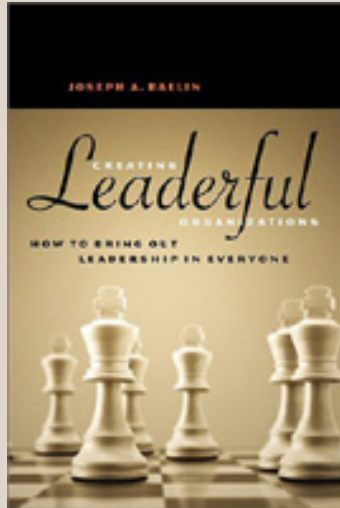# Creating leaderful Organization

How to Bring out Leadership in Everyone

Joseph A. Raelin

Executive Book Summary

Leadership has traditionally resided in one person with many followers. This book presents a new model of mutual leadership, which transforms leadership from one individual responsibility into a new way of working for everyone. Creating Leaderful Organizations demonstrates the four "C" s benefit of this model, shows how them is already working in numerous companies, and offers guidance in implementation.

Raelin, Joseph A.

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Some groups don't lose their leadership when they work in sync like a well-oiled machine. Leadership at this point becomes distributed across all members of the community. It is not leaderless; It is

Chapter 1.   The Tenets of Leaderful Practice

We need to be leaderful because the bureaucracies are broken down by the new forms of organization. Worker may get knowledge more exceed that of their superiors. The conventional boundary which divides "internal" and "external" is challenged by more fluid structure. The concept of world is changing, we can no longer afford to have a mechanistic view of the world. We live in an age specialized but subjective, complex but relational the orders, bosses from the top are not welcome anymore.

Leaderful experience is new. In old structure, heroes are popular. Because people need heroes to guide them out of troubles. Under the umbrella on the top, we feel a sense of security. In that time, most people espouse leaderful beliefs but seldom practice them. Nowadays, hero worship is already outdated in our age. So we don't expect the followers who only wait to act based on the order from leader. We need to be collaborators in leadership.

Subordinates will not only work at a minimum level without motivation. They are already in motion. Organizations need to respond to the diversified environment, so subordinates can not wait for the commandment from the top. In the process of practicing leaderful form, we will encounter many difficulties. The author suggest that we would rather have leaderful individuals working together to manage our own conflicts.

"Leaderful Practice"
-To build a community where everyone shares the experience of serving a leader, not serially, but concurrently and collectively.
Four critical processes of leadership
-Set mission, actualize goals, sustain commitment, respond to changes
Four tenets of conventional leadership
-Serial, individual, controlling, dispassionate
Meaning of "leaderful"
-Community is a social structure in which members already have or may establish human contact with others
four "C" s of leaderful leadership:
Concurrent, collective, collaborative, compassionate

We need to get together!

We need organizations that empower anyone with the capability and the willingness to assume leadership in the moment…Alas, We are in together. The essence of leadership is collaboration and mutuality.

Chapter 2. The distinctiveness of Leaderful Practice

The Concern about Authority
The author pointes that leaderful form contains hierarchies and everyone can be delegates to assume responsibility. Leadership distribute from the executives down to a series of manager and down to the lower levels. The managers at all levels in organizational structure need to exhibit flexibility and adaptability in the face of dynamic environment.

Structure Foundations
Because in the information age which has a requirement of nimble respond, we need to entertain forms of collective organization. In organizational form, fluid and permeable boundaries are required. Managers increasingly guide cooperation instead of task accomplishment. Many organizations reforms by making them small, or splitting up units or training managers live with uncertainty.

Leadership and Followership
The author pointed the leadership and followership are actually the same process. We no longer need leaders "out in front" and followers "back in line". By analyzing the "vertical dyadic linkage" theory, the uplift to contribute toward a collective mission. So in order to create meaningful communities, we need to abandon the followership.

Managers can be leaders
In Abraham Zaleznik's book "Harvard Business Review", there are lots of distinctions between managers and leaders. But the author criticizes his view and points that the managers can be leaders because leaders can emerge anywhere, any time, and be anyone. Because of the day-to-day operations, managers have many opportunities to emerge as leaders and they also can support others to take leadership. Besides, managers and everyone can be leaders without training or taking courses.

At the end of this chapter, author records a dialog between him and his friend Robert who has a traditional view of leadership. The author restate his point of view that we need a community of mutual learners and creators, in which vision and mission are shared and created together but not reside in one individual.

Chapter 3. The Challenge of Leaderful Practice

Preparing for leaderful practice
First, Leaderful adoption may meet the difficulties when many subordinates are not ready. Additionally, leaderful community can not be built in a short time. It needs to be organized step by step. For solving this problem, official leader should promote and take the traditional leadership role at the beginning and gradually involve all the members into the critical policy matters. And then, the members can start to assume authority for their own action. Second, leaderful practice promoters also will meet various members who would rather work alone on wants more privileges. Besides, diversity of industries and culture values may also cause the difficulties in the preparing process. Another reason is from the facilitators who just "show up" the expect to the members to take over the leadership themselves.

Working with the Resistant Employees
Practicioners probably encounter variety of "problematic" employees who are resisting leaderful practice because of beliefs or situations in which the former one is more difficult to cope with. The attitudinal resistances are caused by individuals do not believe the leadership can be collective or collaborative, individuals are afraid of overwork, or the opponents member of leaderful practice. For these reasons, facilitator can have an honest and open conversation with them.

By listening individuals' reservations, facilitators can give their professional suggestions to acknowledge resister.

Sharing the Roles of Leadership
Members may also need to learn to self-manage four critical leadership-envisioning, organizing, spanning and maintaining which are just consistent with the four critical process of leadership. Author introduces Belbin's Eight Team Roles consist of shaper, implementer, coordinator, completer finisher, monitor-evaluator, team builder, creator and resource investigator. It is equally important that members share leadership role and recognize that they need to be differentially emphasized in the community's life.

1. Self-Awareness First

First, ask yourself questions privately to gain some awareness of your own actions. Leaderful practice begin with a personal awareness of your capacity. We need to awake from the autopilot of success and achievement in order to rediscover ourselves. Self-discovery needs the ability, willingness and courage to retrace the inner reasoning and the behavioral steps which cause the action played out. Author cites the theories of self-discovery from Barbara. Mackoff and Gary Wenet, Robert Lee and Sara King, and Kevin Cashman for revealing how inner us importantly affect our behaviors acted outside.

Second, to implement self-discovery, we need to reach out other colleagues to get feedback and ask questions to ourselves persistently. We should scan ourselves by using both feedback from outside and test from inside. Besides, it also requires reflective space to evaluate and interpret the information that you obtain. Some companies hire coaching and mentor to facilitate this process, and individuals can benefit from collective reflection in a gathering way.

Third, knowing ourselves is not enough. We need to know how our behaviors impact on others.

Sometime, people should retain their grouchiness and have a inclination towards positive attitude such as humor and kindness. It is a requisite for most communities flourish.

2. From Self-Awareness to Self- and Team Leadership

Having mastered a degrees of self-leadership in themselves, position leaders can begin to model this behavior for others. As a coach, leaders can encourage the associates to experiment with similar behavioral and cognitive strategies. At the same time, the link between self- and team leadership is enhanced when team members aligned with each others.

The collaboration will make limitation in isolated opinion become strong by using with others. The author recommends four steps which can decrease the team empowerment venture. First step: Boundary management. Official supervisors need to learn to stay out of the way when team members solve their own problems. Second step: Procedures and Systems- call on the members establish their own goals, standards and relation with customers in the working. Third step: Human resource management-encourage team to determine their own compensation system. Fourth step: Social structure-give permission to let the team search whatever they need to accomplish the work.

> " I wish I had more practice in letting go, having faith in the flow of things, and realizing that we are not the center of the universe."
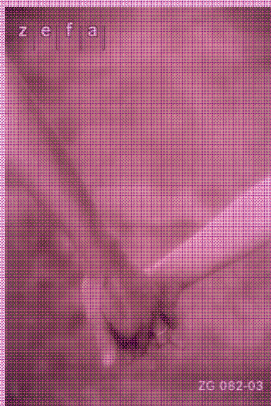
3. Development of Organizational Practice

The author also points that: preparing an organization to embrace leaderful practice require efforts at the organizational or system level as well as the individual and team levels. Top management need to turn over the reins of power; the organization-wide level need to be ready to support the collective functioning; facilitators need to work initially and prepare its member to develop their team leadership such as building trust; employees need to get sufficient ability and willing ness to accept a self-directed approach.

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Because leaderful behavior is inherently collaborative, so it builds capacity to take mutual action and ignites the natural talent in people to contribute to the productiveness and growth of the community.

Bottom line Impact

The contribution that people do to fulfill their potential in a community is called "bottom line" business effects which functions positively and evidently in the quality and productivity of the communities. Many companies paid attentions to the participative and democratic management to improve bottom-line results. Although there are not yet studies that link the leaderful practice and bottom-line results, the studies of participative management revealed that when implemented properly, leaderful approach must take into the organizational management. And then, the author also asserts that leaderful practice requires people to be engaged need to have the ability, motivation, and confidence to participate in leadership. Besides, endorsement of power is needed too. When these conditions are met, bottom-line results will accrue to the organization through some intervening processes

bility, learning, supervision, resiliency, proactivity, output, and commitment. Finally, the author points to achieve positive bottom-line results, organizations need to involve all the employees into the decision-making process.

Bringing Your Whole Person to Work

Leaderful practice inspire geniuses among community members, enabling them to bring their whole person to work. In addition, genuineness can contribute to worker satisfaction and retention. The author points the people who in the managerial position might be isolated by subordinates who silently resist the decision made by manager. By this, the author writes that it is not necessary for them to suppress their deep opinion and feeling. We need all the members in the community express themselves and be themselves. The other dilemma puzzled the people in managerial position that they can not be the one of social members but can only stay alone and the subordinates do not open up because they do not trust. To deal with this problem, the author suggests managers to improve the authenticity in the talking among the members and spend more time to get to know the colleagues compassionately. The collective and compassionate approach which expresses a humility that seeks to serve others will help to build more free and liberated relationship in the community.

People learn to count on others because they have learned that each member, even the weakest, will be kept in mind as decisions are made and actions are taken.

Part Two. Uncovering the Traditions of Leaderful Practice

The author mentions that the leaderful concept is not entirely new. It has emerged from the work of many practitioners. The part two of this book is mainly present some of the noble traditions which will reveal some incredibly useful ideas about how to develop the leaderful practice. In addition, the author also provide a Leaderful Questionnaire for readers assessing their relative predisposition on each element of leaderful. practice. After completing this questionnaire, by using the scoring instructions, readers can obtain their leaderful potential on each of the four C's.

Chapter 6. Concurrent Leadership

Introduction:

If the group member can work independently and interdependently, the leadership can extend beyond the mantle of authority. Concurrent leadership to the position leaders means release responsibility to everyone in the community but not "off-load" administrative responsibilities.

To facilitate the emergence of concurrent leadership, position leaders need to lead group members to a state of self-direction. In the team, facilitators need to diagnose the readiness level of their team, responsively intervene and encourage members to take some time to work through their interpersonal difficulties. On external level, facilitators need to protect the team from outside influences that might disturb its internal functioning, and sometime even, need to link members from various team who have compatible interests and resource for the well development of the team. Finally, beside the members developing themselves, the position leaders may need to learn team facilitation skills.

Two Section:

The Leader as Situational Manager

For adapting the multifaceted, dynamic organizations of the modern era, leaderful managers are needed to perform a variety of leadership functions and vary them with the situations that they encounter. Situational managers are also needed to recognize the varying degree of ability and motivation of the members and accept two fundamental assumptions underlying the situational approach: First, diagnose varying conditions in the community. Second, on the basis of the diagnosis, the manager can adjust his or her managerial style accordingly. The author depicts the life-cycle approach of Hersey and Blanchard which specifies four styles that managers can adopt in developing their team members to accept leaderful conditions. The four styles are "tell" style, "coaching" style, "delegating" style. Hersey and Blanchard also propose two dimensions that characterize the nature of followers: their abilities including experience, knowledge, capacity and their willingness consisted of interesting, motivation, confidence. Have judged the follower's personality and preference by using the theories above, position leaders can adjust their style of the leadership accordingly. When dealing with workers who have varying abilities and willingness, position leaders should provide continuing support and encouragement during the developmental phase. After that position leaders need to alternate between a coaching and joining style by intervening directly or helping them to solve the problems themselves. The leaderful style is more akin with joining style than delegating style. In leaderful practice, the position leader remains part of the group but not go away as "delegating". Meanwhile, leaders have to decide how much of a role they should play in the team. Finally, delegation and participation are aligned when in team sufficient trust is developed and "followers" are no longer needed.

The Leader as Team Facilitator

Through telling a "Mountain boy" story, the author asserts that leadership may emerge from anyone who has expertise in the community at any time, and more than one leader may operate within a community. The leader who operates with bureaucratic authority does not necessarily give up his or her leadership when exerted by someone else. Team leadership based on the idea of concurrency will emphasize people's expertise and contributions. The author also introduces Kimball Fisher's concept that the facilitator works on not in the system. Explicitly, nominal leaders initially design the team and provide the relative resources. Once the team is in place, the official managers just need to facilitate the team work if necessary but not supervise team members.

Team Development

The team facilitator also has to raise awareness of and help the group manage its natural dynamics so that members realize not only the challenge but also the benefit of developing their team. By using particular style of intervention to move groups through their diverse natural stages of development. The author introduces Tuckman's model outlines four stages, attending to which groups will achieve effectiveness: "Forming" stage, "Storming" stage "Norming" stage: "Performing" stage: The author also mentioned the "Nut Island Effect" created by Boston Harbor to prove that the isolated way may result a failure in team development, so team can be more suc-

cessful if relate to wider organization. Besides, the aphorism from Alain Godard states that team member can improve themselves during contributing to their team.

Facilitation Behavior

Facilitators can word with group in two principal behaviors- Task behaviors is prescriptive about member roles and assignment and about what the group need to do; Maintenance behavior is concerned with providing support and encouragement to group members, facilitating their interaction, and involving them in decision making. The proper combination of two behaviors is required in the development facilitating. According four stages and four leadership styles depicted above. The "telling" style, namely in the forming stage, it is appropriate to use high degree of task behavior and low degree of maintenance behavior. In order to set up the group, facilitators need to help members clarify their task, establish the climate and set goals, but not necessarily provide too many support. By the storming stage, as same as the "coaching" style, the facilitator has to increase the level of maintenance to balance task provision. Because in this period, facilitators need to both provide problem-solving skills and insisting the common goal in the group. The "joining" style aligns with the norming stage as the facilitator need to diminish the task and goal clarification and apply moderate mainte-

nance functions to the members. Finally, in the performing stage, the facilitator uses a "delegating" style when the group itself begin to take responsibility and maintenance functions. In the last stage, facilitator also need to identify the individual resistance and take appropriate action. The author proposes seven sources of resistance: Managerial support, Trust, Role clarity, Cultural values, Tolerance for change, workload distribution, and social support. By identifying the resistance factors, facilitators can deal with them with adaptable responses or in varying periods.

Boundary Management

Boundary management defined as co-ordinations the internal and external functions of a team, also encourages the concurrent sharing of leadership within the team. However, the team must have developed itself to really self-directed then the position leaders can adopt the boundary management. Position leaders need to notice purposely if there is just a surface cohesive in the team. Additionally, even if the group has readiness to handle its own problems, it is not proper to leave the group alone too long.

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Chapter 7. Collective Leadership

1. The leader as Steward

Leaderful practice subscribes in part to the stewardship view of leadership, which premise that no one person has an automatic right to a position power. The stewardship process in a highly developed group thus promotes collective leadership in order to actualize the welfare and good of the whole. Unfortunately, stewardship perspective has a great fault that advocate one's ambitions at the expense of others.

The author also introduces another conception of "servant-leadership" from Robert Greenleaf which emphasizes how to communicate with subordinates to gain their commitment. But servant-leadership also advocates followership dependency, which undermined the opportunity for collective leadership.

2. The leader as Learner

For leading the community on track, leaders need to learn constantly. For leaders, the process of learning is often painful which may takes longtime, and leaders are needed to be willing to face the reality that they are indeed incompetent with some problems and relevant issues.

The Leader with all the answers

Learning is a preferably a collective process because it needs to extend beyond the individual. It is impossible that a person with all the answers living in the knowledge society.

Double-Loop Learning

The "Model I" world, which was called by Chris Argyris as the same meaning of controlling system. Actually, the "Model I" system represents the nonlearning orientation. To change the situation, the leaders need to be sub- mit the community to a conflict of views rather than suppressing the inevitable disagreement, and then they can become the practitioner in "Model II" world. In a "Model II" world, there is a belief that the entire community can search and learn together and that all members become mutually responsible for the decisions and actions of the community. Learning is intimately tied to a collective consciousness that encourages a constant re-examination of meaning. With the involvement of fellow compatriots, learning leaders uncover the implicit procedures and assumptions in use-referred to as "double-loop learning".

Co-learning

In order to create and sustain a learning orientation everyone in the organization has to be seen as a co-learner. An effective way is involving all the employees in the learning is through employee stock ownership.

Work-Based Learning

When we build change into the process of work itself, it can be introduced as part of a system-wide endeavor involving the stakeholders necessary to the change.

3. The Leader as Meaning-Maker

Making meaning for the community is a very critical that one has to merely help the group make sense of what people do when they work together. Anyone in the community can perform his role.

Visioning

In conventional view, it is common that leaders to perform the mission-setting process for workers by aligning the organization with the strategy or cascading the vision down the ranks. The tacit operating assumption is that the staff does the doing and the leaders do the thinking. Visions are preferably co-created. Minimally, they arise out of the community in its very work. The vision is often already present, and it just needs articulation. It is more important to detect the meaning than create them.

Meaning-Making

In addition, managers as meaning-makers are as much responsible for encouraging others to articulate the meaning of the community as for doing it themselves. The author also point that it may very complex to be a meaning-maker because members may be at a different level of agreement at any point regarding the community's mental models . Actually, meaning-makers are the members who tend to be particularly observant people intimately involved in their communities.

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Chapter 8. Collaborative Leadership

Collaborative leadership makes inherent sense. Collaboration practice, which is inviting all members of a community, represents a fundamental condition underlying leaderful practice. Three sections indicate how to develop collaborative leadership:

1. The Leader as Change Agent

First, the agent can be as much a servant as a director. The leaderful leader can shape the direction and additionally serve as a model of changeability. Change is a tough task probably as well. The author recommends two processes to make the change easier: Involve the people into the designing of the change and a change effort.

Resistance

To overcome resistance, leader can give help by using an open dialogue or incorporating the resistance into the change. The change agent need to choose from a choice of increasing the strength of the facilitating forces or reducing the strength of the resisting forces and the latter is recommended. Faced with the disconfirming data, community member have five type of losses defined by Scott and Jaffe including security, competence, relationships, sense of direction, and territory. To replace such unfortunate reactions, leaderful change agents may can help them confront the psychological assumptions behind their resistance.

Stage of Change

People encounter the change by awaking from the first stage-contentment. Then the change leader need to give people time to release their confusion in the second stage-denial. Shortly, resistance will emerge captured in two components: counterproductive and nonproductive. Once people reach some comfort, they may start learning process named exploration stage. In the last renewal stage, leaders will require the institutionalization of the change.

Communication of Change

The author introduce the CUSP model for helping managers to observe and communicate with workers by inquiring the feeling of the subordinates.

The land Mines of Change

The author pointed out a number of land mines in the business of change. The first land mine occurs when one is not allowing employees going through the denial, resistance and exploration stage of change, The second land mine is without the high readiness of the organization, manager and the worker are hardly primed to engage in the change effort. The third land mine in change is the view that people and organizations can be changed without considering their feelings, values, and behaviors of people.

2. The leader as Mutual Influencer

Different with classic leadership, in leaderful practice, the influence process does not rest on exertion of control, but can be collaborative. The author agree that an influence relationship should be mutual and followers can become leaders and vice versa.

Influence as an Exchange Process

In this section, the author denied that influence is equal to exchange. Because the exchange orientation presents the engine of conscience. Leaderful perspective is concerned as much with the means of discourse as the outcome regarding faithfulness and humanity. The author suggests a relationships on the basis of trust and integrity. And he also point that telling others what the behaviors are of concern and constantly inquiring will be helpful. When collaborative and trust relationships are built, the power is not finite but infinite.

Influence Strategies

The author introduces the conflict-handling modes proposed by Ken Thomas. The strategies include avoiding (regulating and disengaging), accommodating (smoothing and inspiring), compromising (supporting, networking and bargaining), competing (pressuring, sanctioning and persuading), and collaborating (problem solving and reasoning). Each of them possesses assertive and cooperative behavior.

Van Vlissingen based his entire philosophy of management on "management by letting go."

The Leader as Dialoguer

Dialogic leadership requires a commitment to sustain a reflective culture that considers all views.

The skills of Dialogue

Dialogue skills consisted of five components: being, speaking, discoursing, testing and probing, in which the skill of being is central and pervasive, cutting across the other skills, for it represents presence and vulnerability in creating a reflective climate in community. The skill of being can make manager focus on opening up to experience and to the interpersonal environment. Besides, being may entail staying with yourself or inquiring with others, meanwhile modeling an inquisitive, nonjudgmental attitude toward group phenomena. The second reflective skill of speaking can help us to find and characterize our collective voice. By using the third skill disclosing, managers stay within themselves, share their doubts, voice their passion, and ask themself what they might say to help the community know them better. The fourth skill testing is an open-ended query directed the whole community to uncover possible new ways of thinking and behaving. Finally, in probing, leaders make direct inquiries to draw out facts, assumptions, reasons, and consequences.

The Conditions for Dialogue

To challenge the identity of the organization, dialoguer should hold frank discussions in the community.

The Benefits of Dialogic Inquiry

Open and public dialogue can bring four benefits: First, dialogue can help people move from unawareness to awareness. Second, dialogues can help us to overcome the gap between our "espoused theories" and our "theories-in-use" caused by classic organizational cultures.

Third, open dialogues can make us change the "errors" in our perceptions of reality such as collecting data superficially. Fourth, dialogue can challenge the normal cognitive processing we have in the past.

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Chapter 9. Compassionate Leadership

Contrary to the dispassionate leaders, compassionate leaders do not seek to control or awe others, but seek to elevate others so that the whole community can benefit. What makes the compassionate leaders special is their interpersonal commitment to the dignity of others. Compassionate communities are characterized as endorsing a diversity of view and participation choice.

> **Salvation is not from the top but produced by members own mutual hard work and toward one another.**

1. The Leader as the Non-charismatic

The charismatic Leaders are thought to be extraordinary people who is supernatural and interconnected with followership and he or she is appreciated by the follower who are expecting salvation. the charisma only do is master, command and steal. Contrarily, the compassionate leader always offer chance to followers for learning to deal with their own conflicts. In leaderful community, although sometime spoken persons attack attention, people can simultaneously see connections to themselves to others.

2. The Leader as Conscience

Being leaderful suggests acting with conscience, namely with a set of ethical values. The author thinks democracy values is most critical to the leadership. The values had a direct impact on the leaderful practice.

Leaderful Values

At first, humility is the most important value associated with leaderful behavior. The value of humility is consistent with that of respect for the individuals. Second value of placing confidence in other people may help to produce successful results. Third, leaderful leader maintains a commitment to participative values that speak to the empowerment of all involved actors. The fourth value is trust. Leaderful managers earn the trust of there community through three ways- to display competence, to have integrity, and to exhibit goodwill towards others.

Impressionism and Loyalty

First, the use of "impression management" is non-authentic and hence quite contrary to leaderful behavior. The author points that it is preferable in leaderful world to have a frank discourse about things concerned in which can emerge a sense of trust among members. Second, by listening to dissenters, the compassionate leaders can understand the basis of their objections. Finally, unlike obedience, loyalty is thought about as an intrinsic property, given freely by community members.

Acting on Leaderful Values

Pursuing leaderful action, people needs to act on the democratic values consistent with their purpose which means stating their positions, assumptions and inference publicly, and soliciting the opinion and feelings of others. The behaviors help to practice compassionate values: strong listening skills, sincerity, inner peace, a joyful spirit, harmony.

The Lure of Control

Commonly, the dominance of control underlying in many culture are tacit. The actual culture of the organization may belie what executives espouse. In the culture of control, the moral decay may be happened when one face the rigors of actual practice which is inconsistent with democratic values and behavior. Differently, leaderful managers seldom resort to the seductiveness of control because their authority comes not from line position but from a mutual respect shared with all community members.

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3. The Leader as Social Caretaker

In an organization, communities overlap of each others and they are impossible to operate as closed systems. For this reason, leaderful leaders do not only concern about their organization and not about the wider society. The leaders as social caretakers attempt to engage in sufficient dialogue with all possible stakeholders in raising consciousness about the technologies and resources in use or proposed by their company.

Sustaining Local Cultures

Social caretakers search for "sustainable" or ecologically viable solutions which depend upon the contribution of the local environment. Leaders as social caretakers take responsibility for the effects on the multitude of stakeholders with whom they interact. When working with the wider community of the world, it is the same as an internal process within the community at the local level in which solutions need to come from community leadership. Moreover, leaderful managers try to create a space in which all voices can be heard regardless of one's background or social and physical standing. At the time of rising everyone, the social caretakers rise themselves as well. Additionally, social caretakers who hold a commitment of democratic values, build trust with and extend compassion to stakeholders within the wider community.

Chapter 10. Getting Started on Your Leaderful Quest

**Come on!
Have a try!**

Before finishing this book, the author hoped that managers might re-assess themselves by retaking **Leaderful Questionnaire** and becoming more leaderful by becoming more reflective and giving up control gradually. The managers who want to get a concurrent leadership need to share leadership with others and support others in the community. To develop collective leadership, managers should shift leadership from individual to the community. To become collaborative, the managers need to seek different opinion and engage in mutual influence processes. And finally compassionate leadership will be enhanced if managers establish the democratic values and take a wider responsibility outside of organizations.

In the other hand, employees can practice leadership too. They need assume leadership in their own organization, be self-awareness and influence people around them. By facilitating the leaderful practice, stewarding themselves, trying to make meaning, involving in changes, and asserting their own worth, the employees can practice four "C"s and find their roles in their own organization.

"Welcome everyone to the age of leaderful practice."