# The Leadership Landscape

September/October, 2007

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

*"There are two kinds of people: Those who do the work and those who take the credit. Try to be in the first group; there is less competition there."*
Indira Ghandi

**Upcoming Programs and Courses at FEI:**

***Building High-Performance Organizations in the 21st Century****, January 15-18, 2008, Charlottesville, VA*

***Collaborating Across Organizational Boundaries****, February 19-20, 2008, Charlottesville, VA*

***Leading Across Generations****, February 21-22, 2008, Charlottesville, VA*

***Understanding the 360 Degree Leader****, March 13-14, 2008, Charlottesville, VA*

***Leading Strategically: From Vision to Performance****, March 31-April 2, 2008, Charlottesville, VA*

**Welcome from the Dean of Faculty:**

*With autumn, the landscape changes -- and the same holds true for our publication. For those interested in our growing Center for Global Leadership, the October LDS program will bring the first of five participants from Australia. In this issue, Michael Rawlings explores other global ventures at FEI. And in another seasonal change, Al Cooke and Beverly Fletcher conclude their multi-issue exploration of change and continuous learning. Those articles and more await -- happy reading.*

*~Dr. Peter Ronayne, Dean of Faculty*

**Values-Based Leadership**: Cathy Bromley explores the value and practice of mentoring future leaders. Read more…

**Global Perspectives:** Michael W. Rawlings examines the future of global learning at the Federal Executive Institute. Read more…

**Values-Based Leadership:** Debra Robinson and John Whitlow review *Co-Leaders* by Warren Bennis and David Heenan and discusses the power of power partnerships. Read More…

**Transforming Organizations:** Beverly R. Fletcher and Alfred L. Cooke complete their own model for implementing an Action Research agenda to ensure continuous learning throughout your organizations. Read more…

**Wellness and Balance Tip of the Month:**

***Emotional Competence: Working with Others for Results**, April 2-4, 2008, Charlottesville, VA*

***The Aspen Institute Executive Seminar**, May 19-23, 2008, Charlottesville, VA*

***Executive Communication Skills: Leading the Process of Change,** June 2-6, 2008, Charlottesville, VA*

**Request a Program Guide of all Courses offered for FY 2008**
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**Go Directly to FEI's Website**

**My, my, my…You're a Tall Drink of Water**

No, I'm not talking about that movie star whose film I watched this weekend. I'm talking about the 12 ounce glass of ice cold water I wake up to every morning. I make my coffee and I drink that glass of water and follow it up with another. Sounds strange…my obsession with it may be, but the impact it makes on my day does not.

We know that 70% of the human body is made up of water. When we get afternoon headaches and lose our concentration, it is often because we are not drinking enough water and our bodies are telling us to pay attention.

Instead of waiting until after that first cup of coffee in the morning or the onset of an afternoon headache, try drinking a glass or two of water first thing in the morning to start your day fully hydrated. Keep drinking water throughout the day so that your cells don't call out for more hydration in often painful ways.

~ John Stroup, FEI Research Fellow

## Values-Based Leadership

**Developing Future Leaders - A Call for Mentors**
Catherine Bromley, FEI Executive in Residence

*"The most powerful act any of us perform for others is to help them access their untapped potential, help them nurture and grow the best parts of themselves, those aspects that are hopeful, brave, persistent, inquisitive, hardworking, creative, resilient, kind, assertive, thoughtful, and resourceful."*
Lou Tice from "Mentoring for Untapped Potential" in Learning Journeys

Many of us can look back on our lives and careers and identify a special teacher, coach, or boss that mentored us through a challenging time. In my first year as a new manager, I faced a myriad of challenging issues including strained employee relationships, budget issues, and an erosion of technical expertise. I am extremely thankful for the listening ear and timely advice I received from a senior manager that got me through those challenges and helped me realize that I wasn't alone in my experience.

Over the last few years, the federal government has hired many talented and dedicated employees to combat the oncoming "retirement tsunami." These are our future government leaders, and they will face great challenges in the years to come. As supervisors and managers of many of these future leaders, it is our responsibility to help them find their "untapped potential."

In a recent Administration and Society article, Barry Bozeman and Mary K. Feeney suggest that mentoring is a process involving

- an informal transmission of knowledge, social capital, and psychosocial support,
- through informal communication, usually face-to-face and over a sustained period of time,
- between two people, one perceived to have greater knowledge, wisdom, or experience (the mentor) and one perceived to have less (the protégé).

Although this definition is certainly unwieldy, it does provide a comprehensive frame of reference for thinking about mentoring in organizational settings. Many organizations have instituted formal mentoring programs that incorporate these aspects, but informal mentoring works equally well. In practice, this process usually means that one person has taken an interest in developing another.

So how can we best mentor these future leaders? Where do we begin to unleash that potential in our protégés? Certainly the first step in mentoring is developing an authentic relationship and building rapport. In *Developing the Leaders Around You*, John Maxwell offers the acrostic BEST as a reminder of what people need to develop and grow mentoring relationships in an organization – "**B**elieve in them; **E**ncourage them; **S**hare with them; and **T**rust them".

- **Believe in them.** Maxwell writes that "(P)eople can sense intuitively when a person really believes in them." Mentors should strive to see beyond where their protégé is today - to see what they can become and encourage them to grow in that direction. Believing in your colleagues is the first step towards influencing their positive development. Tice suggests that great mentors "are so unshakably convinced that we have greatness in us, and their vision of what is possible for us is so clear and powerful, that they wind up convincing us too."
- **Encourage them.** Positive feedback and encouragement are some of the best ways of influencing desired behavior. In *Love 'em or Lose 'em*, Beverly Kay and Sharon Jordan-Evans argue that we should encourage our protégés to stretch, try new behaviors and explore their passions. We should also support them in taking the risks needed to grow their careers and nurture them to make the most of their talents. Maxwell writes, "Nurturing has the ability to transform people's lives. (It) creates a strong emotional and professional foundation within workers who have leadership potential."
- **Share with them.** Authentically sharing your journey and experiences – good and bad, models that it is ok to take risks and sometimes fail. What remains important is learning from those failures and passing those lessons on to others. If we approach the mentoring relationship with humility, we often find we can also learn from our protégé.
- **Trust them.** The mentoring relationship must be built on trust. Maxwell advises that people will not follow a leader they do not trust. "Once people trust their leader as a person, they can trust his leadership." Building that trust takes time and effort but is essential if we are to impact our protégé's progress. As a mentor, it is also important to demonstrate your trust. Find opportunities that give your protégé responsibility and accountability for the outcome.

Most importantly, walk the talk. If there are any inconsistencies between your actions and your advice you most certainly send mixed signals, create confusion, and lose the respect of your protégé.

Our future leaders are in the workforce now and need the breadth and depth of experience that you hold. Though most of us are overworked and struggle to maintain a work-life balance– it is important to look beyond ourselves. We can gain so much by mentoring these emerging leaders. Embrace our future – be a mentor.

As you think about your capacity to mentor and the possibilities for future mentorship, think on these questions.

- Who have you mentored this year?
- What experience and knowledge do you think your colleagues will value?
- Who are the future leaders in your organization?
- Which of these leaders would benefit from your expertise?
- How will you influence the future?

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**FEI offers many courses that incorporate mentoring strategies. For more information on these programs please contact Barbara Goldman 434/980-6383 or Bonnie Boston 434/980-6277**

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Back to Top

## Global Perspectives

**Globalization at FEI**

Michael W. Rawlings, J.D., FEI Faculty

As FEI moves into our 40th anniversary year, we will be offering additional opportunities for executives to expand their knowledge and practical experience in global leadership.

One key element of FEI's expanding focus on global leadership includes increased participation of executives from other governments in the Leadership for a Democratic Society program. Since the late 1970s FEI has hosted government executives from countries including Australia, Bahrain, China, England, Hong Kong, India, Indonesia, the Republic of Ireland, Kazakhstan, Kenya, South Korea, Latvia, the Netherlands, New Zealand, Nigeria, Northern Ireland, Panama, the Philippines, Portugal, Singapore, South Africa, Sri Lanka and Taiwan.

**More than twenty years ago FEI and the government of Northern Ireland began a relationship that has only become stronger over time and that has benefited many public service executives in both countries.** Due in large part to the efforts of FEI's former global program director, Declan Murphy, five executives from Northern Ireland are participating in the current LDS 332. This is moving FEI closer to the realization of our current goal of having one non-US executive in each Leadership Development Team in every LDS program. One current U.S. LDS participant offered the following observation of this experience: "I've learned that despite the differences in how our governments are organized and operated, we share many of the same leadership challenges, so there was much that we are learning from each other." Another participant observed that "during the Aspen Institute course discussions, having a Northern Ireland executive was priceless. He provided a very different perspective, and it helped to open my eyes and broaden my view on world events and what I can do to make a positive difference."

The following comments were offered from the Northern Ireland executive perspective: "This is an excellent programme – all of the content applied equally to me, a Northern Ireland civil servant – a truly global leadership programme"; and "As a result of my participation in this programme, I have made super business contacts with United States counterparts – this will present a great opportunity for future global working."

A second area of focus will be an expansion of course offerings related to global issues in the LDS programs. Courses and plenary sessions with a global theme that have been recently offered include: "From the Balkans to Bin Laden, Baghdad, and Beyond," "European-US Relations," "America as Global Leader," "Putin's Agenda for Russia," "China from the Inside Out," and "The USA and the Global Economy". FEI will continue to expand our offerings in these and other topics of interest in global leadership through elective courses, plenary sessions and increasingly through presentations and dialogues with key global leaders. As with other offerings, FEI can also assist with custom designed programs for agencies.

Finally, **a featured development for FEI will be the first "Leadership in a Global Society" program to be held in September 2008.** The program will focus entirely on global issues and will be a combination of interactive course work, featured guest speakers, site visits and dialogue focusing on key issues of interest to Federal executives. Enrollment will be limited to allow for maximum participation of those attending.

Please contact FEI for information on any of these opportunities.

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**To learn more or register for FEI's *Leadership in a Global Society* program, please contact Barbara Goldman 434/980-6383 or Bonnie Boston 434/980-627**

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Back to Top

## Values-Based Leadership

**The Power of Power Partnerships**

Debra Robinson, FEI Faculty and John Whitlow, FEI Adjunct Faculty

One of the core beliefs of the Federal Executive Institute is that leadership is seldom an individual endeavor. Whereas popular management literature celebrates individuals as successful leaders, reality tells us that organizational success rarely rests on the shoulders of one person. Warren Bennis, one of the leading authorities on leadership in America today, states that behind every successful leader, one will typically find a second in command that is a complementary force to the leader. **The new watchword for this individual is "co-leader", and leader/co-leader partnerships are spread throughout high performance organizations** which value leadership inclusion and collaboration.

In their book *Co-Leaders: The Power of Great Partnerships*, Bennis, along with co-author David Heenan, provide an in-depth look at the concept of power partnerships, specifically focusing on the relationships of outstanding leaders and their deputies. True success of leaders in organizations today is not typically a reflection of their individualized work, but often an outcome of their ability to work effectively in a partnership with their co-leader. This is what Bennis and Heenan refer to as "power partnerships," and they site both current and historical examples where great leaders depended upon their relationships with their co-leadership partners. Exhaustively researched and illustrated with memorable anecdotes and lively stories, *Co-Leaders* examines a range of great partnerships including Bill Gates and Steve Ballmer of Microsoft, Bob Eaton and Bob Lutz of Chrysler, Dean Smith and Bill Guthridge of the University of North Carolina basketball team, and FDR and George C. Marshall. **The co-leaders in these partnerships forego their own personal recognition by playing the role of silent partner, choosing instead to assume a leadership role out of the limelight and one which creates a power partnership with their more highly visible leader.**

Successful co-leaders are consummate team players, self reliant, and totally committed to organizational goals. And they see themselves as equals to the leaders they follow. They recognize that using their gifts and serving a worthy cause are dependable sources of satisfaction and pride. **Great co-leaders are courageous.** They have to be willing to speak truth to power, even at great risks to themselves. Yes persons may feed the boss's ego, but they do not serve him or her well, and they do a great disservice to the organization. **Effective co-leaders are trustworthy.** They are privy to information that could do harm to their leader and/or the organization if used irresponsibly or maliciously or for personal gain. Great partners need to be candid in private and discreet in public. **Effective co-leaders have healthy egos.** It takes a lot of confidence to be number 2; to watch most of the credit go the boss no matter how great the contribution of the co-leader. The co-leader will always be in the shadow of the boss, no matter how good he/she is.

As a case study, let's explore **the partnership of George C. Marshall and FDR.** Marshall, the consummate co-leader, is proof that leadership is not necessarily a function of rank or position but is grounded in skill and commitment. Marshall built U. S. forces from fewer than 200,000 men into a force of 8.3 million well-trained, well-equipped men ready to face the Nazi threat to Europe in less than 5 years. Winston Churchill said that Marshall was the "true organizer of victory." He was *Time's* Man of the Year in 1943. He did all of this in the face of strong isolationism, strong rivals within the armed services, and initial resistance to the build up from FDR himself.

How did Marshall accomplish so much from his position as co-leader to some of the world's most stubborn, difficult, and politically astute men? Marshall spent much of his early days working behind the scenes to build the case for building up the army; making the American people aware of the dangers confronting us in the Nazi threat and the need to mobilize quickly. Still, FDR continued to reject proposals for modernizing the military. Ultimately, Marshall requested a 3 minute briefing on the subject with FDR. He bluntly told the President how poorly prepared U.S forces were to confront the German threat and the danger this posed. And then he offered proposals for achieving adequate troop levels along with tentative budgets. FDR granted the requests the next day and forwarded most of the requests on to Congress who approved them. Marshall later described this event as a defining moment for the nation and the one that cemented his relationship with FDR. He had done what great co-leaders do. He had taken the initiative and convinced the President of the need and wisdom for a course of action.

FDR was gregarious; Marshall was taciturn. Roosevelt's style tended toward disorder, ambiguity, and chaos. Marshall preferred order, discipline, rigorous analysis, and attention to detail. FDR was loquacious and tended toward grand-standing. Marshall was self-effacing. For all of these differences, they shared some key traits. They shared a strong, unwavering commitment to a common cause. Both men inspired immense trust and respect. Roosevelt did this through his sensitivity to his followers, rallying people behind him through his fireside chats, coming into our living rooms and showing his care and concern, identifying with the plight of each citizen. Marshall put a human face on soldiering. He made strong, indelible personal connections to those he led. He showed special care and concern for those bearing the heat of battle and never forgot that victory came at the cost of human life.

**The foundation of this relationship and what made it great was that both men had great trust in and respect for the other, and both were committed to a cause much greater than themselves.** FDR, as the leader, was willing to share power and responsibility with Marshall (although not with Truman, his Vice President). No co-leader, no matter how talented and hard working, can succeed without the support of the person at the top. Marshall checked his ego at the door at the same time that he was willing to speak truth to power. For his part FDR solicited, demanded the truth, appreciated the power of disharmony and used dissent to garner multiple opinions. Marshall could make hard truths palatable. He zealously served FDR and the country at great personal cost.

This case study and others show that successful partnerships require **1) trust in 'the other,' 2) being secure in your position and your relationships, 3) self confidence, and 4) emotional intelligence.** Successful leaders effectively manage their relationships with others. Do you have a power partner? How effectively does the partnership work? Have you successfully mastered the power exchanges, shifts and sharing necessary to make the partnership a great one? How does the partnership appear to others in the organization? What kind of dynamics does it create?

In keeping with the FEI philosophy that leadership lessons are every where if we're looking for them, a new and highly innovative program has been developed at FEI which focuses on leadership partnerships. Working in conjunction with faculty member Debra Robinson, FEI adjunct faculty members John Whitlow and Marc Carraway have spent the past year formulating a highly experiential learning program which provides an in-depth look at the research, processes and characteristics related to power partnerships through a live case study of a musical partnership. **The program challenges participants to consider maximizing their effectiveness and capabilities of being a successful leader or co-leader through their understanding and use of power partnerships.** It is offered as a half day or full day experience and can be delivered at your place or ours.

"We can do as partners what we cannot do as singles", Daniel Webster once said, and enlightened employers recognize that leadership potential lies not in individuals, but in creating a culture which promotes the connection of relationships, resulting often in terms of what Peter Senge calls "thinking partners." These relationships, when effectively managed, demonstrate the ability of the organization to create a culture of inclusion and leadership opportunity at all levels. We have all been a party to or witnessed the results of power partnerships that work in our own organizations. The power of the organization is unleashed. These partnerships create powerful synergies throughout the organization that unleash the productive energy of our staff and create the space for everyone to do their best work and be their best selves. **It calls to the best in us and keeps us grounded in our commitment to find ways to honor our oath to public service, to find ways to support and defend "We the people" and to "form that more perfect union."**

*FEI offers power partnerships and other tools through a variety of courses and custom programs, including A Musical Study of Leadership, Co-Leadership and Power Partnerships by John Whitlow and Marc Carraway to support the development of successful organizations. For more information on these programs please contact Barbara Goldman 434/980-6383 or Bonnie Boston 434/980-6277*

Back to Top

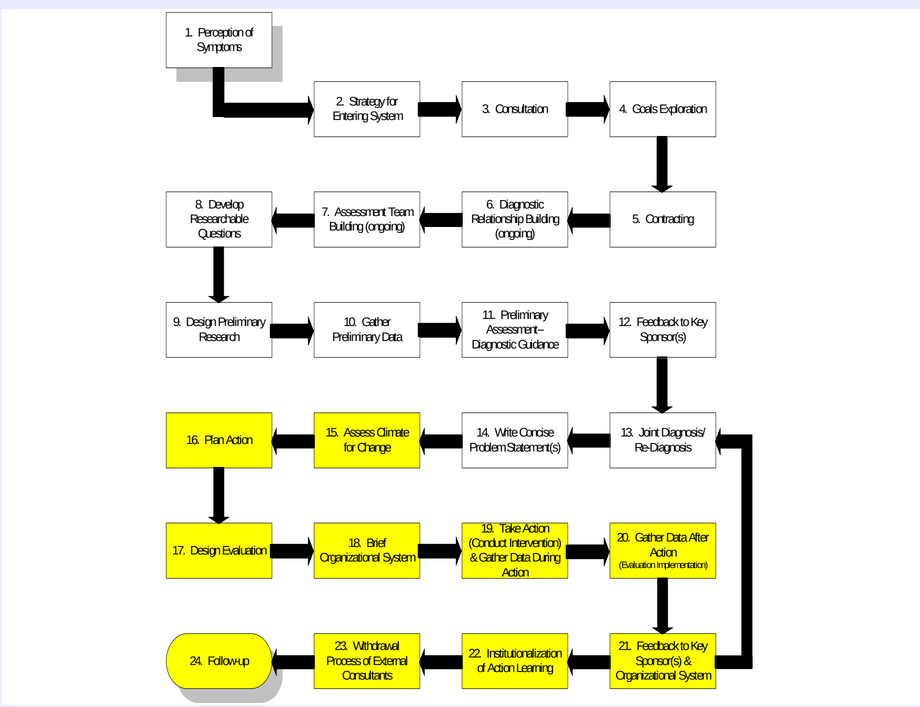
## Transforming Organizations

**ACTION RESEARCH**
**A Guide to Change and Continuous Learning in Organizations (The fourth article of a four-part series)**

Beverly R. Fletcher, Ed.D. and Alfred L. Cooke, Ph.D.

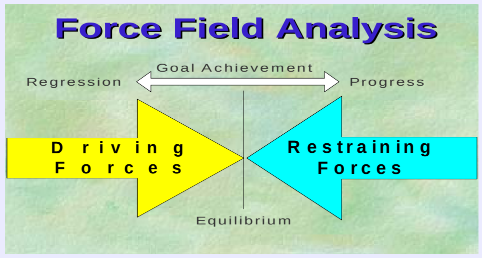
This is the final article of a four-part series. The previous article covered steps 6 through 14 of the Expanded Action Research Model. It gave specific guidance for the *preliminary research* section of the model. It pointed out that failures in a change process can be the result of a variety of problems including the misuse of diagnostic tools, premature finalization of a preliminary diagnosis, the ineffective implementation of an intervention and evaluation process, or the failure to reiterate and complete the action research process (i.e. failure to continue the cyclical iterative process) by re-diagnosing and adjusting or changing the intervention. This last article of this series completes the expanded action research model by examining phases 15 through 24: starting with *Assessing the Climate for Change* and ending with *Follow-up*.

**The Expanded Action Research Model (Phases 15 through 24 )**




### 15. Assess Climate for Change

Change will evoke different responses from different individuals and there is seldom a single source of resistance to change. Change is resisted for a variety of reasons including economic, social status, and ego. Therefore, interventions aimed at reducing resistance must take into consideration a wide variety of sources. Kurt Lewin's Force Field Analysis is a logical examination of the forces at play in any change process.




***By Kurt Lewin***

The Force Field Analysis process involves the following steps.

- Identify ***all sources of resistance*** to change; identify ***all driving forces*** for change; identify ***strategies*** for dealing with possible ***resistance*** to change.
- Due to the **coiled spring effect**, it is more effective to begin the process by reducing resisting forces than it is to increase driving forces.
- Leaders must decide the nature of the resistance and then examine the possible approaches that fit the situation to reduce resistance.

**16. Plan Action**

Once the problem has been defined, ***interventions must be selected***, implementation monitoring must be put in place, and the evaluation process must be planned. The Assessment Team's next task is to plan the actions to be taken (i.e. interventions to be implemented). *Organization Development (OD) interventions* are specific actions intended to help organizations improve their effectiveness. These interventions fall into four broad categories:

- Human Process Interventions
- Technical or Structural Interventions
- Human Resource Management Interventions
- Strategic Interventions

Each intervention affects the organization at one or more levels: the individual level, group level, or organization-wide level. Each intervention selected must be completely understood by the leader or other change agents involved in the process. Some important guidelines for intervention selection are:

- The interventions must relate directly to the problem as defined.
- The selected interventions must be based on valid information about the organization.
- The information upon which interventions are based must be derived from organizational member's free and informed choices.

Once interventions are selected, *action steps* must be determined, deadline dates for each action step set, responsibilities assigned for the implementation of each step, and a monitoring process must be put in place to assure that the implementation is completed effectively. In summary, the steps are:

- Define the problem(s)
- Select the appropriate intervention(s)
- Design the evaluation
- Design action steps to implement the intervention
- Determine deadlines for each action step

- Assign responsibility for each action
- Design a monitoring process to assure effective implementation

**17. Design Evaluation**

After the diagnosis has been made and interventions have been planned, the evaluation process should be designed by the Assessment Team. *Evaluation* is concerned with providing feedback (to the key leaders or Leadership Team and other change agents as well as organization members) about the progress and impact of interventions. Such information may suggest the need for further diagnosis and modification of the change program, or it may show that the intervention is successful. The purpose of the evaluation design is:

- To determine if the action taken was implemented as intended ***(implementation evaluation).***
- To determine if the action taken caused the desired results ***(outcome evaluation).***
- To justify the expenditures on the change program in terms of "hard bottom-line results" for managers.
- To supply important data to change agents about their interventions.

The evaluation design will of course be guided by the variables selected, how the variables are defined, and the methods used to measure the outcomes. One may select qualitative measures, quantitative, measures or triangulate the methodology.

**18. Brief the Organizational System**

Briefing people and groups who will be affected by the intervention is part of the process of establishing the diagnostic relationship with the client system and involves giving information to the people in the organization. This is a critical component of the process, for people must buy-in to and own the process if it is to be successful. Therefore, the process for this briefing is similar to the process for the initial "feedback to key clients."

**19. Take Action (Conduct Intervention) & Gather Data during Action**

Once the problem has been identified and defined; interventions have been selected; and the evaluation process has been planned, the Assessment Team's next task is to implement those actions planned to help the organization improve its effectiveness. Remember the Key Characteristics of OD Interventions:

- They must relate directly to the problem as diagnosed.
- They must be based on valid information about the organization's functioning.
- They must derive from the organizational members' free, informed choices.

**20. Gather Data after Action**

This process involves implementing the intervention monitoring process and implementing the outcome evaluation process designed earlier. Data must be gathered *during* implementation to assure that interventions are appropriately implemented and *after* the action is taken in order to measure and determine the effectiveness of the action taken.

The initial contracting process should involve a discussion of the implementation of ongoing monitoring processes necessary to collect data for evaluation. The information is analyzed and changes or modifications are made as a result of this information. Data gathering is necessary to provide feedback to change agents and organization members about the progress and impact of interventions. Such information may suggest the need for further diagnosis and modification of the change program, or it may show that the intervention is successful.

**21. Feedback to Key Sponsor(s) & Organizational System**

This feedback session is as critical as the first feedback session and the "briefing" of organization members. It must contain the same elements. The "presenters" are members of the Assessment Team and it is up to them to assure structure, process help, assistance with understanding and using data, and appropriate membership including members with appropriate power to act.

Successful feedback usually generates energy for change and energy to use data to further identify and solve problems while structures and processes are developed to turn that energy into action.

**13. Joint Re-diagnosis**

If data gathered in Step 20 indicate that the intervention was ***not effective***, the key clients and the Assessment Team must re-diagnose based on the new information. The second cyclical iteration in the process is *joint re-diagnosis*. This step constitutes the process that "loops back" from Step 21 to Step 13 and a new problem statement will need to be formulated, along with a re-assessment of the climate for change; appropriate interventions must be selected, and new research and evaluation designs must be created, etc.—thus, the process is reiterated and the cycle continues again and again until the problem is resolved.

**22. Institutionalization of Action Learning**

Once it is determined that an intervention has been implemented and is effective, attention is turned to *institutionalizing* the changes to make them a part of the organization's normal functioning. Lewin described change as occurring in three stages: *unfreezing, moving, and refreezing.* Institutionalizing involves a process of "refreezing." It seeks to implement a long-term persistence of organizational changes. To the extent that changes persist, they can be said to be institutionalized. Such changes are not dependent on any one person but exist as part of the culture of an organization.

Institutionalizing changes in the organization's culture, structure, and processes to accommodate "action learning" sometimes involves:

- Education and training of key individuals in interpersonal dynamics, group dynamics, and the dynamics involved in cultural diversity.
- Team building and continued learning about the action research process.
- Continued assessment and monitoring processes.

**23. Withdrawal Process of External Consultants**

Action Research is a collaborative, problem identification and problem resolution model. It is the primary assessment and implementation process used in Organization Development. The purpose of the model is to help the organization to become independent and self sufficient by effectively identifying and resolving its own problems. This learned self sufficiency involves helping the organization to put systems in place to assure that problems are identified and resolved early—before they become bigger problems (***Action Learning***). And it requires the implementation of changes in the organization's culture, structure, and processes to assure institutionalization of those changes. Thus, the purpose of consulting, facilitating, and acting as an outside change-agent using the action research process is to work one's self out of a job. Any change agent who makes the organization dependent in the long term on his or her expertise is doing the organization a disservice. It should also be noted that organizations having positive experiences with the action research process often ask the outside change agents to do brief "check ups" or "follow-ups with the organization at strategic points in the future.

**24. Follow-up**

Periodic follow-up is part of the withdrawal process and should be negotiated in the initial contacting process. An example of a follow-up process is for internal or external consultants to check back with the organization three months after termination and again at the 6 month and 1 year or later markers. The follow-up process is important not only to assure that the organization is still on track, but to have an objective monitor of the impact and effectiveness of the interventions put in place. This information is critical data for leaders and provides a solid foundation for understanding the long-term impacts of interventions.

**Final Comments**

Change is difficult for most human beings. Often it seems ill-defined and nebulous, thus getting a clear view of what it involves is an important beginning step in the change management process. The model we have presented over the past four months provides a means of "getting a handle" on the change process. The more logical and sequential the leader can make this process, the more likely it will be acceptable to members of the organization and thus increasing the probability of success.

**Suggestions for the Leader**

In order to make use of the information in these four articles we suggest the following:

- Pull all four articles together into a reference guide so that you can see the total picture.
- Begin to identify some of the change issues that you are likely to face in the future.
- Pick an issue and do a "mock up" using the model and completing as much of it as you can.
- Seek out some coaching from someone who has experienced similar change processes.
- Find a cadre of people who are likely to be responsible for change and begin working together to educate yourselves about the process.
- Trust that you can use the model. The more you understand it prior to entering into a change initiative the more comfortable you will be with it.

If you want assistance with implementing the action research process in your agency, contact Dr. Alfred Cooke, Director of the Center for Organizational Performance at the Federal Executive Institute (Alfred.cooke@opm.gov or 434-980-6360).

Back to Top

Suggestions, Stories, Feedback—Contact Us!
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