

# Head Start A to Z: Extend Your Learning



THE NATIONAL CENTER ON  
**Program Management  
 and Fiscal Operations**

## Change Management

Change Management Resources	Description	Source
“Managing Change” N. M. Lorenzi & R.T. Riley (2000)	This paper looks at four major areas related to change management—why information system failures occur, the core theories supporting change management, the practical applications of change management, and the change management efforts in informatics. It describes change management as the process by which an organization realizes its future state, its vision. Change management encompasses the effective strategies and programs to enable the change agents to achieve the new vision.	<i>Journal of the American Medical Informatics Association</i> , 7(2), 116–124 Retrieved from <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC61464/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC61464/</a>
“7 Essential Skills for Managing Change” M. Harrison (2008)	Successful “change leaders” are leaders who are adaptable and creative in responding to change. Their key characteristics are having a high threshold for ambiguity, a constructive “internal monologue,” and a good reservoir of emotional, physical, and mental energy that is drawn out when things get tough.	<i>The Change Blog</i> . Retrieved from <a href="http://www.thechangeblog.com/managing-change/">http://www.thechangeblog.com/managing-change/</a>
“Change Management: organizational and personal change management, process, plans, change management and business development tips” © alan chapman 2005–2014	This article is an overview of various issues on change management. Two quotes: “Change management entails thoughtful planning and sensitive implementation, and, above all, consultation with and involvement of the people affected by the changes. If you force change on people, problems usually arise. Change must be realistic, achievable, and measurable.” “The responsibility for managing change is with management and executives of the organization—they must manage the change in a manner with which employees can cope.”	<i>Businessballs.com</i> Retrieved from <a href="http://www.businessballs.com/changemanagement.htm">http://www.businessballs.com/changemanagement.htm</a>

<p><i>Leading Change</i></p> <p>J.P. Kotter (1996)</p>	<p>After completing a 10-year study of more than 100 companies that attempted transformation, John Kotter outlined the major errors that can doom organizational efforts of change in this classic book, and gave eight steps for leading change.</p> <p>(Kotter's 8-Step Change Model in brief: <a href="http://www.kotterinternational.com/our-principles/changesteps/changesteps">http://www.kotterinternational.com/our-principles/changesteps/changesteps</a> [©2012 Kotter International])</p>	<p>Harvard Business School Press</p>
<p><i>The Heart of Change</i></p> <p>J.P. Kotter &amp; D. S. Cohen (2002)</p>	<p>In this book Kotter and Cohen explore why people fail or succeed at large-scale change. The eight chapters are:</p> <p>(1) Increase Urgency; (2) Build the Guiding Team; (3) Get the Vision Right; (4) Communicate for Buy-In; (5) Empower Action; (6) Create Short-Term Wins; (7) Don't Let Up; and (8) Make Change Stick.</p>	<p>Harvard Business Review Press</p>
<p><i>First, Break All the Rules: What the World's Greatest Managers Do Differently</i></p> <p>M. Buckingham &amp; C. Coffman. (1999)</p>	<p>The authors claim that all great managers share one common trait: They are willing to break virtually every rule of conventional wisdom. The authors' research produced 12 simple questions that serve as a measuring stick and prove the link between employee opinions and productivity, profit, client satisfaction, and the rate of employee turnover.</p>	<p>Simon &amp; Schuster</p>
<p>"Choosing Strategies for Change"</p> <p>J. P. Kotter &amp; L. A. Schlesinger (1979)</p>	<p>The authors describe various causes for resistance to change and describe specific methods for dealing with resistance: education and communication; participation and involvement; facilitation and support; negotiation and agreement; manipulation and co-optation; and explicit and implicit coercion.</p>	<p><i>Harvard Business Review</i>, 86(7/8), 130 (reprinted) Retrieved from <a href="http://hbr.org/2008/07/choosing-strategies-for-change/ar/1">http://hbr.org/2008/07/choosing-strategies-for-change/ar/1</a></p>
<p>"Managing Change: How to Build Adaptive Capacity"</p> <p>C. Sussman (2003)</p>	<p>This article is a briefly focuses on how some organizations experience challenge in new circumstances or turbulent times as an opportunity to rethink what they do and how they do it. Sussman defines "adaptive capacity" as "the skill to take the initiative in making adjustments for improved performance, relevance, and impact," and "the ability to respond to or initiate change." He identifies external focus, network connectedness, inquisitiveness, and innovation as the four qualities that are the essence of adaptive organizations.</p>	<p><i>Nonprofit Quarterly</i> Retrieved from, <a href="http://www.nonprofitquarterly.org/management/90-making-change-how-to-build-adaptive-capacity.html">http://www.nonprofitquarterly.org/management/90-making-change-how-to-build-adaptive-capacity.html</a></p>

<p><i>Switch: How to Change Things When Change is Hard</i></p> <p>C. Heath &amp; D. Heath (2010)</p>	<p>This book is about overcoming the difficulty of organizational change. The authors approach the subject through individual psychological tensions between the individual's rational mind and emotional mind. They explore change through the lenses of the individual, organization, and society. The book argues that successful changes follow a pattern that can be used to make the changes matter to the individual or the organization.</p>	<p>Crown Business</p>
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## Leadership

Leadership Resources	Description	Source
<p>“Management Is (Still) Not Leadership”</p> <p>J. P. Kotter (2013)</p>	<p>In this article, John Kotter, author of <i>Leading Change</i> addresses the difference between two commonly confused terms, <i>leadership</i> and <i>management</i>. He defines management as “a set of well-known processes ...which help an organization to predictably do what it knows how to do well.” Management helps the organization to consistently produce products and services. Leadership, Kotter says, “is about vision” and is “associated with taking an organization into the future, finding opportunities ... and successfully exploiting these opportunities.” Kotter describes leadership and management as serving different yet equally essential functions.</p>	<p><i>HBR Blog</i>, January 9, 2013</p> <p>Retrieved from <a href="http://blogs.hbr.org/kotter/2013/01/management-is-still-not-leadership.html">http://blogs.hbr.org/kotter/2013/01/management-is-still-not-leadership.html</a></p>
<p><i>Dance of Leadership (2nd edition)</i></p> <p>R. D. Johnson (2013)</p>	<p>There are many different leadership styles, any of which can be effective when used in the appropriate situation. The <i>Dance of Leadership</i> identifies five styles—flowing, staccato, chaos, lyrical, and stillness—with multicultural models, and strategies for being effective in appropriate situations with each style.</p>	<p>CreateSpace Independent Publishing Platform</p>
<p><i>The Leadership Challenge (5th edition)</i></p> <p>J. M. Kouzes &amp; B. Z. Posner (2012)</p>	<p>Kouzes and Posner describe leadership as a behavior, an observable set of skills and abilities that must be nurtured and that can be learned. They reveal five core practices common to leaders who are at their best. (1) Leaders model principles for the way people should be treated and the way goals should be pursued, setting an example for others to follow. (2) Leaders inspire a shared vision by creating an ideal and unique image of the organization. (3) Leaders challenge the process by searching for opportunities to change the status quo, and experiment with innovative ways to improve the organization. (4) Leaders enable others to act by fostering collaboration, and build spirited teams by creating an atmosphere of mutual respect, trust, and human dignity. (5) Leaders encourage the heart by recognizing and celebrating individual contributions.</p>	<p>Jossey-Bass</p>

Leadership Resources	Description	Source
<p><i>Judgment Calls: Twelve Stories of Big Decisions and the Teams That Got Them Right</i></p> <p>T. H. Davenport, B. Manville, &amp; L. Prusak (2012).</p>	<p>The authors “share twelve stories of organizations that have successfully tapped their data assets, diverse perspectives, and deep knowledge to build an organizational decision-making capability—a competence they argue that can make the difference between success and failure. ... Each chapter [reveals] one dilemma and its ... resolution [through] the power of collective judgment. [This book helps] form a model for building organizational capacity for broadly based, knowledge-intensive decision-making.”—amazon.com description</p> <p>(HBR Blog Network podcast on “Making Decisions in Groups,” an interview with Tom Davenport: <a href="http://blogs.hbr.org/ideacast/2012/03/making-decisions-in-groups.html">http://blogs.hbr.org/ideacast/2012/03/making-decisions-in-groups.html</a>)</p>	<p>Harvard Business Review Press</p>
<p><i>Mind Tools - The eBook</i></p>	<p>Mindtools.com’s E-Books provide tool kits of simple process and techniques for the following subjects: creativity tools, leadership skills, tools for understanding complex situations, decision-making techniques, project planning skills, information and study skills, memory techniques, time management skills, techniques for controlling stress, and communication skills.—mindtools.com description</p>	<p><i>Mindtools.com.</i> Retrieved from</p> <p><a href="http://www.mindtools.com/store/product.php?productid=16134">http://www.mindtools.com/store/product.php?productid=16134</a></p>
<p><i>Leadership Lessons From the Medicine Wheel: The Seven Elements of High Performance</i></p> <p>G. Lear. (2009)</p>	<p>Lear’s focus is on building a performance culture and increasing innovation, based on a foundation that is a mixture of lessons learned from American Indian culture and traditional leadership research.</p>	<p>Advantage Media Group</p>
<p><i>Drive: The Surprising Truth About What Motivates Us</i></p> <p>D. H. Pink. (2009)</p>	<p>“According to Pink (<i>A Whole New Mind</i>), everything we think we know about what motivates us is wrong. He pits the latest scientific discoveries about the mind against the outmoded wisdom that claims that people can only be motivated by the hope of gain and the fear of loss. Pink cites a dizzying number of studies revealing that ‘carrot and stick’ can actually significantly reduce the ability of workers to produce creative solutions to problems. What motivates us, once our basic survival needs are met, is the ability to grow and develop, to realize our fullest potential.”—<i>Publishers Weekly</i> review</p> <p>(Video of author’s TED talk: <a href="http://www.ted.com/talks/dan_pink_on_motivation.html">http://www.ted.com/talks/dan_pink_on_motivation.html</a> )</p>	<p>Riverhead Hardcover</p>

Leadership Resources	Description	Source
<p><i>Strengths Based Leadership: Great Leaders, Teams, and Why People Follow</i></p> <p>T. Rath &amp; B. Conchie. (2009)</p>	<p>This book presents the results of research by Gallup scientists on the topic of leadership. They have interviewed various leaders and followers to find out why they followed a particular leader. " [T]he book identifies three keys to being a more effective leader: knowing your strengths and investing in others' strengths, getting people with the right strengths on your team, and understanding and meeting the four basic needs of those who look to you for leadership."—Gallup review, <a href="http://strengths.gallup.com/110242/About-Book.aspx">http://strengths.gallup.com/110242/About-Book.aspx</a></p>	<p>Gallup Press</p>
<p><i>Fierce Conversations: Achieving Success at Work and in Life One Conversation at a Time</i></p> <p>S. Scott (2002)</p>	<p>The author explains that for individuals to succeed, they "must transform everyday conversations by employing effective ways to get the message across. [This book] teaches how to overcome barriers to meaningful communication; expand and enrich conversations with colleagues, friends, and family; increase clarity and improve understanding; and handle strong emotions—on both sides of the table."—Odin Books review</p> <p>(Susan Scott video: <a href="http://www.youtube.com/watch?v=wQPCM40fb-s">http://www.youtube.com/watch?v=wQPCM40fb-s</a>)</p>	<p>Penguin Group/Viking Studio</p>
<p><i>Quiet Leadership: Six Steps to Transforming Performance at Work</i></p> <p>D. Rock (2006)</p>	<p>Rock defines "quiet leaders" as individuals who are great at bringing out the best performance in others and who help improve the thinking of the people around them, thus improving the way their brains process information, without telling anyone what to do. This book offers a six-step guide to make permanent workplace performance change and to unleash higher productivity, new levels of morale, and greater job satisfaction. It provides a brain-based approach that helps busy leaders, executives, and managers to improve their own and their colleagues' performance.</p> <p>(David Rock video: <a href="http://www.youtube.com/watch?v=72bUNxJYAQc">http://www.youtube.com/watch?v=72bUNxJYAQc</a>)</p>	<p>Harper Business</p>

Leadership Resources	Description	Source
<p><i>Appreciative Leadership: Focus on What Works to Drive Winning Performance and Build a Thriving Organization</i></p> <p>D. Whitney, A. Trosten-Bloom, &amp; K. Rader (2010)</p>	<p>The authors define Appreciative Leadership as “the relational capacity to mobilize creative potential and turn it into positive power—to set in motion positive ripples of confidence, energy, enthusiasm, and performance—to make a positive difference in the world.” (page 3.) This book identifies five core leadership strategies for appreciative leadership: leading with positively powerful questions, bringing out the best of people and situations, engaging people to co-create the future, awakening the creative spirit, and making choices for the good of the whole.</p>	<p>McGraw-Hill</p>
<p><i>The Servant: A Simple Story About the True Essence of Leadership</i></p> <p>J. C. Hunter (2002)</p>	<p>Hunter states that there are three steps to developing character or leadership skills: (1) Foundation—setting the standard of what great leadership looks like; (2) Feedback—identifying the gaps between where you are now and where you need to be as an effective leader; and (3) Friction—eliminating the gaps between where you are now and where you need to be. To be a servant leader, he encourages the following qualities as the main attributes of love and leadership: honest patience; good role-modeled kindness; caring humility; committed respectfulness; being a good listener; selflessness; holding people accountable for being forgiving; treating people with respect through honesty; giving people encouragement and commitment; positive and enthusiastic attitude; and appreciation.</p>	<p>PRIMA PUB</p>
<p>“Why Good Leaders Make Bad Decisions” A. Campbell, J. Whitehead, &amp; S. Finkelstein (2009)</p>	<p>“Leaders make decisions largely through unconscious processes called pattern recognition and emotional tagging, but since these processes are used for quick decisions, these decisions can be distorted by self-interest, emotional attachments, or misleading memories.” (Idea in Brief) “Leaders make quick decisions by recognizing patterns in the situations they encounter, bolstered by emotional associations attached to those patterns.” (Idea in Practice) This article describes “the conditions that can promote errors of judgment and explores ways organizations can build protections into the decision-making process to reduce the risk of mistakes.” (page 60)</p>	<p><i>Harvard Business Review</i>, 87(2), 60–66 Retrieved from <a href="http://hbr.org/2009/02/why-good-leaders-make-bad-decisions/ar/1">http://hbr.org/2009/02/why-good-leaders-make-bad-decisions/ar/1</a></p>

Leadership Resources	Description	Source
<p>“What Makes a Leader?” D. Goleman (1998)</p>	<p>Daniel Goleman found that most effective leaders have “a high degree of emotional intelligence, which includes self-awareness, self-regulation, motivation, empathy, and social skill.” (<i>HBR</i>) “(1) Self-Awareness [is] the ability to recognize and understand your moods, emotions, and drives, as well as their effect on others. (2) Self-Regulation [is] the ability to control or redirect disruptive impulses and moods [and] the propensity to suspend judgment—to think before acting. (3) Motivation [is] a passion to work for reasons that go beyond money or status [and] a propensity to pursue goals with energy and persistence. (4) Empathy [is] the ability to understand the emotional makeup of other people [and] skill in treating people according to their emotional reactions. (5) Social Skill [is] proficiency in managing relationships and building networks [and] an ability to find common ground and build rapport.”—D. Goleman</p>	<p><i>Harvard Business Review</i>, reprinted January 2004 Retrieved from <a href="http://hbr.org/2004/01/what-makes-a-leader/ar/1">http://hbr.org/2004/01/what-makes-a-leader/ar/1</a></p>



## Manage Your Professional Growth

Professional Growth Resources	Description	Source
MBTI Personality Types (Myers Briggs)	Myers-Briggs Type Indicator is a 16-personality inventory informed by psychologist C.G. Jung's theory of psychological types. It helps organize the basic differences in the ways individuals prefer to use their perception and judgment, and it is used to understand and appreciate individual differences. This website goes into detail on how this tool can be utilized in your organization to support many different functions and situations, including managing others, developing leadership skills, organizing tasks, creation and management of teams, training for management and staff, resolving conflicts, motivating others, coaching, promoting diversity, recognizing and rewarding excellence, and managing change. ---myersbriggs.com description in brief	Retrieved from <a href="http://www.myersbriggs.org/">http://www.myersbriggs.org/</a>
<i>2.0 Strength Finders</i> T.Rath (2007)	This book provides guidelines on finding and applying your strengths based on 34 themes developed by the Gallup organization as a result of a 2001 study. This assessment provides an in-depth analysis of personal strength. The book can be coupled with the online Strength Finder test, which helps people find work that aligns with their core values or to find increased satisfaction in their current work life. This tool also provides best-practice suggestions for action and a strengths-discovery activity that helps readers think of how to best utilize their talents, investment, experience, skills, and knowledge together to build on their strengths.	Gallup Press
"Do You Play to Win—or to Not Lose?" H G. Halvorson & E. T. Higgins (2013)	This article explores the effect of personality on predicting performance, based on how we approach life's challenges and demands: promotion-focused or prevention-focused. Promotion-focused people view their goals as a path to gain or advancement, and they concentrate on the rewards that will accrue when achieved. Prevention-focused people see their goals as responsibilities and work slowly and meticulously. The authors identify different characteristics of promotion-focused individuals and prevention-focused individuals. They also explain each group's strength and weaknesses in the workplace and how the two can work together and complement each other.	<i>Harvard Business Review</i> , 91(3), 117-20. Retrieved from <a href="http://hbr.org/2013/03/do-you-play-to-win-or-to-not-lose/ar/1">http://hbr.org/2013/03/do-you-play-to-win-or-to-not-lose/ar/1</a>

Professional Growth Resources	Description	Source
<p>Quiet: The Power of Introverts in a World That Can't Stop Talking</p> <p>S. Cain (2012)</p>	<p>Susan Cain describes current society as dramatically undervaluing introverts and explains what it's losing by doing so. She refers to psychological research and neuroscience to reveal the differences between extroverts and introverts. She identifies and describes successful introverts and offers suggestions as to how to find a balance on the overemphasis for extroverted personalities. She provides varied advice, such as how to better negotiate differences in introvert-extrovert relationships or how to empower an introverted child when it makes sense to be a "pretend extrovert." This book helps readers to properly view introverts and explains how introverts view themselves.</p> <p>(Video of author's TED talk:  <a href="http://www.ted.com/talks/susan_cain_the_power_of_introverts">http://www.ted.com/talks/susan_cain_the_power_of_introverts</a>)</p> <p>(HBR Blog Network podcast on "The Power of the Introvert in Your Office," an interview with Susan Cain: <a href="http://blogs.hbr.org/ideacast/2012/07/the-power-of-the-introvert-in.html">http://blogs.hbr.org/ideacast/2012/07/the-power-of-the-introvert-in.html</a>)</p>	<p>Crown</p>
<p>"The Secret Power of Introverts"</p> <p>J. Goudreau (2012)</p>	<p>Susan Cain, the author of <i>Quiet</i>, defines introverts as individuals who prefer stimulating environments and tend to enjoy quiet concentration, listen more than they talk, and think before they speak, while extroverts are individuals who are energized by social situations and tend to be assertive multi-taskers who think out loud and on their feet. The article describes the need for a more balanced perspective and emphasis on introverted and extroverted personalities. The current overemphasis on extroverted charismatic leaders has influenced the workplaces and the way employees are valued and selected, which can damage innovation and productivity.</p>	<p><i>Forbes.com</i>  <i>Forbeswoman Blog</i>,  January 26, 2012.  Retrieved from  <a href="http://www.forbes.com/sites/jennagoudreau/2012/01/26/the-secret-power-of-introverts/">http://www.forbes.com/sites/jennagoudreau/2012/01/26/the-secret-power-of-introverts/</a></p>

Professional Growth Resources	Description	Source
<p>“Why Extroverts Fail, Introverts Flounder and You Probably Succeed”</p> <p>D.H. Pink (2013)</p>	<p>Ambiverts are individuals who are neither extremely introverted nor extremely extroverted, usually measured to be in the middle of the introversion and extroversion scale. Adam Grant, a professor at University of Pennsylvania’s Wharton School of Management, has found that individuals who are ambiverts have greater average hourly revenues than those who are either extroverts or introverts. Daniel Pink describes ambiverts as striking the right balance in knowing when to speak up and when to shut up, when to inspect and when to respond, when to push and when to hold back. This article challenges the current stereotype of who makes an effective leader, and considers those who take a more calibrated approach that combines the extrovert’s assertiveness with the introvert’s quiet confidence.</p>	<p><i>The Washington Post</i>, January 28, 2013. Retrieved from <a href="http://www.washingtonpost.com/national/on-leadership/why-extroverts-fail-introverts-flounder-and-you-probably-succeed/2013/01/28/bc4949b0-695d-11e2-95b3-272d604a10a3_story_1.html">http://www.washingtonpost.com/national/on-leadership/why-extroverts-fail-introverts-flounder-and-you-probably-succeed/2013/01/28/bc4949b0-695d-11e2-95b3-272d604a10a3_story_1.html</a></p>
<p>“Manage Your Energy, Not Your Time”</p> <p>T. Schwartz &amp; C. McCarthy (2007)</p>	<p>Longer days at the office don’t work, because time is a limited resource. But personal energy is renewable, say the authors. By fostering deceptively simple rituals that help employees regularly replenish their energy, organizations build workers’ physical, emotional, and mental resilience. These rituals include taking brief breaks at specific intervals, expressing appreciation to others, reducing interruptions, and spending more time on activities people do best and enjoy most.</p>	<p><i>Harvard Business Review</i>, 85(10), 63 Retrieved from <a href="http://hbr.org/2007/10/manage-your-energy-not-your-time/ar/1">http://hbr.org/2007/10/manage-your-energy-not-your-time/ar/1</a></p>
<p><i>Your Brain at Work: Strategies for Overcoming Distraction, Regaining Focus, and Working Smarter All Day Long</i></p> <p>D. Rock (2009)</p>	<p>David Rock describes how the brain works in a work setting when individuals attempt to sort the vast quantities of information presented and figure out how to prioritize, organize, and act on it. The book explores why your brain feels taxed and how to take full advantage of your mental resources, why it’s hard to focus and how to better manage distractions, how to maximize your chance of finding insights, how to keep your cool in any situation, how to collaborate with others more effectively, why providing feedback is so difficult and how to make it easier, and how to effectively change other people’s behavior.</p> <p>(Video of author’s Google Tech Talk: <a href="http://www.youtube.com/watch?v=XeJSXfXep4M">http://www.youtube.com/watch?v=XeJSXfXep4M</a>)</p>	<p>HarperBusiness</p>

Professional Growth Resources	Description	Source
<p><i>Made to Stick: Why Some Ideas Survive and Others Die</i></p> <p>C. Heath &amp; D. Heath (2007)</p>	<p>This book “will transform the way you communicate ideas. It’s a fast-paced tour of success stories (and failures)—the Nobel Prize-winning scientist who drank a glass of bacteria to prove a point about stomach ulcers; the charities who make use of ‘the Mother Teresa Effect’, the elementary school teacher whose simulation actually prevented racial prejudice. Provocative, eye-opening, and often surprisingly funny, <i>Made to Stick</i> shows us the vital principles of winning ideas—and tells us how we can apply these rules to making our own messages stick.”—<a href="http://www.trialguides.com">trialguides.com</a> review</p> <p>(Video of C. Heath conference talk: <a href="http://www.youtube.com/watch?v=Bs9NbxJHV-w">http://www.youtube.com/watch?v=Bs9NbxJHV-w</a>)</p>	<p>Random House</p>
<p><i>GO Put Your Strengths to Work</i></p> <p>M. Buckingham (2007)</p>	<p>“Research data show that most people do not come close to making full use of their assets at work. ... You will learn (1) why your strengths aren’t ‘what you are good at’ and your weaknesses aren’t ‘what you are bad at’; (2) ... four telltale signs to identify your strengths; (3) simple steps to push your time at work toward those activities that strengthen you.” —<a href="http://www.strengthstest.com">strengthstest.com</a> review</p>	<p>Free Press</p>

## Strategic Thinking

Strategic Thinking Resources	Description	Source
<p><i>Ahead of the Curve: A Guide to Applied Strategic Thinking</i></p> <p>S. J. Stowell &amp; S. Mead (2005)</p>	<p>This book helps people become effective in both strategy and execution by showing how one can allocate his or her time and energy to be innovative for the future. It guides individuals to integrate strategic thinking in daily responsibilities, but also helps demystify strategy. It provides guidance in identifying and exploiting strategic opportunities that offer competitive advantages. The book also assists in evaluating and determining the economic value of a strategy and whether it is worth pursuing. It provides real-life experiences, illustrated examples, and straightforward activities and tools that are useful for the individual as well as the workplace.</p>	<p>CMOE Press</p>
<p><i>Deep Dive: The Proven Method for Building Strategy, Focusing Your Resources, and Taking Smart Action</i></p> <p>R. Horwath. (2009)</p>	<p>The ability to set good strategy is essential to maintaining a company and to a leader's career. Horwath explains the three keys to strategic thinking, breaks them down into simple, attainable skills, and provides practical tools for using the skills every day. He identifies three key strategic disciplines: acumen to generate critical insights through a step-by-step evaluation of the organization and its environment; allocation to focus the limited resources through strategic trade-offs; and action to implement a system to guarantee the effective execution of strategy at all levels of an organization.</p>	<p>Greenleaf Book Group Press</p>
<p><i>How Children Succeed: Grit, Curiosity, and the Hidden Power of Character</i></p> <p>P. Tough (2012)</p>	<p>Paul Tough argues that the qualities that matter most for success are related to such character skills as perseverance, curiosity, conscientiousness, optimism, and self-control. Through stories of children who grew up in poverty, he uncovers surprising ways in which parents do and do not prepare their children for adulthood. He describes strategies that children who grow up in the most painful circumstances can go on to use and achieve amazing things.</p>	<p>Houghton Mifflin Harcourt</p>
<p>"Strategic Leadership: The Essential Skills"</p> <p>P. H. Schoemaker, S. Krupp, &amp; S. Howland (2013)</p>	<p>The authors have identified six skills/abilities that allow leaders to think strategically and navigate the unknown effectively: the ability to anticipate, challenge, interpret, decide, align, and learn. The article describes each skill in detail and defines the adaptive strategic leader as someone who has learned to apply all six skills and is able to demonstrate resolution, flexibility, and persistence in the face of setbacks, but who is also able to react strategically to environmental shifts. There is a self-test at the end of the article that helps readers gauge their strengths and weaknesses, address deficits, and optimize their leadership skills.</p>	<p><i>Harvard Business Review</i>, 91(1) 131–134 Retrieved from <a href="http://hbr.org/2013/01/strategic-leadership-the-essential-skills/ar/1">http://hbr.org/2013/01/strategic-leadership-the-essential-skills/ar/1</a></p>

Strategic Thinking Resources	Description	Source
<p><i>Trying Hard Is Not Good Enough</i></p> <p>M. Friedman (2005)</p>	<p>This book “is about a different way. It is about getting talk to action quickly. It provides a method of thinking and taking action together that is simple and common sense, that uses plain language, produces minimum paper and is actually useful to community members, managers and decision makers. It is about making a difference, not just trying hard and hoping for the best.”—M. Friedman</p> <p>(Promise Neighborhoods Institute video of social services project directors discussing the book: <a href="http://www.youtube.com/watch?v=cwq2bj8WmIY">http://www.youtube.com/watch?v=cwq2bj8WmIY</a>)</p>	<p>Traford</p>
<p><i>Leading with Questions</i></p> <p>M. J. Marquardt (2005)</p>	<p>“... Marquardt shows how you can learn to ask the powerful questions that will generate short-term results and long-term solutions and success. ... [The author] demonstrates how effective leaders use questions to encourage participation and teamwork, foster outside-the-box thinking, empower others, build relationships with customers, [and] solve problems ... .” —amazon.com description</p>	<p>Jossey-Bass</p>
<p><i>The Art of Powerful Questions: Catalyzing Insight, Innovation, and Action</i></p> <p>E. E. Vogt, J. Brown, &amp; D. Isaacs (2003)</p>	<p>“In a growing number of organizations, leaders are discovering that crafting powerful questions is a key skill in today's knowledge economy. Questions open the door to dialogue and discovery. By generating creative insights and breakthrough thinking, they can lead to action on important issues and ignite change. This 16-page volume provides a practical framework for formulating powerful questions, a set of skills for leading ‘inquiring systems,’ and examples of companies that have created business value by improving the quality of their questions.” —amazon.com description</p>	<p>Whole Systems Associates</p>

## Facilitation

Facilitation Resources	Description	Source
<p><i>Introduction to Planning and Facilitating Effective Meetings</i></p> <p>NOAA Coastal Services Center (2010)</p>	<p>This free, downloadable guide provides details on how to make the most out of group meetings. It explains the basic principles of planning and facilitation that assist a collaborative project in reaching meeting objectives. The guide explains the facilitator's role, and covers such topics as how to plan a productive meeting or workshop, conduct an effective meeting, use the proper tools and techniques for meeting facilitation, and facilitate teleconferences, video conferences, and webinars.</p>	<p>Retrieved from <a href="http://www.csc.noaa.gov/digitalcoast/publications/effective-meetings">http://www.csc.noaa.gov/digitalcoast/publications/effective-meetings</a></p>
<p>"Stealth Meeting Facilitation from the Rank-and-File"</p> <p>M. Raffoni (2010)</p>	<p>This blog post provides tips for nonfacilitators on how to fix a bad meeting while demonstrating leadership and management skills. The author suggests three strategies for getting a bad meeting back on track—play dumb; be a helper; find the root cause of the meeting's lack of focus and direction—and explains how to initiate each.</p>	<p><i>HBR Blog Network</i>, January 29, 2010 Retrieved from <a href="http://blogs.hbr.org/cs/2010/01/stealth_meeting_facilitation.html">http://blogs.hbr.org/cs/2010/01/stealth_meeting_facilitation.html</a></p>
<p><i>Guide to Making Every Meeting Matter</i></p> <p>R. Ashkenas, et.al. (2011)</p>	<p>This guide is a collection of articles on various topics concerning meeting preparation and follow-up, including how to determine the need to meet, manage basic meeting prep, develop a reputation for running great meetings, infuse new energy into meetings, orchestrate group decision-making, prevent implementation roadblocks, get the most out of web- and phone-conferencing tools, corral chronic latecomers and quiet participants, make it safe to discuss the elephant in the room, jump into conversations with grace, rescue meetings from hell (even if you're not the facilitator), and keep the momentum going with prompt meeting follow-up.</p>	<p>Harvard Business Review Press Available from <a href="http://hbr.org/product/guide-to-making-every-meeting-matter/an/10755-PDF-ENG">http://hbr.org/product/guide-to-making-every-meeting-matter/an/10755-PDF-ENG</a></p>
<p><i>The Skilled Facilitator</i></p> <p>R. Schwarz (2002)</p>	<p>This book, about helping groups become more effective, is a classic work for the facilitator, leader, coach, manager, consultant, or trainer. Facilitative skills have become a core competency for anyone who works with groups, and Schwarz provides effective materials and effective ground rules for any group interaction.</p>	<p>Jossey-Bass</p>
<p><i>Read This Before Our Next Meeting</i></p> <p>A. Pittampalli (2011)</p>	<p>"The author not only explains what's wrong with "the meeting" and meeting culture, but suggests how to make meetings more effective, efficient, and worthy of attending. The book even assesses when it's necessary to skip the meeting and get right to work. It is the call to action you need to create a company that does the meaningful work it was created to do."—amazon.com review</p>	<p>The Domino Project.</p>

## Learning Organizations

Learning Organizations Resources	Description	Source
<p>“Is Yours a Learning Organization?”</p> <p>D. A. Garvin, A. C. Edmondson, &amp; F. Gino (2008)</p>	<p>A learning organization is one that is made up of employees skilled at creating, acquiring, and transferring knowledge so that they can help their organization cultivate tolerance, foster open discussion, and think holistically and systemically. The authors identify and describe three broad building blocks that are essential for organizational learning and adaptability: a supportive learning environment, concrete learning processes and practices, and leadership behavior that provides reinforcement. The article is designed to help organizations assess themselves.</p>	<p><i>Harvard Business Review</i>, 86(3) 109 Retrieved from <a href="http://hbr.org/2008/03/is-yours-a-learning-organization/ar/1">http://hbr.org/2008/03/is-yours-a-learning-organization/ar/1</a></p>
<p>“What if the Secret to Success Is Failure?”</p> <p>P. Tough (2011)</p>	<p>This article explores the emphasis in schools on building character in students. The Character Education Partnership divides character education into two categories: “moral character,” which embodies ethical values such as fairness, generosity, and integrity; and “performance character,” which includes values such as effort, diligence, and perseverance. David Levin, the co-founder of the KIPP network of charter schools, has found that KIPP alumni who persisted in college were not necessarily the ones who had excelled academically but were the ones with such exceptional character strengths as optimism, persistence, and social intelligence. The article explores how education leaders attempt to integrate character building into their school systems.</p>	<p><i>The New York Times Magazine</i>, September 14, 2011 Retrieved from <a href="http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html?pagewanted=all?src=tp&amp;r=0">http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html?pagewanted=all?src=tp&amp;r=0</a></p>
<p><i>Learning in Action: A Guide to Putting the Learning Organization to Work</i></p> <p>D. A. Garvin (2003)</p>	<p>This book argues that organizational learning can be established through a set of processes that can be designed, deployed, and led. The author describes the learning process of an individual as well as an organization. He introduces three modes of learning—intelligence gathering, experience, and experimentation—to show how each mode can be effectively utilized.</p>	<p>Harvard Business Review Press</p>
<p><i>The Fifth Discipline: The Art and Practice of the Learning Organization</i></p>	<p>Peter Senge helps convert companies into learning organizations through the use of a systems thinking method for group problem-solving. He presents five essential disciplines: personal mastery, mental models, building a shared vision, team learning, and systems thinking to integrate the four other disciplines. Organizations that practice these five disciplines help to develop the three core learning capabilities of fostering aspiration, developing reflective conversation, and understanding complexity.</p>	<p>Doubleday</p>



Learning Organizations Resources	Description	Source
P. M. Senge (2006)		
"Be A Lifelong Learner" K. Wright (2012)	One of the keys to creating a successful learning organization is for its leaders to be known as learners, says Karen Wright. "Anyone who's trying to stay at the top of his game never stops learning—he never presumes he knows it all, and he's not embarrassed to seek wisdom from others," she says. "In fact, outstanding leaders know that the best way to stay sharp is to constantly pursue learning and new ideas. ... Putting some regular and simple practices in place to ensure you're always raising your own bar will keep your development progressing and help you set a good example for those around you."	Excerpt from <i>The Complete Executive</i> (Bibliobotion) Retrieved from <a href="http://trainingmag.com/content/be-lifelong-learner">http://trainingmag.com/content/be-lifelong-learner</a>
<i>Cultivating Communities of Practice: A Guide to Managing Knowledge</i> E. Wenger, R. McDermott, & W. M. Snyder (2002)	Communities of practice are voluntary and successful communities that are able to generate excitement, relevance, and value to attract and engage their members. This excerpt from the authors' book provides seven principles to inspire "aliveness" and bring out a community's own internal direction, character, and energy: (1) design for evolution, (2) open a dialogue between inside and outside perspectives, (3) invite different levels of participation, (4) develop both public and private community spaces, (5) focus on value, (6) combine familiarity and excitement, and (7) create a rhythm for the community.	Harvard Business School Press  Excerpt available at <a href="http://hbswk.hbs.edu/archive/2855.html">http://hbswk.hbs.edu/archive/2855.html</a>
"The Challenge of Organizational Learning" K. S. Milway & A. Saxton (2011)	Organizational learning is defined as the intentional practice of collecting information, reflecting on it, and sharing the findings to improve the performance of an organization. This article reveals three common impediments to organizational learning: a lack of clear and measurable goals about using knowledge to improve performance; insufficient incentives for individuals or teams to participate in organizational learning activities; and uncertainty about the most effective processes for capturing and sharing learning. The authors go into detail on the various components of organizational learning and provide examples of organizations working to address these barriers. They identify four different elements of organizational learning: (1) supportive leaders; (2) a culture of continuous improvements; (3) intuitive knowledge processes; and (4) defined learning structure.	<i>Stanford Social Innovation Review</i> 9(3) 44–49  Reprinted at <a href="http://www.bridgespan.org/Publications-and-Tools/Organizational-Effectiveness/Featured-Publications1/The-Challenge-of-Organizational-Learning.aspx#.USZGoR0qZ8E">http://www.bridgespan.org/Publications-and-Tools/Organizational-Effectiveness/Featured-Publications1/The-Challenge-of-Organizational-Learning.aspx#.USZGoR0qZ8E</a>

## Mentor Relationships

Mentor Relationships Resources	Description	Source
<p><i>Mentoring 101</i></p> <p>J. C. Maxwell (2008)</p>	<p>John Maxwell explores the process of becoming a mentor and helping others be successful as mentors. He provides steps for a potential mentor to effectively reproduce his or her success in someone else. He explains how to choose the right person to mentor, how to create the right environment for leaders to thrive and grow, and how to get started. He emphasizes that self-knowledge is critical for mentoring success. Mentoring is more about developing the whole person than just teaching a specific set of skills. Effective mentoring is about challenging and calling the mentee out if the mentee is aiming to low or playing too small.</p>	<p>Thomas Nelson</p>
<p><i>The Heart of Mentoring: Ten Proven Principles for Developing People to Their Fullest Potential</i></p> <p>D. A. Stoddard &amp; R. J. Tamasy (2009).</p>	<p>This book describes mentoring as a relational process that involves life-to-life exchanges to help others discover and pursue their passions and sort out their priorities. It provides 10 proven principles for developing people and advice for older generations mentoring younger generations. Mentoring is a relational process that focuses on the needs of the person being mentored. Mentoring for the mentee and mentor focuses on character. An effective mentor teaches mentees how to filter decisions through one's values. Humility is at the core of the strong mentor. It is never too early or too late to start the exciting process of mentoring.</p>	<p>NavPress</p>
<p>"Demystifying Mentoring"</p> <p>A. Gallo (2011)</p>	<p>This article reveals four common myths about mentoring and provides case studies on how to utilize mentoring. The author states that the key to mentoring is to find the right kind of advice from the right person at the right time. She talks about six do's and don'ts of mentoring. She recommends readers to build a cadre of people they can turn to for advice when they need it, nurture relationships with people whose perspective they respect, and think of mentoring as both a long-term and short-term arrangement.</p>	<p><i>HBR Blog Network</i>, February 1, 2011 Retrieved from <a href="http://blogs.hbr.org/hmu/2011/02/demystifying-mentoring.html">http://blogs.hbr.org/hmu/2011/02/demystifying-mentoring.html</a></p>
<p>"Get the Mentoring Equation Right"</p> <p>W. Johnson &amp; B. Moesta (2011)</p>	<p>The authors devised an equation that defines what variables influence a successful mentoring relationship. The success of the relationship for a mentee is based on how badly the mentee wants to advance his or her career and how much ground they feel they need to cover to get there. For mentors, the success of the relationship is based on how much they can help and how much effort it will require. Answering these questions for the mentee and mentor can help determine whether or not this particular mentoring relationship is suitable.</p>	<p><i>HBR Blog Network</i>, October 25, 2011 Retrieved from <a href="http://blogs.hbr.org/johnson/2011/10/get-the-mentoring-equation-right.html">http://blogs.hbr.org/johnson/2011/10/get-the-mentoring-equation-right.html</a></p>
<p>"Mentoring Millennials"</p> <p>J. C. Meister &amp; K.</p>	<p>This article addresses the generational gaps in the workforce as "Millennials"—people born between 1977 and 1997—are entering the working world, and how their presence affects mentoring in the workplace. The article presents the expectations Millennials</p>	<p><i>Harvard Business Review</i>, 88(5) 68-72 Retrieved from</p>

Mentor Relationships Resources	Description	Source
Willyerd (2010)	have of their boss, of their organization, and what they want to learn. According to the authors, Millennials view work as a key part of life, and a key factor to their job satisfaction is the sense of purpose because they want to find work that's personally fulfilling. The article proposes three kinds of mentoring that will prepare Millennials for success.	<a href="http://hbr.org/2010/05/mentoring-millennials/ar/1">http://hbr.org/2010/05/mentoring-millennials/ar/1</a>
"5 Methods for Social Leadership: Try Reverse Mentoring"  M. M. Biro (2012)	Reverse mentoring is a strategy to help build trust in a workplace that is both social and multi-generational. It creates spaces to build enduring relationships that transcend age and pay grade. This article provides five methods to build a thriving workplace and leadership culture. (1) Create a management playbook for culture-building. (2) Reward workplace flexibility. (3) Institute global mentoring programs that ignore age and rank. (4) Consider out-of-the-box job categories. (5) Socialize mentoring, learning, and workplace culture initiatives.	<i>Forbes.com, Leadership Blog, September 23, 2012</i> Retrieved from <a href="http://www.forbes.com/sites/meghanbiro/2012/09/23/5-methods-for-social-leadership-try-reverse-mentoring/">http://www.forbes.com/sites/meghanbiro/2012/09/23/5-methods-for-social-leadership-try-reverse-mentoring/</a>
"Closing Generational Gaps at Meetings and Conferences" (2011)	This article recommends five strategies to closing generational gaps and reduce inter-generational conflict. These strategies are: (1) mentoring, (2) providing time for hallway conversations, (3) reverse coaching, (4) setting expectations and goals to reduce conflict, and (5) establishing a training environment that appeals to all.	<i>The National Conference Center Blog July, 2011</i> Retrieved from <a href="http://www.conferencecenterblog.com/2011/07/26/closing-generational-gaps-at-meetings-conferences/">http://www.conferencecenterblog.com/2011/07/26/closing-generational-gaps-at-meetings-conferences/</a>
"Steps to Success: Head Start Mentor-Coach Instructional Design"	Steps to Success is a professional development program with proven strategies for building strong and effective relationships among colleagues who work in early childhood settings. It includes an introductory video which helps Early Literacy Mentor-Coaches in Head Start and Early Head Start understand the overall organization and focus of the Steps to Success resources.	U.S. Department of Health and Human Services. (2005). Retrieved from <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/sts">http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/video/sts</a>

## Supervision

Supervision Resource	Description	Source
<p><i>Reflective Supervision and Leadership in Early Childhood Programs</i></p> <p>M. C. Heffron &amp; T.Murch (2010)</p>	<p>This book illustrates the foundations and frameworks of reflective practice, and outlines ways to support reflective supervision in a wide variety of work settings. Other highlights of the book are: a discussion of the roles of the reflective supervisor; the knowledge and skills required for reflective supervision; and tips for providing group reflective supervision.</p> <ul style="list-style-type: none"><li>· Knowledge and skills needed for reflective supervision</li><li>· Tips for providing group reflective supervision</li></ul>	<p>Zero to Three</p>

## Head Start

Head Start Resources	Description	Source
<p>“Advisory Committee on Head Start Research and Evaluation Final Report” (2012)</p>	<p>This is the final report of the Advisory Committee, reviewing and making recommendations on the design of the studies that provide a national analysis of the impact of Head Start programs. The report also provides comment on the research, and on the state of the evidence in early childhood and its implications for Head Start and other early childhood practice and for future research. This report also presents priorities for implementing the committee’s recommendations in each of the four areas of Head Start practice and research: quality teaching and learning; parent, family, and community engagement; health and mental health; and cultural and linguistic.</p>	<p>Office of Planning, Research &amp; Evaluation Retrieved from <a href="http://www.acf.hhs.gov/programs/opre/resource/advisory-committee-on-head-start-research-and-evaluation-final-report">http://www.acf.hhs.gov/programs/opre/resource/advisory-committee-on-head-start-research-and-evaluation-final-report</a></p>
<p>“The Benefits and Costs of Head Start”  J. Ludwig &amp; D. A. Phillips (2007)</p>	<p>This paper reviews Head Start and finds that the program is likely to generate enough benefits to participants and society as a whole to justify the program’s costs. This study utilizes appropriate standards to judge the success of Head Start through benefit-cost analysis to draw on new accumulating evidence for Head Start’s long-term effects on early cohorts of program participants. It also reveals the cause of the common pessimistic interpretations of a recent randomized experimental evaluation of Head Start’s short-term impacts.</p>	<p>National Bureau of Economic Research, Working Paper No. 12973 Retrieved from <a href="http://www.nber.org/papers/w12973">http://www.nber.org/papers/w12973</a></p>
<p>“Early Childhood Intervention and Life-Cycle Skill Development: Evidence from Head Start”  D. Deming (2009)</p>	<p>Using the National Longitudinal Survey of Youth, this paper provides new evidence on the long-term benefits of Head Start. Deming compares siblings who differ in their participation in the program, controlling for a variety of pre-treatment covariates. He estimates that participation in the Head Start program closes one-third of the gap between children who come from families at the median and bottom quartiles in family income. He concludes that the long-term impact for disadvantaged children is large, despite the “fade-out” of test score gains.</p>	<p><i>American Economic Journal: Applied Economics</i>, 1(3) 111–134 Retrieved from <a href="http://www.people.fas.harvard.edu/~deming/papers/Deming_HeadStart.pdf">http://www.people.fas.harvard.edu/~deming/papers/Deming_HeadStart.pdf</a></p>

Head Start Resources	Description	Source
<p data-bbox="138 233 426 342"><i>Project Head Start: A Legacy of the War on Poverty</i></p> <p data-bbox="138 375 443 444">E. Zigler &amp; J. Valentine (1979)</p>	<p data-bbox="485 233 1598 596">This book provides a summary of the history and the analysis of Project Head Start's evolution and operation. It includes 23 articles on program history, the preschool education and developmental components of Head Start, and Head Start's program development and evaluation. It provides the historical context of the development of Head Start in the 1960s and an overview of the program's first decade in operation. Head Start's philosophy, implementation, curriculum models, and educational assessment of preschool education are explored. The book also describes the health, mental health, and social services part of the developmental program, and the social context of parent involvement and career development. Special field projects are described, as well as program development and administration. Head Start's evaluations are summarized and critiqued.</p>	<p data-bbox="1644 233 1906 293">National Head Start Association</p>

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