzes and Barry Posner, *The Leadership Challenge* (San Francisco, CA: Jossey-Bass, 2007), 14.

each practice. Once Kouzes and Posner's validation of a particular practice has been reviewed, the emerging leader is likely to have some of their own ideas as to how to live that practice out in their particular setting. If the emerging leader only has a little time or simply needs a reminder in a particular area, Kouzes and Posner's chapter reviews provide it. If a particular practice seems foreign or possibly not relevant, Kouzes and Posner provide convincing evidence as to the practice's benefit. If a particular practice seems especially difficult, the authors provide guided processes that the ready can try. *The Leadership Challenge* has also been well received across a variety of disciplines and fields. This has fostered follow-up materials that are more specifically tailored to particular settings. This combination of being easily understood, broadly applicable, and well-researched is ideal for the emerging leader.

What's your EQ?

Emotionally Intelligent Leadership: a Guide for College Students, by Shankman and Allen suggests three key areas for emerging leaders to consider. The emerging leader is to be conscious of context, conscious of self, and conscious of others. The authors contend that developing awareness in each of the areas mentioned will provide the emerging leader with valuable insights as to what it takes to be effective in their role. The three areas are described as a rotation from context, to self, to others, and then back to context.⁴³ The idea purported is that each time the emerging leader travels the cycle, they increase in effectiveness.

⁴³ Marcy Shankman and Scott Allen, *Emotionally Intelligent Leadership* (San Francisco, CA: Jossey-Bass, 2008), 5.

Consciousness of context is comprised of two types of awareness. First the emerging leader is asked to be aware of their environment. This environmental awareness is akin to understanding the big picture and one's role within it.⁴⁴ The emerging leader is asked to be thoughtful and reflective about their setting and to not simply be reactive. The second type of awareness is described as group savvy.⁴⁵ Group savvy is the emerging leader's ability to understand the relationships, aspirations, and history that are at work in their setting. The primary tool to aid in the development of group savvy is the ability to ask good questions.⁴⁶ These questions relate to pondering what people want, what they have done before, what they hope to do in the future, and what they think about the others involved. For Shankman and Allen, the emerging leader who is aware of both the big picture and the history and relationships that have created it, is on their way to effective leadership.

The second area for consciousness development is in the consciousness of self. This type of consciousness is where the emerging leader is asked to understand a great deal about their own tendencies, motivations, and aspirations. Self-consciousness, as described by Shankman and Allen, can be broken down according to whether the effort relates to the past, present, or future.

In terms of the past, the emerging leader is asked to understand the importance of emotional self-perception. Understanding one's emotional tendencies is the primary goal in self-perception.⁴⁷ Knowing how various types of attitudes, behaviors, and comments

⁴⁴ Ibid., 16.

⁴⁵ Shankman and Allen, 19.

⁴⁶ Ibid., 22.

⁴⁷ Ibid., 27.

affect one's responses is vital. Honest self-understanding is the second effort related to the past. The emerging leader is to honestly assess successes and failures. To aid in this, they are encouraged to seek feedback and to honestly hear both the good and the bad.⁴⁸ The third component to self-consciousness that relates to the past is maintaining a healthy self-esteem. The emerging leader is to strive to seek balance.⁴⁹ One is to be confident, but not inappropriately so. One is to feel positive, but not in an unrealistic way. Shankman and Allen want the emerging leader to feel good about who they are and at the same time recognize that they have not fully arrived.

Self-consciousness relates to the present in three important ways. First, the emerging leader is to have emotional control.⁵⁰ Emotional control elicits confidence from others and helps preclude irrational or overly emotional responses. Second, the emerging leader is called to be authentic.⁵¹ Authenticity promotes trust and encourages others to fully invest. When others believe that the emerging leader is being transparent with them, they are inclined to participate more fully. The third suggestion from Shankman and Allen relates to flexibility. Maintaining a flexible mindset and being responsive to change in positive ways conveys a willingness to contribute, a desire for growth, and the ability to meet challenges.⁵²

The self-conscious emerging leader is not only to be aware in terms of the past and present, they are to be self-conscious about the future as well. To help in this

⁴⁸ Ibid., 35.

⁴⁹ Shankman and Allen, 37.

⁵⁰ Ibid., 43.

⁵¹ Ibid., 49.

⁵² Ibid., 54.

aspiration, Shankman and Allen suggest three orientations. The first orientation is achievement. The emerging leader should care about success. They should be passionate about doing the things that foster success.⁵³ The second orientation is optimism. Being optimistic will help the emerging leader make the best of difficult situations and imagine scenarios in excess of their present.⁵⁴ Shankman and Allen offer a caution, however: unrealistic optimism quickly becomes perceived as naïveté and limits trust. The third orientation to help emerging leaders be self-conscious about their future is initiative. The emerging leader is to be aware of where opportunities lay and be willing to pursue them.⁵⁵ This overt willingness to try inspires others to move beyond the status quo and discover important new ways to contribute.

For Shankman and Allen, self-consciousness is a must for the emerging leader. Awareness of issues related to ones' past, present, and future help ensure that the emerging leader can transition from consciousness of context to consciousness of self. Once aware of how one's past, present, and future are shaping one's contributions, the emerging leader can move into the third and final part of Shankman and Allen's awareness wheel.

The third and final bit of awareness that Shankman and Allen speak about is consciousness of others. This consciousness of others can be broadly characterized as awareness of the need to support, motivate, and develop others. As the emerging leader seeks to support others, they are to be empathetic and help others recognize their interdependence. By helping others see how their role in the larger picture links to others

⁵³ Ibid., 60.

⁵⁴ Shankman and Allen, 64.

⁵⁵ Ibid., 70.

and how those relationships truly matter, the emerging leader is providing valuable support.⁵⁶ Motivation is the second aspect of consciousness of others. Shankman and Allen believe that the influence of the leader is best lived out via a coaching model.⁵⁷ This coaching is to be characterized as high in direction and high in support. By focusing on direction and support, both influence and inspiration are possible. The final aspect of consciousness of others revolves around the development of others. Shankman and Allen encourage the emerging leader to be mindful of the differences in people. There are three rationales behind this reminder. First, differences can lead to conflict. The emerging leader needs to hone their conflict-resolution skills so that relationships can remain productive.⁵⁸ Second, teamwork needs to be fostered. Teamwork generally brings greater productivity, but only when the various team members understand and value their contributions and the contributions of others. The emerging leader needs to help others appreciate what is being contributed. The third rationale is capitalizing on differences. This reminder goes beyond conflict resolution and the appreciation of differences. When capitalizing on differences, those things that make each person unique are strategically utilized in important ways.⁵⁹ When the emerging leader is conscious of others in ways that first manage differences and ultimately capitalize on what is unique about each person, Shankman and Allen would see that leader as becoming effective.

Shankman and Allen provide emerging leaders with an interesting perspective. Being conscious of self, others, and setting is an awareness that will help the emerging

⁵⁶ *Ibid.*, 82.

⁵⁷ Shankman and Allen, 95.

⁵⁸ *Ibid.*, 106.

⁵⁹ *Ibid.*, 119.

leader be effective. Knowing who one is, who others aspire to be, and what the big picture entails are all worthy leadership skills. Acquiring these skills will definitely help the emerging leader to do well. Where Shankman and Allen could provide more, however, is in the area of how to actually develop those skills. Too often they simply encourage the emerging leader to empathize, to coach, or to inspire, while providing too little insight as to how to actually do so.

Leadership Skills: Recommendations

When examining the leadership skills that would serve the emerging leader well in the creation of their leadership foundation, it was noted earlier that the emerging leader will benefit from a set of initial best practices and a framework on which to hang future learning. A helpful set of initial best practices is found in Steven Covey's writing about the best practices of highly effective leaders. The helpfulness of what Covey suggests lay in the very practical nature of the seven habits he describes. Covey's habits are offered to the emerging leader with an eye towards the here and now. Covey provides initial thoughts about who the emerging leader should be and what they should attempt to do. Kouzes and Posner's *The Leadership Challenge* speaks more to the future and to who the emerging leader should become. By challenging the emerging leader with modeling the way, encouraging the heart, challenging the process, enabling others to act, and inspiring a shared vision, Kouzes and Posner are providing an excellent framework for future learning. Through the here and now contributions of the seven habits and the future oriented five challenges, the emerging leader's foundation can be well established.

Previously, clarity of message, ease of understanding, and distinctive memorability have been the criteria under which items could be included in the emerging

leader's leadership foundation. Both *The Leadership Challenge* and Covey's *Habits* do well in terms of being clearly communicated and readily understood. Each, however, requires the emerging leader to simply learn the phrases and skills described when it comes to memorability. Other works under consideration for the emerging leader's leadership foundation have benefited from compelling metaphors, interesting stories, or memorable single word descriptors. The emerging leader will have to work a little harder to remember the key aspects of *The Leadership Challenge* and Covey's *Habits*, but their leadership foundation will be all the better for it.

The habits found within Covey's *The 7 Habits of Highly Effective Leaders* work together to form a great initial skill set. Emerging leaders will benefit from learning them early in their career. Be Proactive, Begin with the End in Mind, Put First Things First, Think Win/Win, Seek First to Understand, Synergize, and Sharpen the Saw are all clear in what they suggest. Covey does a particularly good job in describing why each habit is so important to the emerging leader. Covey clearly conveys the benefits of performing each habit while at the same time portraying potential pitfalls or points of anxiety that could be encountered by those who do not live out the habits suggested. This clarity is very helpful for those still finding their way through the many options available in leadership development.

In addition to being clear, Covey works hard to make each habit readily understood. In each habit, the emerging leader is given valuable training about what the habit looks like in day-to-day practice and case studies that show someone living out the habit in their leadership role. Additionally, the emerging leader is encouraged to perform the habit even when tempted or pressured to do otherwise. This encouragement to live

out the habit, even when faced with difficulties, is especially important for new leaders who lack experience. Without experience to fall back on, the pressures of leadership can overwhelm the emerging leader. Covey seeks to avoid such an occurrence by spending substantial time and effort encouraging and inspiring those new to leadership. Covey also shows the emerging leader ways to begin using the habit, ways to consistently apply the habit, and ultimately, ways in which to refine the habit. These sequential examples of leadership development make each habit more readily understood and reiterate the importance that each can play in the emerging leader's leadership foundation.

Memorability is more challenging for the emerging leader when it comes to applying Covey's *Habits*. Each habit uses a phrase to initially convey its message. These phrases are clear and not difficult to understand. However, they do not form a compelling slogan, comprise a memorable acrostic, nor offer an enduring metaphor. Rather, Covey groups them in to three broad categories. Being proactive, beginning with the end in mind, and putting first things first are all part of what Covey calls the Private Victory. If the emerging leader can think about what they need to do before they go public, then this grouping of habits related to private victory can help the memorability of what Covey seeks to convey. Thinking win-win, seeking first to understand, and synergizing all fall in to a grouping that Covey calls the Public Victory. By placing these three habits together, Covey hopes that the emerging leader sets a very particular public example to those with whom they are working. If the emerging leader can be a servant leader who seeks to include rather than to direct, then Covey believes public victory has been achieved. Sharpening the saw is placed by itself in the third and final of Covey's three groups. This last group is categorized as Renewal. This particular habit may be amongst the most

memorable suggested by Covey. He spends substantial time instructing the emerging leader as to the value of renewing one's self. Sharpening the saw in order to be successful in the future is a great metaphor and one that carries with it rich meaning. Covey's words about leaders seeking to lead with dull saws are appropriate even for those new to leadership. The habit of renewal and of continually sharpening the saw is one that if learned early will benefit emerging leaders for years to come.

Sharpening the saw and the message it delivers to the emerging leader to seek out renewal provides a great transition into Kouzes and Posner's *The Leadership Challenge*. As has been stated already on several occasions, the emerging leader will have available to them many wet stones. Knowing which stones best sharpen the emerging leader's saw, is a difficult task. *The Leadership Challenge* aids in this task by suggesting a framework on which the sharpened saw or any future learning can be hung and upon which new thoughts and skills can be organized.

The Leadership Challenge is clear in what it suggests to the emerging leader. Each of the five challenges—Model the Way, Encourage the Heart, Inspire a Shared Vision, Challenge the Process, and Enable Others to Act—give the emerging leader a direct message. The verbs chosen are active and point to behaviors the emerging leader should consider. The nouns are carefully selected to directly reflect the type of daily opportunities encountered by emerging leaders. These clear challenges show the emerging leader what types of learning they should seek out in the future. Emerging leaders are encouraged to discover what catches people's attention, what inspires them, what matters to them, how they prefer to be supported, and what others can contribute. As discoveries are made related to each of these areas, *The Leadership Challenge*

provides a clear way for the emerging leader to organize the various components of their leadership foundation.

The emerging leader will be able to readily understand the challenges suggested by Kouzes and Posner. It has already been mentioned that the words comprising the various challenges are both active and direct. The challenges are also succinct. Each challenge is no more than three or four words long. This succinctness communicates directly to the emerging leader what is important. When Kouzes and Posner say Encourage the Heart or Model the Way, little room is left for confusion. Kouzes and Posner don't necessarily explain in detail how the emerging leader is to succeed with each challenge. Rather, via their research and through authentic case studies they provide explanation of why each challenge is important and how all can be lived out. The readily understood nature of each challenge makes them a very useful aspect of the emerging leader's leadership foundation.

Memorability for *The Leadership Challenge*, like that for Covey's *Habits*, is not simple. On the positive side, the brevity of each challenge does make them easier to bring to mind. Also on the positive side is the fact that there are only five challenges. This smaller number makes memorability a little simpler for the emerging leader. On the negative side, the phrases, while all relatively short, are not necessarily linked or sequenced. *The Leadership Challenge* remains well worth the emerging leaders time and energy in that it provides so much that can be built upon. Each challenge speaks to a broader category of leadership where the emerging leader is encouraged to refine their skills and abilities. When something like Encourage the Heart is suggested, it creates a category of leadership development where the emerging leader can explore the effective

ways in which hearts are encouraged. When something like Challenge the Process is suggested, it creates a mindset in the emerging leader where they are challenged to become adept at continually evaluating and assessing what is going on around them. Each of Kouzes and Posner's five challenges instructs and directs. This combination is highly beneficial for those new to leadership and who are in the process of building their leadership foundation. Taking the time necessary to learn the skills suggested by Covey and Kouzes and Posner will help the emerging leader build a strong leadership foundation.

With so many skills being suggested and with so many of those skills sounding or feeling similar, deciding which skills are most vital remains a daunting task for the emerging leader. Neither Covey's *The 7 Habits of Highly Effective People* nor Kouzes and Posner's *The Leadership Challenge* serves as the totality of what the emerging leader will ever need to know. Instead, both provide valuable important leadership skills upon which much can be built. Both give the emerging leader information and insights that they might otherwise not have. They provide these insights via messages that are clear, readily understood, and with some work, memorable. Some of the suggested skills form a framework of priorities. Other skills are suggested as best practices for leaders. Both would seem to be important to an emerging leader seeking to form their leadership foundation. Given the need for both, using *The Leadership Challenge* as one's framework and relying on *The 7 Habits of Highly Effective People* as one's best practices would seem beneficial. By understanding these two sources and the ways they seek to increase the leader's effectiveness, a solid leadership foundation can be established.

CHAPTER SIX: CONCLUSION

Once upon a time, at a lunch table months back, the naiveté of emerging leaders was encountered. Some of this naiveté could be excused due to the newness of what they were encountering. After all, emerging leaders are by definition new to their roles, unfamiliar with their day-to-day realities, and likely unsure of all the expectations they will face. When subsequent conversations with emerging leaders continued to reveal not only this naiveté but also a very real sense that they knew all that they needed to know, an intervention became necessary. Helping emerging leaders begin their leadership journey from a firm foundation, based on sound leadership principles, and delivered in a timely and strategic manner is the right type of intervention. Providing emerging leaders with both meaningful support and significant challenge at strategically chosen times will not only aid in the creation of a firm a foundation for their current situation, but will also prepare them for settings yet to be encountered. The foundation will serve as a stable platform for the lifelong journey they are beginning. The difficulty with this intervention has been described as three-fold: emerging leaders are naïve, emerging leaders overestimate their abilities, and there is an overwhelming amount of information on leadership available. This third difficulty is both especially problematic and distinctly challenging. More leadership materials, training, and information are available than can be processed. However, the refining of this cacophony provides very real solutions to the first two difficulties. Naiveté and overconfidence can be appropriately addressed with good training. With a strategic and timely application of leadership materials related to leadership metaphors, biblical leadership, leadership inventories, and leadership skills, a meaningful foundation can be built. This foundation, with purposefully chosen

components from each of the areas above, provides the emerging leader with both a starting point and a map for their lifelong journey of growth and development. The emerging leader with a firm leadership foundation will be able to live out their God-given gifts and abilities and be a very real blessing to others.

With a foundation comprised of important biblical passages related to leadership, intriguing leadership metaphors, insightful leadership inventories, and instructive leadership skills, the emerging leader is poised for success. The timing related to the delivery of this information will be key. At certain points in their personal development, the emerging leader is likely to be more receptive to particular aspects of what has been discussed. Additionally, given the timing issues of when an emerging leader might be selected, when they might be trained, and when they might be expected to live out their role, sequencing certain components of the leadership foundation will be crucial. Discerning what to deliver when so as to be best recalled later is a vital consideration for those seeking to develop emerging leaders.

Chapters two through five have provided much content to consider. But content is only half of the equation. Context is just as important as content. The timing of when leadership resources are placed in front of emerging leaders can be thought of as four windows: prior to hiring, upon hiring, immediately before service, and during service. Each of these context windows brings with it particular advantages and opportunities. Being mindful of these realities will help the experienced leader deliver meaningful support and significant challenge. As with any foundation, a leadership foundation is best built in a timely and staged manner. Broad application of too much material too quickly is a blueprint for minimal learning and substantial frustration. Emerging leaders will feel

overwhelmed and struggle to assimilate the necessary information. Weak materials or inadequate understandings will lead to a construct of insufficient strength and little lasting value. If, instead, the experienced leader can place particular materials in front of emerging leaders at carefully chosen windows in time, then a leadership foundation of substance and stability can be built. Such a foundation will support the efforts of the emerging leader and bless those whom they are seeking to serve. Additionally, such a foundation is easily built upon as the emerging leader ultimately transitions to becoming an experienced leader.

Prior to hiring

Prior to hiring there exists an important training window for emerging leaders. During this time, all those who make up the applicant pool can be given some introductory information. This information should be broad in nature and form a philosophical foundation that informs both theory and practice. It should also be of a nature that even if not selected for a particular role, the applicant still benefits from being exposed to the information. This broad dissemination of information can also help keep those who are chosen for roles accountable. This accountability happens when people beyond just those in formal leadership roles are aware of important leadership principles and best practices.

Large-group presentations are an important delivery methodology during this window. Presentations given to large groups provide the benefits of efficiency, consistency, and accountability. Efficiency matters during this window due to the sheer number of applicants likely to be involved. Given a large applicant pool and the need to converse individually with finalists, efficiency is important. The mass delivery of

information to the applicant pool will allow the experienced leader more time for personal interviews with those applicants who make it to the second level of consideration. Large-group presentations also carry the benefit of aiding with consistency. Such presentations help ensure that common messages and consistent information goes out to those pursuing leadership roles. This consistency bridges over to the third benefit of large-group presentations. When many people have heard the philosophical and practical underpinnings of a particular leadership opportunity, greater accountability exists. When both theory and practice are presented to the applicant pool as a whole, those who are not selected, by virtue of what they have heard, can provide accountability for those who are chosen. Those chosen will be mindful that many others have heard what their roles entail and how they are to be lived out. This broad dissemination of knowledge, extending beyond those who are chosen, aids in accountability and ultimately in performance.

Prior to hiring, the StrengthsFinder inventory and *The Leadership Challenge* both provide the broad understandings of people and leadership that are applicable across the entire applicant pool. The hiring reality is such that not everyone will be chosen. However, introducing these important tools into the lives of applicants provides benefit to them regardless of whether they are selected. When one takes to time to equip the interested and not just the selected two substantial benefits occur. First, more than just the chosen have the opportunity to be increasingly self-aware. Everyone taking the inventory or learning the skills can begin the work of refining who they are as a leader. Second, the nature of the tools discussed is such that a positive culture can be fostered. Both tools take pains to point out that all leaders are not necessarily the same nor do they possess the

same talents. Rather, all are encouraged to learn to use whatever talents they possess as effectively as possible. This inclusive rather than exclusive approach to leadership debunks the common mythology that only some people or only people with certain skills should be involved in significant leadership or important positions.

StrengthsFinder will provide the applicant pool with important personal insights. StrengthsFinder also lays the groundwork for a positive strengths-based approach to life in general. Applicants will know that they don't have to be just like someone else or have the same gifts as others in order to be effective. Via StrengthsFinder, they can begin to better understand where their talents are located. With these latent talents better known to them, applicants can begin the process of turning them from latent talents yet to be developed into real strengths that foster effective leadership. Additionally, by focusing on strengths, rather than deficits, those not selected still walk away with something positive. They now have a glimpse into who they are and into what talents they can develop in order to be effective leaders in the future. Finally, the strengths-based nature of the StrengthsFinder inventory helps refute the myth of the "haves" and the "have nots" when it comes to leadership skills. StrengthsFinder shows all have valuable talents to be developed.

StrengthsFinder can only be taken online. This is beneficial during this particular window when the number of applicants will be large. Each applicant can take the inventory on their own and then submit their results as part of their application packet. With the applicants' results available, those doing the hiring have two very nice options as to what to do next. First, all applicants can be expected to attend a training seminar about the theory and nature of StrengthsFinder. During this time, key aspects of the

thirty-four individual themes can be covered as well as the general benefits of positive psychology. Allowing for substantial discussion during this time will aid the experienced leaders in ascertaining who best understands the topic. Another subtle side benefit of this training moment will be that since the applicants have not been hired yet they are likely to be attentive and engaged so as to show themselves in the best possible light. When the time comes for more personal interviews, or perhaps meeting with applicants one-on-one, StrengthsFinder can again benefit both the applicant and those doing the hiring. During individual interviews, questions can be tailored to address how the individual's themes match up with the job description being addressed. This provides both parties with key insights from each of the four StrengthsFinder quadrants. Knowing where an applicant is in terms of the Relating, Impacting, Thinking, and Striving themes can help determine whether or not there might be a good fit. During this time of dealing with applicants, there exists a unique moment to encourage those who are not chosen. All too often, when one is not chosen for a particular role, information about why is difficult and perhaps painful to come by. With StrengthsFinder, those doing the hiring have the opportunity to affirm the gifts of each applicant. With StrengthsFinder, the unchosen applicant can still walk away from the process knowing important information about their gifts and talents.

While StrengthsFinder provides insights about how an individual might match up with a specific job description, *The Leadership Challenge* can help determine whether or not someone has the proper motivation to lead successfully. For this reason it is very helpful to put *The Leadership Challenge* in front of the entire applicant pool. Each challenge conveys an important philosophical position related to leadership. By helping applicants understand that modeling the way, encouraging a shared vision, enabling

others to act, encouraging the heart, and challenging the process are all part of what a leader does, they are better able to understand what is most important to the organization when it comes to leadership skills. The five challenges also portray a distinct type of leader. The leader suggested by *The Leadership Challenge* is one who models leadership by serving rather than directing and by including rather than dominating. It is important that the applicant pool is aware of these distinctions. As those likely new to leadership and possibly only recently seeking to lead, recognizing the nature of the traits portrayed in *The Leadership Challenge* will help them serve others graciously and effectively.

Prior to hiring and after addressing the StrengthsFinder, a second training seminar, related to explaining *The Leadership Challenge*, should be offered. The goal of this seminar would be to move them from thinking about themselves to thinking about others. StrengthsFinder identifies the themes of individuals. *The Leadership Challenge* identifies behaviors all effective leaders should pursue. During this training time, emphasizing that successful leaders apply their personal themes to good practices will send to applicants a clear message that leadership is about both who you are and what you do. Too much emphasis on individual skills can lead to an overly narcissistic leadership perspective. Leadership too quickly becomes all about what the leader can and can't do. At the other end of the spectrum, over-emphasis on good practices causes a different issue. Emerging leaders can adopt the mindset that if they simply perform certain tasks in particular ways they will quickly lead well, just like whoever they are aspiring to emulate. Neither end of the spectrum is healthy for emerging leaders. Due to their inexperience, those new to leadership can drift from one end of this spectrum to the other trying to understand what is called for. Given this dilemma, training around both personal themes and good

practices is necessary. Knowing both one's self and good leadership practices will help the emerging leader find a helpful balance. Letting aspiring emerging leaders know that good leaders apply their personal themes to the practices of modeling the way, encouraging the heart, challenging the process, inspiring a shared vision, and enabling others to act provides a helpful tone amidst the cacophony of mixed messages that emerging leaders often hear.

Upon hiring

The second window relates to what should be given to emerging leaders upon selection or election to their roles. During this time, emerging leaders have a great deal of enthusiasm for their upcoming role and a strong desire to be around those with whom they will be working. This particular time is important in that it sets the stage for future development. Strong and positive experiences during this time can foster an ongoing teachable spirit and willingness to learn. It should also be noted that during this time it can be far too easy to overwhelm emerging leaders. In their zeal for their new role they can often express a desire to take on more training and learning than they will actually be able to process or apply. Given these considerations and the fact that the emerging leader is likely not jumping immediately into their role, their training upon selection or election should be focused on understanding people rather than tasks, be group oriented, and be of appropriate scope and complexity so it is likely to be remembered later.

The training related to this window is best addressed in a series of extended seminars. These pre-service seminars must strike an important balance. Newly chosen leaders are zealous and enthusiastic. They also want to get to know those with whom they will be serving. These attributes will make them eager to devote time to their new role. It

will also make them eager to participate in group settings where they have the chance to share about themselves and hear from others. Amidst the planning of these seminars, it should be remembered that the emerging leaders will likely have gaps in their knowledge in regards to self-awareness and in terms of understanding others. They will tend to have more enthusiasm than insight. Given these realities, bringing them together for extended times of focusing on the motivation behind good leadership and on better understanding one's self and others become important priorities.

Those seeking to develop these emerging leaders should capitalize on this nexus of excitement and enthusiasm and present information that is both challenging and memorable. The challenging nature of what is introduced is key in that it establishes a precedent. If done well, it lays the groundwork for future development that is both meaningful and effective. The memorability of what is introduced is important in that there may be a gap between selection and service. During this gap, less than memorable information will fade. Less than memorable information will also diminish the emerging leaders' enthusiasm and confidence for the role they are undertaking.

Upon selection, emerging leaders in distinctly Christian settings will want to have a sense that what they are doing is eternally significant and directly related to the will of God in their lives. They will be very interested in feeling that what they are doing is God-ordained. They will want to know that they are contributing in important ways to the lives of others. Emerging leaders in distinctly Christian settings will also want to know that they are an overt and obvious blessing to those with whom they are working. Henri Nouwen's *In the Name of Jesus* provides emerging leaders with important attitudes and actions that will address their desire to bless others. Offering these insights into Jesus'

leadership at this time of high enthusiasm and excitement is very timely. Nouwen's commentary on how Jesus lead through serving will also remind those new to their roles that humility, compassion, and prayer are all key aspects of Christ-like leadership.

Nouwen's observations about humility, compassion, and prayer serve an additional role for the emerging leader. These observations serve as a counterbalance for any tendency emerging leaders may have to fall victim to pride, hubris, or an inappropriate sense of self. For emerging leaders in distinctly Christian settings, Nouwen's emphasis on knowing what Jesus would do establishes an early tone that emerging leaders, recently chosen for their roles, need to hear. When delivering Nouwen's thoughts, building in time for reflection should be noted as important. When first delivered, much of what Nouwen says about humility, compassion, and prayer will feel un-leadership-like to emerging leaders. Emerging leaders can tend towards zealotry not humility, directing not serving, and be reactionary rather than contemplatively prayerful. Time to reflect on what Nouwen proposes, spread out over several days, will help the emerging leader wrestle through Jesus' challenges to traditional leadership. Nouwen's suggestions are too important and too informative to be treated as a "one-and-done" presentation.

True Colors is a great tool to use early with those who have just recently been selected for leadership roles. It is relatively easy to grasp, lends itself to vibrant group discussions, and tends to stick with people in terms of memorability. With newly chosen leaders feeling excited to get going, the understanding of self and others provided by *True Colors* provides a strong start. Whether the newly chosen emerging leader is blue, green, orange, or gold, *True Colors* will have something encouraging and challenging to offer. It will also be interesting for the new group to see the makeup of who they are as a

leadership team. This glimpse into who is in the group reiterates the point that not all leaders are the same, nor do they all lead in the same manner. *True Colors* also gives the emerging leader a glimpse into who their colleagues are and helps them know where to turn when skills and abilities other than their own are called for. *True Colors* lends itself to broad group discussions, discussions in colors, discussion across colors, and case studies. The case studies can be especially helpful to emerging leaders if each group has at least one representative of each color. For added depth of understanding, emerging leaders can be instructed to behave as a color other than what they are. After the case study, the participants can discuss what it felt like to be orange, blue, green, or gold when that was not really who they are.

Immediately before service

The third window related to equipping emerging leaders is that time period immediately before they begin their role. During this window some of their enthusiasm may be replaced with anxiety. With actual positional performance right around the corner, more concrete information about who to be and what to do will be well received. This is also the right time to remind the emerging leader of key philosophical underpinnings that are to shape very shortly the work they will be doing. Without these timely reminders, the emerging leader can fall victim to the pressure and anxiety of the moment and fail to live out the tenants of their leadership foundation.

Given the anxiety likely to be felt by emerging leaders during this window, a period of extended training time is necessary. Frequently this training is done during extended training weeks or at training retreats. A multi-day period is well positioned to provide the time necessary for interpersonal reassurance, the reinforcement of a group

identity, and training in the role specific information that emerging leaders require at this moment. An extended retreat setting allows time to be spent on difficult or complex topics and, at the same time, frequently leaves space for thoughtful reflection on what is being suggested. Given these two considerations and the fact that their work is soon to begin, this is the right time to deliver the bulkier or more complex information that can benefit emerging leaders.

Donald Kraybill, in *The Upside Down Kingdom*, provides a cogent and extensive analysis of how a leader should respond to the Sermon on the Mount. By addressing issues such as humble service rather than regal pride, the pursuit of peace rather than the acquisition of power, and the expressing of compassion rather than maintaining emotional distance, Kraybill encourages the emerging leader to think differently about the role they are about to enter. Additionally, because his analysis of the Sermon on the Mount is offered in contrast to current worldly wisdom, this reminder, immediately prior to their work, helps to draw from the emerging leader increasingly Christ-like attitudes and actions. Prior to this moment, those working with emerging leaders will likely have spent much time and energy building up and encouraging those new to the roles. All this encouragement and adulation needs a counterbalance. After having been chosen, the emerging leader may fall victim to the idea that they have arrived. It is better for them to consider themselves as having begun an important journey. Woven throughout *The Upside Down Kingdom* is just such a journey motif. There is an additional risk in the encouraging and equipping of leaders. After being told how wonderful one is, what a great job one will do, and how one is bound to be a blessing to others, it is easy for the emerging leader to have lost hold of attitudes related to humility. After having been

equipped with insights and skills related to understanding others, the emerging leader could fall victim to the temptation to manipulate rather than serve. Reflecting on Kraybill's comparisons of worldly attitudes and actions over and against Jesus' words from the Sermon on the Mount will take time and is hard work emotionally and theologically. However, doing so immediately prior to the emerging leaders assuming their roles can temper the worldly attitudes mentioned above and help keep the focus of emerging leaders on serving others with compassion and grace.

The extended retreat setting provides the opportunities for reflection and deeper learning that can otherwise be difficult to find. Presenting the challenges Kraybill notes from the Sermon on the Mount and asking emerging leaders to reflectively wrestle with them will help these difficult concepts find a home in the emerging leader's leadership foundation. To facilitate this foundation building, immediately after presenting the information isolated reflection should be encouraged. During this time, providing some leading questions related to humility, grace, forgiveness, patience, and service can deepen the emerging leader's understanding of Kraybill's exhortations. After reflection, an extended discussion time where the sharing of unaddressed thoughts, newly realized questions, and significant realizations can provide an opportunity for both sharing and accountability. This sharing after reflection is important also in that not everyone will gravitate to the same exhortations nor arrive at the same conclusions. By sharing with one another, emerging leaders can develop the habit of encouraging each other and recognize again that not all leaders are the same.

Maxwell's description of what makes for healthy and effective organizations serves a slightly different purpose during this third training window. Given emerging

leaders' tendency to focus on leading down, the likelihood of them underestimating the significance of leading up and across is high. Wrestling with Maxwell's 360-degree leadership model immediately prior to the beginning of their work can help address this concern. At this time, it will be good for emerging leaders to receive help in understanding the nature of their roles within the organization. Emerging leaders may become focused primarily on what they will be doing, who they may have authority over, or what they could have responsibility for. Emerging leaders, eager to lead out, can all too often lose sight of the importance of followership. Understanding why they are accountable to someone is crucial to their development as leaders. Additionally, their inexperience can cause them to not fully embrace the importance of peer support and the encouragement of colleagues. Doing well at leading across provides both of these crucial items.

Because Maxwell's instructions related to leading up, down, and across can sound very unusual to those holding a traditional hierarchical view of leadership, leading up, down, and across should be a reoccurring theme during the extended time of training. Each moment of instruction should highlight an up, down, and across component. Each moment of reflection can be given an up, down, and across challenge. And finally, each moment of discussion can call for up, down, and across observations or suggestions. Group cohesion and a sense of common purpose are the likely outcomes for any team recognizing the benefits of leading up, down, and across. Immediately prior to the beginning of their roles is a great time for emerging leaders to have such cohesion and purpose.

The final item for delivery during the third window is the seminal work of Stephen Covey related to effective people. Immediately prior to beginning their roles, emerging leaders can benefit from some very concrete and tangible skills. Covey encourages just such skills. With the beginning of their role literally days away, being encouraged to be proactive and to plan with the end in mind are skills that will serve the emerging leader well. Being new to their role, emerging leaders can struggle with time management, prioritization, and the stress associated with decision-making. Putting first things first, thinking win-win, and seeking understanding all help the emerging leader pick and choose the most appropriate things on which to focus their time and energy. Covey's encouragement around synergizing is the perfect antidote for the tendency of emerging leaders to want to do it all on their own. Through synergy, the emerging leader is reminded that collaborating with others frequently leads to the sum of the whole being greater than the individual pieces. This important realization can rescue the emerging leader from going it alone and it can remedy the burnout sometimes experienced by those who commit to too much too soon. The final effective habit suggested by Covey is the ideal way to conclude training immediately prior to service. The ideas of sharpening the saw, honing one's skills, and seeking to continually refine one's ability to lead well, all set the stage for the ongoing training and development of emerging leaders.

An extended training session is very useful when seeking to cover all that Covey provides. Each of the seven habits can be a stand-alone moment. Leadership skills such as putting first things first or seeking to collaborate effectively are not the type of topics that lend themselves to brief presentations given days or weeks apart. Covey's habits are important and somewhat complex. For someone new to leadership, it can take some time

to understand the value of putting first things first. By linking Covey's habits to Maxwell's trifecta of up, down, and across, memorability and applicability can be increased. Similarly, other habits suggested by Covey should be addressed from Maxwell's perspective. This linking will take some time and repetition in order for it to be most fully grasped. Those new to leadership will not have experiences that help them make sense of these linkages. Rather, those providing the instruction will have to be clear about the connections and perhaps provide tangible examples from their own lives. The extended time setting allows for this more complex learning. Additionally, given that the setting under discussion is immediately prior to service, the day-to-day usefulness of what Covey provides should help keep the attention of the emerging leaders. Covey's last habit, sharpening-the-saw, should be addressed last. It can be a very nice bridge to future training. As was noted earlier, those recently welcomed to leadership can fall victim to the mindset of having already arrived. By reminding emerging leaders of the need to constantly sharpen the saw, the basis for ongoing training during the fourth window can be established.

During service

With Covey's admonition to continually sharpen the saw providing the perfect segue, the fourth training window available to emerging leaders can begin. During their ongoing training, emerging leaders will have time to compare what they have been taught with what they are experiencing. This comparison will come about quite naturally as they encounter the day-to-day realities of working with people and serving others. During this comparative time it will be important to do two things well. Emerging leaders will need

ongoing support related to commitment and follow through and they will need continual challenge in order to fully refine their skills and abilities.

This fourth important window of training for emerging leaders needs to address what to introduce during their time of service. Emerging leaders operating in this window will be looking for ongoing inspiration as well as concrete examples of how to handle the various difficulties they encounter. It should also be remembered that they are now in the midst of their actual role. They may feel that they need more time for doing their role and feel that they have less time for learning about it. This pressure makes memorability an extra concern. During these times of stress, recall becomes difficult and the emerging leader can lose hold of helpful training they have previously received. However, even amidst the pressure of actually performing their roles, leadership development during this time can't simply be about doing the functional aspects of their positions. One of the best combatants for stress, pressure, and anxiety is inspiration. If emerging leaders can continue to be inspired during their time of service, not only will their effectiveness increase, but so will the likelihood that they remain committed to leading well.

This fourth window is large and can be complex. Ongoing support is what will strengthen emerging leaders and see them through both expected and unexpected trials. Leading is difficult. Personal learning styles, the steepness of various learning curves, and the available time all have to be considered. Given these factors, a three-part approach seems best for addressing matters of ongoing training. Weekly staff meetings provide the consistent time together that fosters faithfulness and accountability. Meeting each week also allows for complex issues to be addressed over time. The processing, reflection, and exploration time in between meetings allows time for deeper thinking and

creative problem solving. Monthly round-table meetings offer the novelty that can interrupt the day-to-day grind, provide opportunities for the sharing of ideas, and encourage peer-to-peer support. These moments are also a prime opportunity for acknowledgments of people's unique contributions, a memorable time to hear from special guests, and an opportune moment to simply say "thank you" for all the hard work and sacrifice being put forth. The third component of ongoing training should be a Web-based social media outlet. This outlet provides emerging leaders with the 24/7 opportunities for interaction that they frequently appreciate. The social media outlet would be a place for dialogue, the posting of questions, reviewing the discoveries and successes of others, and where reflective processing could be encouraged and reviewed.

Those new to leadership will quickly learn that leading is harder and more draining than they likely anticipated. They will also encounter the sometimes disappointing reality that leading in and of itself is not its own reward. The leader must frequently lead with less than optimal encouragement from others. For each of these reasons, the ongoing support mentioned earlier will be vitally important during the emerging leader's time of service. Swindoll's comments in *Hand Me Another Brick* will provide some of the support emerging leaders need. Swindoll reminds his readers that Nehemiah did not always have every answer to every issue, nor did simply having a title and pre-determined role mean that everything would turn out as imagined. The emerging leader learns from Nehemiah that leadership is a process. It is something that requires ongoing refinement and a willingness to learn what one does not already know. Nehemiah had every opportunity to simply rely on his title, rely on his past, or rely on his authority. However, Nehemiah understood the substantial need for leaders to learn. He needed to

know the people he worked with better and he needed to more clearly understand the situation in which he found himself. These are important points of learning for emerging leaders. By recognizing what Nehemiah went through and hearing Swindoll's warning that they ought to prepare for similar hardships, emerging leaders can feel supported. They can recognize that their hardships are not unique and that others have wrestled with similar difficulties before.

If Swindoll's commentary about Nehemiah is to provide ongoing support, those training emerging leaders during this important fourth window must also answer the question, "What will provide continual challenge?" Continual challenge must be viewed as just as important as ongoing support. Continual challenge is the antidote for complacency. Continual challenge is how emerging leaders can be encouraged to keep striving for increased levels of effectiveness. Continual challenge is the way in which emerging leaders take the steps necessary to become established leaders. In delivering this continual challenge, emerging leaders will benefit from an approach that is both classic and novel. Classic is relevant in that a widely respected resource that has stood the test of time will generally have both the breadth and depth to remain important over many years. Novel is relevant in that those new to leadership frequently gravitate to what seems current, timely, and mindful of recent trends. The Myers-Briggs Typology Indicator and Tim Elmore's *Habitudes* address the need for classic and novel respectively.

As was noted earlier, the MBTI has been used extensively for decades. Its broad use across cultures, ages, and disciplines means that the emerging leader will have many opportunities for continual challenge. MBTI comments on matters such as group dynamics, individual preferences, handling pressure, and dealing with difficult people.

With its long history and extensive research base, there will always be something for the emerging leader to learn. Additionally, being adept at the implications of the MBTI will foster success not just in the emerging leader's current setting, but also in those settings yet to come.

At the outset of MBTI training, it may simply be enough that the emerging leader knows the significance of their own profile. Over time, however, substantial increases in the understanding of others are available to those who take the time to learn the other fifteen profiles. In between these two levels of understanding, knowing one's own profile and knowing all sixteen profiles, the MBTI offers an intermediary step. The intermediary step relates to the four broad typologies. These are categorized as the NF counselor, the SJ traditionalist, the SP adventurer, and the NT problem solver. This middle step in understanding is an important one for emerging leaders. Their curiosity and zeal will carry them through learning their own profile. The complexities of having to actually do their role will cause them to want to understand others better. However, trying to learn sixteen typologies can seem overwhelming. By presenting emerging leaders with the four broad typologies and talking extensively about how these types have certain preferences and will tend to have certain reactions, one can help emerging leaders. This training will help them understand the wide range of people that they are encountering and why some of those people sometimes behave in unexpected ways. Doing this bit of training during the emerging leader's actual role will also have the added benefit of preparing them for personalities and typologies they have not yet encountered. These increases in understanding can't help but make the emerging leader more effective in their current role and in whatever roles they might find themselves in the future.

With MBTI providing the classic approach for continual challenge, *Habitudes* can nicely address the emerging leader's need for the novel. Those new to leadership can experience continual challenge via the many leadership metaphors used by Elmore. Each metaphor, whether the Golden Buddha, the Iceberg, Growing Pains, or the Gift, reminds the emerging leader of their need for refinement. Elmore's metaphors clearly communicate that leadership development is an ongoing process and something to be worked on even after having been assigned a particular role. The visual nature of the metaphors, coupled with their everyday eclecticism, makes them especially effective for a generation of emerging leaders with strong ties to Facebook, Twitter, and other forms of social media. Emerging leaders could very easily post reminders, pictures, and phrases to one another's accounts for the purposes of encouragement and communal learning.

At weekly staff meetings or monthly round tables, discussion times could address particular *Habitudes*. These settings would benefit those with preferences for verbal exchanges and visual learning. These discussion-based settings would allow emerging leaders to focus first on a particular *Habitude* in terms of understanding it metaphorically. Then, with this understanding in hand, the discussion group could move towards the application stage. Asking themselves what the metaphor means for their specific role is where they can aid in their own ongoing challenge. The refinement and growth brought about by these challenges to what they understand will enliven and freshen the ongoing training necessary for emerging leaders.

In addition to weekly staff meetings and monthly round tables, the Web-based social media outlet again becomes important. At this site, the emerging leaders have a

place to process and dialogue that is continually available to them. Because some students will be the intuitive thinkers described by the MBTI, green as described by *True Colors*, or strategic as noted by StrengthsFinder, a place to ponder, reflect, and comment will help insure their inclusion and draw out their insights. As a part of their ongoing training, emerging leaders should be encouraged to dialogue regularly with one another. They should also be encouraged to pose questions to each other and to those with more experience. Both meaningful challenge and significant support can be offered via social media or another Web-based tool. At this site, the ongoing training of emerging leaders could take place any time they chose to access it. This would fit well with their busy and eclectic schedules and would match up accordingly with certain personality types and areas of distinct personal giftedness. The nature of the training during this ongoing fourth window is such that emerging leaders shouldn't be limited to certain times and particular locations. If after a round of late-night conversations important questions emerge, they should have a place to turn. If they are wondering if others are facing similar difficulties, they need somewhere to go. Additionally, if they suddenly are in need of further assistance or training, they should have a place to look. This Internet-based site would not be just for the emerging leaders' use. It would provide the experienced leader a venue through which much more could be delivered than is possible through a series of weekly staff meetings or monthly round tables. Ongoing training and insights could be offered with both breadth and depth. Patterns of need and trends of interest could be tracked and subsequently addressed. Notices and updates could be sent. Moments of interactive questions and answers could be delivered. The opportunities for ongoing development are

limited only by the imagination of those involved. Each of the tools previously mentioned for this window are extensive enough to provide substantial on-going training. Such a site, with all its information and opportunities, whether related to MBTI, *Habitudes*, Nehemiah, or something else, could be a key component in aiding emerging leaders with the establishment of a firm leadership foundation.

Closing

At the outset of this discussion, it was noted that those working with those new to leadership face a three-part challenge. Emerging leaders can be naïve about what they face, tend to overestimate what they know, and are easily overwhelmed by too much information. Given these issues, carefully chosen materials delivered in a timely and strategic manner is the right kind of intervention. By providing this type of intervention, a firm leadership foundation can be established. This foundation will serve the emerging leader well in their current role and will be the starting point for a journey of lifelong learning and skill development.

The leadership foundation being suggested here for emerging leaders has the benefit of addressing a multitude of issues. First, the compartmentalizing of materials into biblical instruction, leadership metaphors, psychological inventories, and leadership skills helps the emerging leader categorize and arrange the wide range of leadership information they are likely to encounter. This compartmentalization helps the emerging leader grasp the various ways in which their leadership abilities can be developed. Second, the criteria for selecting the foundation's materials—clarity of message, being

readily understood, and memorability— will each help the emerging leader hold on to pieces of valuable learning and provide them the best chance to perform well in their role. Finally, delivering the materials selected during strategically chosen windows ensures that the information being delivered is in sync with what the emerging leaders are currently feeling and experiencing. The emerging leader with the type of leadership foundation described above will be able to develop key skills, live out their God-given talents, and begin a lifelong journey that will be a very real blessing to others.

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