

What do Leaders do all day? And more importantly, why?  
A Non-Linear Approach to Leadership using  
A Revolutionary Model of Content That Combines Actions|Systems|Results.

By Clark Aldrich

## Overview

There is an “invisible” leadership system that often gets in the way of actions producing results. Ignoring this system, as new leaders often do, leads to tremendous frustration for all involved. On the other hand, taking advantage of this system allows some to seemingly effortlessly lead teams, companies, and even industries.

## Introduction

The naïve leaders-in-training just look at *actions* and *results*. They focus on *what to do* and *how to evaluate any successes*.

But they eventually realize that, for example, doing more work does not equate to greater organizational success; coming up with new ideas does not equate to innovation; or encouraging a few people does not make a team.

Leaders learn, often painfully over their careers, that actions don't directly impact results. Instead, there is a middle *system*. Actions impact this invisible, often-non-linear system, and it is the system gets the results.

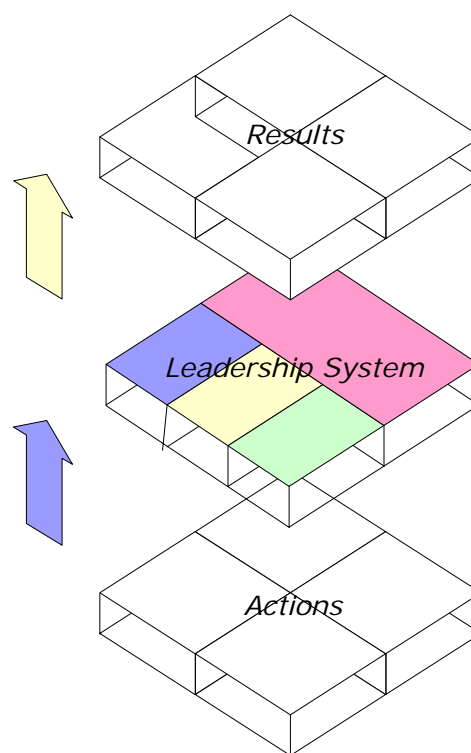
Any emerging leader, or any leadership development program, needs to focus on all three critical areas for success: the actions; the desired results; and the *system* that connects them.

(This approach, as a bonus, also aligns paradoxical leadership advice from many experts.)

## Actions

The first critical area is, *what are the various and discrete actions available to a leader?* Simply put, what do leaders do all day?

It helps to imagine the person in different real situations,

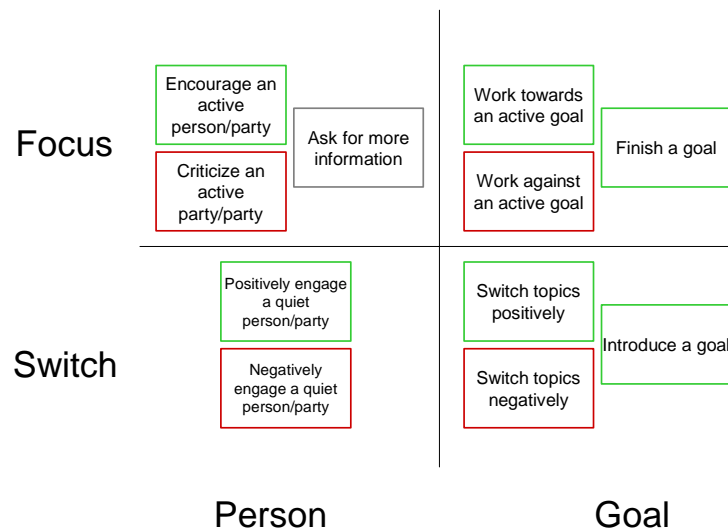


such as at staff meeting, in a conversations with customers, looking to acquire a company, or when looking at what to do with an entire organization.

While they go many different names, the broad categories of leader *actions* are:

- focus on current goal (positively or negatively);
- focus on current active person or parties (positively or negatively);
- switch goals (positively or negatively);
- switch (or bring in) new people or groups (positively or negatively); or
- do nothing.

They “why’s” and “towards what ends” will be outlined, but first, here is a chart of these discrete actions in a leadership situation:



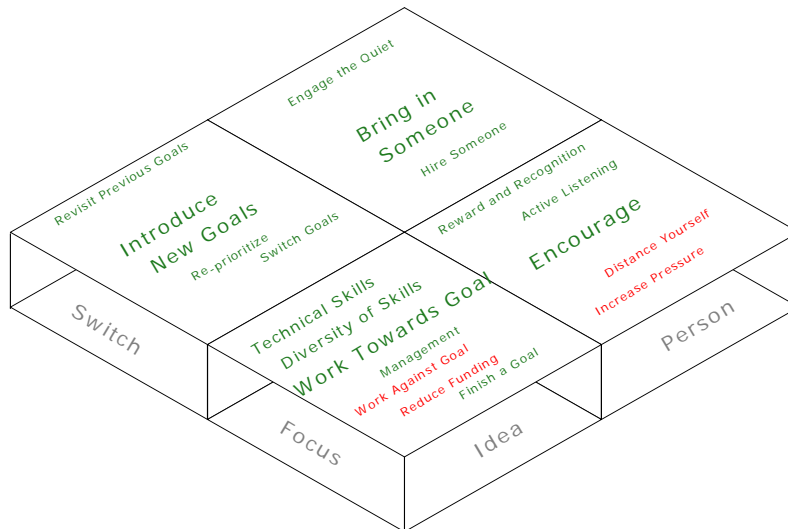
Potential Actions in a Leadership Situation (Simplified)

Actions then can be, and ultimately must be, strung together as fluidly as words. Further, each action needs to be done at the right magnitudes. For example, consider how you might introduce an idea/goal:

- Introducing an idea with force establishes it as your idea. “We should acquire XYZ, Inc.” You attach some of your credibility to it. You get credit if it is agreed to, and later if it works. If you are the CEO in some conditions, the senior team falls into place in support of it, and alternatives are never surfaced.
- But if you introduce the same idea softly, or even negatively, you can separate it from you. “Does anyone know the status of XYZ?” or “I can’t imagine XYZ is on anyone’s short list.” People will debate it on its own, consider alternatives, and possibly even build up some momentum against it. If it succeeds, no one even remembers how the idea came up. But it also may succeed exactly because the participants took ownership and thought of it as their idea.

Both approaches to introducing are valid, depending on the situation.

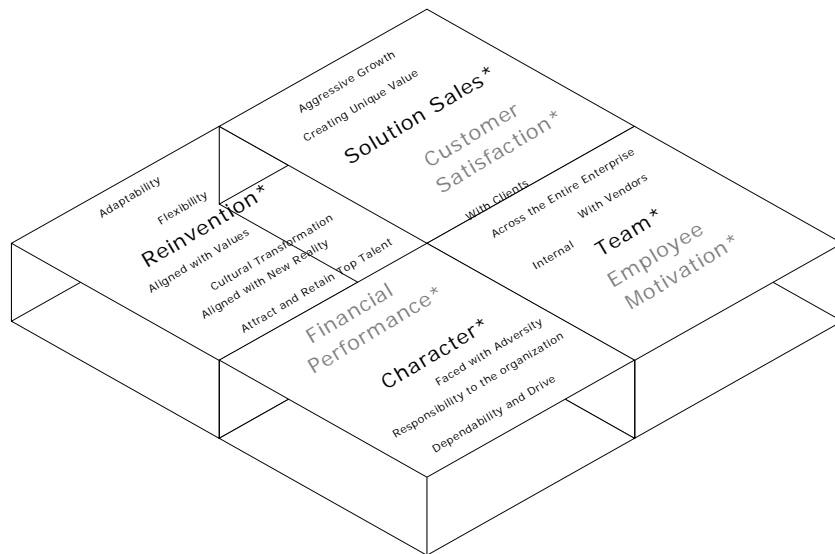
These actions can be done at any level or *scale*. *Encouraging an active party* might mean a pat on the back, a raise, or publicly giving a business unit more responsibility. *Bringing in a new group* might mean making a phone call to a different department, hiring a new advertising team, or acquiring a new company. These different possible leadership actions have been given many names over the years, Here are some of the classic labels:



Potential Actions in a Leadership Situation (Detailed)

## Results

After *actions*, the next critical area is to look at *results*, or finished work. How are these accomplishments of successful leadership judged? Here, two key Balanced Scorecard observations are critical: any work must be evaluated against multiple, potentially competing metrics; and results should organization or group specific. Still, patterns appear when evaluating leadership accomplishments, typically with variation of these:



Typical Results Criteria for Accomplishments from a Leadership Situation

## Systems

Now, as noted previously, a practicing leader cannot drive these *results* based on naïvely applying *actions*. Again, doing more work does not necessary support more organizational goals; coming up with new ideas does not equate to innovation; and encouraging a few people does not make a team.

Instead, there is a *middle, invisible system* that both takes naïve actions and subverts them into frustration, and also turns seemingly counter-intuitive actions into success.

Here is a simple, non-leadership example. If, when swimming, and a riptide is pulling you out to sea, the naïve action is to swim directly against the riptide towards shore. People who do this often tire and drown. A swimmer with knowledge of the underlining system will swim at a right angle to get out of the riptide, and only then go to shore.

So the final critical area of leadership is regarding a non-linear *system*:

*Specifically, leadership has four interconnected components, which are: gaining and sharing **power** and influence, introducing and soliciting new **ideas** and goals, proactively modifying the **tension** in the environment, all to enable getting the right **work** done in a timely way.*

Here they are in detail.

### Leadership System Part I: Power

To get a *group* to move in the same direction, the leader must have power. Power is the ability to bring people closer to your position based on the fact that it is you who said it.

Power can be *formal authority*, such as a title or credentials. Some of us try to heighten our perceived authority by name-dropping or getting new certifications.

Power can also include *informal authority*, such as the friendship or alignment of others. It is critical not to underestimate a group's opinion of you. Hedrick Smith, the Pulitzer Prize-winning former New York Times correspondent, noted, "Jack Kennedy was the first successful presidential candidate to rely on personal appeal to win the top prize." Breaking trust, not walking one's talk, is one of the fastest ways of losing informal authority. Some also gain informal power, transactionally, from horse-trading or "sucking up" to the boss.

Power even takes the form of *political influence*, earned from coming up with good ideas or being on the winning side or arguments. As Wayne Gretsky famously said, "you want to skate to where the puck will be, not where it is."

Leadership requires gaining power. But it also requires sharing power. Sharing power instead of applying it is how one can, in the words of Peter Block, author of *The Empowered Manager*, "demand commitment instead of sacrifice."

#### **Sidebar: Power Actions**

Do you personally have power within your *organization or industry*? When you speak, do your colleagues listen? Do your emails get circulated? Enjoy's John C. Maxwell summed it up. "All Leadership is influence." Do your employees follow you? Are they committed, or just putting in the hours? And as importantly, do you *share* power well? If you do not have *power*, then you may want to work intensively on your own power skills and tactics. Here are some:

Leadership Skill →	Gaining Power	Sharing Power
You need to work on <i>power</i> ...	If no one in your environment listens to you If your employees don't follow you If you are always doing someone else's work	If no one in your environment cares about an outcome
Everyday, as often as you can, make sure you...	Give appropriate praise Complete any work Support popular ideas Partner with authority	Listen Let others take credit for shared ideas
Focus on developing or acquiring some of these <i>power</i> skills...	Negotiation skills Sales Business writing Presentation skills Public speaking Serving as an Internal Consultant	Empowerment Team building Group Dynamics
If the focus is right...	Cultures that manage power well tend to have satisfied and motivated employees.	
If there is too much focus...	Cultures that over focus on power tend to have employees split between being egotistical and manipulative on one hand and down-trodden and resentful on the other. Overly praised people or cultures can lose their productive edge.	Cultures that over focus on sharing power tend to have no sense of personal responsibility. They have overly matrixed organization

### Broad Power Skills

## Leadership System Part II: Ideas

Leaders have to focus the group on the *right* work. Because a group does often not know the right work initially, leaders have to uncover hidden ideas. This can be as dramatic as brainstorming. Mary Anne Devanna and Eliza Collins wrote in *The New Portable MBA*, "The creation of vision comes from a considerable amount of exploring, analyzing, and rooting around in the territory of the problem."

But it can also be much simpler. Sir Winston Churchill said, "courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen." Gerry Spence, famed trial lawyer, echoed. "If I were required to choose the single essential skill from the many that make up the art of the argument, it would be the ability to listen."

Regardless, generating ideas requires sensitivity to the environment and the individuals. Some people are most creative when relaxed. In a newspaper interview, Paul McCartney described how he wrote the song "Yellow Submarine" when relaxed in bed just before dropping off to sleep. Others are most creative when very tense. Said Motorola's Gary Tooker, "There is nothing like the sight of the gallows to clear the mind." Summed up Senior vice president of human resources for Electronic Arts, Rusty Rueff, "Most creativity comes at one of two times: When your back is against the wall or in a time of calm."

Part of a leader's judgment has to be which idea generation strategy to use for which people. And also, when to be satisfied with the number of ideas on the table.

**Sidebar: Ideas Actions**

Do you have enough ideas? Do you know your possibilities? If you do not have enough ideas, then you may want to work intensively on your own ideas skills and tactics. Here are some:

Leadership Skill →	<b>Generating Ideas</b>
You need to work on ideas...	<ul style="list-style-type: none"> <li>If your environment is working on the same old issues</li> <li>If there is little agreement as to what way to move forward</li> <li>If you are in conflict with your internal or external customers</li> <li>If you are not learning enough from other people</li> </ul>
Everyday, as often as you can, make sure you...	<ul style="list-style-type: none"> <li>Actively listen</li> <li>Bring in the disengaged</li> <li>Bring in the quiet</li> <li>Selectively relax people</li> <li>Selectively increase the tension in other people</li> </ul>
Focus on developing or acquiring some of these idea skills...	<ul style="list-style-type: none"> <li>Creativity / Innovation</li> <li>Diversity</li> <li>Listening skills</li> <li>Benchmarking</li> <li>Root cause analysis</li> <li>Developing a Strategic Plan</li> <li>Creating a Vision</li> <li>Empowerment</li> <li>Marketing</li> <li>Communication</li> </ul>
If the focus is right...	Cultures that manage ideas well tend to be innovative and visionary, with strengths in strategic planning and public relations.
If there is too much focus...	Cultures that overly focus on ideas tend to work in silos, with high degrees of secrecy, in-fighting, dwell in theoretical not practical, accomplish little, with customers loyal to individual employees rather than the organization.

**Broad Idea Skills**

Dr. Linus Pauling said it well. "The best way to have a good idea is to have a lot of ideas."

**Leadership System Part III: Optimize Tension**

In parallel to managing power and generating new ideas, leaders must *moderate tension to get people to a productive, working state*. If most people are too relaxed, they will be harder to motivate. If they are too tense, they will be more focused on themselves than the task at hand. Anne Mulcahy, Chairman and CEO, Xerox Corporation, said it well. "When times are good you should talk about what needs improvement, and when things are bad you should assure people they will get better." *The most productive range for most people and organizations is tense, but not too tense*. Regardless of what is most productive, some cultures gravitate towards specific tension levels: typically higher, for example, in a magazine office, and typically lower in a town government office. Some tension levels oscillate unproductively, between mostly too relaxed and then spikes of high tension.

**Sidebar: Tension Actions**

*Seemingly contradictorily, tension extremes* are needed to generate ideas, but *moderate tension* is needed to get anything done. Deliberately leveraging tension may feel manipulative to unseasoned employees, but it is a constant goal of any successful leader. So after enough good ideas have been surfaced, Victor Buzzotta, PhD, suggests "Resourceful leaders practice techniques that can raise and lower the tension that occurs naturally in the workplace, keeping it in the constructive, energizing range."

You may need skills and tactics to moderate tension. Here are some:

Leadership Skill →	Lowering Tension	Moderating Tension	Raising Tension
You need to work on <i>tension</i> ...	If your environment is too tense to get any work done		If your environment is too relaxed to try any risky work
Everyday, as often as you can, make sure you...	Give appropriate Praise Bring up relaxing ideas		Challenge people Bring up controversial ideas
Focus on developing or acquiring some of these <i>tension</i> skills...	Dealing with Difficult Customers Stress management Workplace Violence Creating a Positive Workplace Conflict management Resolving Team Conflict	Facilitating Change Management Improving Personal Productivity Sexual harassment Safety Ethics	Competitive Analysis Budget Preparation
If the focus is right...	Cultures that manage tension well tend to be productive and creative.		
If there is too much focus...	Cultures with very low tension tend to be low-risk, with no tolerance for challenging new ideas, and no employee turnover except for retirement.	Cultures that overly focus on moderating tension appear manipulative.	Cultures with very high tension tend to be erratic, switching strategies often, with high employee turnover.

**Broad Tension Skills**

**Leadership System Part IV: Completing Work**

Gaining and sharing *power*, surfacing *ideas*, and moderating *tension* are like preparing a room to be painted: critical; sometimes difficult, but not enough. At the end of the day, *leadership must be accomplishment*. Larry Bossidy's *Execution: The Discipline of Getting Things Done* serves as a reminder of the importance of this. And GE's Jack Welch said it succinctly when he was recruiting: "I was really looking for people who were filled with passion and a desire to get things done."

Gaining power, generating ideas, and moderating tension can be done in any order, or even at the same time. Then, great leaders use what they have built to get the work done. In some cases they will spend all of their informal power, at least temporarily, to keep people focused. They will have to discard some great ideas. Tension may spike. But when the right work gets completed, all involved get a windfall.

**Sidebar: Work Actions**

Geoffery Colvin, Fortune columnist, said “the main reasons CEOs fail is not mistakes in strategy or finance but simple inability to execute - to get done what they wanted to get done. Once you have your power, tension, and ideas set up, then, you have to make it happen. Here are some techniques:

Leadership Skill →	Completing the Work	Preventing the Wrong Work
You need to work on <i>work</i> ...	If not enough in your environment gets done If people around you are frustrating your work	If there are large amounts of waste and pork projects If completing insignificant projects are creating a false sense of accomplishment
Everyday, as often as you can, make sure you...	Focus on completing the right work Reiterate the goals of the organization	Argue against the wrong work. Introduce alternatives to the wrong work Reiterate the goals of the organization
Focus on developing or acquiring some of these <i>work</i> skills...	Time Management Project Management Execution Management principles Streamlining business processes	Constructive conflict Disagreeing well Confrontational skills
If the focus is right...	Cultures that manage work well tend to have a results-oriented culture with strong metrics and accountability.	
If there is too much focus...	Cultures that overly focus on work stifle any new ideas, focus on short-term results, and have low customer satisfaction.	Cultures that overly criticize disempower the members and prevent people from learning.

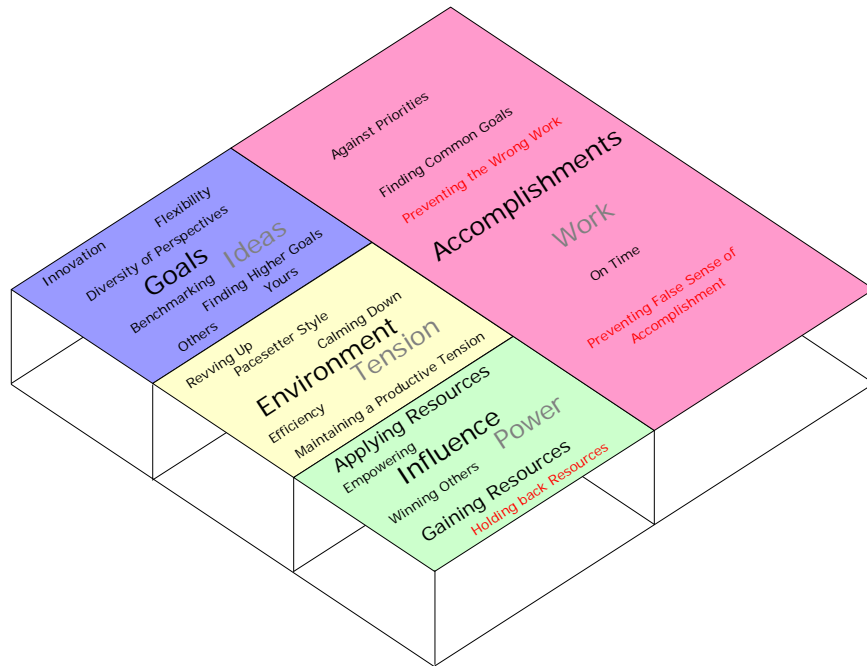
**Broad Work Skills**

**All Things in Balance: Common Misuses of Leadership Systems**

One of the critical payoffs of understanding the leadership system is seeing how many people have crippling habits around using selective, unbalanced versions of it.

Some people love **power**, and will work towards gaining it for themselves as an end. Said Gerry Spence; “Many in positions of power take up such posts in the fulfillment of a neurotic need to exercise power over others.” One reason why power-hoarding is ineffective is that sharing power is essential for generating ideas. Many junior employees who have great ideas but little political capital, informal authority, or formal authority will not introduce their ideas for fear of having them shot down. The power-grabbers do not realize intuitively that each time they miss a leadership opportunity to help a group complete the right work, their power actually ebbs away. We have all seen people grow increasingly manipulative trying to over-compensate for a lack of results.

Balanced Elements of Leadership:

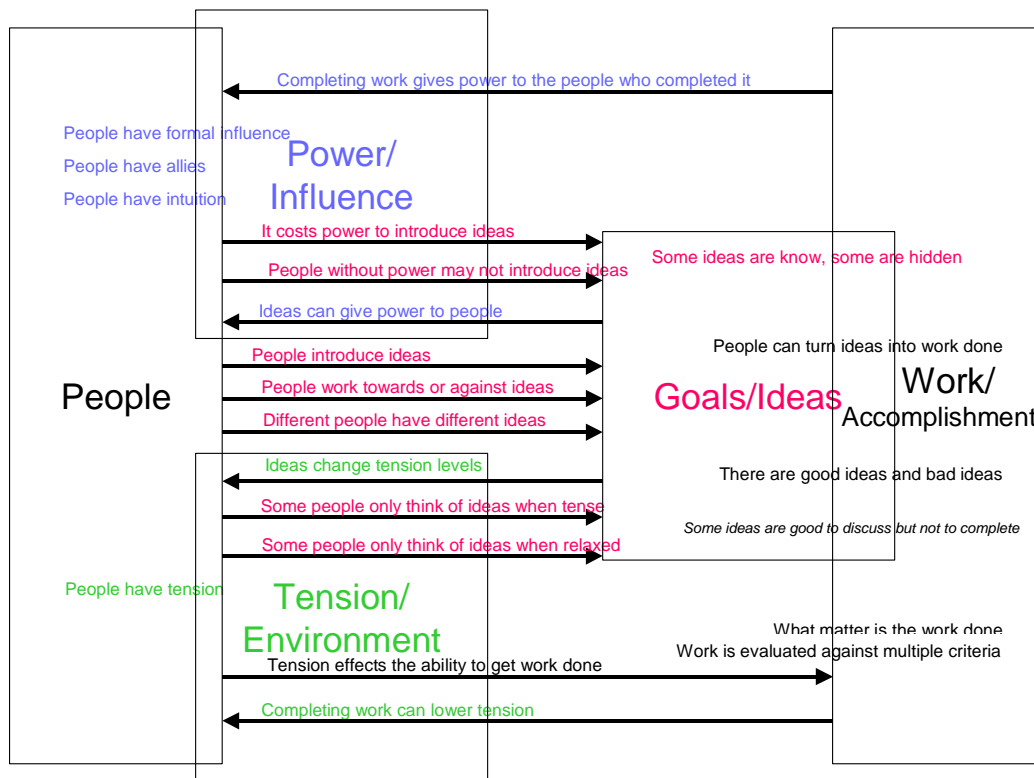


Other people are constantly lowering or constantly raising **tension**. Some people epitomize calm in their speech and manner, and relax everyone around them. They are never angry. Other people are whirlwinds, making everyone uncomfortable the moment they walk into a room. Sometimes these people can be perfect for a situation. But to apply these tension strategies indiscriminately ensures that they are misused far too often.

Some people see their value as coming up with **new ideas**. They bring up one, then another, then another. They switch between them. They see their ascension as the direct result of coming up with the right idea. Others, however, view them as flaky and unfocused.

I have seen other people who view their day as a failure unless they have produced some **work**. Any work. I have talked to so many new managers, who, when I asked them, "How was your day," would respond with a variation of, "Terrible. All I did was talk to people all day. I didn't get anything done." Other people, especially corporate staffers, will do a perfect set-up, but never actually pull the trigger on any project. They would rather perpetually analyze than commit.

These need to be balanced, because they all impact each other. Just some of the relationships as shown here:



Many experts have already put linear labels on pre-canned formulas for negotiating these leadership systems. Here are some examples.

- Being *directive* means getting work done quickly and preventing alternative ideas from surfacing.
- Being *empowering* or *delegating* means pulling back on your own influence, building competencies in others, while accepting that the result might be different than what you had in mind and take longer to complete as well.
- Being *transactive* means trading influence or power to accomplish something important.

But the challenge with all of these pre-canned strategies is not only that our initial reads are often inaccurate, but also leadership situations change moment by moment. What starts as needing a *directive* approach may detour into requiring another leadership style, say *participative*. It is only by constantly monitoring the leadership *system* that we can predictably and successfully influence it. (And thereby achieve outcomes that will be measured favorably against criteria, personal and enterprise, day-to-day and transformational.)

### **Sidebar: Dynamic Systems Skills**

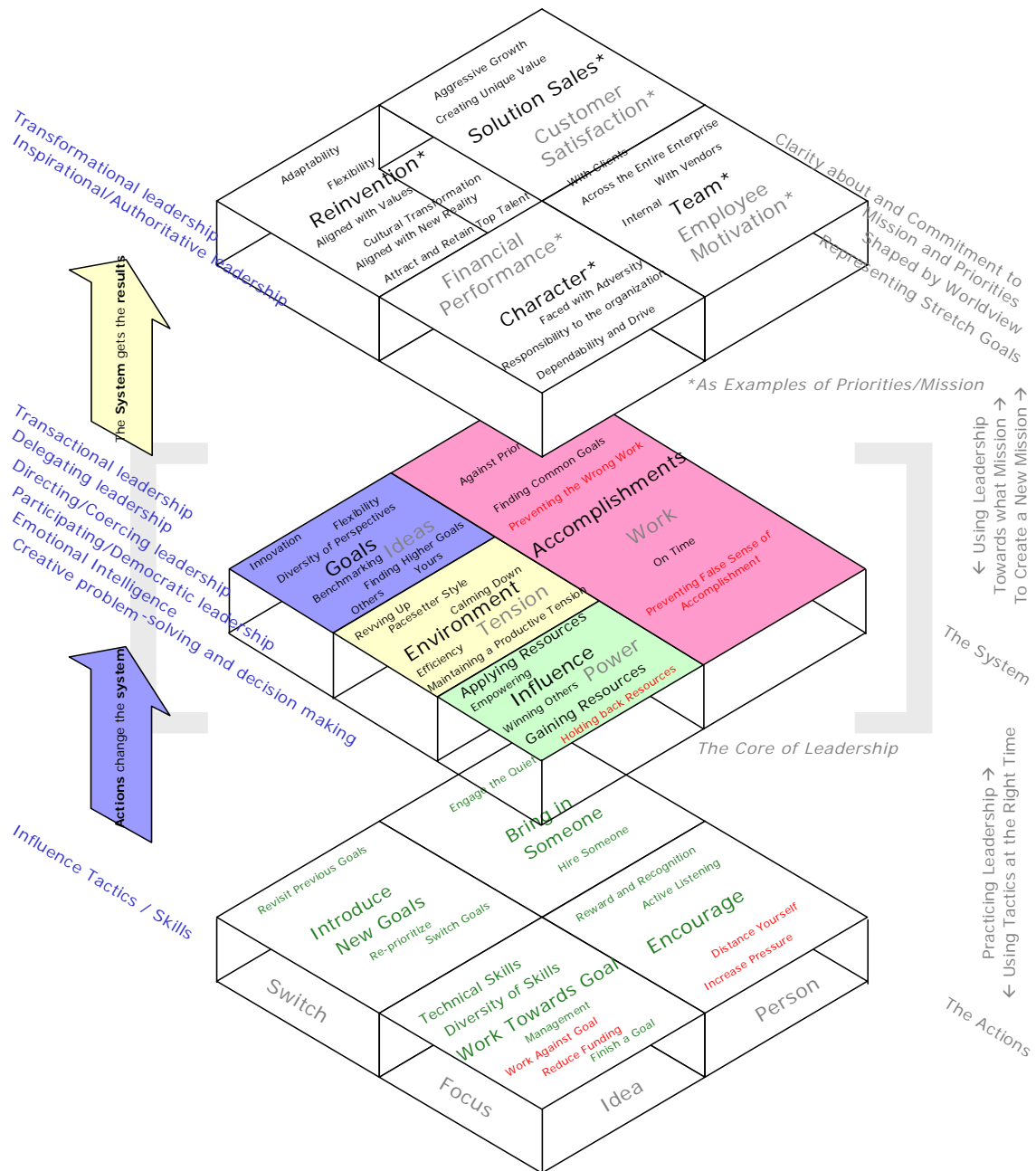
Leadership is a dynamic systems skill, rather than a linear process skill. It is a skill around constantly juggling, managing a portfolio, making instant trade-offs and dealing with unintended consequences. For example, in some cases, if you have a surplus of one of the key elements, you can leverage it to gain more of another (like spending currency). This chart gives some specifics.

From/to	...To Gain Power	...To Gain Ideas	...To Moderate Tension	...To Complete Work
Trading Power...	-	Listen, Introduce a controversial idea	Introduce or reintroduce a charged or relaxing idea, Oppose popular work	Focus the group on the right work Redirect their attention if need be Keep the group focused on unpopular work
Trading Future Ideas...	Do all of the work yourself/take all of the credit yourself	-	Constantly moderate tension	Commit to an idea before alternatives are explored
Trading a Productive Tension...	Compliment people	Move tension to an extreme	-	Focus on a critical idea that raises or lowers tension beyond the productive levels
Trading Work...	Complete an idea that you supported, but with which you may not agree, Discuss an idea that you introduced ('your idea')	Complete distracting work, Share in the completing of an idea to give everybody personal influence	Finish an idea to lower tension	-

### Making Trade Offs

# Summary of Leadership Content Across Types

A summary of leadership with regards to the three layers of leadership content looks like this:



Unless one considers all three layers, every leadership development program is challenged. For a simple example, if an organization says that they value *innovation*, does that mean they raise awareness about and provide feedback on the:

- Action level - coming up with a good idea?





Independent third parties evaluated the effectiveness of this leadership content against other forms of more traditional content. Here are three case studies, one from a corporate/Fortune 100 environment, one from a military environment, and one from an academic, executive education environment.

### **Corporate Case Study: Fortune 100 Company: An Extra Day Every Week of Work**

#### ***Background***

A Fortune 100 company needed groups to relate better across departments, achieve desired meeting outcomes, better use time, and build healthy relationships. To create “influential leaders” the division heads brought in this *action|system|results* model of leadership.

#### ***Process***

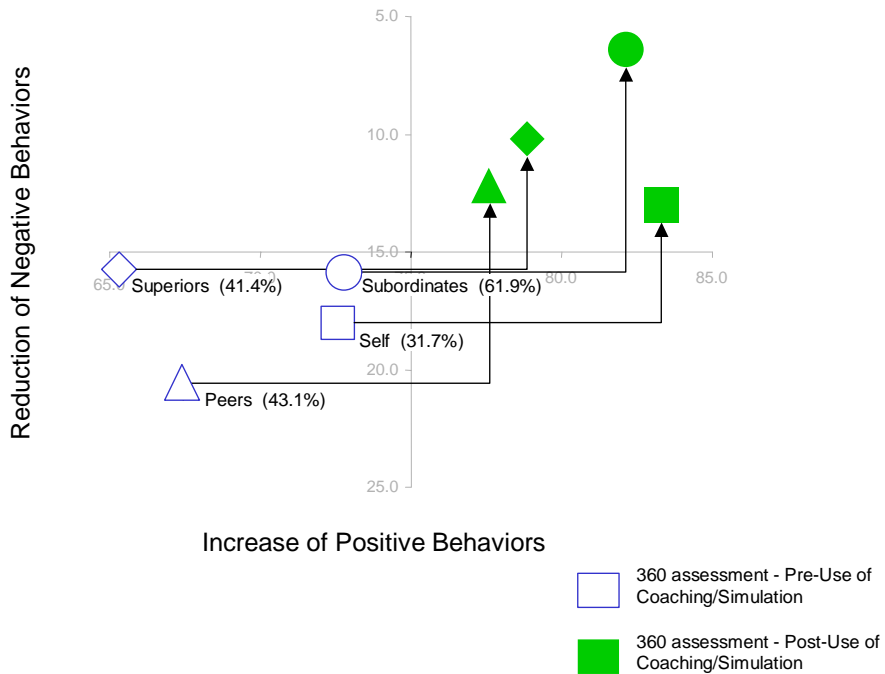
A 360 pre-assessment was conducted around the participants. The managers themselves, their peers, their subordinates, and their supervisors were given an extensive questionnaire about the managers’ performances.

The managers were then introduced to VLeader, and were required to spend eight two-hour lab sessions practicing on the simulator, broken up over four weeks. The labs were available twice a week, allowing flexibility of the managers, and were staffed with a facilitator to answer questions and provide background. Half way through the lab sessions, the facilitator spent one-on-one time with each participant, reviewing the results of their original 360 assessment, and putting it in context of their behavior in the simulator.

The participants “graduated” five weeks after they began the program. Then, six months after the program began (five months after the last contact), the managers again were assessed both on business performance changes (something the organization rigorously tested), and a second 360 evaluation.

#### ***Results***

The participants who went through the *action|system|results* model of leadership improved their teams’ relative performance rankings (a non-subjective metric on volume of successful client jobs completed), on average, 22.0%.



Just as relevant was the way that these managers got these accelerated results. Six months after the program, the increases in positive behaviors and the cessations of negative behavior across peers, subordinates, and superiors were unprecedented in GEMA™-Lead360 's fifteen-year history.

Positive Behaviors - Service Beyond Self		Pre	Post	Difference Scores	% Increase
Contribution	Self	69.2	81.1	11.9	17.2%
	Superiors	61.3	72.5	11.2	18.3%
	Peers	63.9	75.5	11.6	18.2%
	Subordinates	69.4	77.6	8.2	11.8%
Cooperation	Self	75.8	86.3	10.5	13.9%
	Superiors	65.2	86.2	21.0	32.2%
	Peers	68.3	77.0	8.7	12.7%
	Subordinates	71.8	82.8	11.0	15.3%
Connection	Self	72.6	82.4	9.8	13.5%
	Superiors	69.2	77.6	8.4	12.1%
	Peers	69.7	80.0	10.3	14.8%
	Subordinates	76.8	85.8	9.0	11.7%
<b>Average Increase</b>					<b>16.0%</b>

<b>Negative Behaviors - Self Beyond Service</b>		Pre	Post	Difference Score	% Decrease
Superiority	Self	15.8	9.4	-6.4	-40.5%
	Superiors	12.8	7.8	-5.0	-39.1%
	Peers	21.6	10.4	-11.2	-51.9%
	Subordinates	13.2	4.6	-8.6	-65.2%
Domination	Self	16.1	13.6	-2.5	-15.5%
	Superiors	15.4	10.0	-5.4	-35.1%
	Peers	20.1	10.4	-9.7	-48.3%
	Subordinates	17.3	6.6	-10.7	-61.8%
Withdrawal	Self	22.1	15.9	-6.2	-28.1%
	Superiors	18.7	12.5	-6.2	-33.2%
	Peers	19.6	15.5	-4.1	-20.9%
	Subordinates	16.7	7.6	-9.1	-54.5%
<b>Average Decrease</b>					<b>-41.2%</b>

The *action|system|results* model of leadership supported the increase of positive behaviors., but even more reduced the occurrences of negative behavior. The student themselves, curiously, were least aware of their new capability, suggesting the value external measurement rather than self-assessment.

### **Summary**

The corporate managers that went through the program significantly improved their value to their organization, including their professional value, while strengthening their relationship with their peers, supervisors, and subordinates.

## **Military Case Study: United States Military Academy - *Action|System|Results* Model of Leadership Beats Linear Content**

### **Background**

The United States Army has a highly developed doctrine on the process of leaders development. Recently the Army has put new emphasis on the self-development pillar to promote the development of self-awareness through the Leader Development Portfolio (LDP), which has elicited new approaches to training.

### **Process**

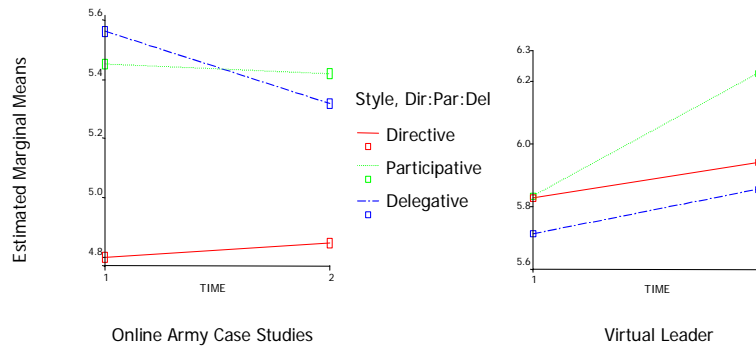
Twenty-six cadets at the United States Military Academy were randomly assigned to either a story based case study (control condition) or the *action|system|results* model of leadership (experimental condition) group.

The *control condition* consisted of a series of Army leadership related “interactive” case studies (branching story style simulations) created by the Army Research Institute, and the experimental condition used a non-customized version of the VLeader simulation.

Initial leadership tendencies were measured. Participants worked through their respectively assigned methods in a completely *self-paced* process. Participants then were measured on their preferences for leadership styles through:

- a pre and post instruction survey for each of the styles, and
- the ability to apply the right leadership style to the right situation, with the “right” answer and approach determined by seasoned military officers.

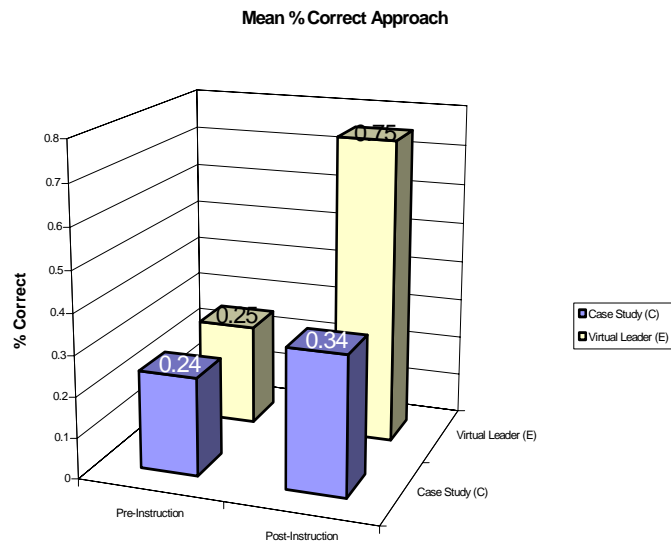
## Results



### Military Case Study versus *Action|System|Results* model in Leadership Comfort Levels.

First, users of *action|system|results* model of leadership showed an increase in the comfort levels with all three leadership styles.

The graph on the left shows the mean comfort level score for the Case Study/ control condition group. The graph shows no overall change, but a surprising and statistically significant decrease in the comfort level with the Delegative style. The chart on the right shows the mean comfort level score within the *action|system|results* group (the experimental condition). The graph shows an overall increase for each style with the greatest increase in the Participative style, the goal of the program.



### Increase in Application of Correct Leadership Approach

More importantly, the study found support for the hypothesis that the simulation method increases the ability to correctly *apply* theory taught within a program of instruction compared to case studies.

### Summary

The general *action|system|results* model of leadership increased the users' comfort with and use of alternative leadership styles over the Army-specific branching story case studies.

## Academic Case Study: Executives in Class - From “Recalling” To “Applying” New Knowledge

### Background

Dr. John Dunning, Professor of Organizational Behavior (OB) at Troy University, discovered that despite the popularity and high marks given by students to a required capstone Public Administration OB class, when he surveyed multiple classes six months after the courses were over, the knowledge and theories learned were not being applied in the workplace.

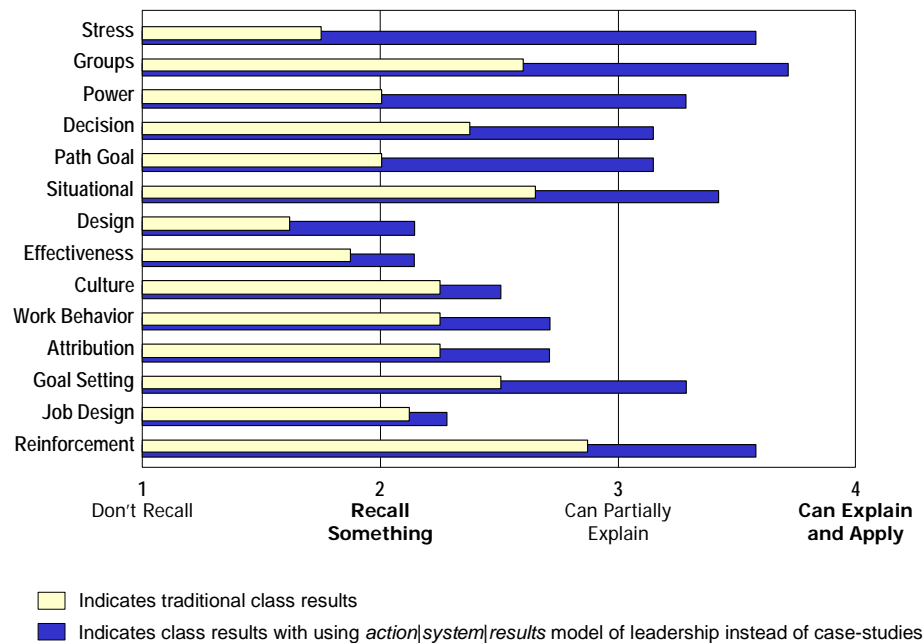
### Process

John Dunning ran two Organizational Behavior classes. One class studied using the more traditional curriculum, and one class used the *action|system|results* model of leadership and simulation *instead* of reading some case studies and writing some papers.

The simulation class was broken up into three teams. These teams worked *to support each other* to complete each of the scenarios using different leadership styles. Each team also *competed* with the other two teams for high scores.

### Results

Six months after both classes were over, Dr. Dunning again polled the students. The differences between the two classes were significant. The traditional class using case studies and reports, as was consistent with the earlier surveys, could recall some portion of class material.



But the students who went through the class that used the *action|system|results* model of leadership had significantly greater occurrences of both being able to explain the material and, most importantly, being able to apply it.

### Action/System/Results Model of Leadership drove Application of Content in Executive Education Environment.

Further, during the after-action-review at the conclusion of the class. Dr. Dunning tallied the following statements:

- 14/15 supported the statement that simulations like VLeader are the “future of learning.”
- 13/15 supported the statement that the *Action|System|Results* model was a valuable tool for learning about theory, and a more accurate and useful leadership approach than more academic leadership models.

## A Non-Linear Approach to Leadership: Summary

Initial results from the Action|System|Results model of leadership suggest it may be more complete and more helpful than many more traditional approaches. The understanding of both discreet leadership *actions* and the middle “invisible,” non-linear system between the actions and results resolves many leadership paradoxes that were present in more linear models. Further, it significantly accelerates leadership development in individuals, and aligns both a tactical and strategic view.

Meanwhile, this Action|System|Results approach to content also has revolutionary implications outside of leadership. As computer games and other forms of interactive content, and Flash and other types of interactive authoring tools become more prevalent, we may be entering into a next generation of literacy. Here, we will enable the more specific nurturing of many critical skills, including project management, stewardship, security, and innovation, looking at new actions, results, and the often invisible system that connects them.

## About the Author

Clark Aldrich has been called an “E-learning Guru” by *Fortune Magazine*, “Visionary of the Industry” by *Training Magazine*, and a member of “Training’s New Guard” by the American Society of Training and Development for his work as an the international e-learning and educational simulation designer, analyst, and consultant. Noted consultant, he is also the author of hundreds of articles, chapters, keynotes, reports, and columns, as well as the books *Simulations and the Future of Learning* (Wiley, 2004) and *Learning by Doing: A Comprehensive Guide to Simulations, Computer Games, and Pedagogy in E-Learning and other Educational Experiences* (Wiley, 2005). He was the lead designer of *SimuLearn’s Virtual Leader* (Best Online Product of the Year, *T+D magazine*), used in over a hundred business schools, corporations, and the U.S. military, with international versions including Chinese, Japanese, and Korean. Mr. Aldrich has been interviewed as a subject matter expert by *The New York Times*, *Wall Street Journal*, NPR, CNET, *Business 2.0*, *BusinessWeek*, CNNfn, *U.S. News and World Reports*, and others on e-learning and simulations. Previously, he was the research director that had created and was topic leader for Gartner Group’s e-learning coverage.