

# The Leadership Landscape



**July/August,  
2008**

A bi-monthly periodical published by the faculty of the Federal Executive Institute to help you continue your growth as a public sector leader.

## Upcoming Programs and Courses at FEI:

September 3-5, 2008

[Senior Executive Service Leadership Horizons: The Constitution and Contemporary Public Service](#)

Charlottesville, VA

September 8-12, 2008

[Leadership for a Global Society](#)

Charlottesville, VA

September 21-26, 2008

[Public Sector Leadership:](#)

## In this issue:

- **Article 1:** Organizational Transformation: Misused and Misunderstood- Part II by **Beverly R. Fletcher, Ed.D, FEI Senior Faculty**
- **Article 2:** Leading Change in Complex Environments by **Shirley Copeland and Fred L. Copeland, FEI Adjunct Faculty**
- **Article 3:** Sometimes Problem Identification is Not Enough by **Alfred L. Cooke, Ph.D., Director, Center for Organizational Performance, Federal Executive Institute**

**Welcome from the Dean:**

[Vision, Values, and Vital Strategies](#)

San Diego, CA

September 23-24, 2008

[Planning and Organizational Strategy for Public Sector Employees](#)

Washington, DC

Greetings All. Amazing how quickly our summer months pass -- each year with more alacrity than the last. With the arrival of fall comes a host of new FEI ideas and programming: a new global program, brand new SES executive development offerings, and of course our continual collaborations to help Federal organizations better prepare for and navigate change. In fact, this issue of the "Landscape" contains a wealth of material on change in and ongoing series from Dr. Al Cooke and Dr. Beverly Fletcher. Two fine adjunct faculty members also weigh in with their valuable thoughts and perspectives. Enjoy the end of summer, embrace the impending autumn, and as Thoreau put it ""Live in each season as it passes: breathe the air, drink the drink, taste the fruit." Happy reading.

-Dr. Pete Ronayne, Dean of Faculty

## Course Spotlight

We'd like to inform you of FEI's first ***Leadership for a Global Society*** program to be held September 8-12, 2008 in Charlottesville, Virginia. This course will address global issues of importance to our Federal executives. It will include expert speakers and panelists, interactive learning, field experiences and relationship-building opportunities.

***Leadership for a Global Society*** program topics include:

- "The Borderless World"
- "Global Demographics: Age, Gender, Religion, Culture and Other Critical Issues"
- "Global Survey and Context"
- "The U.S. in the World – Perception and Reality"
- "Global Interactions: Foreign Press, Government and Business Leaders"
- "Building and Leading a Global Team"
- "Cultural Awareness and Interaction"
- "Experiences of U.S. Public Servants in the Global Context – Roles, Views and Experiences – a panel discussion"
- "International Negotiation, Partnering and Collaboration"
- "A Case for International Leadership Competencies"

Michael Rawlings, FEI Senior Faculty, is serving as program coordinator for this new seminar.

To register or learn more about this program, please call Cynthia Morgan 434/980-6275 or Bonnie Boston 434/980-6277.

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### Wellness and Balance Tip of the Month:

As summer enters its final phase, be sure to take full advantage of warm-weather outdoor activities while the season is right! Spending active outside is an easy and effective way to boost overall health and wellness. Whether you're off on vacation or just looking for a break in the daily routine, some fun in the sun might be just what you need.

Here are a few ideas for late-summer fun.

- Get out of town for a day hike, or make a weekend of it and go camping.
- Go wine tasting and take a stroll around the vineyard.
- Head to the beach or a lake and spend the day out on the water.
- Go for a long bike ride
- Take an extended lunch break to your favorite picnic spot.

Just make sure to wear sunscreen and drink plenty of water. For other summer health tips check out [Moss Green's article](#) and get outside!

-Tripp Purks, FEI Research Intern

## Organizational Transformation: Misused and Misunderstood- Part II

By Beverly R. Fletcher, Ed.D, FEI Senior Faculty

Part I of this two-part article explored how the phrase "*organization transformation*" is fast becoming one of the most over-used and misunderstood business concepts. Some leaders seem compelled to apply the term to every change effort they undertake in an attempt to demonstrate that they are operating on the "cutting edge" of new ideas. As a result, the phrase "*organization transformation*" is reaching cliché status relegating it to the world of "business speak" which obfuscates, confuses, evades issues, and plain avoids clearly communicating.

On the other hand, organization transformation is a useful concept that describes a distinctive set of organizational circumstances that require unique leadership and change agent skills and abilities. The unfortunate popular misuse of the term requires that the discussion of this concept start with clear definitions. Therefore, Part I of this article was devoted to clarifying what is and is not organization transformation.

In Part I we looked at a useful way to conceptualize the differences between change and transformation; clearly defined what is meant by the term “paradigm shift”; articulated the differences between minor, major, and transformative changes; we discussed the idea of organization transformation (OT) in comparison to organization development (OD), and articulated how they might work together to transform and stabilize an organization.

This article (Part II) further develops the concept of organization transformation by examining seven themes present in organizations that are undergoing transformational changes:

- Coming to terms with (embracing) chaos
- Providing open space
- Practicing radical authenticity
- Realizing connections
- Releasing blame
- Taking responsibility
- Accepting

All seven themes overlap and are inter-related which adds complexity to understanding how leaders might operate during a true paradigm shift which distinguishes organization transformation from other types of organizational change.

### **Embracing Chaos**

Chaos happens when “rules of the game” no longer seem to apply, familiar processes don’t work anymore, and disorder and confusion abound. Furthermore, previous experience and known models of operating seem irrelevant and ineffective, and threats are coming from both internal and external environments. Organizations undergoing transformational change must come to terms with these chaotic conditions which produce ambiguity and perplexing paradoxes. It is predictable that the vast majority of people will respond to chaotic conditions emotionally—they experience extreme discomfort during which emotions (i.e. anger, fear, frustration, denial, sadness, depression, etc.) run wild. The leader who understands the inevitable nature of transformational chaos and people’s natural responses to it can help people to embrace chaos and reframe it into opportunity.

***What can leaders do to help people embrace chaos?*** They must “*somehow*” help individuals and groups to:

- “Let go” in the face of fear
- Trust—believe that things will work out OK in the end
- Release blaming routines and processes
- Practice radical authenticity
- Take responsibility and risks
- Remove structures that may be harmful/ hazardous—making “space” for creativity
- “Reframe” chaos into opportunity
- Visualize, conceive and create the new
- Grieve—mourn the loss of the old—accept the new

The operative word here is “*somehow*.” Leaders must understand that there are no easy formulas for facilitating these processes. Each group has a distinct culture in which coming to terms with chaos must take place. For example, helping your team to “let go” of old structures as they embrace new and untried things will be unique to the group’s makeup and depend on its history, level of resistance and culture. Most importantly, leaders need a “deep” understanding of and effective responses to the range of human emotions and behaviors in the face of chaos.

### Providing Open Space

Open space is the “gap” in which transformation occurs. Open space tends to happen naturally during chaotic conditions, however humans often respond defensively to block its occurrence. Open space is an essential aspect of chaos—one which most people experience as extremely disconcerting in that in the process of creating open space comforting and familiar structures are being destroyed. Open space can be greatly facilitated by a leader who understands this necessary process. Open space requires removing old barriers or structures that get in the way of transformation. It involves letting go of preconceived notions and taking risks, challenging assumptions, asking lots of open ended provocative questions, and creating and implementing the new structures and processes.

***What can leaders do?*** A leader who understands the nature of transformative chaos can assist in creating open space in which transformation occurs. Leaders who understand inevitable human responses to open space can “*somehow*” help people understand that they must “clear the space”—making room for transformation. Leaders can:

- Openly communicate the uncertainty involved in the process
- Embrace ambiguity and paradox
- Be “in the question” (i.e. being comfortable with not knowing immediate answers)
- Collaborate with people to remove barriers and harmful structures
- Make room for and reward creativity
- Help people to take risks and reward thoughtful risks—even if the outcomes are not exactly what was expected

### Practicing Radical Authenticity

“*Radical*” means fundamental; drastic; unusual; extreme. “*Authentic*” means true; genuine; real; sincere; honest. ***Radical authenticity*** involves understanding and being true to ones fundamental or core values. It involves the authentic presentation of oneself (i.e. self-disclosure) and giving and receiving honest and clear constructive feedback or criticism. These concepts are not new. Shakespeare wrote: “To thine own self be true.” Socrates was credited with saying, “Know thyself.” Radical authenticity then means unusual honesty about yourself, to yourself and to others. An important truth for leaders to understand is that practicing radical authenticity reduces barriers to communication during critical periods of the organization transformation.

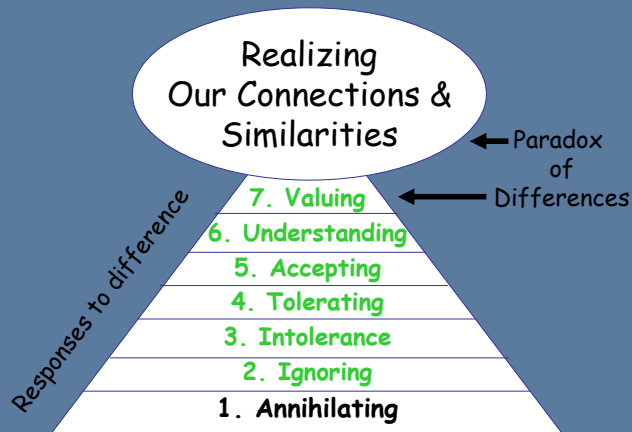
***What can leaders do?*** Leaders must “*somehow*” help themselves, individuals and groups to:

- Practice “straight talk” and open communication in the spirit of respecting and honoring others
- Make verbal and non-verbal messages congruent
- Own their own messages, thoughts, emotions, feelings (“I,” “me,” “my” statements)
- Practice “appropriate” self disclosure
- Solicit feedback and actively listen to others
- Actively listen with an open mind (“suspending” judgment)

## Realizing Connections

The theme of “*realizing connections*” is perhaps the most interesting and pervasive concept. It not only involves an understanding of systems thinking (how parts relate to the whole), it posits an optimistic premise about people and promotes unconditional positive regard. Paradoxically, we must be able to understand and value the differences between us before we are truly able to appreciate our similarities and connections.

Differences alone do not cause problems in groups and organizations. Our levels of consciousness about difference are the primary barriers to finding creative solutions to problems.



*Responses to Differences* is an “awareness” model that facilitates discussion and promotes dialogue about diversity. The model assumes that a person has different levels of response to various differences. It shifts the focus on diversity from a simple EEO concept of counting or including minorities in the workforce to a more inclusive concept of inherent human difference. Inherent human differences are differences in gender, age, physical and mental challenges, personality profiles, learning styles, sexual orientations, race, ethnicity, religious/spiritual beliefs, and cultural and economic background.

This model uses the word “differences” rather than the word “diversity” (a seemingly loaded word which tends to elicit a variety of negative responses). The primary assumption is that *valuing* inherent human difference (at the top of the hierarchy) is a more evolved level of consciousness than the desire to *annihilate* such differences (at the bottom of the hierarchy). It

assumes that *realizing our connections and similarities* is a highly evolved level of consciousness; and that paradoxically, this level can only be achieved through a process of understanding and valuing inherent human difference. For a more in-depth discussion of the model, please contact this author.

**What can leaders do?** Exercising the skills of leadership in complex, diverse organizations involves being able to do at least four things simultaneously:

1. Functioning effectively in situations of dissonance and discomfort (chaos)
2. Actively listening to conflicting voices—attempting to understand what is behind the words.
3. Mediating and finding common ground
4. Charting new directions that build on diverse strengths, yet set limits and boundaries

### Releasing Blame

Most organizations are very good at investigating and finding someone or some group to blame for their problems. These “blaming routines” are often imbedded in standard organizational practices. It takes thoughtful leadership and focus to not do what is standard. Major harm can be done by blaming routines and practices especially during the high stress of an organization going through transformation. Blaming processes prevent creative problem solving; keep individuals and organizations “stuck” and immobile by covering up or being overly self protective; subvert energy and resources; and cause unnecessary and unhelpful physical and mental distress in individuals.

Releasing blame is more simply stated as “forgiving”, and we all know that forgiving is not so simple. Forgiving involves moving past the blaming process into a process of finding new common ground for collaboration and problem solving. It is also an internal process that involves the release of “self blame” as well as the release of “other blame.” Releasing blame causes peace and enables individuals, groups, and organizations to understand their essential connection to others.

**What can leaders do?** Paradoxically, when leaders seek someone or some group to blame for the “pain” experienced by the organization, they trap the organization by tying up its focus and resources in the harmful blaming process. Forgiving, then becomes a practical solution to the trap of blaming. If the leader does not “*somehow*” find a way to release blaming, the organization’s transformation will be blocked. Leaders must also understand that forgiving is not an event, but is a process. “Forgive and forget” is not the process. “Understand and release” is the process. Forgiving occurs when we deeply understand the nature of our connection to others. The new can be created more easily when the old has been forgiven and released.

### Taking Responsibility

Taking responsibility requires that a critical mass of individuals realize their role and power as leaders and change agents. It also involves empowering other people to be responsible by sharing power and providing space for change and transformation. This involves encouraging,

acknowledging, and rewarding risk-taking behaviors. We are conditioned to believe that other people are responsible... teachers are responsible for learning, parents are responsible for one's emotional condition, managers and designated leaders are responsible for an organization's progress...it goes on.

It can not be over emphasized that organization transformation is facilitated when a critical mass of people in the organization realize their power, roles, and responsibility to change the things that they can change—no matter their level in the organization.

**What can leaders do?** Leaders can:

- Realize their own power and role as change agents
- Share power
- Empower others to also take responsibility by encouraging, acknowledging, and rewarding risk-taking behaviors—even when the results are less than expected
- Model responsibility and risk taking

### Accepting

Finally, accepting has to do with receiving and acknowledging the new organizational form. This is a process that doesn't just happen because we want it to—it involves grief work. In this process, the organization collectively grieves its passing in a manner similar to an individual. It goes through shock, denial, bargaining, anger, guilt, and finally acceptance. Each stage represents a form of coping with the process of loss. Organizations tend to suppress grieving:

- “Don't cry over spilled milk”
- “Let's not get emotional”
- “Let's be objective”

Allowing the time to mourn is critical to organizational survival during a transformation. If not, grieving goes “underground, sapping the organization's energy. According to Harrison Owen, “Organizations that avoid the fact of death evade the possibility of life.” So, the process involves mourning the death of the old; envisioning, creating, and “birthing” the new; celebrating the new birth; and finally accepting the new organization—and not necessarily in this order.

**What can leaders do?** In organization transformation, accepting will not happen automatically or immediately—the leader who understands the nature of accepting knows that it is a *process* that involves the stages of dying (Kubler-Ross): denial and isolation, anger and resentment, bargaining and an attempt to postpone, depression and a sense of loss, and finally, acceptance. Leaders must first understand the need for accepting the new, and “**somehow**” help a critical mass of individuals in the organization to:

- Acknowledge and honor the pain they are experiencing—it is real
- Acknowledge and honor the past—this must happen before the organization will move on
- Understand that it is OK to talk about what happened before
- Accept the challenge of building a new vision—coming to the understanding that all is not futility

- Create a vision that is big enough to include the critical masses, attractive enough to motivate, and is “do-able”

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## Leading Change in Complex Environments

By Dr. Shirley Copeland and Dr. Fred L. Copeland, Adjunct Faculty

Leading change in complex environments is fraught with ambiguity that challenges the most seasoned leader. Some emerge stronger as a result of having forged a new path through forward thinking and the courage to stand firm in the face of resistance; others falter, and some fail outright. One of the key factors that sets apart the successful leader in any change effort is his or her willingness to act according to his or her values in the midst of paradox. This sounds easy but in reality it is difficult to do because a leader's reputation and future is at risk. Philosopher Peter Koestenbaum asks, “How do we act when risks seem overwhelming?” The following are some reflections to encourage deeper thinking about leading change in times of uncertainty.

Change efforts may center on technical problems or adaptive challenges. Leaders can easily grapple with technical problems, those with clear solutions that can be solved through technical expertise. Adaptive challenges require a stretch beyond the “quick fix, band-aid solution” because intractable problems with unfathomable roots cannot be solved through a technical fix. In such situations, leaders are required to take the long view and to sacrifice an easier way out for a better long-term solution.

It is the adaptive challenges that require innovative thinking and a different form of leadership. Adaptive leadership is the guiding force to get through the complexity of change – because it encourages one to accept the unpredictability of the environment and to be open to explore alternative possibilities. For instance, the military is recognizing the need for more adaptive leadership to circumvent leadership failures, such as the Abu Ghraib prisoner-abuse scandal. There is a compelling need for leaders to get a broader perspective of the situation – to escape myopic thinking and to view the situation through a wider lens that includes a global dimension.

Yet, leaders will be tempted to push for a fast-paced change that circumvents the root cause that lies below the surface where it continues to fester – and threatens to erupt at any time. This is why the dilemma of problems such as homelessness, hunger, and poverty continue to exist in our wealthy nation despite continued financial distributions and other short-term interventions. According to Ronald Heifetz in *Leadership without Easy Answers*, the leader's role is to distinguish between technical problems and adaptive challenges. This is not an easy task – but it is the hard work of leadership.

Adaptive challenges involve transformational change that begins with multiple stakeholders collaborating across a wide spectrum of unending networks delving into the multifaceted complexities to come up with innovative ideas to tackle them. Tom Cummings and James P. Keen say in their book, *Leadership Landscapes*, “Few leaders dwell long on the lofty heights, because they are pulled into the morass of the organization landscape.” Heifetz encourages

leaders to “get off the dance floor” and “get up on the balcony,” as such exposure circumvents narrowness and opens windows to broader ideas.

The age of the “lone ranger” is over. Working collaboratively to come up with innovating solutions is the new norm in leadership. Many are being called to step up to take on a challenge of solving adaptive challenges without the requisite authority – they are called to influence those who do not report directly to them. This is a major issue when working across agencies and within agencies to collaborate on common goals, while negotiating competing, and often conflicting interests.

Heifetz asserts that adaptive work clarifies and tests values – a defining characteristic of transformational leadership. Yet, so many leaders are willing to tolerate mediocrity or inefficiency rather than confront the situation directly for fear of reprisal. But a captain of a sinking ship will jettison everything on board to get rid of dead weight to keep it afloat. This is what real, authentic, leaders of integrity are called to do – to be of good moral courage.

Standing up for your values is the defining feature of moral courage. According to Rushworth M. Kidder in *Moral Courage*, “having values is different from living by values.” As he states, “Moral courage is not only about facing physical challenges that could harm your body-it’s about facing mental challenges that could wreck your reputation and emotional well-being, your adherence to conscience, your self-esteem, your bank account, and your health.” This is why it is so important for leaders to know what they stand for and then to hold firm to their values when faced with opposition. Dr. Martin Luther King, Jr. states, “The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”

Not surprisingly, integrity is one of the top qualities that distinguish great leaders from all the rest. As former President Eisenhower said, “The supreme quality for leadership is unquestionably integrity.” A person of integrity acts according to his or her values every time – and never shifts for personal benefits. It may be a time of intense questioning, but an authentic leader “walks the talk” while grappling with the issues and contending with conflict and contradictory ideas. Stew Friedman in *Total Leadership* stresses the importance of being real and acting with authenticity by clarifying what is important and acting with integrity.

Leadership is not a popularity contest. Leaders are often called to make tough choices and unpopular decisions, and must support them with unwavering confidence when challenged. President Truman’s popularity ratings fell lower than any president’s had at the time, but he moved forward anyhow with his agenda. As Truman said, “The President is always abused. If he isn’t, he isn’t doing anything.” Effective leaders however don’t use their power as a weapon to enforce their decisions, but instead work with the affected stakeholders to bring about change. This is why transformational leaders are effective and many transactional leaders who rely on the hard power of threat and reward are ineffective in change efforts, according to Nye in *The Powers to Lead*.

Exercising leadership in the midst of change, with or without authority, is risky and easier said than done. For leaders, the personal question is, “Do I have the will to lead?” If you don’t then,

any change effort you undertake is going to fail – or cobble along without resolution. Those who step up to the challenge and do the hard work of leadership will ride out the storm of change and emerge victorious.

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## Sometimes Problem Identification is Not Enough

By Alfred L. Cooke, Ph.D., Director,  
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The systems oriented leader often finds that just the act of awareness will highlight deficits in the organization that with intervention can be resolved. This incite is essential to effective leadership and is a skill we believe that every leader should develop. We also have found that identifying a problem is not enough to move toward making change a reality.

From what we know about cultures, humans act out of habit. The more entrenched and lasting the culture, the more likely it is to treat its processes, procedures and other ways of being as if they were givens. Theses habits acted upon without thought or examination. Thus giving a name to a dysfunction is passed over by many as “its the observers problem” and thus has no importance to the greater culture. What this means is that giving a name to a dysfunction often falls on a deaf ear---*they just can't see it*.

Many years of entering organizations as a consultant have lead me to a theory about how to most effectively make change happen in organizations. Hopefully there is nothing new about what I propose. I'm sure learning organization proponents would recognize some of what I offer as a component of what they do. I do however have to give credit to Kurt Lewin who is identified with the development of the Human Interaction Laboratory (HI) for peaking my ah hah on this topic.

## The Human Interaction Laboratory

Let's begin with a description of the HI experience. The HI is a group of total strangers who come together with a leader(s) who assume a soft facilitator role—exercising mainly a “hold the space” position (role) in the group. The purpose of the group is human interaction—there is no other goal. My first (of many) experience with this format made me ask the question “What have I gotten myself into?” (Two days in and I had an answer that was perhaps one of the greatest learnings of my years as a group facilitator and ---as a human being.)

The power of these groups is found in their ability to go through the cycle of group development—*forming, storming, norming and performing*---in such a visible and obvious way—in such a short period of time. The HI Laboratory is usually only 6 days long and is a model for building groups quickly and having them be successful.

Typically the first two days of the HI are spent by group members *roaming* around in what appears on the surface to be a futile attempt to figure out what is to be done. This is followed by lots of complaining about the process and anxiety about wasted time. It is the latter that usually, by the end of the second day, produces a marked change in direction for the group. The anxiety of not being successful almost always gets the group into a performing way of being which can be quite powerfully observed when it occurs. The process almost always ends with the group feeling successful and gaining significant learning when the experience is over.

The place of anxiety as a motivator can not be denied. But ... I think there is something even more basic that occurs to produce change in these groups and...I think it has wide reaching implications for organizational change and transformation. Therein lies the goal of the remainder of this article.

The unacknowledged culprit in the HI experience and in almost every powerful organizational development intervention is learning. Individual and organizations learn and accumulate new ways of seeing the world as they gain more and more understanding. Thus, the HI group over those first two days accumulated untold amounts of new knowledge. They were not the same individuals or group by the end of their two day experience. The result was that they were better able to see their dysfunction and also to define a goal or goals for how they would move forward.

Similarly, organizational groups go through a cycle that includes learning and growth. I had an opportunity to work with a group of senior executives who were all a part of one agency. The professed goal of the week long experience that I developed for them was to give them some new tools in conflict management, communication and collaboration. Their work for the 5 day workshop was to build their individual *tool boxes* for dealing with these issues. What actually happened was quite different and powerfully enlightening.

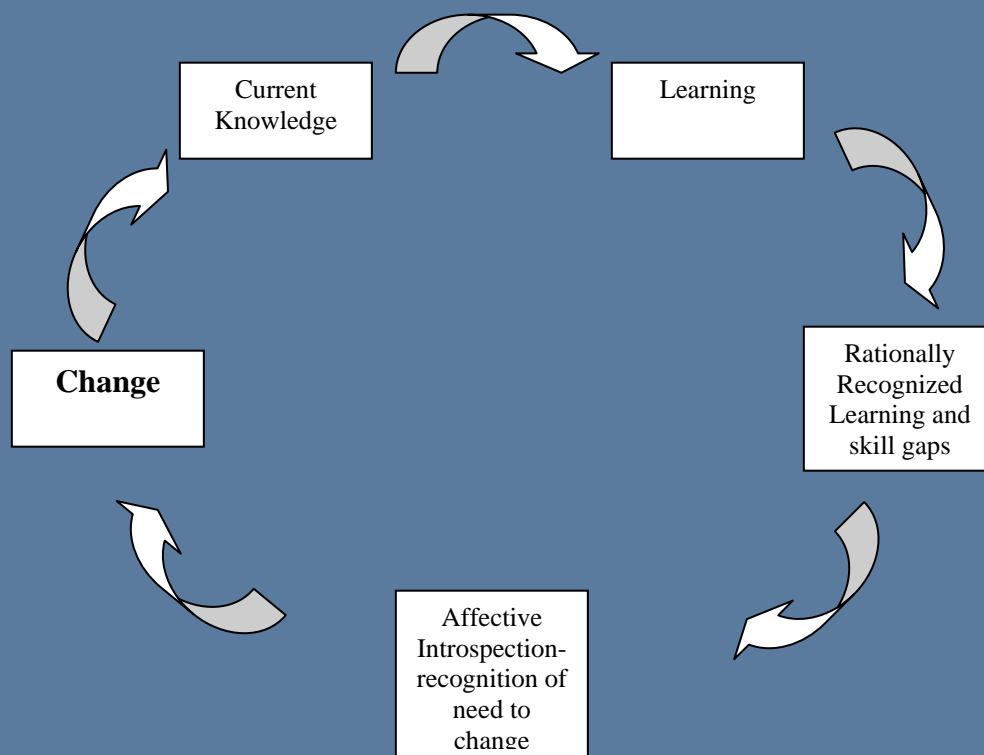
The new learning that they got in the initial phase of the workshop produced individual and group introspection that identified their dysfunction in dealing with each other and a number of unresolved issues that clearly were getting in the way of their working effectively as a unit. The

result was that we (the trainer/consultants) were able to highlight this learning for them and get them to acknowledge that in fact this was the real issue. In the moment—the consulting team were able to redesign the remainder of the 5 day experience to focus more clearly on this newly identified need.

### A Cognitive-Affective learning Model.

The model I propose here is one where groups often must begin with a *cognitive* (thinking) knowledge and acquiring new learning, before they can get to the *affective* (feeling) material that underlies most dysfunction in organizations.

#### A Cognitive-Affective Learning Model



**Current Knowledge.** We all come to any situation with the experiences of the past and the knowledge that we have gained in dealing with life. That knowledge is a double edged sword—we think of it as sacrosanct and thus bring it to bear on everything we do. If we are not careful it becomes a closed system and and if you do what you have always done you get what you’ve always gotten. On the other edge it is what we know and we have had good experience with it in the past and we should rely on it in making our choices. New learning helps us to balance the impact of both edges.

**Learning.** Learning is living. There is no experience that you have that does not produce

learning. Being open to that learning and allowing it to influence choices helps to add to our current knowledge and make it relevant to our new life experiences.

***Rationally Recognized Learning and Skill Gaps.*** Humans have a hard time accepting that they have flaws and may need to change and grow. We tend to accept it as just data without any real significance for us. This is the cognitive response. Cognition is a rational, thinking response. Learning requires that we receive data and that we have a feeling response to it in order for the data to have meaning for us.

***Introspection-Recognition of Need to Change (Affective Response).*** It is only when we are able to take data in as personal that we are able to use it for making changes in our behavior. The affective response is a feeling-response that moves data from a thinking perspective to one where it has importance for who we are. At this point we can recognize that we have positive attributes and that we have flaws that we can confront without feeling threatened at our deepest core.

***Change.*** The decision and readiness to change occur when the affective and the cognitive come together and individuals and groups are willing to do the work on themselves to change.

## **Leadership and Learning**

So, what does this all mean for those of us who have responsibility improving the government that serves the American people? Leadership obviously has a role to play in moving this learning process along. The usual response of most leaders is to identify the problem and to focus directly on the solution—usually by throwing training at the problem. Training is important—however it should be viewed, in our model, as the priming the pump for the “ah hahs” that are necessary for change to occur and will lead to focusing on the real problem which is often at an *affective* level. The HI model lends itself to understanding this process.

Sometimes problem identification is not enough in order to get the process of change moving in meaningful ways. Leadership that understands the role that learning plays in growth and change has a much better chance of moving from problem identification to actual meaningful change.

Al Cooke has written extensively on the process of change in groups and provided a resource that can be very helpful to the leader who wants to move the process of change using a learning process. Ideas can be found in Alfred L. Cooke, et. al. (eds). *Reading Book for Human Relations Training*. NTL Institute: Alexandria, Virginia. 1999.

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