

they are. To be leading, by definition, is to be in front, breaking new ground, conquering new worlds, moving away from the status quo. Donna Harrison states, "Great leaders are never satisfied with current levels of performance. They constantly strive for higher and higher levels of achievement." They move beyond the status quo themselves, and they ask the same of those around them.

Dissatisfaction with the status quo does not mean a negative attitude or grumbling. It has to do with willingness to be different and take risks. A person who refuses to risk change fails to grow. A leader who loves the status quo soon becomes a follower. Raymond Smith of

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the Bell Atlantic Corporation once remarked, "Taking the safe road, doing your job, and not making any waves may not get you fired (right away, at least), but it sure won't do much for your career or your company over the long haul. We're not dumb. We know that administrators are easy to find and cheap to keep. Leaders—risk takers—are in very short supply. And ones with vision are pure gold."

Risk seems dangerous to people more comfortable with old problems than new solutions. The difference between the energy and time that it takes to put up with the old problems and the energy and time it takes to come up with new solutions is surprisingly small. The difference is attitude. When seeking potential leaders, seek people who seek solutions.

**Seek people
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solutions.**

Good leaders deliberately seek out and find potential leaders. Great leaders not only find them, but transform them into other great leaders. An ability to recognize ability and a strategy for find-

ing leaders make it happen. What is your plan for locating and identifying potential leaders?

The Leader's Crucial Task:

NURTURING POTENTIAL LEADERS

Many organizations today fail to tap into their potential. Why? Because the only reward they give their employees is a paycheck. The relationship between employer and employee never develops beyond that point. Successful organizations take a different approach. In exchange for the work a person gives, he receives not only his paycheck, but also nurturing from the people for whom he works. And nurturing has the ability to transform people's lives.

Once you have identified potential leaders, you need to begin the work of building them into the leaders they can become. To do this you need a strategy. I use the *BEST* acronym as a reminder of what people need when they get started with my organization. They need me to:

Believe in them.
Encourage them.
Share with them.
Trust them.

The *BEST* technique is the beginning of the next element of developing the leaders around you: nurturing potential leaders.

Nurturing has the ability to transform people's lives.

Nurturing benefits everyone. Who wouldn't be more secure and motivated when his leader *believes* in him, *encourages* him, *shares* with him, and *trusts* him? People are more productive when nurtured. Even more important,

nurturing creates a strong emotional and professional foundation within workers who have leadership potential. Later, using training and development, a leader can be built on that foundation.

The nurturing process involves more than just encouragement. It also includes modeling. In fact, the leader's major responsibility in the nurturing process is modeling . . . leadership, a strong work ethic, responsibility, character, openness, consistency, communication, and a belief in people. Even when he is in the process of giving to the people around him, he is also modeling. The modeling process is at its best when a leader chooses a model of his own to emulate and then becomes a model to his team members. As eighteenth-century writer Oliver Goldsmith once said, "People seldom improve when they have no other model but themselves to copy." We leaders must provide ourselves as models to copy.

Mark Twain once joked, "To do right is wonderful. To teach others to do right is even more wonderful—and much easier." I have a corollary to Twain's idea: "To lead others to do right is wonderful. To do right and then lead them is more wonderful—and harder." Like Twain, I recognize that the self-disciplines of doing right and then teaching others to do right are made difficult by human nature. Everyone can find excuses for not giving to those around them. Great leaders know the difficulties and nurture their people anyway. They know that there are people who will respond positively to what they give, and they focus on those positive results.

Here are the things I have found a leader must do to nurture the potential leaders around him.

CHOOSE A LEADERSHIP MODEL FOR YOURSELF.

As leaders, you and I are first responsible for finding good models for ourselves. Give careful thought to which leaders you will follow because they will determine your course. I have developed six questions to ask myself before picking a model to follow:

Does my model's life deserve a following?

This question relates to quality of character. If the answer is not a clear yes, I have to be very careful. I will become like the people I follow, and I don't want models with flawed character.

Does my model's life have a following?

This question looks at credibility. It is possible to be the very first person to discover a leader worth following, but it doesn't happen very often. If the person has no following, he or she may not be worth following.

If my answer to either of the first two questions is no, I don't have to bother with the other four. I need to look for another model.

What is the main strength that influences others to follow my model?

What does the model have to offer me? What is his best? Also note that strong leaders have weaknesses as well as strengths. I don't want to inadvertently emulate the weaknesses.

Does my model produce other leaders?

The answer to this question will tell me whether the model's leadership priorities match mine in regard to developing new leaders.

Is my model's strength reproducible in my life?

If I can't reproduce his strength in my life, his modeling will not benefit me. For instance, if you admire Shaquille O'Neil's ability as a basketball center, but you're only 5 feet 9 inches tall and weigh 170 pounds, you are not going to be able to reproduce his strengths. Find appropriate models . . . but strive for improvement. Don't be too quick to say that a strength is not reproducible. Most are. Don't limit your potential.

If my model's strength is reproducible in my life, what steps must I take to develop and demonstrate that strength?

You must develop a plan of action. If you only answer the questions and never implement a plan to develop those strengths in yourself, you are only performing an intellectual exercise.

The models we choose may or may not be accessible to us in a

personal way. Some may be national figures, such as a president. Or they may be people from history. They can certainly benefit you, but not the way a personal mentor can.

GUIDELINES FOR MENTORING RELATIONSHIPS

When you find someone who can personally mentor you, use these guidelines to help develop a positive mentoring relationship with that person:

Ask the right questions.

Give thought to questions you will ask before you meet with your mentor. Make them strategic for your own growth.

Clarify your level of expectations.

Generally, the goal of mentoring is improvement, not perfection. Perhaps only a few people can be truly excellent—but all of us can become better.

Accept a subordinate, learning position.

Don't let ego get in the way of learning. Trying to impress the mentor with your knowledge or ability will set up a mental barrier between you. It will prevent you from receiving what he is giving.

Respect the mentor but don't idolize him.

Respect allows us to accept what the mentor is teaching. But making the mentor an idol removes the ability to be objective and

critical—faculties we need for adapting a mentor’s knowledge and experience to ourselves.

Immediately put into effect what you are learning.

In the best mentoring relationships, what is learned comes quickly into focus. Learn, practice, and assimilate.

Be disciplined in relating to the mentor.

Arrange for ample and consistent time, select the subject matter in advance, and do your homework to make the sessions profitable.

Reward your mentor with your own progress.

If you show appreciation but make no progress, the mentor experiences failure. Your progress is his highest reward. Strive for growth, then communicate your progress.

Don’t threaten to give up.

Let your mentor know you have made a decision for progress and that you are a persistent person—a determined winner. Then he will know he is not wasting his time.

There is no substitute for your own personal growth. If you are not receiving and growing, you will not be able to give to the people you nurture and develop.

BUILD TRUST

I have learned that trust is the single most important factor in building personal and professional relationships. Warren Bennis and Burt Nanus call trust “the glue that binds followers and leaders together.” Trust implies accountability, predictability, and reliability. More than anything else, followers want to believe in and trust their leaders. They want to be able to say, “Someday I want to be like him or her.” If they don’t trust you, they cannot say it. People first must believe in you before they will follow your leadership.

Trust must be built day by day. It calls for consistency. Some of the ways a leader can betray trust include: breaking promises, gossiping, withholding information, and being two-faced. These actions destroy the environment of trust necessary for the growth of potential leaders. And when a leader breaks trust, he must work twice as hard to regain it. As Christian leader Cheryl Biehl once said, “One of the realities of life is that if you can’t trust a person at all points, you can’t truly trust him or her at any point.”

Every fall I look forward to seeing poor Charlie Brown try to placekick a football. He always ends up on his face or back because Lucy, his holder, jerks the ball away at the last moment. After she pulls the ball away, Lucy often tells Charlie she is trying to teach him not to be so trusting. But he keeps on trying to kick the football anyway, year after year. Why? Charlie really does want to trust people. Lucy is not a leader, and she never will be. Leadership can only function on the basis of trust; Lucy is untrustworthy.

People will not follow a leader they do not trust. It is the leader’s responsibility to actively develop that trust in him from the people around him. Trust is built on many things:

Leadership can only function on the basis of trust.

T <i>ime.</i>	Take time to listen and give feedback on performance.
R <i>espect.</i>	Give the potential leader respect and he will return it with trust.
U <i>nconditional P</i> <i>ositive R</i> <i>egard.</i>	Show acceptance of the person.
S <i>ensitivity.</i>	Anticipate the feelings and needs of the potential leader.
T <i>ouch.</i>	Give encouragement—a handshake, high five, or pat on the back.

Once people trust their leader as a person, they become able to trust his leadership.

SHOW TRANSPARENCY

All leaders make mistakes. They are a part of life. Successful leaders recognize their errors, learn from them, and work to correct their faults. A study of 105 executives determined many of the characteristics shared by successful executives. One particular trait was identified as the most valuable: They admitted their mistakes and accepted the consequences rather than trying to blame others.

We live among people who try to make someone else responsible for their actions or circumstances. People don't want to reap the consequences of their actions. You can see this attitude everywhere. Television advertisements invite us daily to sue "even if you were at fault in an accident" or "declare bankruptcy" to avoid creditors. A leader who is willing to take responsibility for his actions and be honest and transparent with his people is someone they will admire, respect, and trust. That leader is also someone they can learn from.

OFFER TIME

People cannot be nurtured from a distance or by infrequent, short spurts of attention. They need you to spend time with them—planned time, not just a few words on the way to a meeting. I make it a priority to stay in touch with the leaders in my organization. I plan and perform training sessions for my staff, I schedule one-on-one time for mentoring, and I schedule meetings where team members can share information. Often I'll take a potential leader to lunch. I frequently check with my people to see how their area of responsibility is progressing and give assistance if needed.

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We live in a fast-paced, demanding world, and time is a difficult thing to give. It is a leader's most valuable commodity. Peter Drucker wrote, "Nothing else, perhaps, distinguishes effective executives as much as their tender loving care of time." Time is valuable, but time spent with a potential leader is an investment. When you give of yourself, it benefits you, the organization, and the receiver. Nurturing leaders must maintain a giving attitude. Norman Vincent Peale expressed it well when he said that the man who lives for himself is a failure; the man who lives for others has achieved true success.

BELIEVE IN PEOPLE

When you believe in people, you motivate them and release their potential. And people can sense intuitively when a person really believes in them. Anyone can see people as they are. It takes a leader to see what they can become, encourage them to grow in that direction, and believe that they will do it. People

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always grow toward a leader's expectations, not his criticism and examinations. Examinations merely *gauge* progress. Expectations *promote* progress. You can hire people to work for you, but you must win their hearts by believing in them in order to have them work with you.

GIVE ENCOURAGEMENT

Too many leaders expect their people to encourage themselves. But most people require outside encouragement to propel them forward. It is vital to their growth. Physician George Adams found encouragement to be so vital to a person's existence that he called it "oxygen to the soul."

New leaders need to be encouraged. When they arrive in a new situation, they encounter many changes and undergo many changes themselves. Encouragement helps them reach their potential; it empowers them by giving them energy to continue when they make mistakes.

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Use lots of positive reinforcement with your people. Don't take acceptable work for granted; thank people for it. Praise a person every time you see improvement. And personalize your encouragement any time you can. Remember,

what motivates one person may leave another cold or even irritated. Find out what works with each of your people and use it.

UCLA basketball coach John Wooden told players who scored to give a smile, wink, or nod to the player who gave them a good pass. "What if he's not looking?" asked a team member. Wooden replied, "I guarantee he'll look." Everyone values encouragement and looks for it—especially when his leader is a consistent encourager.

EXHIBIT CONSISTENCY

Consistency is a crucial part of nurturing potential leaders, just as it is in any other kind of nurturing. When we are consistent, our people learn to trust us. They are able to grow and develop because they know what to expect from us. They can answer the question, "What would my leader do in this situation?" when they face difficult decisions. They become secure because they know what our response to them will be, regardless of circumstances.

Perhaps you've heard the story about the farmer who had experienced several bad years. He went to see the manager of his bank:

"I've got some good news and some bad news to tell you. Which would you like to hear first?" the farmer asked.

"Why don't you tell me the bad news first and get it over with?" the banker replied.

"Okay. With the bad drought and inflation and all, I won't be able to pay anything on my mortgage this year, either on the principal or the interest."

"Well, that is pretty bad."

"It gets worse. I also won't be able to pay anything on the loan for all that machinery I bought, not on the principal or interest."

"Wow, is that ever bad!"

"It's worse than that. You remember I also borrowed to buy seed and fertilizer and other supplies. Well, I can't pay anything on that either—principal or interest."

"That's awful and that's enough! Tell me what the good news is."

"The good news," replied the farmer with a smile, "is that I intend to keep on doing business with you."⁵

Fortunately, most of our potential leaders do better than our friend the farmer. Unlike him, they won't need consistent support

for quite so long before they are able to turn things around. When we believe in our potential leaders, and we consistently support and encourage them, we give them the added strength they need to hang in there and perform well for us.

HOLD HOPE HIGH

Hope is one of the greatest gifts leaders can give to those around them. Its power should never be underestimated. It takes a great leader to give hope to people when they can't find it within themselves. Winston Churchill recognized the value of hope. He was prime minister of England during some of the darkest hours of World War II. He was once asked by a reporter what his country's greatest weapon had been against Hitler's Nazi regime. Without pausing for a moment he said: "It was what England's greatest weapon has always been—hope."

It is the leader's job to hold hope high.

People will continue working, struggling, and trying if they have hope. Hope lifts morale. It improves self-image. It reenergizes people. It raises their expectations. It is the leader's job to

hold hope high, to instill it in the people he leads. Our people will have hope only if we give it to them. And we will have hope to give if we maintain the right attitude. Clare Boothe Luce, in *Europe in the Spring*, quotes Battle of Verdun hero Marshal Foch as saying, "There are no hopeless situations: there are only men who have grown hopeless about them."

Maintaining hope comes from seeing the potential in every situation and staying positive despite circumstances. Dr. G. Campbell Morgan tells the story of a man whose shop burned to the ground in the great Chicago fire. He arrived at the ruins the next morning carrying a table and set it up amid the charred debris. Above the table he placed this optimistic sign: "Everything lost except wife,

children, and hope. Business will resume as usual tomorrow morning."

ADD SIGNIFICANCE

No one wants to spend his time doing work that is unimportant. People want to do work that matters. Workers often say things like, "I want to feel that I've achieved, that I've accomplished, that I've made a difference. I want excellence. I want what I do to be important work. I want to make an impact." People want significance.

It is the leader's job to add significance to the lives of the people he leads: One of the ways we can do this is to make them a part of something worthwhile. Too many people simply fall into a comfortable niche in life and stay there rather than pursue goals of significance. Leaders can't afford to do that. Every leader must ask himself, "Do I want survival, success, or significance?" The best leaders desire significance and expend their time and energy in pursuit of their dreams. As former *Washington Post* CEO Katharine Graham said, "To love what you do and feel that it matters—how could anything be more fun?"

Moishe Rosen teaches a one-sentence mental exercise that is an effective tool in helping a person identify his dream. He asks a person to fill in the blanks:

If I had _____,

I would _____.

The idea is that if you had anything you wanted—unlimited time, unlimited money, unlimited information, unlimited staff (all the resources you could ask for)—what would you do? Your answer to that question is your dream.

Acting on your dream adds significance to your life. There is a classic example of this from history. Everyone has heard the story of Isaac Newton's discovery of the law of gravity after observing the fall of an apple. What few people know is that Edmund Halley, the astronomer who discovered Halley's Comet, is almost single-handedly responsible for Newton's theories becoming known. Halley challenged Newton to think through his original notions. He corrected Newton's mathematical errors and prepared geometrical figures to support his work. Not only did he encourage Newton to write his great work, *Mathematical Principles of Natural Philosophy*, but he edited the work, supervised its publication, and financed its printing, even though Newton was wealthier and could easily afford the printing costs.

Halley encouraged Newton to act on his dream, and it added immeasurable significance to his life. Newton began to reap the rewards of prominence almost immediately. Halley received little credit, but he must have gained great satisfaction in knowing he had inspired revolutionary ideas in the advancement of scientific thought.

Identify and pursue your dream. Make it personal, attainable, measurable, visible, and expandable. The desire for significance can stretch us to our very best. And being a part of the achievement of our dream can enrich the lives of those around us.

Another way to add significance to the lives of the people you lead is to show them the big picture and let them know how they contribute to it. Many people get so caught up in the task of the moment that they cannot see the importance of what they do.

A member of my staff who was once dean of a vocational college told me of a day on which he was showing around a new employee. As he introduced each person and described each person's position, the receptionist overheard him say that hers was a very important position. The receptionist commented, "I'm not important. The most important thing I do each day is fill out a report."

"Without you," the dean replied, "this school wouldn't exist. Every new student who comes here talks to you first. If they don't like you, they won't like the school. If they don't like the school, they won't come to school here, and we would soon run out of students. We would have to close our doors."

"Wow! I never thought of it that way," she replied. The dean immediately saw her appear more confident, and she sat up taller behind her desk as she answered the phone. The leader of her department had never explained to her the significance of her job. He had never explained her value to the organization. By seeing the big picture, she had significance added to her life.

PROVIDE SECURITY

Norman Cousins said, "People are never more insecure than when they become obsessed with their fears at the expense of their dreams." People who focus on their fears don't grow. They become paralyzed. Leaders are in a position to provide followers with an environment of security in which they can grow and develop. A potential leader who feels secure is more likely to take risks, try to excel, break new ground, and succeed. Great leaders make their followers feel bigger than they are. Soon the followers begin to think, act, and produce bigger than they are. Finally, they become what they think they are.

Henry Ford once said, "One of the great discoveries a man makes, one of his great surprises, is to find he can do what he was afraid he couldn't do." A nurturing leader provides the security a potential leader needs to make that discovery.

REWARD PRODUCTION

People rise to our level of expectations. They try to give us what we reward. If you want your people to produce, then you must reward production.

Thomas J. Watson, Sr., the founder of IBM, was famous for

carrying a checkbook as he walked through offices and plants. Whenever he saw somebody doing an exceptional job, he wrote out a check to that person. It may have been for \$5, \$10, or \$25. The amounts were small, but the impact of his action was tremendous. In many cases, people never cashed the checks. They framed them and put them on their walls. They found their reward not in the money, but in the personal recognition of their production. That's what gives significance and leads a person to give his personal best.

Even a person who is industrious and hardworking will finally get demoralized if production is discouraged rather than rewarded. You probably remember the children's story of the little red hen, the one who wanted help baking bread. Here is a modern version:

Once upon a time there was a little red hen who scratched about the barnyard until she uncovered some grains of wheat. She called her neighbors and said, "If we plant this wheat, we shall have bread to eat. Who will help me plant it?"

"Not I," said the cow.

"Not I," said the duck.

"Not I," said the pig.

"Not I," said the goose.

"Then I will," said the little red hen, and she did. The wheat grew tall and ripened into golden grain. "Who will help me reap my wheat?" asked the little red hen.

"Not I," said the duck.

"That's out of my classification," said the pig.

"I'd lose my seniority," said the cow.

"I'd lose my unemployment compensation," said the goose.

"Then I will," said the little red hen, and she did.

At last, it came time to bake the bread. "Who will help me bake the bread?" asked the little red hen.

"That would be overtime for me," said the cow.

"I'd lose my welfare benefits," said the duck.

"If I'm to be the only helper, that would be discrimination," said the goose.

"Then I will," said the little red hen. She baked five loaves and held them up for her neighbors to see. They all wanted some. In fact, they demanded a share. But the little red hen said, "No, I can eat the five loaves myself."

"Excess profits," yelled the cow.

"Capitalist leech," cried the duck.

"I demand equal rights," shouted the goose.

The pig just grunted. Then the others hurriedly painted picket signs and marched around, shouting obscenities.

The government agent came and said to the little red hen, "You must not be greedy."

"But I earned the bread," said the little red hen.

"Exactly," said the agent. "That is the wonderful free enterprise system. Anyone in the barnyard can earn as much as he wants. But, under government regulations, the productive workers must divide their product with the idle."

They all lived happily ever after. But the little red hen's neighbors wondered why she never again baked bread.⁶

We leaders must be certain that our people don't feel like the little red hen. We must never be like the government agent. We must give positive acknowledgement and encouragement to the producers, and we must be careful not to reward the idle. Take a hard look at your organization. What are you rewarding?

ESTABLISH A SUPPORT SYSTEM

Develop a support system for employees. Nothing hurts morale more than asking people to do something and not giving them resources to accomplish it. I believe every potential leader needs support in five areas:

Emotional support

Provide a “yes you can” atmosphere. Even when support is lacking in other areas, a person can forge ahead when given emotional support. This support costs the least and yields an incredible return.

Skills training

One of the fastest ways to build people up is to train them. People receiving training perceive that the organization believes in them. And they are more productive because they are more highly skilled.

Money

Invest money in people; it always yields the highest return on your investment.

Stingy leaders produce stingy workers. It is difficult for people to give of themselves when their leader does not give of himself. If you pay peanuts, expect to get monkeys. Invest money in people; it always yields the highest return on your investment.

Equipment

To do the job right, you need the right tools. Too often a poor leader looks at things from a short-term perspective. Investing in the right equipment will give your people the time to be more productive, and it will keep up their morale.

Personnel

Provide the people needed to get the job done. And provide good people. Personnel problems can eat up the time and energy of a potential leader, leaving little time for production.

Create a support system for all the people around you. But increase it for any individual only as he grows and is successful. I have found the familiar 80/20 principle that I discussed at length in *Developing the Leader Within You* holds especially true here. The top 20 percent of the people in the organization will perform 80 percent of the organization's production. So when structuring your support system, provide the top 20 percent producers with 80 percent of the total support.

People who have a support system have the environment and the tools to succeed. They are a part of a cooperative environment. A business training exercise, described in a speech by Tom Geddie of Central and South West Services, is a wonderful illustration of what can happen in a cooperative environment:

Draw an imaginary line on the floor, and put one person on each side. The purpose is to get one person to convince the other, without force, to cross the line. U.S. players almost never convince one another, but their Japanese counterparts simply say, “If you'll cross the line, so will I.” They exchange places and they both win.

The Japanese recognize the importance of cooperation and mutual support. It has been a key to their success in the last fifty years. It can be a key to your success and to that of the leaders around you.

DISCERN AND PERSONALIZE THE POTENTIAL LEADER'S JOURNEY

Teddy Roosevelt once had a little dog that was always getting in fights and always getting licked. Somebody said, "Colonel, he's not much of a fighter." Teddy replied, "Oh, he's a good fighter. He's just a poor judge of dogs."

Leaders must be good at judging others. Leadership expert Peter Drucker has often said, "It is important to disciple a life, not teach a lesson." Discipleship of another person involves discerning where that person is, knowing where he is supposed to go, and giving him what he needs to get there. The person and the assignments he is given must match. As Drucker says, people are much like flowers. One, like a rose, needs fertilizer. Another, more like a rhododendron, doesn't. If you don't give flowers the care they need, they'll never bloom. The leader must be able to tell which is which.

Spend 80 percent of your time on the most promising 20 percent of the potential leaders around you.

In the previous chapter, we discussed the identification of potential leaders. Everyone you recruit for your organization should be a potential leader, but you should not try to personally mentor everyone in your organization. Lead and nurture everyone within your influence, but spend 80 percent of your time on the most promising 20 percent of the potential leaders around you. Here are some guidelines for selecting the right people to mentor and develop:

Select people whose philosophy of life is similar to yours.

It will be difficult to develop someone whose values are too different from yours.

Choose people with potential you genuinely believe in.

If you don't believe in them, you won't give them the time they need. And they will discern your lack of confidence in them. Belief in their potential, on the other hand, will empower them. Some of the nation's greatest professional athletes have come from tiny colleges that receive no publicity. All those ball players needed was for pro scouts to recognize the potential that the right opportunity could bring out. The secret of mentoring in any field is to help a person get where he or she is willing to go.

Determine what they need.

Determining what potential leaders need involves looking at their strengths and weaknesses objectively. Their strengths indicate the directions they need to go, what they can become. Their weaknesses show us what we need to help them improve. Encouraging them in their strengths and helping them overcome their weaknesses will move them closer to reaching their potential.

Evaluate their progress constantly.

People need feedback, especially early in their development. Ben Franklin said, "The eye of the master will do more work than both his hands." He knew that a leader's ability to evaluate was his

greatest strength. An honest mentor will be objective. If necessary, he or she will encourage the person to stay on course, to seek another direction, or even to enter into a relationship with another mentor.

Be committed, serious, and available to the people you mentor.

The development of the potential leaders will be a reflection of your commitment to them: poor commitment equals poor development; great commitment equals great development.

Danny Thomas said, "All of us are born for a reason, but all of us don't discover why. Success in life has nothing to do with what you gain in life or accomplish for yourself. It's what you do for others." By personalizing each person's journey, you are helping him to maximize his potential. You are giving him a chance to discover his purpose. You also maximize his contribution to you and your organization.

Most people agree that nurturing is important to the development of children. However, they often fail to see its importance in the workplace. They assume that potential leaders will nurture themselves. If we as leaders do not nurture the potential leaders around us, they will never develop into the types of leaders we desire. As Ralph Waldo Emerson said, "It is one of the most beautiful compensations of this life that no man can sincerely try to help another without helping himself." When you nurture the people around you, everyone wins.

The Leader's Daily Requirement:

EQUIPPING POTENTIAL LEADERS

At this point you know how to identify potential leaders, how to create a climate in which they can be nurtured, and how to nurture them in some basic ways. It is time to look more specifically at how to prepare them for leadership within the organization. That preparation process is called equipping.

Equipping is similar to training. But I prefer the term "equipping" because it more accurately describes the process potential leaders must go through. Training is generally focused on specific job tasks; for instance, you train a person to use a copy machine or to answer a phone in a particular way. Training is only a part of the equipping process that prepares a person for leadership.

When I think of equipping a potential leader, I think of preparing an unskilled person to scale a tall mountain peak. His preparation is a process. Certainly he needs to be outfitted with equipment, such as cold-weather clothing, ropes, picks, and spikes. He also needs to be trained how to use that equipment.