Joel Barker's

LEADERSHIFT™

*Five Lessons
For Leaders In
The 21st Century*

Participant Workbook

"More than anything else, leaders build bridges to the future."
– Joel Barker, Leadershift

Introduction to Leadershift

As a nation, we are excitedly - and perhaps a bit anxiously - awaiting the events and advancements of the 21 st century. For now, we can only imagine all of what we eventually shall witness. After all, look at what the past one hundred years have brought: Women not only have the right to vote, but they also hold major governmental offices. We don't just study the moon, stars and planets - we have walked on the moon and have sent an exploratory mission to Mars. We no longer send our messages via the Pony Express but the Internet and cellular phones with nearly instantaneous satisfaction. The list of tremendous accomplishments goes on. In all facets of our lives, we have seen technology do things that once were thought impossible.

Without a doubt, over the last century we have made great strides toward our future. Now, however, it seems that the future is here, and the question we must ask ourselves is this: who will lead us during the next one hundred years?

I believe that the answer is simple. We all must take responsibility for leading our families, our organizations, our communities, and ourselves to a better place in the 21 st century. So how can we prepare to lead? And how will our leadership skills need to grow to handle the complexities of the future?

Our goal in creating Leadershift is to help you understand not only the fundamental shifts occurring in the nature of leadership but why these shifts are happening. Only by understanding and appreciating these shifts will you be able to lead, grow, and prosper in the future.

The Leadershift Video and Leadershift Participant Workbook are designed to help you become a more effective leader. Upon completion, you'll be better able to engage your followers, direct their enthusiasm, and inspire them to strive for their best. As a result, your group will be more likely to achieve their goals - whether they include boosting test scores, increasing sales, or passing new legislation.

We are confident that by the end of this training session, you will have a better understanding of these three concepts:
- the definition of a leader in the 21st century,
- the characteristics of a leader, and
- the ways in which leadership is like building a bridge to the 21st century.

We also believe you will better understand the following five lessons on leadership:
- Leadership Lesson 1: Focus the majority of your efforts on the future.
- Leadership Lesson 2: Understand the nature of fundamental change.
- Leadership Lesson 3: Appreciate complex systems and how they work.
- Leadership Lesson 4: Examine your leadership style to see how it affects productivity.
- Leadership Lesson 5: Create shared vision to build bridges to the future.

Leadershift :
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About Joel Barker

Joel Barker is known around the world as the "Paradigm Man." In 1975, he pioneered the application of the theory of paradigm shift and researched the impact of such shifts on organizational vision. He also invented and refined several exploratory tools that help forecast the long-term implications of change. Since the early 1980s, Barker has worked with most of the companies listed on the Fortune 500 and with many other major institutions around the world.

Barker's 1992 book, *Future Edge,* was listed as the most influential business book of that year by the prestigious *Library Journal.* He has produced and hosted six videos, which are available in fourteen languages. This series has been cited by *Industry Week* as one of the most influential series of programs in the business world.

Barker's extensive client base includes these organizations: Apple, AQP, Arthur Andersen, CPC International, the Canadian Government, Diamond Shamrock, Florida Power & Light, Ford, Hutamaki, IBM, the Mayo Clinic, Merck, Milliken & Co., Motorola, Pillsbury, Rockwell, S.C. Johnson & Son, Southwestern Bell, Texaco, 3M, and Upjohn, as well as many international associations. In his presentations, Barker has addressed nearly one million people over the past twenty years.

Before starting his company, Infinity Limited, Barker served as director of the Futures Studies Department of the Science Museum of Minnesota. He has lectured at the University of Lima-Peru on leadership and has worked extensively with teachers to help them prepare for the 21 st century.

Barker earned a bachelor of science degree from the University of Minnesota; he also did graduate work there. He is receiving an honorary doctorate in visionary leadership from St. Mary's University in Winona, Minnesota.

Using the Workbook

The Leadershift Participant Workbook expands on the concepts presented in the video, Leadershift, and provides examples that further illustrate each idea. Its purpose is to help you receive as much benefit as possible from the information presented.

The workbook contains two main sections. The first section identifies several important concepts about leadership; these ideas serve as background for the leadership lessons. The second section covers the five lessons on leadership that were presented in the video.

Each concept or lesson on leadership is presented in the format described here:

1. Presenting the Concept
    A. Key Concept - Each key concept is taken from the video.

    B. From the Video - Portions of the video script that are relevant to the key concept are presented. These help identify how Joel Barker explained each idea in the video.

    C. Program Insight - Each insight further explains the key concept.

2. Applying the Concept
    A. Questions.

    B. Possible Responses

You should find these questions, along with the possible responses, helpful in sparking your own thoughts.

Notes

Leadership Concepts and Lessons

Listed below are the key concepts and leadership lessons identified in the video. This workbook includes more comprehensive information on each, as well as exercises that will help you apply the leadership lessons to your own experiences.

Leadership Concepts:

- We're all leaders.
- The definition of a leader in the 21 st century. The characteristics of a leader.
- The ways in which leadership is like building a bridge to the 21st century.

Leadership Lessons:

- Leadership Lesson 1: Focus the majority of your efforts on the future.
- Leadership Lesson 2: Understand the nature of fundamental change.
- Leadership Lesson 3: Appreciate complex systems and how they work.
- Leadership Lesson 4: Examine your leadership style to see how it affects productivity.
- Leadership Lesson 5: Create shared vision to build bridges to the future.

Leadership Concept One: We're all leaders,

From the Video:

"As we conclude the 20th century and move into the 21 st century, it is clear that many things that we did during the last one hundred years will not sustain us in the next one hundred years. For instance, nations can no longer choose to live in isolation from the rest of the world; human beings cannot continue to pollute the water and the air; we cannot fish the oceans to exhaustion or tear down the jungles of the world; we cannot leave the desires for education and growth unfulfilled for those who seek them; we cannot lead people in the old command-and-control style anymore."

Program Insight:

A great deal has been written about leadership over the last one hundred years. Now, in order to make the next one hundred years an even better time and place for all people, we must look at some of the new concepts that will dramatically redefine and improve the performance of leaders. These concepts affect every leader - soccer coach, rabbi, Red Cross fundraiser, school board member, CEO. As lead-ers, we must acknowledge, through our words and actions, that leadership is no longer a privilege but a responsibility.

Activity

This activity is intended to help you recognize that you hold leadership role(s) - whether at work, in your community, or in your home.

List the activities in which you participate at work and in your community. Then, for each activity, indicate whether you hold a leadership role by circling "yes" (I do have leadership responsibilities in this activity) or "no" (I don't really have leadership responsibilities in this activity).

Activities at work:

Examples: quality task force, calendar committee, compensation team

Leadership Role?

1. _____   yes   no

2. _____   yes   no

3. _____   yes   no

Activities in the community

Example: scout leader, coach, fundraiser, church committee member

	Leadership Role?

Leadership Role?

1. _____   yes   no

2. _____   yes   no

3. _____   yes   no

Follow-up Questions:

How will your leadership responsibilities at work change in the future?
(Examples: People want more input into the decisions that are made, so I have to find a way to allow that to happen without relinquishing my responsibilities as leader.)

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How will your leadership responsibilities outside of work change in the future? What will you have to learn to continue to lead effectively?
(Example: People are busier, so I have to find new ways to allow them to fit volunteer work into their schedules.)

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What are the key criteria for someone to be a leader?
(Example: A leader must care, and be able to inspire others to care about and commit to the goals of the group.)

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Leadership, Concept Two: A leader builds bridges.

From the Video:

"To begin with, more than anything else, leaders build bridges - bridges that help us move from where we are to where we need to be. Bridges made of hope and ideas and opportunity; bridges wide and strong enough so that all who wish to cross can do so safely."

Program Insight:

Barker uses a bridge metaphor to show us that leaders forge a new path to the future. These paths or bridges are necessary to grow and thrive in an ever-changing world. He helps us understand that it is necessary for leaders to take responsibility for the bridges they build, and for the impact those bridges will have on the 21st century.

As we cross our own bridges into the new century, we need to keep in mind some of the changes that we have identified. We need to focus on how to construct our bridges into the future so that they're wide enough and strong enough both for ourselves and for those who choose to follow us.

Questions:

Can you identify qualities of safe bridges that also are found in strong leaders, and characteristics of unsafe bridges that also are found in weak leaders.
(Examples: Strong bridges and leaders are flexible and resilient. Weak bridges and leaders are narrow-minded and inflexible.)

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Have you worked for an organization that has built a safe bridge? If so, what messages were communicated to you and others? How did you react?
(Example: I played on a team that won a state championship. Our coach communicated confidence, trust, and respect in us, and we played with everything we had.)

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How do you think leaders will change in the 21 st century?
(Example: They'll need to be able to handle a faster pace of change.)

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When Barker says that the bridge needs to be wide enough and strong enough so that all who want to cross can do so safely, what do you think he means?
(Example: He means that we can't assume that only certain people will want to progress; we have to be ready for many people to want to cross the bridge to the future.)

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Leadership Concept Three:
A leader is someone you choose to follow to a place you wouldn't go by yourself

From the Video:

"A leader is someone you choose to follow to a place you wouldn't go by yourself."

"There are two key components of this definition. The first is choice - you choose to follow this person; it is always your decision. The second component has to do with the place you are going to. There is something about this place that requires the leader to have gone first. It has a feeling of risk, of uncertainty, maybe even of danger. That's why you won't go by yourself."

Program Insight:

Let's delve deeper into Barker's definition of a leader. Again, there are two important concepts to under-stand.

The first is the idea of choice. The follower must willingly choose to follow the leader. A leader who forces others into compliance is nothing more than a tyrant. A true leader earns the respect and trust needed for people to follow him or her, even in adverse or risky situations.

The second concept focuses on the "place" the leader is heading toward. Something about the place requires that the leader go there first; followers may feel that they are taking on some risk or danger in heading toward that place. However, the direction and vision of the true leader enables them to believe and trust that the outcome will be far greater than any risk. The tyrant, on the other hand, forces follow-ers to a place they don't want to go - one where the potential rewards fail to justify the risk.

Questions:

The first part of the definition of a leader is about choice. How do you feel about having that choice? (Example: I like having a choice, but sometimes it's easier to be told what to do.)

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What is it about true leaders that makes them easy to follow?
(Examples: True leaders convey a sense of confidence in their followers' abilities to do what is required. They generate excitement and command respect.)

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Tyrants get compliance and leaders get commitment. What is the difference?
(Example: Compliance means that people will do what is expected of them and no more.)

Why do you think it is difficult for tyrannical leaders to change their leadership style?
(Example: They might not have the ability to compel others to follow them, or they might like knowing that they arouse fear.)

Leadership Concept Four:
The characteristics of a leader never change.

From the Video:

"There are certain characteristics about leadership that have never changed and probably never will. These elements are the foundation stones on which leaders have built their bridges throughout the centuries. Things like . . . courage, commitment, communication, compassion, trust, loyalty, integrity, and inspiration."

Program Insight:

If you look at some of the world's greatest leaders, you find that they were able to set the course of history, because they had the characteristics listed above. In the United States, Abraham Lincoln's commitment to a unified nation and freedom for all people helped to keep the North and South from breaking apart during the Civil War. Several decades later, Franklin Delano Roosevelt's ability to communicate hope and optimism helped lift the United States out of the Great Depression. Then, he and Winston Churchill showed courage and integrity in their willingness to fight to make the world safe for democracy. More recently, it was the courage, compassion and integrity of Nelson Mandela that helped to secure freedom for the black people of South Africa.

Questions:

Identify several behaviors associated with each characteristic listed in the quote above. (Example: "Admitting you are wrong" is a behavior associated with courage.)

Courage _____

Commitment _____

Communication _____

Compassion _____

Trust _____

Loyalty _____

Integrity _____

Inspiration _____

Leadership Lesson I.
Focus the majority of your
efforts on the future

From the Video:

"To build 21st century bridges, we will need to find new methods and new materials to add to what we already use. We begin the search by asking a question: where is this place that people won't go to with-out a leader?"

'The future is the place that leaders lead to. Followers don't have time to deal with this responsibility, because their time is consumed taking care of today. It is the leader's responsibility to take care of tomorrow."

Program Insight:

To fully understand this first leadership lesson, we need to distinguish between the leader's and the follower's breadth of responsibility. A leader's primary responsibility is to focus on the future, while a follower's primary responsibility is to focus on today. He or she handles the critical activities that keep the organization running from day to day. Thus, leaders in the 21st century must shift their thinking from "doing it all" to allowing others to contribute to the group's progress.

The video's example shows how Robert Galvin, former president of Motorola, anticipated the changes happening in the communications industry. Galvin knew that for Motorola to continue to grow and pros-per, he - as leader of the company - had to focus on the future of the industry, rather than concentrate solely on where it was at the moment. By moving Motorola out of the retail industry and into integrated chips and wireless communication, Galvin created a company that has not only survived but thrived in a highly competitive market.

Questions:

Can you think of someone (like Robert Galvin of Motorola) in your organization, in another organization, or in your community who is successfully focusing on the future?
(Examples: Michael Dell of Dell Computers and General Colin Powell, who started Summit for America.)

How much time do you think you'd spend thinking about the future if you were the leader?
(Example: I would try to spend most of my time focusing on the future.)

How much time do you spend thinking about the future now?
(Example: Not very much; I focus mainly on the here and now.)

Do you think the leaders in your company spend enough time focusing on the future? If not, how much additional time is needed?
(Example: No, they always seem to be scrambling to catch up to changes in our industry or profession. We're always reacting, rather than acting.)

Question: Managers and Leaders

The following paragraph may reinforce the idea that many leaders and managers fail to spend nearly the time they should thinking about the future:

If you ask several leaders how long they can talk about the future of their organizations, many will say three hours. If you ask them how long they can talk about their accounting systems, many will say two days. Isn't it strange that the most important responsibility of a leader is to focus on the future, yet many can talk about it for such a short amount of time? On the other hand, something like the accounting system, which should be relatively unimportant to a leader, will require an inordinate amount of time to discuss.

The purpose of this next exercise is to distinguish between leaders and managers. Both are needed in an organization, and both are concerned with the future, although to differing degrees. How much time do you believe a leader should spend each month thinking about the future?
(Example: Fifty percent of his or her time.)

While most of a manager's time should be spent focusing on the day-to-day activities that keep the organization running effectively and efficiently, they also have some responsibility for keeping focused on where the organization is headed. How much time do you believe a manager should spend each month thinking about the future?
(Example: Ten percent of his or her time.)

What other characteristics distinguish a leader from a manager?
Please note: The following is taken from *Learning to Lead* by Warren Bennis & Joan Goldsmith.
"The manager administers; the leader innovates.
The manager is a copy; the leader is an original.
The manager maintains; the leader develops.
The manager accepts reality; the leader investigates it.

The manager focuses on systems and structure; the leader focuses on people.
The manager relies on control; the leader must trust.
The manager has a short-range view; the leader has a long-range perspective.
The manager asks how and when; the leader asks what and why.
The manager accepts the status quo; the leader challenges it.
The manager is the classic good soldier; the leader is his or her own person.
The manager does things right; the leader does the right thing."

Leadership Lesson 2:
Understand the nature of fundamental change.

From the Video:

"A popular label for [fundamental] change is a paradigm shift. But it is surprising how many leaders and would-be leaders do not understand some of the key elements of fundamental change. First, new paradigms, which almost always drive fundamental change, usually show up before they are needed. [Second], the rules for the new paradigm are almost always formulated by someone who is not a successful part of the prevailing paradigm. Someone with little or no credibility in your field is probably going to be the person who brings you your future."

Program Insight:

There are two elements that almost always drive the nature of fundamental change. A critical skill for the leaders of tomorrow will be to understand thoroughly these elements.

First, leaders need to recognize that the future will show up before they need it. Many times, leaders who are experiencing great success find it difficult to start looking for the future, because the present has become too comfortable. For example, the video talked about the history of the Internet, which originated in the '80s but didn't become widely available until the '90s. Those individuals - such as business tycoon Bill Gates - who initially dismissed the profound impact the Internet would have on society and business missed out on significant opportunities.

Second, leaders need to understand that someone who is not a successful part of the prevailing paradigm almost always formulates the new one. Thus, it is important for a leader to look with an open mind at those who are easy to overlook or dismiss. Leaders need to listen to and honor these individuals, and give them an opportunity to help discover the future.

Look at the creation of the solar lens by Lightpath Technologies of Albuquerque, New Mexico. No one told Leslie Danziger that it was impossible to create a lens that had the capacity to track the sun and to focus its energy on a small solar cell. So without the "proper" education, background, or technology, Danziger discovered how to do the "impossible."

Questions:

There are numerous examples of solutions arriving before they were actually needed. For instance, cellular phones were brought into the marketplace long before people felt the need to carry them in their pockets or purses. Can you think of other solutions that arrived in your industry or company sooner than they were needed, and may have caught off-guard those who were successful under the prevailing system?
(Example: The transition to empowered work teams may have surprised some managers.)

If new solutions to your problems are going to show up earlier than you expect them, how does that affect you?
(Example: You need to recognize that surprises are always around the corner.)

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Why is it so difficult to look for a new solution when things are going well?
(Example: You get comfortable, and it's tempting to think, "if it ain't broke, don't fix it.")

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What can we do as an organization or community to find new ideas and solutions to our problems?
(Example: We can look at how other organizations tackle similar issues and see what we can adopt or adapt.)

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What is the advantage of being an outsider?
(Example: An outsider is more willing to question the status quo.)

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Where will we find this person who will bring us new solutions and ideas? What will we have to do to help us identify this person when he or she arrives?
(Example: To identify the person, we will have to look at his or her abilities and ideas, rather than concentrate on degrees or social status.)

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If new ideas about our business usually arrive from the outside, what do we need to do about that? (Example: Make sure that we stay in touch with people and keep abreast of events occurring outside of our company, and even outside of our industry or profession.)

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Leadership Lesson 3:
Appreciate complex systems
and how they work.

From the Video:

"You must learn to understand and appreciate how complex systems work and how small actions can cause enormous differences over time."

Program Insight:

It has been said that for every action there is a reaction. Thus, there is truth to the metaphor that says a butterfly can flap its wings in one country and cause a hurricane in another.

What does this mean for leaders? First, it means that they need to understand that because the world is systemic, the actions they take in one area can affect other areas. Second, they need to recognize that small changes can tremendously affect systemic organizations. Therefore, as leaders, we need to understand the consequences of our actions. This includes even the seemingly insignificant actions that we assume won't have an impact at all. In fact, those are just the ones that may prove to change lives.

James Gleick's book *Chaos Making a New Science* contains an example from folklore about complexity. It goes like this:

> "For want of the nail, the shoe was lost;
> For want of a shoe, the horse was lost;
> For want of a horse, the rider was lost;
> For want of the rider, the battle was lost;
> For want of the battle, the kingdom was lost!"

According to Gleick's book, "in science as in life, it is well known that a chain of events can have a point of crisis that could magnify small changes. But chaos meant that such points were everywhere. They are pervasive."

Look at the example of the millennium bug, or Y2K issue, that Barker gives in the video. Is there any-one you know unaffected by that (seemingly) insignificant decision to truncate all dates recorded in computer programs? It's not likely, since we are a world dependent on technology to get us through the day - from the power supply that turns on our alarm clocks to the supply chains that bring food to our grocery stores.

Here's another seemingly small decision that in retrospect changed the course of business history: In the 1980s, Ford and GM had to decide whether to invest in total quality management or robotics. Ford chose total quality management and GM chose robotics. Thus, the companies set off in two directions.

The result? Ford became an expert in quality, which made it easier, down the road, for the company to implement robotics. GM became an expert in robotics. However, management found it difficult to apply what they had learned, because employees didn't have the necessary understanding of total quality. Since that time, GM has lost a large part of its market share, while Ford has gained market share.

Questions:

Have you been affected at work by the simple actions and/or decisions of other people or departments? In other words, were small decisions magnified and did they significantly affect you or your coworkers? (Example: A decision to change one small process meant that the entire flow of work on one product had to change.)

Earlier this century, Boeing decided to develop commercial aircraft and created the first jet for commercial use. Their competitors, however, waited to see how well Boeing's jet succeeded before they went ahead with their own developmental efforts. Boeing's endeavor took off, leaving their competitors sputtering on the ground. That decision had a huge impact on Boeing's future as a company. Can you think of other companies that have made history because of one simple decision?
(Examples: Dell decided to sell PCs directly to consumers, and Amazon.com decided to sell books and music over the Internet.)

Can you think of examples that have occurred in your own workplace, and that show how one small decision or gesture can have an impact that appears out of proportion to the size of the initial action? (Example: One employee might say hello to the receptionist and brighten his or her day. In turn, the receptionist might be more inclined to help someone from another department when he or she needs it. And the effect continues throughout the day. The overall result is that the entire organization runs more smoothly.)

Trainer's Note: More information regarding "chaos theory" can be found in the book Chaos Making a New Science *by James Gleick.*

Leadership Lesson 4:
Examine your leadership style to see how it affects productivity.

From the Video:

"What if I told you that changes in a leader's style can improve followers' productivity by more than ten times? Leaders can have a profound impact, positive or negative, on the productivity of their followers, based on the style of leadership they choose to use."

Program Insight:

In this section, Joel Barker uses research on leadership style and its effect on productivity. This research was conducted by Tor Dahl, chair of the World Confederation of Productivity Science and associate professor at the University of Minnesota.

Let's look at three factors that differentiate leadership styles. The three factors are as follows:
- the use of positive or negative control by leaders,
- the generation of positive or negative stress by leaders, and
- the degree to which followers express satisfaction or dissatisfaction in their work.

The video examined the differing approaches to control and stress used by two extreme examples of leadership styles: the charismatic leader and the bully leader.

The charismatic leader uses excitement and enthusiasm to gain support. He or she generates devotion and positive stress by creating challenging goals, holding followers to demanding (yet achievable) dead-lines, and expecting only the best from them. Followers express a high level of satisfaction in their jobs, because charismatic leaders establish a rich work environment, make sure people have the resources they need to do their jobs, and let followers contribute to the decision-making process.

In contrast, the bully leader uses threats, condemnation, fear, and rejection to obtain compliance from followers. They create negative stress through cruel behavior, scornful attitudes, and the alienation of followers. The bully leader withholds resources and makes it difficult for employees to do their jobs. The environment is filled with risk, and people are set up to fail. As a result, followers express low levels of satisfaction in their work.

According to Dahl's research, people who work for charismatic leaders are up to twenty times more productive than those who work for bully leaders.

Questions:

Think of examples that show how leaders can exert either positive or negative control. (Examples of positive control: offering sincere praise and encouragement, and making sure resources are available. Examples of negative control: instilling feelings of fear or intimidation through threats, blaming, and withholding resources.)

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Why do the charismatic leader and the bully leader affect productivity so differently? (Examples: The charismatic leader gains followers' wholehearted commitment, so they go the extra mile; the bully leader's followers are likely to do just enough to get by.)

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What makes it easy to follow a charismatic leader? (Example: Charismatic leaders generate excitement, and people want to be part of the action.)

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What makes it difficult to follow a bully leader? (Example: When following bully leaders, people worry that they'll inadvertently do something wrong.)

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Additional Program Insight:

Tor Dahl identified two more leadership styles in his research. The first is the monastic leader. He or she is relaxed, reserved, and secure. Monastic leaders help their followers feel comfortable, and are effective at managing and coaching others. They are perceived as having the ability and knowledge needed to do their jobs. This is a productive leadership style.

The second style is the bureaucratic leader. He or she fosters powerlessness on the job, and often is perceived by followers as disdainful, aloof, and condescending. Bureaucratic followers are victimized and discouraged by poor or indifferent leadership. The bureaucratic leader tends to focus on clerical or nonvalue-added tasks, forms, and procedures. This leadership style ranks low in productivity.

Trainer's Note: For more information on Tor Dahl's research, contact Tor Dahl and Associates at 1-800-TOR-DAHL.

Leadership Lesson 5:
Create shared vision to build
bridges to the future.

From the Video:

"The successful leaders of the 21 st century will always use the power of vision to help build their bridges to the future. Vision is an essential leadership tool because, properly shared and with passion and commitment, it helps people and organizations outperform their assets!"

"It matters not whether your organization is a church or a corporation, a hospital or a nation - every-one benefits from having a powerful vision of the future. Shared vision is the single most powerful component for building bridges to the future."

Program Insight:

Effective visions have common characteristics:
- An effective vision is shared by everyone in the organization.
- An effective vision is positive and supports the community.

Delancy Street, the example in the video, had a profoundly simple vision: to apply business work ethics and traditional values to make "winners" out of society's "losers." In addition, those supporting the vision had the passion and commitment needed to turn the vision into action. Thus, Delancy Street is no longer a vision or far-off goal, but a successful, working reality.

The enormous power of a vision also applies in the business world. According to Jim Collins and Jerry Porras in their book *Built to Last,* one dollar invested in a visionary company will yield six times the return of its nonvisionary competitor. The visionary company will do fifteen times better than the overall stock market.

In thinking about vision, it's helpful to compare the way in which things have worked in the past to how they could work in the future. For example, throughout most of history, a leader created a vision and handed it down to his or her followers. Today, we know that such an approach doesn't work. People are better informed and educated, and they want to use their skills and knowledge to contribute to the vision. Therefore, the new way of thinking about vision recognizes that the larger community or organization needs to create it. Creating the vision together allows for a shared meaning and understanding of the vision by all followers.

Questions:

For much of history, leaders simply would hand down their visions to their followers. Why will this process change in the 21st century?
(Example: The world is complicated, so it's harder for one person to have all the answers.)

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Why should others be involved in building the vision?
(Example: By having others involved in building a vision, the vision is likely to be richer, more inclusive, and better able to help people and organizations outperform their assets.)

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Why is it more effective for a leader to create a shared vision, rather than simply hand one down?
(Example: People are more committed to a vision to which they've been able to contribute.)

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Why is it important to get people in the organization to express the values they hold?
(Example: You want to know that your organization's vision reflects the values of the people who work there. If there's a disconnect, it's harder for people to be committed.)

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Think back to the stacks of money Barker used in the video to demonstrate the different results between visionary and nonvisionary companies. How does this research affect you?
(Example: It makes me want to work for or invest in a visionary company.)

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For more information on visionary companies, contact James Collins and Jerry Porras, authors of Built to Last. *James Collins' e-mail address: JCC512@aoLcom. Jerry Porras' e-mail address: Porras-Jerry@GSB.Stanford.edu.*

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