

## **AMCHP 2007 ANNUAL CONFERENCE**

### **HEALTHY COMMUNITIES**

March 3rd to 7th, 2007

#### **Leadership Development: Becoming Effective, Engaged, and Empowered in a Collective Environment**

HOLLY GRASON: Great. Well, thank you for--there's a buzz so I think--a buzz in the room so I think we've made our first objective is to get folks awake, get the blood flowing after lunch out of the stomach back up to the brain. So thank you very much for coming. My name is Holly Grason and--

MARJORY RUDERMAN: I'm Marjory Ruderman.

KRISTINE GUPTA: And I'm Kris Gupta.

HOLLY GRASON: Great. So we have had a great time getting ready and planning to work together to work with you this afternoon on leadership issues. And we very much want to thank you for coming. This has been an adventure for us because we haven't worked together on this kind of a workshop before. And should we start by going around and introducing everyone? So if we could just--if you all could just quickly go around and say your name, where you're from, what state or city, whichever you like, that would be great and then we'll get started.

TAMMY MOORE: I'm Tammy Moore from Birmingham, Alabama and I'm (inaudible) for our children's rehabilitation service (inaudible).

\*JOANNE WOOD: I'm Joanne Wood. I'm a licensed social worker and I'll be starting in the spring.

LORINDA GROVE: I'm Lorinda Grove and I'm (inaudible) scholar from Missouri.

UNKNOWN SPEAKER: I'm (Inaudible). I'm from Arizona. (Inaudible).

MARLA PAGE: Hi. I'm Marla Page and I'm (inaudible).

UNKNOWN SPEAKER: (Inaudible).

LAURA JONES: I'm Laura Jones from (inaudible) scholar from Rhode Island and I've managed the parents (inaudible) program at our department of health and also supervised the (inaudible) having a discussion (inaudible).

HOLLY GRASON: Neat.

DUNSTAN CARIFF: I'm Dunstan Cariff. I'm a family scholar from (inaudible) Arkansas and mind if I get to share my (inaudible).

HOLLY GRASON: Sure.

DUNSTAN CARIFF: It's the Wiggles.

HOLLY GRASON: Okay.

DUNSTAN CARIFF: Well, it makes kids laugh and sing and it teaches good eating habits.

HOLLY GRASON: Uh-huh.

DUNSTAN CARIFF: They don't (inaudible).

HOLLY GRASON: Great. Thank you.

DENISE TILMAN: I'm Denise Tillman. I'm also a Connecticut family scholar. And (inaudible).

UNKNOWN SPEAKER: (Inaudible) a non-profit (inaudible) National Institute and College of Medicine (inaudible) family (inaudible) children.

LINDA BROWN: Hi. I'm Linda Brown from Washington, D.C. and I'm a family scholar.

DANA HERIAL: Hi. I'm Dana Herial and I'm also with (inaudible) for inter-community liaison or leader for a community network (inaudible).

KIM WYMER: I'm Kim Wymer from Ohio, a parent from Ohio and I'm very (inaudible).

HOLLY GRASON: All kinds of things. Yeah.

KIM WYMER: Too much to mention.

HOLLY GRASON: Many hats.

Karen Bennet: I'm Karen Bennet. I'm from Missouri. I'm a family scholar and I'm also a social worker for Missouri (inaudible) for Children and Families.

LINDA HALE: I'm Linda Hale. I'm from Wisconsin and I (inaudible).

MARIA JAMESON: I'm Maria Jameson from Delaware and I'm the relatively new Director for Maternal and Child Health Programs.

CAROL GUARD: Carol Guard from Austin, Texas and I'm a family scholar and I work with the Children's Special Healthcare Needs program.

HOLIA THOMPSON: I'm Holia Thompson from Jackson, Mississippi and I work kind of dual for the (inaudible) Mississippi as Education Specialist but I'm a family scholar. I serve as parent consultant for children's medical (inaudible).

JOANIE THOMAS: I'm Joanie Thomas from Nebraska. I work for the state of Nebraska Health Unit Services and I'm the manager for our Children's with Disabilities Services.

HOLLY GRASON: Great. Well, this promises to be very fun and we're looking forward to sort of learning from you and your experiences as we sort of share what things we've been learning together. I just wanted to give a two minute sort of backdrop to what we--where we've come from in producing or putting together this workshop and that is that for one thing, Marjory and I have been working for a number of years on something called Cast Five Capacity Assessment for State Title V Programs and some of you, actually, I think some familiar faces have been involved in some of that work. And what we learned in working with states who were looking at their own capacity to implement the Maternal and Child Health Mission was that leadership was an area where they needed more exposure, more time, and more guidance in terms of developing their own internal programs, their internal leadership, and working with other organizations. And so as a grantee from the Maternal and Child Health Bureau for Maternal and Child Health Training Program at Hopkins, Marjory and I set about developing

some leadership development skills training materials that we're hoping will be accessible at the local and state level and downloadable from the web and so forth.

Concurrently, as there's much interest in the Maternal and Child Health Training Programs in universities around the country, Kris Gupta and her colleagues have been developing some leadership development workshops of a different style. As many of you know, there's sort of different approaches. Some of it's interactive. Some of it's sort of what you know. Some of it's practicing certain things. So there's many components. And so in the spirit of collaboration and partnership and trying to bring together resources of universities and training programs on behalf of the MCH community who are out in the field doing policy and practice, we decided to sort of put together what we've been working on and share that with you.

So I just wanted to welcome you. This is an adventure and we very much want your feedback and also as we move forward, at least from the Hopkins standpoint, we have different components we'll be rolling out over years and want to include more and more of our audience in the actual sort of presentation and development. So I hope you don't mind; we may be back in touch with you to tap into your expertise.

MARJORY RUDERMAN: And I just want to mention that in your folder on the right-hand pocket, I believe, there are materials that we'll be using in today's session. And on the left-hand side there are some things for you to take home that describe the programs Holly was talking about, the one we're developing at Hopkins and the one Kris has developed at University of Illinois Chicago. So there is a way for you to find out more about the different programs. You'll just be exploring with us a few components from each of the programs today because we don't have that much time.

HOLLY GRASON: Okay?

UNKNOWN SPEAKER: Mmhmm. Just as by of announcement, it sounds like there are a number of family scholars here that will be needing to leave just a little bit early for our 2:30 meeting. Can we just see a show of hands who those will be?

HOLLY GRASON: Critical mass.

MARJORY RUDERMAN: Critical mass, yeah.

UNKNOWN SPEAKER: At least seven of you guys. Seven, eight. Okay.

HOLLY GRASON: Should we try to plan a break and make sure there's a natural break?

MARJORY RUDERMAN: I think it's probably going to end up around exactly that time.

UNKNOWN SPEAKER: It's probably going to be.

HOLLY GRASON: Okay.

UNKNOWN SPEAKER: Okay.

MARJORY RUDERMAN: So what we would like to start out with is just to have a little discussion with you about what is leadership. So what we would like for you to do is think about a time in your life when someone demonstrated leadership; a time in your life when you demonstrated leadership; and we'd like to just get your thoughts about what makes a good leader. Let's take a minute and think about it and when you're ready you can just let us know.

UNKNOWN SPEAKER: I can tell you who I think. When I finally took the position (inaudible) my child has special needs so I would stay home. And there was a lady that was the director of the YMCA which is (inaudible) responsible for a program that I use still currently though she's no longer there. But this was--I had

never really had--she was a very strong woman, intimidating but not fearfully. She was very strong. She could handle situations, any complication, and be able to--she just had so many qualities that I had never seen in a female that was running something like that. She just was across the board very strong, very assertive, backed everyone up. I mean, she just had all the great qualities across the board. That made a big difference for me and I was very--when I first started doing my advocacy I was very--I say aggressive now but it was probably a little harsher than that then. But I have learned over the years there's a way to do that and I think that she really helped me with that because that was, when I first came onboard, that was an issue, because I was full-tilt bulldog all the way. And there's a definite way to tone that down, be assertive but still be effective and (inaudible).

UNKNOWN SPEAKER: I think first and foremost for me a good leader is someone who is always there for you. My best leader in my life was my brother who passed away two years ago and through the eyes of, you know, there is still a void in my life. And he was somebody who was always there for you. You know, also thinking of the word 'leader' you think of somebody who's ahead. My brother wasn't always ahead of me. A lot of times he was behind me, kicking me in the butt.

HOLLY GRASON: That's a great point.

UNKNOWN SPEAKER: And so he was always there for me and he gave me what I needed when I needed it.

MARJORY RUDERMAN: So for you sometimes he was there in front of you and sometimes he was there behind you.

UNKNOWN SPEAKER: Oh, yeah.

MARJORY RUDERMAN: And he probably knew how to strike that balance.

UNKNOWN SPEAKER: Well, he was a great leader.

MARJORY RUDERMAN: Great.

UNKNOWN SPEAKER: I think a great leader is a good listener. Because when you're a leader you have to listen to all objectives and then formulate an opinion to what you might do (inaudible) not necessarily like. So if you're a leader you have to basically listen because, not to put the president down, regardless of what policies he does, but he has to be a leader. He has to listen. He has to listen to a multitude of discussion that everybody's having. He has to come to a conclusion that may not fit everybody's needs but he still has to be a listener first and foremost.

MARJORY RUDERMAN: So you're saying two things. One, that a leader is a good listener and then also knows how to take the opinions or thoughts of everyone and move forward with that somehow.

UNKNOWN SPEAKER: (Inaudible) in addition to be a good leader, I think--or listener, sorry, (inaudible) understand the point and be able to figure out what people are needing and so to be perceptive to what the people you are representing and (inaudible) or help them so that they can (inaudible).

MARJORY RUDERMAN: And one second before we go here. How do you know as a leader, how do you find out what people need?

UNKNOWN SPEAKER: Well, in part is listening and hearing what they're saying because they might just come out and say (inaudible). Some people just have a natural quality (inaudible) understand people, what they need or what their strengths and weaknesses are and how to help them.

MARJORY RUDERMAN: All right. So it's the listening and it's that some sort of internal knowing or intuition or something like that?

UNKNOWN SPEAKER: Right.

HOLLY GRASON: And I hear another common strain that kind of came out with what everybody has said about leaders kind of being about helping other people move forward or be ahead as opposed to just kind of the leader on his or her own.

UNKNOWN SPEAKER: I just wanted to add that to be a good listener you have to be approachable. People should be able to approach you (inaudible) to come to you so if you project that (inaudible) you're unapproachable people will feel uncomfortable to share (inaudible).

MARJORY RUDERMAN: What are some of the characteristics that makes someone approachable?

UNKNOWN SPEAKER: It's just the attitude. Just for the most part people with leadership, with titles and luck, you know, (inaudible) a persona. And I believe you can be a leader and still be one of the group.

HOLLY GRASON: Mmhmm.

UNKNOWN SPEAKER: But people feel like us leaders, they don't have to be one of the group.

UNKNOWN SPEAKER: It's respect for (inaudible). I mean, (inaudible) person to have some of the same values. (Inaudible) that person's life.

MARJORY RUDERMAN: So leaders allow for varying opinions.

HOLLY GRASON: And there's respect, I think is a key term you were raising.

UNKNOWN SPEAKER: I think that's true but I also think that there are leaders that are so charismatic and know how to market so well that they make you think that you need something and you really don't. And those are most--I mean, if you look at (inaudible) Anna Nicole Smith on TV (inaudible) that the media has this perspective and they're leading you down some path and you can accept that. I mean, for us to sit. It just blows my mind that CNN is spending all of this time, all of it. But yet people are talking about it about the water cooler at work. So something's going on there because you can just turn it off. And so although they're appalled about it, they still are influenced by it. Because one person is saying, "Well, who she slept with--". That's leadership. That's leadership. So I think they're giving (inaudible).

UNKNOWN SPEAKER: (Inaudible).

UNKNOWN SPEAKER: Absolutely.

UNKNOWN SPEAKER: Absolutely. And so it has to do with being influential. I think the approachable part too is that people have to--good leaders have lots of energy. They really do. And they're passionate about what it is.

HOLLY GRASON: Passion.

MARJORY RUDERMAN: Yeah. Yeah, you're saying a lot of things.

HOLLY GRASON: Yeah.

MARJORY RUDERMAN: And the first piece--good leaders are passionate but that first piece is, I hear some responsibility in it. That there's a responsibility to not do something. Is that--?

UNKNOWN SPEAKER: You have to take on that--it is your responsibility. I mean, you have to understand that if you're going to be a true leader that people are going to follow you. And so you have to make sure that the direction you're going in is for the greatest good. I turn off Anna Nicole Smith. I am so tired of it.

UNKNOWN SPEAKER: So I guess it's responsible leadership.

HOLLY GRASON: Right.

MARJORY RUDERMAN: Be responsible.

UNKNOWN SPEAKER: Leadership doesn't have to be responsible, you know.

MARJORY RUDERMAN: Right.

UNKNOWN SPEAKER: And that's the other thing. Motive is what they're saying.

UNKNOWN SPEAKER: You know, Stalin and those guys--

UNKNOWN SPEAKER: (Inaudible).

UNKNOWN SPEAKER: Yeah. But they're leaders.

UNKNOWN SPEAKER: And they were good leaders.

HOLLY GRASON: Mmhmm. They were affective.

MARJORY RUDERMAN: Some materials, texts, and discussions about leadership make a distinction between being influential and collaborative leadership and that sounds like something that might apply here. Certainly a dictator's not very collaborative.

UNKNOWN SPEAKER: (Inaudible) many leaders that are collaborative that are still going down the wrong path. They get a lot of people to buy into it.

UNKNOWN SPEAKER: That's true.

UNKNOWN SPEAKER: I think when I think of a good leader I think of somebody that's inspirational and motivational and get other people really pumped up to whatever the cause is. That not only gives you the background information you need but is there for you to support you and help you go out and actually do it. They don't do it for you; they inspire you to.

HOLLY GRASON: Give you tools and in part share tools.

UNKNOWN SPEAKER: Compassion.

HOLLY GRASON: Mmhmm.

UNKNOWN SPEAKER: (Inaudible) end, I'm sorry. What's your name?

GLORIA: Gloria.

UNKNOWN SPEAKER: What Gloria said is maybe somebody whose motives are altruistic; who are not in it for themselves. They're not looking to profit. You know, they're not looking for a payoff. They're simply looking to help somebody.

UNKNOWN SPEAKER: But I think it's important to have understanding leadership (inaudible) personally accountable.

UNKNOWN SPEAKER: Yes.

UNKNOWN SPEAKER: Leadership is a heavily influencing person. It does not mean it's positive.

HOLLY GRASON: Right.

UNKNOWN SPEAKER: It doesn't mean that it's the good of the community, like the whole. It can be good for only specific individuals. So you have to make a personal choice what type of leader you're going to be. I think and (inaudible) say the positive issue is effective leadership but there are historical examples--

HOLLY GRASON: Right.

UNKNOWN SPEAKER: --from the beginning of time, from the Bible, of good leaders and of negligent leaders. As we would perceive it as negligent, but at the time of their life they felt they were doing something good.

HOLLY GRASON: Right.

UNKNOWN SPEAKER: They believed in what they were doing. They had that same passion as someone we would consider to be a positive leader. So, you know, they both have those characteristics.

HOLLY GRASON: Right.

UNKNOWN SPEAKER: But there's a choice in how society defines being positive and negative. And that changes over time.

HOLLY GRASON: I have two books that I absolutely love on leadership and one's called "Leadership Secrets of Attila the Hun" and the other one's "The Victory Secrets of Attila the Hun". So absolutely. Absolutely. They were effective and good leaders. Yeah.

UNKNOWN SPEAKER: I think when I think of a good leader, I've had leaders in my life that have been kind of on the wimpy side which is really when you're the person being led isn't a comfortable place to be. So I think a good leader keeps

the people they're leading focused on their mission and their goal so that when people start straying then they're able to bring them together to keep focused on what their task is and take that leadership role in doing that.

UNKNOWN SPEAKER: I think it's accountability because every time we put anybody into office to a certain extent--that's what I thought she was going to say. I thought accountability was coming out (inaudible).

HOLLY GRASON: Right. Right.

UNKNOWN SPEAKER: We want them not only to be accountable to themselves but also to us. So if we're going to follow in that direction we want to make sure if there's any repercussions that we're all accountable as a whole even though we're putting somebody at the front. So I believe, you know, basically, okay, this is just my own personal perception, that individuals are being held accountable. If you're a leader (inaudible) "that was supposed to be put last week but you're the one that was supposed to do it." "No, you're the one that was supposed to do it. Why didn't you do it?" And I want a reason why. So ask them to be totally accountable for something that I was hoping you'd do we'll reciprocate on. So everybody is not feeling it but I think a lot of times when we put people in leadership even though we may not say it, we do hold them accountable for (inaudible).

MARJORY RUDERMAN: I think one of the things that you might be pointing to also is that even when there is a person who holds the leadership position there's a way that the rest of us can also still be leaders and empower that person's leadership or not empower. So just because one person serves as the leader doesn't mean that the rest of us are not serving as leaders at the same time.

UNKNOWN SPEAKER: (Inaudible) because we can put anybody--it's like I go back to the President. We all put him in office, right, guys? Or not you all (inaudible).

[Crosstalk]

MARJORY RUDERMAN: I don't think you'll find (inaudible).

UNKNOWN SPEAKER: What I'm just saying is that he happens to be there and if we lobby in the manner in which we're saying, because I was saying this in another group I was (inaudible), it's not what we take and we give; it's what we do collaboratively together.

HOLLY GRASON: You had a comment.

UNKNOWN SPEAKER: Well, I was just thinking that also a good leader, and kind of feeding off of what I'm hearing, doesn't have to come to the table with

hidden agendas because I think that's how you get the influence, the negative influence, and people going a direction they never intended to go. But having a knack to make everyone at the table feel valued and realizing that they have to validate everybody there.

MARJORY RUDERMAN: I'm wondering; how do you avoid a hidden agenda? What would you--?

UNKNOWN SPEAKER: I guess when I'm thinking hidden agenda I'm thinking of the families that I work with. For an example, I work with a lot of families that range from not being able to read to PhD. And it would be easy for me to go in and advocate and sale pitch to this family that may not be literate or knowledgeable. It would be easy for me to put my influence there but to be a good leader I have to listen and validate this family and what their needs really are.

UNKNOWN SPEAKER: Well, going back to what you said and I think going back to what she said, if you're talking about a mission, that if leaders stay focused on a mission and the group agrees to the mission, then all these little hidden agendas when people come together, if the leader refocuses them and says is this part of the initiative, you stop them. You use it. You really do, if it's not focused on the mission. And so you're not attacking them.

MARJORY RUDERMAN: Right.

HOLLY GRASON: Mmhmm.

UNKNOWN SPEAKER: You're just in a cohesive stance of this is the mission.

MARJORY RUDERMAN: Maybe putting that other piece in a parking lot some place and come back to it some other time--

UNKNOWN SPEAKER: Right.

MARJORY RUDERMAN: --because it's not supporting this mission.

UNKNOWN SPEAKER: Right.

UNKNOWN SPEAKER: I think also a good leader is always cognizant of helping the people that they're leading build their leadership because if your whole role is for you to be the leader you're really going to lose sight and momentum if you're not helping those that you're leading to grown in their leadership and to encourage their growth, encourage them to be the next generation of leaders--

HOLLY GRASON: That's right.

UNKNOWN SPEAKER: --and so if a leader is also a mentor, they're teaching them how to be an effective advocate, like you said, they're teaching them how to get into back doors, they're teaching them things that are always on the surface, strategies and introducing them to people and doing all those things that help them to grow. So I think a good leader isn't somebody that likes to hear themselves talk and put on their badge and talk about their titles and be in their big office or anything because once that person's gone then everything (inaudible). So you have to be in a position to be able to carry on the work.

MARJORY RUDERMAN: Right.

HOLLY GRASON: So mentoring is important.

UNKNOWN SPEAKER: I think there has to be an element of sort of being a visionary or there has to be kind of a seeing sort of what the future is going to look like and trying to help people to see that too and work toward that. I think they also have to have--they have to be able to kind of take the heat because I don't think decisions are always what the masses or everybody that they're working with, but it's still the right thing, but people don't always agree with that. So I think they have to be able to take the bottom line. They have to be able to say, "No. This is the right thing."

UNKNOWN SPEAKER: Well, sometimes it's not even the right thing; it's just the way it is.

UNKNOWN SPEAKER: Right. Yeah.

HOLLY GRASON: Cope with what it is.

UNKNOWN SPEAKER: Oh, yeah.

UNKNOWN SPEAKER: Especially (inaudible). That's the way it is.

UNKNOWN SPEAKER: Oh, yeah. I work in the state government. There's a lot of that. Yeah.

MARJORY RUDERMAN: Let's do two more. You and then--

UNKNOWN SPEAKER: I was going to say, sometimes you're a leader without you knowing that you're a leader, particularly in (inaudible) state government and particularly if you are a passionate person and you do believe in doing things the right way. And so sometimes there are other people around you watching you to see how you handle adversity and that inspires them in turn to handle their adversities. And I say that because I know a lot of times and with my staff we are in conflicts with our leadership levels, as they call themselves, leadership levels

and the legislators on, how programs should work and operate. And it's hard because it's your job. You know, you're held accountable and sometimes you have a kind of difference of opinion on whether or not you continue to work with that agency. And so sometimes it's important to them if they can see another person take a stand and believe in something without that fear factor that sometimes they get to make the stronger choices in their programs. You know, so sometimes it's just working with (inaudible). I know there have been several situations where I have had people say things to me and it's like, "But I didn't even know you were paying attention to what I was saying," and I thought it was my own personal battle with them and then I realized that there were other people in the programs who say, "You know what? Maybe I should stand up sometimes for what I believe for my clients."

MARJORY RUDERMAN: That's good.

HOLLY GRASON: Mmhmm.

UNKNOWN SPEAKER: I know that I have seen--what I like to see now, now that I'm years into this, what I like to see now, I think sometimes we put people into leadership roles that aren't knowledgeable about the area they are guiding other people. And I think that it's so--like, for instance, I'm very involved in our early intervention program, and it's just such a critical time to get in with families and to teach them the steps. So I myself try to--because we have a lot of service

coordinators, a lot of agencies that do it, and I think it's hard for me to put someone in a leadership role that isn't resourceful or knowledgeable about the area that they're guiding because you have to teach a family, especially in birth to three, you know, when they turn three you're not going to be there anymore and even if you can't hold their hand you have to be--so you have to have that level of, I'm not trying to be mean, but I can't hold your hand for everything. So I think it's finding that level of knowledge about the area that you're leading and also knowledgeable about when to hold their hand and when not to hold their hand. So I think I wish there was more of--I like to see somebody that comes in and I want to know as much as I can know about an arena that I'm stepping into. I don't think that's done enough in our case.

HOLLY GRASON: Actually, I'm glad you came back to that because your story about the YMCA person earlier sort of resonated for me with the notion of competence. You know, being competent in what you're doing is a fundamental thing and that's the sort of knowledge.

UNKNOWN SPEAKER: Right.

UNKNOWN SPEAKER: But you can have very competent people that are really bad leaders.

HOLLY GRASON: Oh, yeah. Yeah.

MARJORY RUDERMAN: Very true.

UNKNOWN SPEAKER: There has to be a balance.

HOLLY GRASON: Yeah. That's right. That's right.

UNKNOWN SPEAKER: Competence and passion.

HOLLY GRASON: And all those things.

UNKNOWN SPEAKER: Right.

MARJORY RUDERMAN: Well, we're going to now do a segment of our session today that's a little bit different. And in this, the leadership development series that we're putting together at Johns Hopkins, one of our intentions is that our materials will be available on the web for people to download and use in their own work settings. So because that's what we're going to be doing with the materials, we have videotaped some mini-lectures that kind of just get some of the concepts out there to get people talking and reacting. And I think you'll find that you've said most of--

HOLLY GRASON: Right.

MARJORY RUDERMAN: --what's in here but we're going to show it to you anyway.

HOLLY GRASON: Do you realize how smart you--why you are all leaders. You have all the answers. I think you enjoy--the person who gives this lecture is a colleague of ours at Hopkins and he actually runs a leadership training institute for heads of government internationally--heads of health, actually, agencies, also community agencies worldwide. So he's actually quite engaging. Yeah.

UNKNOWN SPEAKER: You know we're going to evaluate it and tell you that you need to include Wiggles.

HOLLY GRASON: Wiggles. Okay. All right. Well, please, put that down.

MARJORY RUDERMAN: (Inaudible) mini-lecture, right?

HOLLY GRASON: This is just one piece of many components we're going to do so we'll work Wiggles in.

UNKNOWN SPEAKER: But Wiggles would not brag.

MARJORY RUDERMAN: We don't have any popcorn but feel free to partake of the candy that's around the room.

HOLLY GRASON: Right. Dark chocolate. Good for you.

MARJORY RUDERMAN: So these tech slides stay up here kind of a long time. Do you want me to get some help?

HOLLY GRASON: Oh, here we go.

VIDEO: (Inaudible) to your leadership potential. And the most important point that I probably would like to show you is this one. It's a very simple question: where do leaders operate? And you have (inaudible) starting with easy to do, most difficult, that's impossible, and beyond imagination. So where do you think leaders all rate? Hmm? Beyond imagination. All right. That's a great answer. I like that. Probably leaders work in all. (Inaudible) that they work in beyond imagination.

I have here a cell phone. When I was a kid if somebody told me that sometime in the future people would carry telephones in their pocket and they can call anywhere in the world and the telephone can even serve as their camera, was a video camera, I would say that's beyond imagination. And yet we have this, now almost for everyone.

I do (inaudible) where somebody will come to your house and (inaudible) will hand you a small piece of paper with about 25 words. This will (inaudible). So when I was a kid if you told me that sometime in the future people would write letters on a computer, press a button, and it will be received anywhere in the world instantly for practically nothing, (inaudible) I would say that's beyond imagination. And so all the modern technology, all the great achievements we have now, is because there are leaders who were beyond imagination.

And that brings me to my second point, which I think is very important. Believe we can make a difference anywhere. Leaders do believe that they can make a difference. (Inaudible) stories to try to make a point. There was once a young American fencer who wanted to become the national champion and represent the United States in the Olympics in fencing. They practiced very hard and one day (inaudible) a famous fencing master would be coming to their fencing school. So (inaudible) to practicing for this fencing master and when this fencing master came he invited them to a match and a practice for more than an hour. And after the practice (inaudible) this young man went to the fencing master wanting to get some feedback in terms of how well he did, maybe get a pat on the back. So he said, "How did I do? How did I do?" Well, the fencing master looked at him and said, "You lack the fire. You don't have fire in your belly." And this young fencer was devastated. He sold his fencing equipment, gave up, and said, "I'll never fence again." Now, a few years after he met this famous fencing master on a

social occasion, so he came to him and said, "You know, many years ago I had a dream of becoming the national champion and representing the United States in the Olympics in fencing. You came to my fencing school. We had a match and after our practice I asked you how I did. And you told me I lacked the fire, I don't have fire in my belly." And he said, "How did you know?" And the fencing master said, "I didn't know." So he said, "Why did you tell me that?" He said, "I tell that to everybody." And this fencing guy, this young man, he said, "How could you do that? Because of what you said I gave up fencing. I sold my fencing equipment. I never (inaudible) stuff." He replies, for the fencing master was (inaudible), "If you really have fire in your belly, at the first hint of criticism you do not give up." And I think that's what leaders are. The life of a leader is not always rosy. It's up and down. And what you do when you're down, that is what counts.

So if our session objectives in this (inaudible) are to identify characteristics important to leadership, reflect on your own leadership qualities and those you would like to fully develop. Because one of the key questions in leadership programs is leadership a matter of skills or is it a matter of character? Can leadership be taught or is it something that is inborn? And you need to understand the difference between management and leadership in the context of organizational (inaudible).

So what is the difference between management and leadership? I think we would say that they're a part (inaudible) and maybe we should not ask the question

which is better, management or leadership? Good carpenters do not debate which is better, a hammer or a screwdriver. Well, you use a hammer when you have a nail and you use a screwdriver when you have a screw. And leadership and management in the modern world should come together. You cannot just have one.

Management is about coping with complexity. Modern world with organizations, these huge organizations that we have, we need to cope with complexity. We need to ensure order and consistency. We need to plan, we need to budget, we need to organize and (inaudible) objectives and we need to solve a lot of problems. But leadership is about nurturing of change. It's not just about coping with change; it's nurturing and delivering the change. And setting the direction and developing assured vision is very crucial. And let me just say ensured vision sure is more important than vision. That the leader of the right people according to that vision and (inaudible) to achieve their goals.

Now, what are some of the leadership qualities that you have? (Inaudible) are you (inaudible)? Are you self-reflecting? Are you willing to share power, successes, and failures? Are you willing to operate in an uncertain environment while you focus on the big picture?

Well, the story that I shared with you talks about passion. You must have fire in the belly. And be self-reflecting. I think the great leaders that we have, Gandhi,

Mahatma Gandhi, Nelson Mandela, Abraham Lincoln, what leadership skills did they have? What leadership workshops and seminars do you think they went through? Or were they simply being who they were? And in many ways leadership is self-realization. You're just being who you are and you are just learning about you (inaudible).

A willingness to share power is very crucial in leadership. We have an expression in our workshops: power shared is power multiplied; it's not power diminished. And let me repeat that. Power shared is power multiplied; it's not power diminished. Now, we need to operate in an uncertain environment. Now, wait. No one can predict the future. And I think in our times change comes to us like a rushing train: every day there's some new developments and unpredictable things happen. And we need to be able to respond, (inaudible) in the big picture and see things. So think big, start small, and act now.

There are many kinds of leaders. We could classify perhaps leaders into transactional and transformational. Transactional leaders are those who relate to their followers in terms of 'you scratch my back and I scratch yours'. "Okay, you do this for me and I'll do that for you." And it becomes a bargaining situation. Transactional leaders focus on maintaining the status quo. They work within the existing organizational culture, mores, and beliefs. They relate to followers by bargaining and exchange and (inaudible) reacted. They take the problems that happen and then they respond.

In contrast, transformational leaders are movers and shakers. They communicate in very clear visions; very, very important that you understand what you want to have. I think (inaudible) direction is most crucial. It's better to do the right things wrong than the wrong things right. And I think if you do the right things wrong and make adjustments you're learning but you're still headed in the right direction. But you do the wrong things right or you make a mistake and correct it, you're still making wrong direction. So transformational leaders address the needs and values of the organization and giving people powers and are pro-reactive. They don't wait for problems to happen.

And I think if we compare transactional leaders at least in terms of how they (inaudible), transactional leaders perform and their subordinates perform at expected levels to meet certain standards. But that's not improvement; it's simply contained standards. Transactional leaders recognize staff's responsibilities. They identify goals. They understand the link between their needs and goal achievement. On the other hand, transformational leaders inspire and motivate individuals to perform beyond normal expectations, to fully pack their full potential. They question the status quo, okay? They're not really (inaudible). "The problems that we face cannot be solved by the same level of thinking that created them." I think it's a very famous quote from Albert Einstein.

Transformational leaders also focus on broader missions related to some

achievement. And lastly, they have confidence in their abilities to achieve the (inaudible) communicated goals.

So what do leaders do? Leaders, I think, so many things. One, you could say they're researchers. They create new knowledge. They have what we call generated (inaudible). They're designers. They shape organizational climates and structures. They create a more positive environment, organizational climate. They're stewards. They look after everyone's welfare. And they're also teachers; they nurture values and learning. And more than anything else, they're enabling. They enable others to work.

We could say leaders are clock builders; they're not time-tellers. What is a time-teller? Let's say before the invention of clocks and watches I had the unique talent to tell time by looking at the sky. So any time you want to know the time come to me and say, "Ben, what time is it?" And I would say, "It's 2:00 in the afternoon." And after a while you come to me and say, "Ben, what time is it?" (Inaudible). That makes me a time-teller and that's what experts are. People come to them and of course they give them some answers. But a real leader is the one who built the clock or watch and gave everybody the capacity to tell time on their own. And in that sense a leader is an enabler, enable others to act.

Leadership requires science and art. There's a science bit. We have done a lot of research (inaudible) many things about leadership but a big part of leadership is

still an art. What does that mean? That means when we use logic and intuition. We also use our judgment. The (inaudible) their build dates and other famous leaders in industry, they earn one manager. They're paid millions of dollars every year, not because they know their X and Ys but because they make decisions. They make judgment. When the market is confused, the data is conflicting, things are uncertain, and they say, "This is where we should go." In that sense, leaders go to uncharted territories. They go to where there are no maps. There's an expression in Spanish, "Capinante no hay camino; el camino se hace (inaudible)." "Traveler, there is no path; the path you have to make." And leaders go to where there are no roads.

What are some of the skills and competencies of a leader? (Inaudible). A leader builds, help builds, a shared vision. And they say in a shared vision the sharing is more important. A leader has to build teamwork and a sense together everyone achieves more. A leader embraces change and fosters collaboration and good communications. Very crucial that the leader will be able to communicate in that sense. The art of listening is probably one of the most important skills that leadership has. We have massive data (inaudible) which shows that most of our communication problems arise not because people do not know how to talk but probably because people do not know how to listen with skill. And finally, (inaudible) and parents and children between health providers and their patients they could develop from the public; it's not that people don't know how to talk but probably because people do not know how to listen. Lastly, a leader must

understand (inaudible) I mention, he must have the real skill and finesse to be able to make the best of whatever he has.

The key points that I would like to leave with you. Management and leadership will come together. We should not think of which is better: management or leadership. Without good management all the initiatives a leader has do not count. So a good leader must be supported by competent management. They have different purposes and may require difference skill sets. Both skill sets where management and leadership are critical. And leaders should also be good managers and good managers should also be good leaders. Leaders are focused on change and they inspire others to work for the change. And more importantly, true leaders and not ego-driven. They believe in something. They have a common goal with others. They have a shared vision. And they pursue that common goal.

MARJORY RUDERMAN: We can email you the slide set if you'd like and so I'll just ask that at our break or after the session you can come up and give me your name and we can do that for you.

UNKNOWN SPEAKER: I think we--don't you have the emails from the registration?

MARJORY RUDERMAN: Yeah. Some of them were bad emails, though, and they got sent back so we'll just make sure we've got them.

UNKNOWN SPEAKER: (Inaudible).

[Crosstalk]

UNKNOWN SPEAKER: We're good?

UNKNOWN SPEAKER: I think we can do this.

MARJORY RUDERMAN: So as we get settled in this circle over here, does anyone have reactions, new thoughts, or things that you found resonated with your experience or didn't?

UNKNOWN SPEAKER: The ego thing really got me because I've been with leaders that had the ego. That's when it's all about them. And it doesn't work (inaudible) a leader very well.

HOLLY GRASON: Right. Right.

UNKNOWN SPEAKER: I have a question.

HOLLY GRASON: Yeah.

UNKNOWN SPEAKER: Because some of the things he was bringing up I didn't feel were actually good leaders, per se. Like his example of a telephone. To me that doesn't really say good leader; that says good inventor.

UNKNOWN SPEAKER: (Inaudible)?

UNKNOWN SPEAKER: No, no. At the very--where he said, "If you had said when I was a boy that I would be carrying around a phone in my pocket, that I could talk to anyone."

MARJORY RUDERMAN: Right.

UNKNOWN SPEAKER: But, you know, here they are and this is a leader because they're beyond imagination. To me that wasn't a good example because I don't know that I would ever look at that person and go, "Man, I wish I was like them."

MARJORY RUDERMAN: So--

UNKNOWN SPEAKER: It was like, "Thanks for the invention."

MARJORY RUDERMAN: So what might be some characteristics that you would see as different between somebody just having the good idea versus a leader?

UNKNOWN SPEAKER: I don't know.

MARJORY RUDERMAN: Or we can open that up to discussion.

UNKNOWN SPEAKER: Yeah.

MARJORY RUDERMAN: Not to put you on the spot.

UNKNOWN SPEAKER: You're not putting me on the spot.

MARJORY RUDERMAN: No, no, no.

UNKNOWN SPEAKER: (Inaudible) good idea also has the vision to make it happen.

UNKNOWN SPEAKER: He might've been a good leader in his company.

MARJORY RUDERMAN: Right. Getting the--

UNKNOWN SPEAKER: But for me, personally, I don't consider the person who invented the cell phone to be a personal leader. Does that make sense?

MARJORY RUDERMAN: Yes.

HOLLY GRASON: Yeah, it does. There's a--

UNKNOWN SPEAKER: It affected my life and he's given me good tools, but--

HOLLY GRASON: There's an example that then uses of the computer and some folks who were involved in actually, you know, designing and building the first computers and their thought was that if in five years a computer was used by a hundred people that was success. But it was the people who took and translated that computer into all the things we do today and all the things we hook into is the vision.

UNKNOWN SPEAKER: But I think in response to your comment, you know, it's crucial to make a distinction. There's two (inaudible) types of leadership.

HOLLY GRASON: That's right.

UNKNOWN SPEAKER: And sometimes when we think about leadership our minds go to leading people. It's not always about leading people. (Inaudible) have use of leadership.

HOLLY GRASON: It's different ways expressed.

UNKNOWN SPEAKER: Along the same lines, if you look at the mission of what the telephone and what the computer were all about, it completely metamorphasized some stuff and it did involve people. But if you were just talking about it as the cell phone or as a computer then it just seems like it's just one bite.

HOLLY GRASON: Right.

UNKNOWN SPEAKER: One bit of information. But whoever designed the cell or computer or the Trekkies, you talk about--they're talking about something that is so beyond sometimes, just that little bite because they're talking about effectively influencing and changing--

HOLLY GRASON: Culture.

UNKNOWN SPEAKER: --our perception over time. So in that sense to make the cell phone and the computer and stuff they had to have a leader. Because there was this vision.

UNKNOWN SPEAKER: If he would explain it more like that.

HOLLY GRASON: Yeah, yeah. Good point. Yeah.

UNKNOWN SPEAKER: It needs to be explained more that way--

HOLLY GRASON: To expand the story.

UNKNOWN SPEAKER: --because I see your--

UNKNOWN SPEAKER: It's a vision.

UNKNOWN SPEAKER: Right.

UNKNOWN SPEAKER: Cell phones are visions made practical.

MARJORY RUDERMAN: What about--I would like to hear from people about your concepts of leadership on a smaller scale. Somebody said there are different types of leadership and do you always have to have the big idea? Or--

UNKNOWN SPEAKER: I don't know--

UNKNOWN SPEAKER: (Inaudible) resonate leadership facilitator. It's a group of individuals that need to have meet together and (inaudible) community what their needs are. And it's just regular resonance, that (inaudible) and observe how to (inaudible) themselves. To learn how to advocate not only for themselves but to learn how to talk to other people and get them onboard with the same missions that they have. And then they learn about appreciating this and exploring (inaudible) on my head. But it's an effort that they're not leaders but it's a congregation of individuals who come together so they can make their needs be met on the poor. So it doesn't necessarily have to be in the higher-up. What ends up happening with that sometimes is that because they're so compassionate about what they want to do they (inaudible) that people are providers. And providers may not see that their needs need to be met and they're saying, "But I'm here doing the work here one-on-one. If you'd like to come and shadow me then we might can come to collaborating. But thinking you can actually dictate to me is not really good."

UNKNOWN SPEAKER: However, for the sake of argument, I would suggest that a good leader embraces challenges of a group that he or she serves as if they were the most important issues in the world. Because for that particular group, they are.

UNKNOWN SPEAKER: And I think that's what he gets into with the passion. I mean, I love workshops. You can come to workshops and they have these phenomenal kind of people they present as examples but I hope that doesn't take away from people's understanding that everyday people within your community are leaders. I mean I know for myself, I grew up in a small town in Mississippi and for me growing up I never understood how strong the women in my community were leaders until I was an adult and living in a metro city (inaudible). And then I thought with the resources they had I can't imagine how they ever got the things they got done. But it was that they had a unified vision. They had a focus. And it was on, you know, it was just on the community building, the project, the nurturing of the children. Sometimes I'll ask and people say it takes a village. There's been villages around the United States for years. I know I grew up in one. Every neighbor on my road was an authority figure to me. I could not step out of line because everyone held me accountable. And these people have been doing that sort of leadership all their lives because it's the only thing they knew. And so I think that as I got older I better understood that just the day to day living and get over the struggle from just your children to the economy to education to politics in their community they were more knowledgeable, far more than I thought they were, and they were good leaders because they made change happen. And anyone that makes effective change happen is a good leader.

UNKNOWN SPEAKER: I think, you know, thinking of those over a smaller scale, I think just being a person that has a lot of integrity and making good choices and being an example, even just to our youth, as a parent to your children, that's being a leader. Even if you're just one person living a life that you can really be proud of and you've made good choices and you're being a living example.

HOLLY GRASON: Living with integrity.

UNKNOWN SPEAKER: Right. Is being a leader, even if you don't really have a bunch of people that you've identified as people you're leading.

HOLLY GRASON: There's different sort of groups within which we all work.

UNKNOWN SPEAKER: Whether you know it or not.

HOLLY GRASON: Right. Whether we're aware of it or not.

KRISTINA GUPTA: I love this. From the very beginning of the session till now you can see the definition of leadership just keeps expanding and expanding. And it's the leader, that's the leader and this is everyday leadership in our personal lives that you're talking about. It's great.

UNKNOWN SPEAKER: You know what I wanted to ask you about before we have to leave? I feel bad about the woman on the handout you gave us, about her taking the new office and how they had rent that was coming about and how they left her in the shadows.

UNKNOWN SPEAKER: (Inaudible).

KRISTINA GUPTA: Can you hang on to that?

UNKNOWN SPEAKER: Yeah.

KRISTINA GUPTA: We're going to come to that.

UNKNOWN SPEAKER: (Inaudible).

KRISTINA GUPTA: (Inaudible) to lead, right?

UNKNOWN SPEAKER: (Inaudible) where we had left, we (inaudible) because I think is whatever happened to her?

KRISTINA GUPTA: Well, that's what our case study exercise is going to be all about. How, you know, from what you know from your own experiences and what

we learn from each other about leadership what are the kinds of things that poor Gloria can do to salvage this situation.

UNKNOWN SPEAKER: Because it seems like she was just thrown, you know, she was prepared but they threw her in there and they expected her to make a miracle. And I said (inaudible). Number one, did she renew the grant before it went in or did she have to (inaudible)?

HOLLY GRASON: Yeah.

UNKNOWN SPEAKER: And then (inaudible) things, they were late doing all things so she had to take the bull for somebody else's job that was being late.

UNKNOWN SPEAKER: (Inaudible).

HOLLY GRASON: Yeah. Yeah, yeah.

UNKNOWN SPEAKER: Well, to me, (inaudible).

KRISTINA GUPTA: Well, that's just in the final draft. You should've seen the first draft.

HOLLY GRASON: Well, this is a write-your-own end of the story, you know.

KRISTINA GUPTA: It is. It is, so, and I'm sorry that some of you are going to have to leave before we get to that part.

UNKNOWN SPEAKER: I'd like to address the distinction they made between the leader and the management as well as there is no one manager. Or the leader comes to leadership for whatever their personality style is. I have a leader, you know, my boss, who is absolutely on the low plots. He is the visionary person there. He can't plan anything. He cannot operationalize. His skill is that. So now that leader needs to have a person who can operationalize. So I know how to operationalize. So I'd say I come to--I'm the next level so I get his leadership. I have to lead but I have to convert it into operations. And then I have to have the next tier who then actually carries out the task. So there's strength in that manager who has to value the job description and match it with the skills and all the, you know, tasks and delivery. And they are a leader within that, although, I mean, within a management context, I'd say, because not every leader can be all of these things.

UNKNOWN SPEAKER: They're a delegate.

UNKNOWN SPEAKER: It's best to know they are the leader and they can do that and then let them hand off than to live with all that vision that never gets into action. So you have awareness and then you have action. And that's sometimes

the team. And I think sometimes as we've talked about who the leader should be there's an expectation that and there are some gifted people. Then there's the rest of us.

HOLLY GRASON: Right.

UNKNOWN SPEAKER: And then, you know, (inaudible) how the parts and pieces fit.

HOLLY GRASON: Point in fact is three of us doing the workshop together.

KRISTINA GUPTA: Another thing you're pointing to is that we're all leaders and we have different leadership strengths. So it's important for us to know what those particular strengths are so that we know how to fit into the bigger picture in a better way that serves the people that you're trying to serve.

MARJORY RUDERMAN: And one of our hopes with this session and with both the programs that we're developing at our respective universities is that it will be a way of discovering how each individual can feel empowered in whatever your work environment is. And you might be up in the upper echelons where the more sort of formally recognized leaders are or you might just be in one of the cubicles off to the side and sort of discovering the ways as we each as individuals can

affect our working environment and feel empowered and help to empower other people.

KRISTINA GUPTA: I think the three of us, it's pretty safe to say that everybody is a leader, no matter what their position is. So it's just finding that leadership capacity in each of you and pulling that forward and being willing to bring it into your agency or organization.

MARJORY RUDERMAN: Or your family life.

HOLLY GRASON: Right.

MARJORY RUDERMAN: If that's where you are primarily feeling you need to develop your leadership.

HOLLY GRASON: I think Ben at the very beginning of the lecture says leadership is really self-actualization, I think, saying that we're all leaders. So it's really sort of bringing out, you know, what in us are the strong qualities that relate to leadership, knowing how to use them and so forth.

KRISTINA GUPTA: Ready?

HOLLY GRASON: Yeah. I'm asking you.

KRISTINA GUPTA: Any final thoughts? Okay. So now we're going to move into an exercise that I've done with some leadership work that I'm doing at the University of Illinois at Chicago. And this is going to be more a piece about getting a better understanding of what your natural leadership strengths are and how to use those.

So it's a tool that is called a pace palette and it's designed to help you in your professional life in many ways but primarily how we'll look at it today is how does it impact your ability to be a leader.

HOLLY GRASON: Has anyone done this? Does that sound familiar? You have. Good. Okay.

UNKNOWN SPEAKER: I can't remember what color I was. (Inaudible).

HOLLY GRASON: It may change from day to day.

KRISTINA GUPTA: It's similar but more practical.

HOLLY GRASON: Yeah.

KRISTINA GUPTA: It's much more practical. I'll explain once they come around how to do it. So this exercise--does everyone have a copy of it? So this exercise is designed to help you understand your leadership strengths and it's also designed to help you understand that others have leadership strengths that might be different than yours and that all of them are necessary. Can you hear? Okay.

So what I want you to do is look at the--there's a sheet on the left-hand side of your little packet there.

UNKNOWN SPEAKER: (Inaudible).

UNKNOWN SPEAKER: (Inaudible).

KRISTINA GUPTA: There's a sheet, a scorecard on the left-hand side of your packet. Pull that one out and put the rest away for now. Yeah. I'm going to explain how to do it. So look at the group of words in each of the four boxes in row one. Row one has a group of words in each of those boxes. And I want you to look at those boxes and the box of words that is most like you, put a four in that box.

UNKNOWN SPEAKER: (Inaudible).

KRISTINA GUPTA: It's in row one.

UNKNOWN SPEAKER: Row one.

UNKNOWN SPEAKER: Row one across?

KRISTINA GUPTA: Row one across the row. Pick the one that's most like you. I realize there might be some overlap there.

UNKNOWN SPEAKER: No, it's just (inaudible).

KRISTINA GUPTA: A four, that's most like you. And then I want you to write a one in the box that is least like you. A one goes in the box that's least like you in row number one across.

UNKNOWN SPEAKER: You don't want the twos and threes in there?

KRISTINA GUPTA: Yeah. They're coming. So now you have two boxes left. And put a three in the box that's second most like you. And the last box is going to get a two. And so you're going to do that with each row, the same exercise with each row. And when you're done--

UNKNOWN SPEAKER: (Inaudible).

KRISTINA GUPTA: There's no pass or fail. They're all good. When you're done with that, add your scores down the columns and put the total in the bottom there, in the square that's in the bottom. Yep. Is there anyone that's still working on it? Still working?

UNKNOWN SPEAKER: Yeah. (Inaudible).

KRISTINA GUPTA: Okay.

UNKNOWN SPEAKER: For me it's difficult.

KRISTINA GUPTA: Okay. At the bottom you'll see four lines. In the first column I want you to put red.

UNKNOWN SPEAKER: Which column?

KRISTINA GUPTA: On the bottom. At the bottom of the page put red on the first line down there. First column, first line. In the second column put yellow. In the third column put blue. And in the fourth column put green. So the highest score is the one that you're going to work with today. Does anyone have a dominant highest score?

UNKNOWN SPEAKER: Say it again?

KRISTINA GUPTA: A dominant highest score? One that you scored the highest on? Okay. How many scored red was their highest? Two. Okay. And how many scored yellow? Three? How many scored yellow as their highest?

UNKNOWN SPEAKER: (Inaudible).

UNKNOWN SPEAKER: (Inaudible).

KRISTINA GUPTA: And how many scored blue as their highest? Lots of blues. And how many have green as their highest? Okay. Are there any blues that had another one that was relatively high?

UNKNOWN SPEAKER: I'm sorry?

KRISTINA GUPTA: Blues--anyone have yellow that was a close second?

UNKNOWN SPEAKER: Mine.

UNKNOWN SPEAKER: Yeah. (Inaudible).

KRISTINA GUPTA: Okay. Perfect. Perfect. What we're going to do is break you up into groups. If you have a yellow as your second highest I want you to work

with Laura. And what we're going to do is break up into small groups and answer these questions up here. What are the leadership strengths of your color? As a leader who is this color what can you be counted on as a leader? And thirdly, what are some of your leadership challenges?

UNKNOWN SPEAKER: (Inaudible).

KRISTINA GUPTA: I can get you information about where to get them after.

UNKNOWN SPEAKER: (Inaudible) question (inaudible) you score high on some (inaudible). Is it possible that dominant color comes out based on the situation you're in?

KRISTINA GUPTA: Yeah. And actually, I'll just say up front that you're this color and you're all of the colors so you're going to be all of them in different situations. But you have may one or two that are more predominant than the others. And the other piece is that all four colors are absolutely necessary. Like you were saying, we need all four colors if we really want to make the change happen that we want to see happen. And this is also just a tool to kind of help you understand where some of your strengths lie and where they actually might differ from someone else. And so you have a better understanding of how you might work with them.

So let's put--

HOLLY GRASON: I'll take it for you.

KRISTINA GUPTA: --reds in one corner, yellow, blue, and green.

HOLLY GRASON: Do you want folks to move their chairs or what do you want?

KRISTINA GUPTA: Yeah. If you could. How should we do this? Actually, let's  
put--

HOLLY GRASON: One group here.

KRISTINA GUPTA: One here.

HOLLY GRASON: One group here, one group there.