

# *Challenge Quest, LLC*



## **The Learning Dynamic of Differentiation**

*Greg Robinson with Mark Rose*



**Challenge Quest**

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## **Summary**

Times are such that organizations can no longer survive with leaders focused on telling others what to do and the rest of the organization allowing themselves to be taken care of by a leader. Differentiated leadership no longer places its faith in holding together this failed paradigm. Differentiated leaders recognize that they must begin the path of change by addressing their own anxiety and find a way to overcome their fear. Their depth of learning, both about themselves and the challenges surrounding them, must grow. As it does, they will be able to step out in courage and offer both the truth about current conditions and ask the questions which will allow a new vision to emerge. Based on research inside a Fortune 500 company, this article outlines and provides a model for achieving differentiated (defined) leadership.

## **The Learning Dynamic**

Leaders, when all is said and done, do at least two things. First, they dare to lift the curtain and help us look beyond the illusions that confine us. They loan us a bit of imagination as they fan the ember of hope that lies anxiously awaiting to ignite within us. We have all tasted this briefly—somewhere, somehow—the freedom that is found in authenticity. It usually comes as a wisp. Out of the corner of your eye, you catch a movement. Your head turns, and when you look back, the illumination is gone, leaving only a nagging suspicion that something more profound does exist. From then on, you will never be satisfied until you experience that freedom again.

The second thing that leaders do is to dare to look first and be the first to step onto the path that leads to progress. Freedom requires that we let go in order to hang on. Natural cycles teach us that life comes out of death. Those who hang onto security, certainty, and control will never be able to see beyond their self-imposed constraints.

Due to upbringing, experience, or fate, leaders become aware first and are not contained by the fear of taking the first step toward a new way.

The age we live in is calling for such people. The question is how to become such a leader. How can you start along the path to greater awareness, freedom, and purposeful choice? This chapter will provide a model that suggests how to do so. The emerging roles for leaders require a particular fortitude, mindset and character. This model of differentiated learning describes an ongoing process that will guide leaders as they continue to mature in character. The model's purpose is to help reveal the dynamics involved in learning, changing, and self-differentiation.

Leadership is comprised of more than traits, behaviors, and roles. It goes beyond the technique aimed at getting others to do what you want them to do. It is a process for considering and empowering those in the leader's sphere of influence. It is an ongoing process of becoming more and more aware and vigilant. It is a position of watching that seeks to be conscious of the corrupting nature of power, whether used or not. It is taking a sentinel stance to be on alert for situations, circumstances, people, and practices that amplify anxiety in the systems they lead. It is to understand the emotional process of the system—to acknowledge the automatic behavior driven by the need to find immediate comfort in the face of difficult circumstances. This is a process of continuously seeking to know yourself, to clarify your thinking, to take responsibility rather than place blame, and to control only yourself. In doing so, the conditions will be set for others to follow in their own journey towards differentiation. Leaders who are more differentiated understand what it takes for a person to uncover and challenge assumptions as well as limit automatic, anxiety driven responses in order to be more intentional. The mere presence of a leader who is not reactive, will dissipate the anxiety of the group and allow them to begin to consider new ways of understanding the situation and

themselves. Just as important as what the leader does is what a differentiated leader will not do. He or she will not rescue individuals in order to restore peace. Neither will he or she manipulate others to comply by asserting their position or providing only part of the information. When a critical mass of any organization can practice such leadership, the anxious gridlock will be loosened and a creative, sustainable, adventurous spirit will emerge.

Knowing yourself is no small undertaking. It should not be taken lightly. This endeavor will require great courage, as you see both the potential and the limitations that reside within. Most people do not choose this path. Rather, they rely on position and the illusionary power that comes with position. Those who want to have a profound and generative impact on their sphere of influence must be willing to recognize that awareness, courage, and influence are gifts that must be applied for the betterment of the whole. Those who realize what real leadership is often are hesitant. Their caution comes from a deep awareness that leadership and influence are not trivial matters to be manipulated for personal satisfaction.

The following passage from *The Scions of Shannara*, a Terry Brooks novel, reveals the nature of courageous intention necessary for leadership:

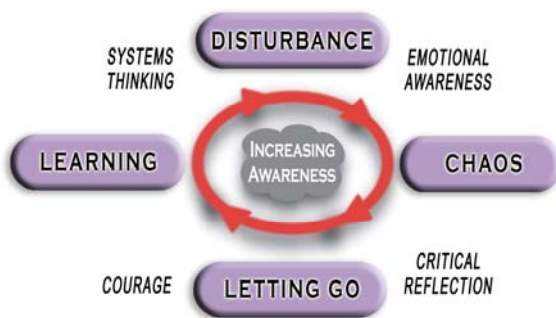
*“You believe we might be the ones for whom the trust was intended. . . . I believe it—and I am frightened by the possibility as I have never been frightened of anything in my life!” Walker’s voice was a low hiss. “I am terrified of it! I want no part of the Druids and their mysteries! I want nothing to do with the Elven magic, with its demands and its treacheries! I wish only to be left alone, to live out my life in*

*a way I believe useful and fulfilling—and that is all I wish!” Par let his eyes drop protectively against the fury of the other man’s words. Then he smiled sadly. “Sometimes the choice isn’t ours, Walker.” Walker’s reply was unexpected. “That was what I decided.” His lean face was hard as Par looked up again. “While I waited for you to wake, while I kept myself apart from the others, out there in the forests beyond Storlock, that was what I decided.” He shook his head. “Events and circumstances sometimes conspire against us; if we insist on inflexibility for the purpose of maintaining our beliefs, we end up compromising ourselves nonetheless. We salvage one set of principles only to forsake another.”<sup>1</sup>*

The first step toward responsible leadership is to develop a clear sense of self. Developing a sense of self is an on going process of learning, changing and reframing your view of yourself in relation to the rest of the world. Only then will you possess the clarity and character to promote maturity and health in others.

#### **A Picture of Differentiation**

A way for a leader to develop a clear sense of self is to learn to pay attention to the dynamic involved with the interactions around them. We have developed a model that provides a language for this process. It is both a picture of the underlying dynamic involved in learning, change, and differentiation and a description of the core abilities needed to see the path and head down it. This model is based on the work of Peck,<sup>2</sup> and Wheatley and Kellner-Rogers.<sup>3</sup> In essence, the dynamic is so fundamental because it is consistent with the natural rhythms of life. Each life grows out of some previous death, and each death produces the next life. In addition, the dynamic is surrounded by four core learning abilities that allow a person to participate in and cooperate with the dynamic rather than fight or deny it.



As a way to make this theory more practical, we will use the story of Phil Jackson and his success with the Chicago Bulls and Los Angeles Lakers as an example of a leader who experienced dramatic success. At first glance, using Jackson as an example for leaders may seem a bit trivial. In the broader scope of political, military, religious and business leaders, a basketball coach may not seem to measure up in credibility. However, models for successful leadership in the future will not be found in the mainstream. Rather, it will be those on the fringe that may pave the path for others to follow.

In many ways, the role of the professional basketball coach is similar to any other high profile leadership position. Phil Jackson faced the well-recognized pressure of a tight labor pool, where recruiting and retaining the best talent is imperative. He was the most recognized leader in a multibillion-dollar industry. He managed a multimillion-dollar payroll. In addition, the competitive advantage for a team is the consistent execution of a well-defined strategy. There are three more reasons why Phil Jackson is a good example to use. First, his success not only took him to the top of his profession, but his success was sustainable. His teams won nine of the last fourteen NBA championships, a feat that is surpassed only by the run of the Boston Celtics in the 1950's and 1960's. Second, he was able to yield such results not with one team but with three different teams. His leadership was demonstrated to be transferable. He was not just lucky. He had to form and reform multiple teams. Third, in an age when the mechanistic, command and control paradigm of organizations is breaking down

and giving way to a model that views organizations as living, complex systems where all members are participating and continually adapting, Jackson's teams were models of this new way of business. Not only did Jackson treat his players with great respect and dignity, he sought to develop their entire person - mind, body and spirit. In addition, his offensive scheme was a radical departure of traditional style offense. It is not just that he ran different formations; his offense reflected his deep commitment to the notion that all players are valued members of the team and each is able and responsible to make significant contributions. He was able to demonstrate that by teaching all members how to be self-sustaining, the team was stronger not weaker. Information is not confined to a few, for in his scheme all were taught not only to understand information that is given but how to create their own knowledge by evaluating what is occurring in the environment in which they are working.

### **Disturbance**

Disturbance is the first phase of the learning model. All significant learning begins with a Disturbance. The Disturbance can be external, such as a change in market conditions, a new mandate from above, a stretch goal to reduce cost and increase revenue, or a child turning thirteen. Consider the mother bird that insistently crowds her offspring to the edge of the nest in order to force them into the awareness that birds fly. Or it can be an internal stirring of restlessness with the status quo. Regardless of its origin, the Disturbance begins a new cycle of learning and change. In the beginning, a person may only be slightly aware that something new has begun.

There is no guarantee that every Disturbance will lead to learning. It is possible—through years of not paying attention or insensitivity due to fear or busyness—not to notice that something in the internal or external environment is signaling that change needs to occur. Often, the Disturbance is ignored intentionally with the hope that by not giving heed, it will go away. Along with the strategies for quickly relieving the next phase of Chaos, this inattention often paralyzes the learning process. In reality, a Disturbance that is ignored will only return in a much louder form.

### **An Example of Disturbance**

In 1989, Phil Jackson was named the head coach of the Chicago Bulls. He entered this role with a vision of what it would take to make the team into a high performing team. His vision was very different from any other coach in the league. He describes his intent this way:

*The day I took over the Bulls, I vowed to create an environment based on the principles of selflessness and compassion I'd learned as a Christian in my parents' home; sitting on a cushion practicing Zen; and studying the teachings of the Lakota Sioux. I knew that the only way to win consistently was to give everybody—from the stars to the number 12 player on the bench—a vital role on the team, and inspire them to be acutely aware of what was happening, even when the spotlight was on somebody else. More than anything, I wanted to build a team that would blend talent with a heightened group consciousness. A team that could win big without becoming small in the process.<sup>4</sup>*

In order to make this vision a reality, Jackson had to begin to disturb the system. He did this through his mannerisms, presence and philosophy. But the loudest Disturbance came when he changed the offensive scheme and consequently changed the role of the greatest player of the game—Michael Jordan. The institution of the triangle offense asked Jordan to believe that he could accomplish more with less. Rather than being the focal point, the triangle offense made all five players on the court a threat. However, it would require Jordan to trust his teammates and take fewer shots.

### **Chaos**

Once there is awareness that something is beginning to take shape, a period of uncertainty will most likely be experienced. This uncertainty signals the beginning of the second phase of the learning model called Chaos. It is the discomfort that comes when you know that change is necessary

but the new vision has not yet become clear. Depending on the perceived intensity of the learning process, Chaos may be no more than a momentary hesitation while you gather yourself and establish a new sense of direction. On the other hand, Chaos may approach what is often described as “a dark night of the soul.” These moments of self-searching can provide the springboard to an entirely new way of seeing yourself in the world.

As with Disturbance, the experience of Chaos does not always lead to change. For many, the messiness of the Chaos phase is too threatening. An automatic, reactive response to such an experience is to relieve the immediate discomfort. Those seeking quick relief are hoping for a leader to come and make things right. In the absence of such a hero, they will also blame those who do not rescue them. Often, this is the place at which leaders become sidetracked in their role. Leaders can become overly sensitive to their own or others' discomfort and eliminate the hope of lasting change in exchange for enjoying momentary relief. Progress will not be made, however, if feeling comfortable takes precedence over developing maturity and growth.

### **An Example of Chaos**

Phil Jackson brought to the Bulls a new vision, a new structure and new processes. As he implemented his strategy, there were times of Chaos. Players were uncertain and confused. If Jackson had not possessed faith, confidence and most importantly determination, he would have not realized his vision. Like all change, there were moments of Chaos that challenged the new way. Jordan describes it like this:

*In the beginning I fought the triangle. I thought Phil believed all the talk about not being able to win a championship with me leading the league in scoring. I thought he went to the offense to take the ball out of my hands. For the first time since college, I wasn't the first option. The first option was to throw the ball inside to either Horace (Grant) or Bill (Cartwright). I wasn't alone in fighting the system. Everyone hated it in the beginning because it was so difficult to operate. But Phil never backed off.<sup>5</sup>*

## Letting Go

Letting Go is the most critical work in the entire process and the third phase in the learning model. Disturbance will come and go without consent, and Chaos will emerge from unawareness. But Letting Go involves making a choice. Letting Go does not mean that we can or should throw away experience, ideas, preferences, or assumptions. Letting Go is a loosening of the grip we hold on certain things. The failure to loosen the grip and consider the possibilities of new perspectives will result in a tyranny of the Chaos from which you are seeking refuge. Learning occurs in an open space in which listening and being influenced are freely chosen. Isaacs captures the essence of this well when he says, "It is the ability to let go, to 'suspend' our certainty, the rigid opinion we may have formed about something, to see things from another point of view."<sup>6</sup>

Letting Go is the first step in being intentional about what we think and the actions those thoughts generate. It is fundamentally more of an emotional process than a cognitive one. Thinking and feeling are no longer allowed to be fused. What you feel is not necessarily reality. Letting Go is refusing to let fear determine who you are. It is not the answer, but it sets the stage for finding more answers, both individually and collectively.

Since Letting Go is the decisive step between never-ending spirals of Chaos and Learning, growth, and maturity, it is important to understand exactly *what* a person is letting go of. Although this list is not exhaustive, learning is served when we are able to let go of our comfort, our certainty, and our need for control.

As an emotional process, Letting Go is a willingness to give up the need for comfort in order to be open to something new. The need for comfort is the primary precursor to a regressive, anxious system. This need for comfort creates a quick-fix mentality. Those who cannot or will not endure discomfort long enough to learn and take responsibility for their lives will choose to believe in a "magical answer"—a solution that will bring immediate relief without the requisite work of learning and choosing for themselves.

This belief keeps systems at all levels (i.e., individuals, teams, and organizations) focused on "technological and administrative solutions."<sup>7</sup> With that as the focus, learning will be impossible. There will never be enough patience in the system to wrestle with complex issues.

Closely related to the need for comfort is the need for certainty, which could also be thought of as the need to be right. Again, Learning is about slowing down and reflecting on successes and failures in order to create a deeper sense of the meaning of the world around us. This cannot happen when you are focused on being right. Finally, there is the need for control. What makes this a poisonous element is that the need for control is never just about taking responsibility for yourself; instead, it is the illusion that a person can and should control the environment, all circumstances, and all the people who make up their world. As the attempts to control or form others in your own image increase, so does the amount of reactivity and anxiety in the system. Learning will not occur in such violent conditions. On a deeper level, it is apparent that the need to control others is an attempt to somehow heal yourself by fixing others. The emptiness that people experience and their basic mistrust of their own value make them depend on others for validation. Often, they expect that validation to be revealed by others agreeing with them, following their cue as to what is right and wrong and seeing things as they see things. An example of this need for comfort, certainty and control showed up in a recent training program. A potential trainer was invited to observe a two-day portion of a certification program. There was a very talented and competent instructor facilitating the class, but the potential trainer had such a need for comfort, certainty and control that she challenged, argued, and attacked the facilitator and the content of the training throughout the entire first day. Realizing this woman had special needs, the facilitator talked privately with her at lunch and at the end of the first day. The facilitator's hope was to

***As an emotional process, Letting Go is a willingness to give up the need for comfort in order to be open to something new.***

gain her as an ally for the second day, but talking didn't help. The woman continued her behavior throughout the second day. She had such a need for others to agree with her that the program was bad and to validate her as the 'expert'. Her need to be right blinded her to any other potential perspectives on the subject. This also illustrates another telltale sign that this issue was more an emotional one than an intellectual one. People driven by their anxiety do not learn from their experience. No amount of reasoning, information or technique works to redirect such a person. The only driver they respond to is the need to be comfortable, certain and in control.

This is how the need for comfort, certainty, and control becomes a deeply inhibiting force, keeping learning at bay. If I need others to validate me, I cannot move on until I convince them that I am right. This is a dead-end road because I am not focusing on myself but on changing them. Peck identifies healing and converting as a perceived quick fix out of Chaos.<sup>8</sup> I cannot feel good about myself until someone else feels good about me. Letting Go of all this illusion will allow me to enter a place of space in which there is a feel of openness. I do not require others to be like me but only that they become more clear themselves. This is an atmosphere more akin to hospitality.

*Hospitality, therefore, means primarily the creating of a free space where a team member can enter and become a friend instead of an enemy. Hospitality is not to change people, but to offer them space where change can take place. It is not to bring men and women over to our side, but to offer freedom not disturbed by dividing lines. It is not an educated intimidation with good books, good stories and good works, but the liberation of fearful hearts so that words can find roots and bear ample fruit. It is not a method of making . . . our way into the criteria of success, but opening of an opportunity to others to find their own way.*<sup>9</sup>

### **An Example of Letting Go**

Every leader has those moments where the decision is either to Let Go and empower and mature the organization or to use their position to maintain their own security. Phil Jackson was no different. He implemented his system and began the long process of changing the way the players thought about themselves, each other and the team. Yet had he not had the courage to live what he believed, he would have become just another patriarchal leader. In 1994, a rift emerged between Horace Grant, the Bull's starting forward, and the rest of the team. Horace had decided to play out his option and consider free agency at the end of the year. As the year progressed, Jackson sensed Horace pulling away from the team. Horace, in an attempt to protect the financial opportunity coming to him in free agency, allowed small injuries to keep him from playing. Jackson saw this as betrayal and his anger was fueled. Jackson had come to a decision point. Would he use his power to coerce or live consistent with the values he was building the organization upon? Jackson describes the outcome this way:

*Talking it over with my wife, I realized that my own agenda for Horace was getting in the way of seeing the situation clearly. When I stepped back, I saw how much I blamed Horace for trying to sabotage the season when all he was doing was looking out for his future. What I needed to do was open my heart and try to understand the situation from his point of view. I needed to practice the same selflessness and compassion with Horace that I expected from him on the court. When I was able to relax the steel grip on my heart and finally see him through a less self-centered lens, our relationship was repaired.*<sup>10</sup>

### **Learning**

The last phase of the model is Learning which must be understood as something other than accumulating and assimilating new information. Learning is taking the necessary steps to reclaim your identity. No longer will you allow fear to define who you are. This type of change leads people to understand their true sources of value. At its core, this kind of Learning is concerned with three characteristics: awareness, intentionality, and

increased coherence. These terms infer the attitude that is necessary for Learning. They also speak to what exactly you are trying to change—to learn and unlearn. This process of continuous change and learning is what ultimately leads to health and sustainability. Consequently, when critical masses of individuals are capable of practicing this type of learning, a system will arise based on freedom rather than fear.

**The principle of intentionality simply refers to Learning as seeing your own contribution to the process and taking responsibility to change yourself in order to influence the system.**

Learning can be thought of as an act of awakening. Awareness begins with clarity around the assumptions that result in decisions made and actions taken. It is only with this level of thinking that new possibilities can arise. Without such awareness, new practices will only be different forms of the same old ones. Or worse, existing practices will continue, guided by

automatic and unconscious strategies. Awareness of assumptions—both individual and collective—leads to gaining a more complete picture of what is and greater clarity about what might be.

Waking up is important but not enough. Becoming attentive to what is and what might be has value only if this insight leads to action. As people become more aware, they can be more purposeful with their actions. In this sense, intentionality increases. Intentionality is both an increased sense of choice and a decreased level of reactivity.

The idea of intentionality may seem out of place in a discussion of Learning. However, unless an individual, a group, an organization, or a society develops a mature understanding of the choices available to them, they will continue to point fingers, lay blame, make excuses, and commit a myriad of other behaviors that stifle their ability to change. The principle of intentionality simply refers to Learning as seeing your

own contribution to the process and taking responsibility to change yourself in order to influence the system. This is a freeing realization that there are certainly more options for action than are initially apparent. Learners seek to gain a broader perspective on the choices available and the choices made. Such insight empowers the ability to create.

Here is an example: The secondary effect of increased intentionality is a reduction of reactivity in the system. *Reactivity* refers to the automatic responses that systems (whether individuals, teams, families, or organizations) make in the face of increased anxiety. These responses are impulsive attempts to regain some level of comfort. They are almost always the least effective and least creative responses individuals can make. The irony of the situation is that during crisis - the time when the most effective and creative responses are necessary - the system is least capable of making those types of responses. Instead, there is a hypersensitivity to anything that might be perceived as hurtful. Systems that are highly reactive do not learn from their experience and ultimately become stuck, unable to see their way clear to a better future.<sup>11</sup> Consider for example the current political atmosphere in our country. Too many news shows broadcast arguments cleverly hidden as panel discussions that do little to seek new understanding that might lead to progress. Instead, all that the participants can see are the aspiring goals of their party to be in control. New and creative solutions to longstanding problems cannot emerge in an atmosphere where true listening does not occur. True listening cannot occur until differences are used as strengths, diversity of perspective fuels true curiosity and the critical mass of leaders intentionally place the good of others ahead of their own self-interest and the interest of their parties.

Intentionality reduces reactivity in systems because it changes the focus of the members away from others. Attempts to control or will others to be a certain way always increases the anxiety in a system. Regardless of whether the suggested changes are good, seeking to dominate others will result in a reaction to reestablish individuality or will decrease another's capability to be responsible for himself or herself. Learning that leads to greater insight of choice ends the cycle of

resistance and reactivity that keeps individuals from creating positive change. It is amazing how potentially volatile issues can be broached and resolved in an atmosphere of intentionality. Intentionality acts as a pressure-relief valve. Individuals do not have to fear one another's perspectives because they can trust that together they are trying to help each other see all the options available. At the same time, they hold deep respect for one another's need to make their own choices.

Awareness and intentionality finally result in an increased coherence, which is the third characteristic of Learning. Coherence is the understanding that each individual's action occurs in the context of a larger meaning. The parts of the system can be understood in their relationship to the whole. For the individual, this means there is a greater degree of authenticity. Collectively, coherence comes from making meaning of experience.

Coherence begins to emerge as individuals discover that their lives have meaning beyond that which is most obvious. People need to connect to something larger than themselves. With such insight comes an understanding of the true source of your own power. Most of what passes for power is fueled by illusion. The belief that your value comes from your possessions, position, or competence grows from an identity that does not know who you are. Rather, there is the nagging suspicion that something is missing—that your life will have meaning if you can accomplish, accumulate, or acquire that one thing. The acceptance that we all have value releases us from trying to gain through effort what can only be accepted as free. Anything short of such faith leaves us grasping to take from others what already lies within. Coherence is an act of faith. The result is a sense of meaning.

Faith in our intrinsic value, a gift given at our creation, is the foundation of a greater authenticity. Authenticity is the decision to live no longer divided. Authenticity begins when you become truly honest about your entire nature, the light and the shadow. It is manifested when the life that you live is consistent with your identity.

I was once working with a small group of employees in an ongoing leadership development setting. On this particular day, a very energetic and happy young lady became the focus of attention. She tended to be reluctant to talk about herself. So this day's conversation was all the more surprising. She began to talk of how happy she was in her job yet she also talked at length about working long hours. Something in her story seemed inconsistent to me. As I pressed her a bit by asking a few probing questions, she began, through her tears, to divulge how fearful she was of failure. Her over-achieving work habits were really a coping mechanism for a personal shadow that feared failure and was really unsure of her place in the company and in life in general. Since my relationship with this young lady was brief, I do not know what the long term impact of that conversation has had on her. I do know she discovered something that day of the first step towards authenticity.

The first step in authentic living is to tell the truth. Learning is "truly transformative when we start telling the truth to one another, including our mistakes, including our confusion".<sup>12</sup> On the contrary, the fear of having our limitations exposed keeps us separated, fragmented both internally and collectively. The fear of

embarrassment or failure turns organizations into dances of dysfunctional acceptance. Such organizations spawn individuals torn between being who they really are and projecting personas of who others want them to be. How many times in school were you afraid to ask a question for fear of appearing dumb? How many good questions do not get asked in organizations because of fear?

Learning that heightens awareness, promotes intentionality, and increases coherence allows people to embrace their true selves. A trust can blossom from an understanding that people are more alike than different. Such recognition opens up individuals to pursue the search for meaning together. And

***Learning that heightens awareness, promotes intentionality, and increases coherence allows people to embrace their true selves.***

that shared understanding may transform into a shared vision. A shared vision will produce organizations in which congruence is the norm.

Shared understanding, shared vision, and shared ownership come from shared experience. When experience is frequently the focus of critical reflection, a common mindset can emerge. Sharing stories and thinking together about the lessons of experience allows not only for the cross-pollination of perspectives but creates the possibility that a new logic can emerge. When individuals, teams, families, or organizations begin to see the world differently, sustainable change is sure to follow. Change occurs when old behaviors

no longer make sense. People learn to notice different things and to give new meaning to what they do see.

### **Conclusion**

This brings the discussion full circle to a whole new set of Disturbances that set in motion a new learning adventure. Stability is the paradoxical result of continual change. Learning promotes maturity. Maturity begets responsibility. Responsibility reveals choice. Choice is freedom—one based not on fear but on faith and acceptance. Leaders will find it easier to lead and followers will find it easier to follow in a place such as this.

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For more information about differentiated leadership based on two years of research inside a Fortune 500 company, go to [www.AuthorHouse.com](http://www.AuthorHouse.com) – Bookstore and find Greg and Mark's book *A Leadership Paradox: Influencing Others by Defining Yourself - Revised Edition*.

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Greg has a Ph.D. in Organizational Behavior and Leadership from The Union Institute and University in Cincinnati, Ohio. He also has a M.S. in Counseling from John Brown University.

Greg's professional career has concentrated in the areas of team development, leadership development, facilitation and consulting with organizational change efforts. His first book was *Teams for a New Generation: An Introduction to Collective Learning*. This book is a "how to" to develop the four distinct abilities needed to build the infrastructure for teams to learn collectively.

Greg currently resides with his wife Jeannie, his daughter Keely and son Kobe in Pryor, Oklahoma.

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Mark is a national ASTD member and 2004 VP of Programming for the Central Oklahoma ASTD Chapter. He has worked as co-facilitator in a series of training videos, *Trainer Games in Action: Volume One and Two* which show how trainers can use activities to help the retention of information for their learners. Both videos received ASTD's Central Oklahoma Chapter Award of Excellence.

Mark is a certified challenge course instructor who has worked in the experiential learning field with clients in non-profit companies, government agencies and corporations. He is a skilled facilitator, and excels in his ability to enable clients to relate challenge course behaviors to actual work and home behaviors.

He completed his Certificate of Achievement from the University of Oklahoma's Training and Development Certificate Program and currently teaches in the program. He enjoys golfing and spending time outdoors with his wife and two daughters.

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