For me the only way to do this is planning. Some will say that planning in these uncertain times is not worth the effort. They are wrong. The most important part of a planning process is that it sets the goals that guide the work of professional staff. A good planning process also goes along way to having the goals internalized. You should set and review goals at least once a year, and do task level objectives more often.

An auxiliary benefit of setting and reviewing goals and objectives is that you get a clear picture of what you have accomplished. It is too easy these days to forget that some things really do get done. Make it a practice to remind yourself, your staff, and the people who fund you of what you have accomplished at least once every six months.

If you are hearing cats rather than leading a pride, the problem is yours. You had better change.

5. THE "VISION THING" IS EVERYONE’S JOB

It is easy to assume that vision is someone else’s responsibility. Is it your bosses failure if the library’s goals are not clearly articulated, or if they are they sound like apple pie and motherhood — “to serve the information, research, teaching, and other needs of the your community, the state, the nation, and the world.” It’s not your problem, right? Wrong!!

If your administrators don’t have the energy or the time to provide leadership, then you, no matter where you are in the organization, have to do it. I’ve come to believe that these days even reasonably good administrators are too busy managing survival to worry about vision. In addition, they are often separated from the the day-to-day.

Vision needs to be firmly rooted in today’s capabilities — in CD-ROMs, LANs, on-demand journal article services, and electronic mail. You want the future to be built upon what you think is important. And you are the one who knows. So vision is your problem. It is your problem to provide it where you can and to push it up the ladder. If you are not willing to accept this responsibility, I’m not sure much else matters.

An important corollary is that you need to come up with solutions. If you have to take a cut, make the case to do it your way, don’t let solutions be imposed on you. Don’t whine about what you can’t do, propose what you’re going to do with the resources that are left.

6. KEEP YOU MESSAGE SIMPLE AND REPEAT IT OVER AND OVER AGAIN

Having accepted the responsibility for vision, learn from Ronald Ragan — keep the message simple and repeat it at every opportunity. I have four messages for my boss:

1. The people in my department work hard.
2. My department does what it says it will do; we can get the job done.
3. Demand for our services is up; our primary clientele need what we do.
4. Given a choice we always prefer the electronic alternative because it will work better.

My boss has a lot to worry about, so I keep it simple and unambiguous. I suspect he gets tired of hearing this, but he is not confused about where I stand. When push comes to shove, he knows the choices I would want him to make. And usually, he he decides correctly. Administrators live busy and confused lives. You should work hard not to
unnecessarily add to the turmoil. You have to be an advocate. A clear message makes advocacy easier. So be clear and simple and consistent and never miss a change to get your pitch in.

7. MAKE SURE YOU CLEARLY DEMONSTRATE WHAT YOU CAN DO AND WHAT YOU HAVE ACCOMPLISHED

There is a concept in the management literature called "visibility of consequences". It means that you can see the results of actions — you can determine whether what you have tried works or whether it doesn't. In most libraries the visibility of consequences is remarkably low. It's almost impossible to tell whether anything we do matters. As a result most of what we do we do on faith. These days faith is stretched thin; it is not enough to sustain staff morale or to convince anyone to give you money.

Raising the visibility of consequences of your operation is key if you are to acquire more resources. You have to be able to show that the last time someone gave you some money you spent it well and that it had an impact. This is also useful in maintaining morale. Making the results of your staff's hard work visible is an important part of your job. They need to know that what they are doing matters and that you and the administration know it. Unfortunately, raising the visibility of consequences almost always means counting things — reference questions, CD-ROM slots booked, microform copies made, books cataloged, books reshelved. Many librarians hate counting. This dislike of quantification is misguided.

Every month I do a report of my department's activities. It is long and full of numbers. At the beginning I highlight a series of key indicators of our activity comparing this month with the same month last year. We can see that instruction is up and we know who did the sessions. We know that the number of CD-ROM slots booked by users are up. We knew that without counting because we watched the lines grow. But the fact that it was up 1,000 slots, or 35%, over last year makes it real to my administration.

A secondary benefit is that what you count and what you report is an easy and clear way to indicate what you care about. This is a valuable tool for informing your bosses and your staff about what matters to you.

8. REMEMBER THAT LIBRARIES ARE THE INSTITUTIONAL INFORMATION SUBSIDY

The ideas that follow are new to me and are not fully developed, but I offer them anyway.

Michael Buckland has written, in the book that gets my vote for the best 80 pages on library practice written in the last several years, Redesigning Library Services: A Manifesto:

The long period of relative stability from the late nineteenth century up to the 1970s in the means for providing library service is just the kind of situation in which it becomes easy for the distinction between ends and means to become blurred. So long as there is but one principal means to an end (even with variations in details and in scale), more of an end is achieved by more on the means and the distinction between ends and means has little significance in practice. But this blurring of the distinction hinders dealing effectively with alternative means if and when — as now — they become available. (page 4)
We have new means and our job is to fit the power to the ends we serve. I would like to argue that end for libraries are is to be the organizational or community subsidy for information.

This is an economic argument, and I can make the argument more technically, but I will spare you that. The notion is fairly simple — by pooling resources an organization or a community creates a subsidized information source which, because of the subsidy is used at or near the efficient quantity and the benefit to the community or the organization is maximized. It can be shown that without a subsidy the likely result will not provide the maximum benefit to the community or organization. This is what has happened with most commercially published science journals.

For the past hundred years or so the most effective means of providing the subsidy has been a collection of publically available printed books and journals — usually in a library building, usually with librarians keeping watch.

The case I would like you to consider is that this is no longer the only and maybe not the most effective means of providing an information subsidy. Is free or almost free access to a commercial online service better than a collection of paper books and journals? A welfare economist will tell you that food stamps and better than soap kitchens. At what point is the library as we have known it the soap kitchen? At what point are credits towards the use of an online information services food stamps?

If what libraries do is to provide the information subsidy for our communities and our organizations, how best is that subsidy provided? Where in the system does a subsidy produce the most impact — the most benefit. I have no answers yet. But I am convinced that this will be one of the most important question librarians will need to ask, and to answer, over the next decade.

9. STAMINA IS REQUIRED

During the Second World War the army studied the men who had received battlefield promotions; they hoped to find out something about leadership under fire. What they discovered was that those who demonstrated leadership in battle were smarter than the average, but only by a little. They were older on average, but again this was not really a significant variable. One factor emerged overwhelmingly; the factor that mattered most in battlefield leadership was stamina. But if you are like me, you didn’t need an army study to tell you that.

CONCLUSION

As I said at the beginning, I do not think getting from where we are to where we need to be will be easy or much fun. Having said that let me leave you with a more optimistic version: if we don’t weaken, we have the tools at hand that will allow us to change our world and in the process to do remarkable and important things.

I wish you all luck.

Thank you.
BIBLIOGRAPHY


FORT TRUMBULL - NEW LONDON, CONNECTICUT: A NAVY HIGH TECHNOLOGY SITE, 1917-1918

by John Merrill

FORT TRUMBULL - COLONIAL PERIOD

In 1775 with increased military action against the colonies by the British, the Connecticut Council of Safety recommended fortifications be built for the town of New London on the west bank of the Thames River and Groton on the east bank. At that time, New London with a population of about five thousand was the third largest town in the Connecticut Colony.

During the next two years, two earthworks type forts were constructed by relays of citizens and recruits from the countryside. The fort on the New London side was located about two miles north of the mouth of the river where it flows into the Long Island Sound; the fort site on the east side of the river or Groton Heights was opposite and just slightly to the north. This first New London fort was south of the town. Today, the fort area is surrounded by New London on both the south and west. The rocky point location for the fort rises at some places to about thirty five feet above the river bank. In early times, the location was called Point Mamacock. Later is was sometimes referred to as Fort Neck.

It has been suggested that in 1637, the same site was the location of the first English houses in the area which later became New London. The house or houses are said to have been built at the initiative of a Captain Stoughton. In June 1637, Stoughton with one hundred twenty men from Massachusetts Bay Colony arrived at Pequot Harbor (New London) on an expedition to exterminate if possible the Pequot Indians.

The fort on the New London side of the river was a rectangle about eighty feet on a side with earthworks on the north, east and south sides and open to the west. The heavy cannon were cast in Salisbury, Connecticut about 75 miles away in the northwest corner of the colony near the New York Line. The first fort at Point Mamacock was named in December 1775 for the current colonial governor of Connecticut, Jonathan Trumbull. The fort on the high ground on the east bank in Groton was named Fort Griswold for the then deputy governor, Matthew Griswold.
Fort Trumbull was manned and in March 1778 was strengthened and repaired, while additional batteries were added. On September 6, 1781, Benedict Arnold, British brigadier general, led an expedition against Forts Trumbull and Griswold. Arnold a native of nearby Norwich, Connecticut and former Continental Army brigadier general was well acquainted with the locale. Captain Adam Shapley, Fort Trumbull's Captain of Artillery, shot one volley, then followed orders to spike his guns. He then took his 23 men across the river to aid Fort Griswold which was also under siege. Less than a month later on October 19, the British armies surrendered at Yorktown, Virginia.

After the revolution, Fort Trumbull continued under the aegis of Connecticut. During President Washington's second term, in 1794, Sieur de Rochefontaine, who fought with Washington's Continental Army, was appointed Civilian engineer to fortify certain harbors along the coast including New London, Connecticut. Money was authorized by the 3rd Congress to upgrade the Fort. Details of garrisoning for both peace and war were established. In October 1798, the Connecticut General Assembly ceded the Fort to the United States Army. This stewardship continued until 1910.

NINETEENTH CENTURY

Starting in the 1830's, the United States undertook the building of a series of strategically located forts. The forts were to provide long term security against invasion. Collectively they were referred to as the permanent system.

A new Fort Trumbull was included in this new fort system. It was to be located in the area nearby the site of the 1775/77 Revolutionary fort. It was located on a hillock slightly south of the original construction. The new fort would be constructed of granite from the nearby quarries and in the time of Egyptian Revival style which was currently popular at the time. Increased land was purchased for the War Department by and Act of Congress. Further land was also ceded to the United States. By the end of the century, the total area of the fort was about twenty acres.

Senate appropriations in the order of $400,000 were approved in 1836 for the new fort. Construction of the granite fort was begun in 1836 and completed in 1854. An original painting of the fort by Seth Eastman in the 1870-75 period was hung in the Capitol in Washington, DC.

As the century moved on, Fort Trumbull was overtaken by technological events. Coast artillery to resist invasion changed in capabilities such as range and placement. New forts and emplacements moved closer to the sea. After the
Turn of the century, Fort Trumbull and the adjoining real estate became available government property.

TENTH CENTURY

Fort Trumbull and the adjacent acreage have coves on the north and south sides of the promontory. The coves are manageable for small boats, and piers on the river can accommodate a wide range of ships. Extensive nautical use of the fort area began in 1910 with the arrival of the United States Revenue Cutter Service at Fort Trumbull.

Revenue Cutter Service* ships, shore personnel and cadet corps became the primary tenant at Fort Trumbull (no army). The following year, this use of the Fort Trumbull area was formalized with a transfer of Fort Trumbull from the War Department to the Treasury Department. In 1914, the Revenue Cutter Service's officer school at the Fort was designated as the service's academy. This location for the academy was used until 1932, when the present United States Coast Guard Academy was opened at a site also on the west bank of the Thames River in New London, about two miles further north. Overall, the Coast Guard has had a continuous presence since 1910. The kind, size, and scale of the activities have varied.

WORLD WAR I

After the outbreak of World War I in August 1914, Germany's first merchant steamship sinking by submarine occurred October 26, 1914 bringing attention to this form of warfare. America's attitude toward the German U-boat sinkings hardened when on May 7, 1915, the British liner Lusitania, on its way from New York to Liverpool, was sunk off the coast of Ireland by two torpedoes fired from the German submarine U-20. The Lusitania sunk in twenty minutes. In the sinking, over one thousand lives were lost including 128 United States citizens.

Concern regarding the U-boat menace and United States military preparedness led to the establishing of the Naval Consulting Board in July 1915. The Board brought together some of the countries senior inventors and engineers (including antisubmarine considerations. The Board's structure and deliberations did not include the membership of either the American Physical Society (physicists) or the National Academy of Sciences.

The U-boat sinkings continued and by the end of 1916 Germany had 102 U-boats. During 1915 and 1916, unrestricted German submarine warfare by the U-boats was an off-on affair somewhat dependent upon the American diplomatic pressures and their reception by the German government and military.
The Naval Consulting Board addressed the submarine threat with a Special Problems Committee investigating submarine detection. By 1917, a research activity for the development of sound detection devices was in operation on the coast of Massachusetts east of Boston at Nahant. Industrial scientists and engineers from General Electric, American Telephone & Telegraph, and the Boston based Submarine Signal Company were engaged in the research and development efforts.

NEW LONDON AREA 1917

The declaration of war against Germany on April 6, 1917 generally increased the scope and scale of several activities in the area. The Navy with twenty first line submarines instituted the United States Navy Submarine School in Groton across the river from New London at the site of the Navy's New London Coaling Station. The Coast Guard transferred to the Navy for the duration of the war which increased the activity at Fort Trumbull. The Electric Boat Company*, a submarine builder since the turn of the century, owned a subsidiary the New London Ship and Engine Company in Groton. Diesel engines for ships and submarines were produced at that location since 1911. Orders for submarine diesel engines for new construction for both United States and Great Britain provided further stimulus to the industrial activity.

NATIONAL ACADEMY OF SCIENCES (NAS)

A year earlier, George Ellery Hale, one of the country's leading academic scientists as spokesman for the National Academy of Sciences, offered the services of the membership to President Wilson. Until this time, the academic physicists had not been involved in the search for solutions to military technological problems. In April 1916, the President accepted the Academy's offer to help. In response the NAS set up the National Research Council made up of some NAS members and military representatives.

On January 9, 1917, Germany renewed its unrestricted submarine campaign. The following month the Navy asked the National Research Council to develop submarine detection devices. The committee addressing this effort was chaired by Robert A. Millikan, a well known physicist from the University of Chicago on duty as an Army officer. By the end

*In 1915, the United States Revenue Cutter Service and the United States Lifesaving Service were brought together to form the United States Coast Guard, continuing under the aegis of the Treasury Department.
of June 1917, the Navy authorized the National Research Council to start research at New London with a staff of academic professors. An initial staff of six academic scientists and Millikan met at the Mohican Hotel in New London to discuss a submarine detection device that had been recently brought from France. The academic scientists who came to the Fort Trumbull area to work occupied buildings on the cove south of the Coast Guard facilities at Fort Trumbull.

Fiscal support for the initial research and salaries at New London was from academic and professional scientific organizations. Vannevar Bush, one of the researchers, was supported for his work in New London on submarine detection equipment by a J. P. Morgan firm. Academic institutions represented included Harvard, McGill, Yale, Wesleyan, MIT, Cornell, Chicago, Rice, Columbia, and Swarthmore.

By early July 1917, Max Mason, a member of the New London research team and a mathematician from the University of Wisconsin, had conducted experiments both in the lake at Madison, Wisconsin and on a dock at New London with an underwater sound detector he invented. This detector was considered in some circles at the end of the hostilities to be the best of those available to the allied navies. Many of the researchers had come to New London from significantly scientific and academic careers and after the closing of the research activity in late 1918 went on to continuing scientific achievement in several fields of science. Two would receive Nobel prizes: A. Millikan in 1923 and P. W. Bridgman in 1946.

*Construction of submarines at the Groton location by the Electric Boat Company began in 1925.

President Roosevelt, as assistant secretary of the Navy during World War I, also had involvement with the research activities at Fort Trumbull. Early government support for the work was limited. In October 1917, Roosevelt was concerned with the transfer of funds for research on submarine detection devices. The Navy released $300,000 in support of the research. On October 12, the Navy took over the research effort; and the location was designated the Navy Experimental Station at New London.

Research and experiments at the Station included Navy aircraft planes and dirigibles. The seaplanes were located at the cove south of the Fort. Training of Navy personnel in operating the detection equipment, listeners school, was another aspect of the activities at Fort Trumbull. By
November 1918, the Station included laboratories and test facilities for thirty-two professors, three submarine chasers, three yachts, a destroyer, and more than 700 enlisted men.

A destroyer, USS Jouett (DD41), arrived at New London on January 15, 1918 for experimentation with antisubmarine devices. The Jouett continued experimental work at New London until June 4, 1918. The Jouett was fitted with the most sophisticated World War I non electric binaural listening system. The destroyer was able to track a target submarine at ranges of 500 to 2,000 yards while it was operating at speeds of 20 knots.

In 1950, in his autobiography Millikan observed regarding the Experimental Station, "long before the war clorgan J, the New London Station had practically absorbed the Nahant Station and become one great center of antisubmarine and other naval experimenting, all done after the beginning of 1918."

The Fort Trumbull site for the submarine detection research provided a waterside location with reasonable access to open water and proximity to the Navy's Submarine School across the river several miles to the north, while the Electric Boat Company's submarine engineer subsidiary was within view on the east bank of the river in Groton.

The end of the War in November was followed by the closing of the Navy Experimental Station. However, many of the assemblage of scientists* who comprised the resident, visiting and technical managers of the research at Fort Trumbull would during the next two decades grow in stature and prominence at both the national and international level, some in academia and some in industry. In 1940, when the submarine threat again became more menacing, they provided the core of the leadership which again returned the Fort Trumbull area to a high technology site.

A theme promulgated by Hale in engaging scientists' participation in the war effort was need for independence in the work in support of the military. A. Hunter Dupree, in 1957 Science in the Federal Government, noted, "As the war went on, more and more of the NRC's program went over to

---

*During World War II, some of the important scientists and engineers who had experience during the antisubmarine research of 1917-1918 and became involved in the extensive antisubmarine and pro-submarine research, development and implementation include: M. Mason, R. A. Millikan, F. B. Jewett, E. H. Colpitts, and Vannevar Bush.
military control... less capable of initiating projects, depending increasingly on the assumption that the military knew what to ask for." The need for independence was not lost on Vannevar Bush, one of the 1917-1918 researchers, in 1940 as he organized the national scientific and engineering resources to meet the German threat.
ORGANIZING THE WORK OF THE LIBRARY IN AN ERA OF DOWNSIZING

by Robert Leaver, Senior Consultant, Organizational Future

Preamble

Listen to this talk from the perspective of a consultant. These are the questions I would pose to a client if he/she were called into a library to help out. The questions reveal what I would look for to help a library move forward in an era of downsizing. As we proceed, keep in mind that to downsize is to grow small. Growing small is a strategic process and an opportunity to do things differently.

Questions to Pose in Managing Change and Strategic Planning

The questions correspond to the visuals that follow.

1. Is the client aware that change is the new norm?

   We are living in an era where change is permanent white water. Stability is the exception and chaos the rule.

2. Where is the library in the cycle of birth, zenith, and decay?

   The organizational life cycle is natural, inevitable and forever. You do not pass through the cycle just once; it is repeated over and over. Healthy organizations welcome the movement through all three phases and realize that decay cannot be bypassed. Decay is rich compost for new growth.

3. Is there a powerful vision bubbling within the library?

   Vision is the achievable dream. Vision describes what the organization will accomplish, it is not a slogan like "be the best." A sound vision must paint images, tell stories, speak to the heart, and state intended results.

4. Which structure will best support the vision?

   Structure is the way work is organized and the lines of accountability laid out. There is no one right structure; it is customized to the vision. A variation on, or combination of, two structures is most prevalent. These typical structures are the Greek temple (a functional
bureaucracy) and the basket weave (a flexible, cross-functional way of working). Libraries must have a little of each.

5. Is the time horizon of each level of the library articulated?

Does the director hold (as she should) a 20 year vision? Are there redundant levels? The rule is that no organization needs more than seven levels and seven levels are required only if the person at the top has a 20 year vision. If the number of years in the highest level vision is less, reduce the number of levels. With a 3 to 5 year vision, design only four levels.

6. Are accountability and authority clear?

Do people know the weight they carry and the results for which they must account? What decisions are they authorized to make? Would a position description that details the role and boundaries of the position make sense? A position description defines the space in which a worker can roam, unlike a job description which specifies all of the processes or activities a person must undertake.

7. Is the client ready to form action teams?

A basket weave structure is more conducive to teams than a Greek temple. Teams help when a library realizes that no one person has all of the truth essential to shaping the whole picture. Through a circle each truth is honored and thus multiple truths form the basis of teamwork.

8. Is the client ready to work with the creative tension of paradox?

Paradox brings together two apparently irreconcilable statements. When the statements are alone each has merit; put them together and trouble appears to be brewing. Yet, in paradox, the essences of the two statements are "secretly at one with each other." Go to the middle of the statements and work with the tension you will feel there. Paradox is essential for shaping the complexities of a structure or workplace culture.

9. How can you work with the differences embedded in the psyche of people?

People think and plan differently. This is the message of Carl Jung’s "psychological type," James Hillman’s "Four Divine Natures," and the work of the Myers Briggs Type Indicator.

10. How do you teach the axiom that everyone changes at their own pace?

Some people accept immediately -- start with them instead of trying to convince the resistors. Use the early acceptors to teach the next group and so on, ultimately building a wave of change. Change is a transition from an ending to a desired future. To get to the "goodies" of the new end state, you have to pass through the neutral zone (the wilderness or the bog). In any change process people will be at all points on this path.
Containing and Directing the 4 Divine Natures

Typical distinctions, attitudes:

<table>
<thead>
<tr>
<th>EXTERNAL</th>
<th>INTERNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object is primary</td>
<td>Self is primary</td>
</tr>
<tr>
<td>How do I relate to &quot;that&quot; out there?</td>
<td>How does &quot;that&quot; out there relate to me?</td>
</tr>
<tr>
<td>— Push your energy into the world</td>
<td>— Pull energy wanted from object</td>
</tr>
<tr>
<td>Breadth, activity</td>
<td>Depth and contemplation</td>
</tr>
</tbody>
</table>

Ways of processing and deciding:

<table>
<thead>
<tr>
<th>PERCEIVING (open)</th>
<th>JUDGING (closed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positioned to receive lots of information</td>
<td>Making decisions based on strategically collected information</td>
</tr>
<tr>
<td>Reality comes to you</td>
<td>Moving to affect reality</td>
</tr>
<tr>
<td>Flexible and changing</td>
<td>Organized and structured</td>
</tr>
</tbody>
</table>
Our Four Divine Natures - the "whole psyche" in which a person moves and imagines

<table>
<thead>
<tr>
<th>SENSATION - 5 senses</th>
<th>INTUITION - 6th sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Attending to physical reality and matter</td>
<td>• Attending to the possible, especially spirit and vision</td>
</tr>
<tr>
<td>• Here and now -- the visible</td>
<td>• The light, the invisible, the swift</td>
</tr>
<tr>
<td>• Facts, details -- the concrete</td>
<td>• Focus on things as they could be, often saying: how can we improve? What's the better way?</td>
</tr>
</tbody>
</table>
The Time of Management

Elliot Jaques

Principles:

- All human activity has duration. A job always has a completion time — a what, by when.

- The longer the "by when" you are required to work in, the heavier your job responsibility.

- People working at the same time span will always feel they are worth the same amount.

- Individuals work best in hierarchies based on time horizons.

- For each level of management, there is a natural time boundary.

- This time orientation is the basic blueprint for the way individual creativity grows.

- As a person matures, his time horizon grows longer.
Application:

The Grid of Management Creativity

<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Planning Context</th>
<th>Job Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode 8</td>
<td>40-50 year VISION</td>
<td>Agent of social change (create ideas, new movements and new industries)</td>
</tr>
<tr>
<td>Mode 7</td>
<td>20 year VISION</td>
<td>CEO</td>
</tr>
<tr>
<td>Mode 6</td>
<td>12-15 year CONCEPTUAL FRAME</td>
<td>Executive VP</td>
</tr>
<tr>
<td>Mode 5</td>
<td>7 year OVERALL PROGRAM</td>
<td>Vice President</td>
</tr>
<tr>
<td>Mode 4</td>
<td>3-5 year PROJECTS</td>
<td>General Manager</td>
</tr>
<tr>
<td>Mode 3</td>
<td>1.5 year TRENDS</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>Mode 2</td>
<td>6 month TASK AGGREGATES</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mode 1</td>
<td>1 day to 1 month TASKS</td>
<td>Operations Clerk / Receptionist</td>
</tr>
</tbody>
</table>

Adapted from: Managing the Fourth Dimension by Steve Forbis. Tarrytown Letter #50 June 1985.
Structural / Cultural Paradoxes

Maintenance ← Learn to work the creative tension in the middle → Innovation
Tight ← Loose
Center of Gravity ← "Edges" / messes → Interdependence of groups, teams and community
Autonomy ← Harmony working laterally, the circle → Responsible
Hierarchy ← Light, trickery; fiery → Responsible
Basket Weave

- Dual authority with a team culture

- Information and decision making is up, down and lateral, more dynamic than static

- Project or job oriented

- Difficult to produce a depth of expertise

- Found where speed of reaction is essential, power is located at many points in the net

- Efficiency comes from mobilizing the right resources
4 Corners of a Vision

What images will pull?
- dreams, poetry
- enchantment
- pictures, symbols

Where is the heart, passion?
- heart includes the words "hear" and "art"
- fire, heat, warmth

What results are you after?
- concrete intentions
- outcomes that measure movement

What story is to be told?
- character and events
- what is to be conserved - remain changeless
- what is to be invented
Organizational Life Cycle - Learn to Transverse the "Peaks and Vals"

- tendency is to play it close to here
- hugging zenith allows you to add programs and grow for growth's sake
- so, you can focus on expansion rather than drop into inevitable decay

- build resiliency by moving around the circle

- soul of the place
- make rich compost from which new life can be born

Zenith
Birth
Decay
# Accountability, Authority, Responsibility and Power

## Formal Structure - the chart

<table>
<thead>
<tr>
<th>Accountability</th>
<th>Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What the position demands of you</td>
<td>• What decisions are yours</td>
</tr>
<tr>
<td>• What you are called to account for</td>
<td>• Where you can initiate action in others</td>
</tr>
<tr>
<td>• What will your feet be held to the fire for</td>
<td>• The length of your tether</td>
</tr>
<tr>
<td>• The work or outputs you are held accountable for</td>
<td>• How far can you roam</td>
</tr>
<tr>
<td>• Not who you report to</td>
<td>• What you can do</td>
</tr>
<tr>
<td></td>
<td>• Quantity</td>
</tr>
<tr>
<td></td>
<td>• Within what quantity standards</td>
</tr>
<tr>
<td></td>
<td>• With what time</td>
</tr>
<tr>
<td></td>
<td>• With what resources</td>
</tr>
</tbody>
</table>
**Informal Structure - Embedded in Power**

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Taking Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Commitment you make</td>
<td>• When you are responsible you push authority to it's limit</td>
</tr>
<tr>
<td>• Risk you take</td>
<td>- Or exceed it to make things happen</td>
</tr>
<tr>
<td>• Your ability to respond to challenge</td>
<td>• Responsibility is the source of results, not accountability</td>
</tr>
<tr>
<td>- What is within your conscience that you will do</td>
<td>and authority</td>
</tr>
</tbody>
</table>

**Power is ...**

- Ability, skill, influence to act of affect something strong
  - Might
  - Vigor
  - Energy
  - Force of character

- Not finite
  - Bad theory says I've "got" or "take" power
  - You "don't" or "can't" have it