FAILURE OF NERVE: LEADERSHIP IN THE AGE OF THE QUICK FIX by Dr. Edwin Friedman, Edited by Peggy Treadwell and Ted Beal.

Note: The following is one person's "flowing" (non-lettered) outline of Rabbi Friedman's last book which was left unfinished but edited for publication. The aim is to capture the thinking and illustrations for initial and ongoing understanding of this "new way of thinking." The outline is intended to promote seminar discussion and exchange for depth of grasping "family systems thinking" along the Bowen/Friedman Axis. Previous works, published and unpublished, provide background and depth.

Some have taken issue with this work. Friedman suggested it would elicit reaction as it may be "subversive," while challenging conventional approaches to human behavior. As "life seeks life," this becomes a "workout" toward maturity and integrated ministry.

OUTLINE

INTRODUCTION

THE PROBLEM WITH LEADERSHIP

In past history

Gilbert Murray's book: Five Stages of Greek Religion suggested after being disillusioned by Socrates there was panic and they went for new myths--a Failure of Nerve

Quotes Gilbert Murray…see quote

Our current times

Today in American civilization things are similar.

Anxiety is up and reaches various thresholds.

Then "reasonableness and honesty (love?)" no longer defend against illusion.

Even learned ideas can function as superstitions.
  (example?)

An overview

The current description (p. 2)

There is much sabotaging of leaders today who try to function well amid "anxiety storms" of our time.

A highly reactive atmosphere pervades all institutions.
This involves a regressive mood that contaminates decision-making down to all levels--schools, hospitals, churches, local government.

It's an atmosphere that affects families, no matter what the ethnic background.

It affects leaders no matter what the gender, race, age.

**The perception**

A leadership-toxic climate inhibits a natural resource vital to evolution of our civilization.

We're polluting our species.

The more immediate threat is internal.

It is the tendency to adapt to immaturity.

This can only be dissipated by clear, decisive, well-defined leadership.

When anxiety drives a family there is usually a failure of nerve among leaders.

Society: atmosphere that seeks a quick fix.

Difficult to choose leaders who might calm anxiety.

Need is for clarity and decisiveness.

There's a triumph of data over maturity, technique over stamina, empathy over personal responsibility.

Symptoms and solutions come and go--illusions of change.

**Emphases in addressing perception**

Focus is on strengths, on challenge, on self-differentiation.

Difficult to do when emphasis is also on safety rather than adventure.

Peace and progress may not be compatible.

The focus is beyond consensus and good feelings and togetherness.

Resistance to leaders has less to do with an "issue" than with the fact of clear leadership.

The challenge is to weather the "storms of protest" that inevitably surrounds a leader's self definition. (p. 3).

Sabotaging resistance has less to do with the "issue" than that the leader took initiative.
Thesis

Leadership is stuck in trying harder with no significant results.

This rut affects all institutions of our society.

There is a connection between the paralysis leaders experience and the paralysis in the thinking process of those that would get things unstuck.

The stuck

There is an emotional dimension and a conceptual dimension to being stuck and these reinforce one another.

Conceptual: the inadequacy of the social science construction of reality to explain emotional processes.

Emotional: chronic anxiety that ricochets (emotional here refers to the instinctual side of our species that we share in common with all other forms of life).

Social Science Construction of Reality

A worldview that focuses on classifications: psychological diagnosis, personality profiles, sociological or anthropological niche (culture, gender, class, race, age).

The emotional process transcends those categories.

All colonized protoplasm share in common processes irrespective of those differences.

Emotional and Conceptual linked

Emotional climate affects conceptual models used and clung to and influences what information is seen as important.

Finding a way out of stuck

Trying harder or finding a new method won't work.

The way out requires a shifting of orientation to the way we think about relationships.

From focusing on techniques to managing others to one's own presence and being. (see Spirituality and RO)

The Book: Part I

Description of the emotional processes that may be affecting the functioning of leaders--parents, presidents.

How denial of these processes in families and society erodes and devalues individuation necessary for effective leadership.
How denial influences the way we conceptualize leadership problems.

**The Book: Part II**

New ways of understanding leadership applicable to all families and institutions taking into account the emotional process and the importance of the leader's own self-differentiation.

**Evolution of these views**

Evolved over 40 years of teaching and practicing in a spectrum of fields.

The "pool of experience" afforded a long-range and broad-based perspective with nodal moments of awareness.

Increasing experience raised doubts about usefulness of social science construction which led to a reorientation of views on leadership and some radically new perspectives on leadership training coming out of this reorientation to reality.

**Leading up to this study**

Being in the D.C. area four decades and watching families and institutions recycle problems despite efforts to be innovative.

Firsthand observation from religion, therapy, politics (major institutions) p.5.

Similarity in all systems in structure, the way problems are formulated, the range of approaches, and the rationalizations for their failure.

A similarity in the thinking processes despite classifications.

Led to considering the possibility that the problem of getting change has less to do with the right method than with misleading emotional and conceptual factors that are in society itself.

**Example**

With both cancer and institutions, trouble-making cells, while appearing to be absent, can appear if they receive new nourishment.

When it goes into remission, where does it go?

**Malignancy and emotional process**

Rarely physical, malignancy is almost always a perversion of a basic life principle.

Lasting cures rarely come if emotional process is ignored.

Solutions are almost always technical, administrative, or managerial which seldom alter the emotional process.

Focus cannot be reduced to psychology.
As a cultural phenomenon, psychology may be a force for denial than a force of insight.

On doubting traditional models, there is another experience.

With how children would grow up and how marriages would turn out, and what organizational ventures would succeed, social science theories are inadequate.

And the same values operating in doing good work in society did not seem to operate in personal relationships.

Consistent inability to predict future course of relationships in families and institutions led to questioning the adequacy of social science construction of reality and to the possibility that this source of enlightenment had become a force for denial.

**Other Variables**

Traditional forms of therapy generally didn't succeed in preventing family emotional process from passing the problems of one generation on to another.

Symptom relief and better functioning can be seen.

A three generation perspective shows the problem. p.7

This appears to remain constant despite new forms of therapy.

It appeared that all forms of therapy helped in acquiring new characteristics which are not inherited by the next generation unless they enter the "germ plasm."

The question: "What does it take to enter into the "germ plasm" of family or organizational emotional processes?

A third observation contributing to questioning traditional social science models was the experience with families from different cultures.

Washington is a mecca, broad spectrum.

Social sciences tend to emphasize differences.

But it became clear that knowledge of what all have in common could be more important as a basis of promoting change and enabling leaders to recognize universal elements of emotional processes in all institutions and families.

Cultural background doesn't determine emotional process.

Culture serves as a medium through which a family's multigenerational process works its art.

Strip camouflage and make accountable for actions.
When seeing common process then universal laws of emotional processes that were obscured had become absorbed in data on family differences. p.8.

Example.

When focusing on emotional process rather than cultural background it became obvious the universal problem for all partnerships was in preserving self in a close relationship.

In practice: helping people to separate in marriage so they won't have to separate.

Also, whatever affliction or problem, those who are cutoff from their families do not heal until reconnected.

A principle that transcends cultural and ethnic differences.

And also: there seemed to be three universal laws regarding children transcending cultural and sociological differences.

1. Children with least residue--were least important to parent's own salvation.
2. Children rarely rose above maturity level of parents (mentoring too).
3. Parents can't produce change until fed up.

_Cultural camouflage obscures._

Leaders seek techniques when taking a stand is needed.

Emotional variable not being recognized.

Data collection may be a way of avoiding emotional variable.

Reduce one addiction and another will take its place. p. 9.

Terrorism as ubiquitous phenomenon not captured in conventional categories.

To hold sway three emotional prerequisites persist:
1. A sense of no one in charge or leader with nerve.
2. System must be vulnerable to hostage taking.
3. An unreasonable faith in being reasonable.

Family or nation, emotional characteristics are differences that count.

**LEADERSHIP AS AN EMOTIONAL PROCESS**

Since Generation to Generation concepts of leadership have evolved by way of seminars, workshops, consultation in forty states.

Broad exposure to helping professions.
After presenting to military, General Staff of the US Army (32 generals) there was a realization that similar approaches to leadership applied across the board.

Similar frustrations for CEOs, psychiatrists, nurses, mothers, Presidents….. p.11

**Resistance**

More than a reaction to novelty.

Part and parcel of the systemic process of leadership.

Sabotage comes with the territory.

Key to the kingdom is capacity of leader to recognize sabotage for what it is—a systemic phenomenon connected to the shifting balances in the emotional processes of a relationship system and not to the institution's specific issues, makeup, or goals.

**Experience with religious leaders**

Here too, the similarity of all leadership came clear irrespective of culture.

Problems in a monastery are found in corporation or street gang. (cliques, backbiting, withdrawal, polarization, subversion).

Not learned but basic in nature of life.

**Effect of travels**

1. Every concept and perspective here used has been put to the challenge of other leaders' responses and then refined and modified over time.

2. During this feedback process, other factors began to emerge into a pattern.

Problems were nationwide, not just due to a particular discipline or region.

**As perspective broadened**

Confirmed the view that leadership dilemmas have less to do with specific problems, technique, or makeup of a group, than with the way everyone is framing the issues.

Similarity of thinking became regressive and thus counter-evolutionary emotional processes that could be found everywhere.

Cultural categories made no difference in the effect of these processes.
Similarities at the heart of the problem of contemporary America.

The orientation toward leadership in America has similarities in the thinking and functioning of families and institutions. (his observations).

1. A regressive, counter-evolutionary trend in which the most dependent are calling the shots, set the agenda, and where adaptation is toward weakness thus leveraging the power to the recalcitrant rather than toward the energetic, and visionary.

2. A devolution of the process of individuation where reliance is upon expertise rather than capacity to be decisive.

Consultants contribute to this.

3. An obsession with data and technique that denies emotional process that contributes to the "persistence of form."

4. A widespread misunderstanding about the relational nature of destructive process in families and institutions that leads leaders to assume the effect of reasonableness, love, insight, role-modeling, inculcation of values and striving for consensus.

It prevents taking stands to invasiveness of the less self-regulated.

The book

Developing an approach to leadership in a different direction.

To focus on leader's own integrity.

On the nature the leader's own presence.

Not on techniques.

Being well-informed is over-rated.

Focus on the intellect outside of an emotional context is actually anti-intellectual.

How not to be victimized or held hostage by victims.

Offers model based on natural systems found in contemporary biology and physics, rather than psychological and other social science models.

Leadership as an emotional process

Not so much a cognitive phenomenon.
Importance of well-differentiated leadership for survival.

  Listened to bonds and binds of helping professionals.

  Universal law began to formulate itself-- the bottom-up concept of the entire work.

  **The peace-monger at the top.** p. 13

Affects any type of institution.

May be nice and charming.

A leadership principle, of organizational life.

  May be rooted in protoplasm.

  Operates regardless of sociological profile or unit.

  Has a systemic character.

  Of all clinical families and symptoms, the key variable that most distinguished surviving and flourishing families was the presence of a "well-differentiated leader."

  **The well-differentiated leader**

Not an autocrat.

Has clarity about own life goals.

Less likely to become lost in anxious emotional processes.

Can separate and stay connected.

Can offer a non-anxious, a challenging presence.

Can manage own reactivity.

Can take stands at the risk of offending others.

  **Correlation**

Between self-differentiation in the leader and the nature of the emotional processes of any human institution--a universal.

  Can predict how a leader is functioning within minutes.

  Principle holds true for whatever social science category.
THE SYSTEMIC POWER OF LEADERSHIP p. 15

Another observation: when creative leadership was being sabotaged rather than supported, the poorly differentiated person at the top doesn't have to be in direct contact with the person being undercut.

Realization: the wide-ranging systemic power of leadership--the functioning of leaders somehow affected the institution they lead on a far more fundamental level than could be accounted for by traditional concepts.

Institutions could be conceptualized as emotional fields--invisible environments of force.

The usual, more mechanistic models were inadequate for understanding the organic nature of human colonization.

Charts, techniques, are not wrong.

Relational processes cannot be reduced to psychodynamics, personality factors in the individual.

A different level of inquiry is required beyond trying to understand the "minds" of individuals.

What was needed to account for leader/follower connection?

Not neat categories, opposite forces, or distinct entities.

To explain an emotional process orientation to leadership was a concept less moored in cause-and-effect thinking.

The reciprocity concept points to being part of a larger natural process.

This becomes more intergenerational.

Leadership in families and organizations was rooted in processes that could be found in all colonized life--pods, prides, swarms, schools, flocks, and herds.

A capsule statement p. 16

"While our species is fond of emphasizing the distinctions between humans and animal life, this focus on the intellect can also be a distraction. While the intellect gives us an advantage over other species, it is only an advantage when we are able to deal adequately with what we have in common with other forms of life--in particular, the instinctual side of ourselves as manifest in the anxiety (reactivity) that automatically responds to change and the tension in any community between self and togetherness."

Finding an uncanny parallel

Puts leader and follower together in a systemic way.

Parallel: latest understanding of the brain/body connection, and the effect of the "head" of an organization on the body politic.
Leadership concepts must square with latest understanding of relationship between body and brain.

It becomes potential to revolutionize our concept of hierarchy.

The head is present in the body--neurotransmitters--reciprocal transmissions.

Function of the head can systemically influence all parts of a body simultaneously.

  What counts is the leader's presence and being.

  Doesn’t need to know all actors in a system.

**Example in society**

Observe what happens after major catastrophes.

Leaders function as the immune systems of their institutions.  p. 17

Well defined leader inhibits opportunistic infections--ex. looters

Not a matter of power as much as leader's presence and preservation of society's integrity.

**Example: Civil War**

Using this principle to view leadership suggests slavery was less a cause.

"Cause" has more to do with the ways in which family emotional processes turned those differences into divisive factors.

  The great American divorce followed failure of five presidents before Lincoln to function in a differentiated manner.

  Glad-handers, avoided taking charge of growing internal crisis--just before a "split."

**A REVOLUTION IN LEADERSHIP TRAINING**  p. 18

Emerging universality of systemic principles of leadership raised questions about leadership training that puts primary emphasis on others to be motivated rather on the systemic effects of the presence, or self of the leader.

  Aware that same emotional processes that produced dysfunction in an institution when leader was anxious and reactive or absent could work in reverse.

  Need not be in direct contact to influence body.

  Focus is on the nature of one's own being and presence.
A reorientation

This is a true paradigm shift rather than a technical innovation.

It changes the criteria for what information is important.

Neither size nor latest fad is critical.

Criteria have to do with a leader's capacity to avoid being regulated by an institution's emotional processes as they are transmitted and reinforced from generation to generation.

One "separates" and stays connected.

Vision as an emotional process rather than cerebral.

Much depends on ability to deal with anxiety.

One faces ability to accept the solitariness that comes with the territory.

No good deed goes unpunished--Criticism may be a sign of better functioning.

Vision is not enough.

Shift in Consultation

Less data emphasis shifts to more connection to family leader.

Usually the leaders is one who could express self with the least amount of blaming and who had capacity to take responsibility for own emotional being and destiny.

Shift is to coach leader alone.

Less emphasis is on "communicating."

Or how to manage issues.

Help leader to be better defined and deal skillfully with sabotage that follows success.

The integrity of the leader promotes integrity in system or helps prevent "dis-integration" of the system.

This is similar to coaching organizations--

Less data, team building, and focus on difficult people.

Less polling.

Focus on one or two leaders at the top.
Focus on strengths vs. letting pathology or the pathogens determine focus--

Whole network is in therapy.

**Leadership seminars**

Focus has been on self differentiation of leader instead of method and technique.

Subject matter was directed toward understanding how an institution's emotional processes took shape and persisted, how emotional processes of leaders' and followers' own families interlocked with the emotional processes of the institutions in which they worked, how the emotional processes in society at large also merged with those streams so that problems in any of those systems could produce symptoms in others.

Capacity to recognize these binds-training involved learning to understand how problems in any of these systems could produce symptoms in others.

Leader in training: aim was to understand how multigenerational factors in FO shaped emotional being.

Then a small step led to asking how the emotional field might still be continuing to regulate their functioning (even at a distance), thus inhibiting ability to observe and avoid being led by chronic anxiety and other multigenerational forces in the institutions.

**What stood out**

Success at differentiating efforts in own family of origin immediately carried over to functioning in organizations that they led.

Strikingly, the process is universal no matter what the professions.

Reciprocity of less avoidance of emotional factors in FO and ability to function similarly within emotional systems of work was the same.

**Not easy to promote**

This process is more difficult in regressive society. p. 20

Requires a commitment to the lifetime project of being willing to be continually transformed by one's experience.

Easier to focus on data and technique.

Essential to commit to one's own continual self-regulated growth.

All efforts to change are doomed unless focus is on emotional elements.

**Vignettes**

Following *Generation to Generation*: 
Incoming calls: almost all functioning in reactive, defensive way. So focused on aches and pains of the system that they had been thrown off course.

Stopped supplying vision.

Burned out fighting resistance.

Ceased to be the strength of the system.

Forgotten to lead.

Recommended, "I have a dream speech."

Some quit when hearing the challenge to develop and grow.

**Realization**

Before any technique or data could help leaders had to face their own selves.

Data and technique enables leaders not to have to face selves.

**Another tale**

Flight and smoke alarm.

**THE PURPOSE, SUMMARY AND CONTENTS OF THIS BOOK** p. 22.

Born out of readers' response to *Generation to Generation*.

Response to original concepts induced further ideas.

It became a logical continuation.

A parallel process is seen in writing the book.

Construction of book wound up isomorphic to content in a process view of reality. p. 23.

**The chapters**

First: illustration of perceived major emotional and conceptual barriers to the development and expression of well-defined leadership in America's families and institutions today.

Begin by comparing emotional processes in medieval Europe before the Renaissance with the regression perceived now in American society.
Same adventurous leadership needed to get out of doldrums and find a New World. p. 23.

Chapter I
Is in the form of an extended metaphor.

Earliest maps seen in light of stuck orientation.

Type of leadership required to get unstuck and reorienting any relationship system and enabling it to "go the other way," suggested key characteristics.

Limiting effect of equator noted on adventure and imagination (mythical, anxiety provoking end of the world).

Later chapters parallel similar contemporary emotional barriers that limit horizons.

Chapter 2
Despite technology advances American civilization is in midst of a regression rather than a renaissance. p. 24

Orientation toward relationships today is stuck.

High level of chronic anxiety has increased over past quarter century.

Suggest five interlocking comparisons from regressed families to functioning of contemporary society.

Five aspects of chronic anxiety: reactivity, herding, blaming, quick-fix mentality, lack of leadership.

The last contributes to the other four.

Each perverts natural principles of evolution: self-regulation, adaptation to strength, response to challenge, and allowing time for processes to mature.

Chapters 3-5
Describe imagination-limiting "equators" of our time that are symptomatic of our society's regression; devaluation of self as it inhibits an adventurous spirit.

Myths:

Data over maturity
Vs. capacity to be decisive, not dependent on technique.

Empathy over responsibility--

Focus on weakness and ways to avoid personal responsibility

**Empathy**

During societal regression empathy (distorted) has become a power tool in the hands of weak to sabotage the strong.

Serves as a rationalization in helping professions

Misleads leaders regarding factors for growth and survival.

All destructive forces share in common unregulated invasiveness.

A characteristic unresponsive to empathy.

Chapter 4: Focus on empathy lessens potential for survival of leaders and followers.

Leaders are victimized by victimization.

Leader's self-definition is equivalent to an immune response and often forces invasive organism to "mutate," i.e. change.

Third myth: (equator-like barrier to imaginative thinking and adventurous spirit) -- Confusion of self with selfishness.

Tension between self and togetherness is universal.

Tilt toward togetherness when relationship system becomes emotionally regressed.

Then self becomes threatening to togetherness.

Perceived as cruel, cold, selfish.

**The way out**

Not by finding proper balance of self and togetherness.

But a reorienting of one's understanding of self and togetherness so that they are made continuous rather than polarized. p. 24

Chapter 5: Distinctions drawn between narcissistic self, and unconnected self, and the well-differentiated self which is the key to integrity.

Theme of immunology continues.
Latest understanding: less a force to ward off enemies and more a force for coherence of the organism.

Five comparisons are drawn between natural process of immunity as it evolved in life on this planet and the need for a similar process of integration in each human beings' own evolution.

Thus self differentiation is seen as a force that is not anti-togetherness; on the contrary, it's a force that modifies the emotional processes within any group's togetherness so that a leader actually promotes community through the emerging self differentiation of other members.

**Second half of the book**

A new orientation toward relational processes as a basis for what is called "leadership through self differentiation." P. 25

A focus on leader's self rather than on their followers. p. 26

And on the nature of one's presence rather then technique and "know-how."

**Underlying theme**

Family and institutional emotional processes are always more powerful than ideas.

**Aims of the chapters**

--Show power lies in presence rather than method.

--To enable leaders to avoid trying to instill insight into the unmotivated.

--Show Illusions of role-modeling, identification, emulation that stress leaders and emphasized cortex.

--Show how self differentiation of leaders and parents can make the dependency of the unimaginative and the recalcitrant work for them instead of against them.

**Chapter 6**

Keystone chapter.

Presents a leadership model that flows from the new models being explored.

Leadership through Self differentiation comes in at a tangent to the charisma/consensus dichotomy.

Models of role modeling, emulation questioned.

Key: working on one's own self differentiation that optimizes the leader's objectivity and decision-making capacity.
Chapter 7

A view of emotional processes of organizations framed in terms of a system of triangular relationships rather than through the linear formulations that emphasize dyadic relationships and people's inner workings.

Emotional triangles are emotional molecules of any social system.

Laws of triangles are universal.

This thinking transcends conventional social science categories

Chapter 8: Two kinds of crises

--Those that are imposed from outside or within the system.

--Those triggered by leader's leading.

All factors that go into self differentiated functioning help resolve crises in more fundamental ways than is accomplished by anxiety-driven quick fixes.

Crises have to be managed until they work their way through.

"Can't make a bean grow by pulling on it."--Bowen

Example: Personal health crisis

Highlighted five principles in making decisions. p. 27

Heart, brain affected other organs.

Final Chapter

Sabotage comes with the territory.

Leadership training

Have to deal with emotional process.

Striking parallel: family of origin work on unresolved issues promotes dealing with family or organizational problems.

Subversive, not confrontational
Concepts presented may be jarring.

Empathy can be utilized as power tool.

Totalitarian effects of consensus.

Note exaggerated importance of being informed.

Note failure of insight to bring change.

Emotional processes in society that the book tries to elucidate can work to prevent the hearing of what is being said about those processes.

This is not revering cloistered virtues.

Book is for those seeking adventure of challenging ideas and who are concerned that our theories not get in the way of our survival.

Not a new program here.

It is more like re-formatting the disc.

CHAPTER 1
IMAGINATIVE GRIDLOCK AND THE SPIRIT OF ADVENTURE  p. 29

Nuremberg Chronicle of 1493--Europe is depressed.

--Little vision.

--General malaise.

Depression lifts.

More radical change occurs.

Art, theology, inventions, information shared

Two world views that held sway for almost 1500 years (based largely on the scholarship of the second-century Greek think and mapmaker, Ptolemy) were reoriented.

Renaissance

Effect not due to learning.

 Doesn't work with marriages, families, corporations that an increase in information enables a system to get unstuck.
Risk-averse are rarely emboldened by data.

Must be a shift in the emotional processes.

Imagination and curiosity are at root emotional, not cognitive phenomena.

In order to imagine the unimaginable, people must be able to separate themselves from surrounding emotional processes before they can even begin to see or hear things differently.  p. 31.

Our learning can prevent learning more.

Ex.  Galileo

The quantum leap around 1500 was a direct result of a complete reorientation to reality by Columbus's discoveries and the continued explorations.

Age of Discovery

Doesn't come from cultural advances.

Catalyst for those imaginative breakthroughs was the "nerve" of the great navigators who led the way.

Results effect new horizons on the Old World.

Emerges after almost a thousand years of almost complete darkness, illuminated almost solely by the great cathedrals.   p. 32

Columbus's voyage was a hinge of time.

The great lesson in the discovery of America:  When any relationship system is imaginatively gridlocked, it cannot get free simply through more thinking about the problem.

Conceptually stuck systems cannot become unstuck simply by trying harder.

For a fundamental reorientation to occur, that spirit of adventure which optimizes serendipity and which enables new perceptions beyond the control of our thinking processes must happen first.

True for families, institutions, nations, civilizations.

For change to occur

The system must in turn produce leaders who can both take the first step and maintain the stamina to follow through in the face of predictable resistance and sabotage.

Any renaissance requires leaders to separate themselves enough from surrounding emotional climate so they can break through the barriers that are keeping everyone from "going the other way."  P. 33.
An extended Metaphor

Is being used on the discovery of the New World as an allegory of the human experience of getting unstuck.

1. Imaginatively gridlocked relationship systems can be stuck in their orientation and confuse models with reality.

2. Process and difficulty of processes show up in trying to remap reality under these conditions.

3. The kind of leadership that must arise before any relationship system can undergo a fundamental reorientation.

Succeeding chapters

Specific parallels can be drawn today.

Chronic anxiety characterizes the emotional processes today and influence our thoughts and our leaders toward safety and certainty rather than boldness and adventure.

Similar factors appear to being kept stuck then and now.

Imagination inhibitors or emotional barriers prevent new thinking about institutions that limit horizons.

Characteristics show up that are needed to escape doldrums--universal characteristics.

Sophistication can be put to regressive service.

Example: information can function as superstition and assumptions about the nature of human relationships upon which leadership training is based today may be off-course as Ptolemaic views. p. 34.

CHARACTERISTICS OF GRIDLOCKED SYSTEMS

Three characteristics of stuck systems

1. Treadmill effect and trying harder.

2. Looking for answers rather than reframing the questions.

3. Either/or thinking that creates false dichotomies.
This suggests symptom and cause of a locked-in perspective--any system.

Trying harder
--Like a fly bouncing off a window.

Marriage partner keeps trying to change the partner, children.

Therapist trying to change client.

Teachers--students.

Clergy--congregations.

Consultants--CEO's

Social scientists trying to explain what is happening.

--Treadmill of accumulating masses of data.

Failure blamed on: not trying hard enough, not using right technique, or getting enough information.

Possibility of overlooking stuck thinking and imagination stemming from emotional processes within wider relationship system.

Hard to see emotional process.

A fixation or filter can be perpetuated evolving from treadmill process. p. 35.

Europe was oriented to the East.

Long time after discovery Northwest passage still sought.

Maps illustrate depth of the "fix."

Drawn to suit prevailing concepts.

California as an island became embedded in imagination of cartographers.

Example of how emotional processes of the treadmill effect influence cognitive capacity. p. 37.

Competition can lead to sensationalism rather than being factual.

**Answers rather than questions**

Second attribute is a continual search for new answers to old questions rather than an effort to reframe the questions themselves.

The way one frames the question, of the problem, already predetermines the range of answers one can conceive in response.

Critical difference between paradigm shift and innovation is a change in focus from answer to question.
The wheel was a paradigm shift—reframed the question, change the information that is important and generally eliminate previous dichotomies (mother changes question from how to get child to clean room to how can I regulate myself).

Cutting wheels to be lighter was innovation—new answers to old questions. (a mother trying to make child more responsible).

Getting change can be promoted by working with the motivated and with strengths rather than with the symptomatic and recalcitrant (how to motivate the unmotivated).

Finding the right answer contributes to fixed orientation and is symptomatic of it.

Problem is emotional not cerebral.

Some distance is needed on the part of the searcher.

Europe was stuck on getting through the Moors.

Prevented going the other way.

Emotional processes that fix the orientation have to change.

Can find more than being looked for.

**Either/Or Thinking**

Eventually options of the mind are restricted.

A hardening of differences can develop into intense, oppositional, emotional commitments over even the most unemotional subject matter.

Polarizations are always symptomatic of underlying emotional processes rather than the subject matter of the issue.

Differences don't cause the intensity of the differing.

Whenever differences do polarize, it is always related to the same emotional processes that contribute to the treadmill effect and failure to reframe the question. p. 39

The spirit of adventure triumphed over the concern for safety and certainty. p. 40

The process of discovery that freed Europe from its imaginative gridlock of a thousand years is in large part about the relationship between risk and reality.

Leadership is basic.

It teaches the vital importance of leadership if a relationship system is to undergo a fundamental reorientation.
Ripe times need a leader able to separate from the surrounding processes and go first.

**EXPANDING HORIZONS**

Process of European reorientation to reality began a half century before Columbus…Prince Henry, the Navigator.

Columbus studies under Portuguese navigators.

Government funded research.

Breaking emotional barriers: sound barriers, 4-minute mile, monotheism, government by compact vs. diving right, individual model of psychology to family systems conceptualization of relationships.  p. 42.

Discoverers in initial reorientation: Diaz, Cabot, Verrazano, Magellan, Drake.

**RISK AND REALITY**

Nerve and reality itself--can one be willing to risk to validate one's perceptions?

Being stuck and becoming reoriented are essentially emotional processes.

Ultimate unimportance of mistakes is when the quest is driven by adventure rather than certainty.

The importance of serendipity is in freeing oneself from one's own thinking processes

Requires the will to overcome imaginative barriers like the equator.

**The freedom to make mistakes**

Small price to pay for getting the ships out of the harbor.

Maps had to evolve.

The development of reality is its own metaphor for the problem of getting the right distance.

Verrazano feared getting too close to shore.

Resulted in not seeing what was there and seeing what was not there.  p. 44

**The role of cartographers in modeling reality**

They are the publishers, the evaluators, the filterers of what goes into the public consciousness.

Cartographers mixed fact, theory, and hypothesis according to their illusions, fears, wishes, biases, and political prejudices.  p. 45.

Compare California as an island with evolving brain maps today.
Leaders may defer to "cartographers" of the day when fearful of making mistakes.

The system worked in an age of exploration.

Surrounding emotional atmosphere is conducive to excitement and adventure rather than the failure of nerve that always accompanies anxiety and a quest for certainty.

15th and 16th centuries involved was an open-ended search for novelty rather then a driven pursuit of truth.

**The value of chance**

If open to mistakes then serendipity is vital to the continuation of adventure.

See Virgil's Aeneid, Homer's Odyssey both read by Columbus.

Lesson for all imaginatively gridlocked systems: the acceptance and even cherishing of uncertainty as critical to keeping the human mind from voyaging into the delusion of omniscience. (theological?)

The willingness to encounter serendipity is the best antidote we have for the arrogance of thinking we know. p. 46

Mind jarring experience of novelty can make us realize what we thought was reality was only a mirror of our mind.

Related: the necessity of preserving ambiguity in artistic expression since, if the viewer's imagination is to flower, it is important not to solve the problem in advance.

Encountering the unexpected can not only free minds' from their sets but also can enable imagining the unimaginable. p. 47.

No society can continue to evolve as long as it makes cloistered virtues supreme.

Erroneous grasp of reality kept civilization stuck for a thousand years.

**Emotional barriers**

Third lesson to be learned from the process of adventure:

Emotional equator serves as a limit to producing reality.

-A belief born of mythology and kept in place by anxiety.

-Such beliefs exist in every society and take hold to the extent that society is driven by anxiety rather than adventure.
-Emotional barriers rather than myths, illusions, erroneous beliefs because their effect is more than cerebral.

-Similar to family secrets that affect relationships well beyond the content of the subject of the secret.

-Act as plaque in the arteries of communication and perceptions.

-Four minute mile broken, like sound barrier--change occurs.

-Biblical times: a god was chained to a geographic area and to the fate of the god's people. p. 48.

-Self-administered drugs as addictive.

In the wake of crossing the equator.

Discoveries proliferated.

View of planet changed.

Proposed barriers (myths) today:

1. Data as more vital to leadership than decisiveness.

2. Empathy helps people mature and become responsible.

3. Self suspected to being a greater danger to community than the loss of integrity that comes with having not self.

Limit thinking processes of family and institutional leaders while nourished by the learned institutions of our day. p. 49.

**Summing up**

Book doesn't play it safe while offering adventure in thinking that offers new horizons for reorienting our conceptions of leadership.

Nothing is more pragmatic than the way we tend to think. p. 50

As a cartographer: Putting old data into new relationships.