

The Nature of Leadership Strategies for Leading Historical Programs

By Bruce W. Dearstyne

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ost historical programs are well *managed*—they have a clear purpose, set of goals, and an organizational structure to deliver services toward meeting those goals. They are well-regarded and perform an

invaluable service to the cause of history. But to be outstanding, particularly in these challenging times, historical programs need to be well *led* as well as managed. Leadership is related to, but different from management. It is about vision, inspiration, innovation, change, and transformation. Leaders have a heightened sense of what is possible and a determination to take their programs to new levels.

Leadership expert Warren Bennis contends that leaders and managers have fundamentally different perspectives:¹

THE LEADER	THE MANAGER
Innovates	Administers
Is an original	Is a copy
Develops	Maintains
Focuses on people	Focuses on systems and structure
Inspires trust	Relies on control
Has a long-range perspective	Has a short-range view
Asks what and why	Asks <i>how</i> and <i>when</i>
Has his/her eye on the horizon	Has his/her eye on the bottom line
Originates	Imitates
Challenges the status quo	Accepts the status quo
Is his/her own person	Is the classic “good soldier”
<i>Does the right thing</i>	<i>Does things right</i>

Another expert contrasts leaders’ qualities with managers’ qualities.²

Leaders: visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, experimental, initiate change, influence people toward organizational goals through the power of their personalities and their convictions.

Managers: rational, consulting, persistent, problem-solving, tough-minded, analytical, structured, deliberate, authoritative, stabilizing, influence people through the power of their position.

Leaders carry out five functions, say James Kouzes and Barry Z. Posner, in their book *The Leadership Challenge*:

1. **Model the way** through authenticity, credibility, and ethical, values-based behavior, and creating standards of excellence.
2. **Inspire a shared vision** by passionately believing they can make a difference and that the program’s work is essential, envisioning what the future of the program can and should be, getting people excited about that vision, and get-

ting them to buy into and support it.

3. **Challenge the process** by searching for opportunities to change the status quo, experimenting, innovating, taking risks, and learning from mistakes.
4. **Enable others to act** by fostering collaboration and cooperation, building trust, sharing power, building spirited teams, and strengthening the capabilities of individual employees.
5. **Encourage the heart** by keeping hope and determination alive, recognizing and showing appreciation for individual work and achievement, and celebrating progress.³

Leadership in Historical Programs

Several factors influence leadership in historical programs. First, many of our programs are small-to-modest in scope, so the director may do some (or most) of the work, manage the program, and carry out a leadership function. The director needs to be the leader, working in tandem with trustees. Within the program, everyone needs to play an appropriate leadership role for the area where they have responsibility. (If the program has no staff, leadership is the responsibility of the trustees, particularly the president and other key officers.) Many programs are also modestly resourced, so fundraising to garner the resources to keep the program afloat absorbs a good deal of time. It’s a challenge to find time for other aspects of leadership. Many of us rise to leadership levels on the strength of our technical proficiencies and/or our love of and passion for history. Once there, we become so busy that we find it difficult to devote time to learning and developing leadership skills.

There is excellent literature in the field on management and programs, but much less on leadership. Therefore, we need to draw on literature from other fields—such as business and nonprofit organizations—and apply it to our work. Much of leaders’ work focuses on motivating staff, volunteers, and others. Historical program leaders have a natural advantage here—the work is inherently interesting and perpetuating: interpreting and presenting history is an eminently worthwhile way to spend one’s time and energy.

Unlike most leaders, we have an immense obligation to preserve and perpetuate understanding of the past but at the same time a profound obligation to the future—most of our “customers” haven’t been born yet. Proactive, decisive, even dramatic leadership is particularly critical when historical programs are:

- **Organizing for the first time**—where vision, strategic planning, development, hiring initial staff, and gaining traction and momentum are key challenges.
- **Revisiting and significantly changing the mission and heading in new directions**—e.g., after hiring a

new director or embarking on strategic planning, where leadership is needed to guide the organization into unexplored territory.

- *Significantly expanding or adding a new dimension*—such as more connections with schools or integrating social networking applications, where leadership is required to integrate the new work with the program’s historical mission.
- *Experiencing serious challenges*—including fiscal constraints in hard times, where steadfast leadership is needed to keep the program strong, make strategic reductions and retreats where necessary, and use the crisis to plan for a more robust future.
- *Strengthening capacities and services* as part of a determined effort to achieve a high degree of excellence and recognition.
- *Consolidating with other historical organizations* to pool resources and strengthen common or similar missions.
- *Joining other programs in advocacy and lobbying*—e.g., for adequate funding for state historical agencies and programs.

Strong leadership goes hand-in-hand with successful programs. They are recognized for being on the move and models and inspiration for others. They are the sorts of people and programs that garner recognition, are honored with an AASLH Leadership in History Award, American Association of Museums awards

for *Distinguished Service to Museums or Excellence in Programming*, the IMLS’s *National Medal for Museum and Library Service* award, or other professional honors. (Some examples are listed in the box below.)

The Right Stuff

Leaders often personify their programs—if they are dynamic, upbeat, optimistic, and expansive, the program is likely to reflect those traits. If they are downcast, intent on preserving the status quo for too long, or reluctant to champion change, their programs may be static and undistinguished. Leaders set the tone from the top and people who work *for* them, and sometimes trustees and others who work with them, may emulate them. Leaders are energetic people with high resolve, “a paradoxical blend of personal humility and professional will...their ambition is first and foremost for the institution, not themselves...seemingly ordinary people quietly producing extraordinary results.” They push their programs toward greatness and demonstrate determination in doing whatever needs to be done to advance the program. But they also demonstrate modesty, act with calm determination, and rely on vision and commitment rather than charisma or flashiness to motivate people. They credit other people with the program’s triumphs, but take responsibility themselves for poor results. They work hard on succession planning and set up their successors for even greater success.⁴

Some Examples of Strong Leadership

The **Chicago History Museum** conducted a strategic planning process in 2007 to redefine its mission and directions, and derive a new vision (including “Chicago is our most prized artifact and we will be its foremost authoritative interpreter”), and launch several innovative programs.

The **Conner Prairie Interactive History Park** in Indiana garnered recognition for its outdoor hands-on programs, work with schools, and special programs such as “Taste the Past Thursdays” and “Frontier Survivor Fridays.”

The **Maine Maritime Museum’s** leadership evaluated the museum’s resources, identified community needs, created a business partner program, partnered with the nearby Bath Ironworks which builds destroyers for the Navy, and began offering training in contemporary and traditional maritime skills. Later, it merged with the Portland Harbor Museum.

New leadership at the **New-York Historical Society** developed a new strategic plan in 2007 and used it as the basis for significant

fundraising and launching new exhibits and public and school programs.

All six of North Dakota’s living ex-governors serve as honorary trustees for the **State Historical Society of North Dakota**, noted for its fundraising and capital campaign for significant expansion of the North Dakota Heritage Center.

The **Minnesota Historical Society** supported the 2008 “Legacy Amendment” to the state constitution. It establishes, among other things, an Arts and Cultural Fund “to preserve Minnesota’s history and cultural heritage.” Representatives of state history organizations formed the Minnesota History Coalition to recommend how funds should be spent. Grants made from the fund support local history and other activities.

Facing hard economic times, the **Shelburne Museum** near Burlington, VT, went on the initiative, increased programming to attract new audiences and also mounted new programs to encourage return visitors.

Leaders of history programs exhibit another trait: they have a vision and are passionate for the cause.

The best leaders are compelling to others because they have a deep and burning commitment that they can articulate in a way that makes others want to be part of that idea... can paint the picture in a powerful way and articulate a place in that vision for others to contribute.... Great leaders evoke the emotion and energy of being involved in a crusade. They give people a chance to be co-owners of an exciting future that they can have a hand in creating and shaping.⁵

Leadership Traits

Effective leaders exhibit these personal traits:

- **Genuinely interested in people.** They recognize they can't do it alone, make connections with staff, volunteers, and others, listen actively and carefully to what people are saying, unite people around a shared vision, make others feel strong and capable, and bring out the best in everyone.⁶
- **Highly motivational.** Leaders encourage the people working in the program to suggest innovations and take initiative. They empower others to act and emphasize delegation. They praise excellent work and offer review and counseling when work needs improvement. They develop many forms of recognition and organize meetings, luncheons, and other events to celebrate milestones. They understand the motivational force of pride in work well done.
- **Authentic.** They have a deep sense of self-knowledge, self-awareness, honesty, and a habit of staying true to well-defined principles and values, all of which inspire confidence and trust. People who know them often use terms like “genuine,” “trustworthy,” “consistent,” “reliable,” and “true to his/her word” to describe them.
- **Ethical.** Leaders personally exhibit, and insist that their staff members and programs exhibit, high standards of ethical behavior.⁷
- **Constantly Learning.** The best leaders are curious, read widely both within the history field and beyond it, and contribute to and learn from professional conferences and forums. They are constantly on the lookout for new ideas and approaches that might be adapted to their programs.
- **Decisive.** They have an operating style which identifies key issues, defines a decision-making process, consults and gathers information as appropriate, listens respectfully to everyone's ideas and suggestions, makes crisp decisions in a timely fashion, and provides for execution of decisions.
- **Optimistic.** Successful leaders are upbeat by nature. They exhibit positive energy, offer hope and encouragement, and sustain others when problems

arise, all the while staying realistic, grounded in the facts, and avoiding becoming Pollyannas.

- **Resilient.** Leaders are strong. They have the capacity to rebound from misfortune, setbacks, and failure and in fact use them as learning and growing experiences. They build this same outlook and philosophy into their programs.
- **Innovative.** Leaders are usually not content with perpetuating the status quo. They're inclined to think about a more expansive future and changing policies and programs to meet evolving needs and expectations. They welcome new ideas and approaches and foster and support experimentation. They tend to be prudently risk-tolerant, resisting fads, recognizing that not every new initiative will meet with 100 percent success, but also realizing that shortfalls, mistakes, and setbacks can be learning experiences that form the basis for future progress.
- **Risk tolerant.** Leaders are willing to try new things and to urge others toward innovation. They realize that some initiatives will come up short and look on occasional failures and learning opportunities.

Changing the Course

Highly proficient leadership is needed to take a historical program in a new direction, develop an entirely new aspect of the program, or put the program on a new course following hard times. (AASLH's *Standards and Excellent Program for History Organizations* (StEPs) program is an essential guide in helping programs assess their policies and procedures, guide planning for improvement, and track progress.) Many history programs are striking out in new directions or taking new approaches as they accelerate out of the recession.⁸

Some of the strategic approaches that are emerging, or gaining traction and momentum:

- Use strategic planning to focus on resource issues to ensure the availability of resources to sustain the goals to which the program commits.
- Develop cooperative ventures—jointly developed exhibits or public programs, for example, to save money and boost quality and attendance.
- Build ties with the local business community and neighborhood groups and broaden the program's focus. These include forums for discussing historical precedents and insights for contemporary issues and problems.
- Use the notion of the “participatory museum” to engage visitors and users in critiquing current offerings and developing new ones.⁹
- Move more services onto the Web, including using social media to engage users and the public.
- Strengthen advocacy efforts to make a strong business case for the history program.

- Draw on retiring and retired executives as mentors and advisors on program leadership and management issues.

But effective leadership means taking the program to a new level, partially transforming it, keeping it vibrant. Some useful strategies:

Analyze and build on the traditions and accomplishments of the past. This keeps the program true to its original mission while at the same time providing a basis for new departures. The key leadership challenge is: “How can you rediscover and reinterpret what’s come before as a way to develop an original and compelling line of sight into what comes next?”¹⁰

Pose questions that lead to change. A number of excellent publications on strategic planning and program development can guide the process for considering and where appropriate working in these or other new strategies. Leadership and management theorist Peter Drucker posed five questions that can guide the analysis of any organization, including historical programs. The questions, with some suggested sub-questions for history programs, are on the right. (“Customer” is broadly interpreted to include people and groups who are interested in, supportive of, users of, or beneficiaries of our program.)¹¹

Dramatize the urgency and need to change the status quo. Leaders impart a sense of destiny, vision, urgency, and timeliness. “A real sense of urgency is a highly positive and highly focused force,” notes John P. Kotter, “driven by a belief...that the world contains great opportunities and great hazards....a gut level determination to *move, and win now.*” Leaders artfully describe the urgency to appeal to the heart as well as the mind, using stories and examples, conveying earnestness and emotion, working in humor. But be prepared to deal with people who are sincerely skeptical and need to be convinced and those opposed to any change and accomplished obstructionists.¹²

Aim for achievable “stretch” goals. It is important to set some parameters and expectations to guide the identification of appropriate future directions. Three general criteria that may be helpful:

1. **The new area is a “stretch”**—that is, it is significantly beyond or different from what we are doing now, and yet it can be based in and grow from our present capability, talent base, etc.
2. **It is achievable**—that is, it is sufficiently concrete, tangible, and practical that we believe, after consideration, that it is realistic to think we could achieve it.
3. **It will require innovation**—conversion of a new idea into new ways of doing things.

Lead change through a series of steps or stages. Even modest change takes time and perseverance. Kotter recommends several steps to affect change:

Five Questions (plus a few more) for Strategic Planning

1. What is our mission?

- What is our current mission?
- When was it developed?
- What challenges and opportunities exist now that are different from when the mission was developed?
- What are our major strengths?
- What are our major weaknesses?
- How should the mission be revised?

2. Who is our customer?

- Who visits our museum or historic site or benefits from our program?
- Should we modify, expand, or contact our customer base?
- Who should be our primary customers—the ones we value most and regard as priorities for how we allocate resources to support our services?

3. What do our customers value?

- What historical insights or experiences do our customers expect us to provide?
- How should we anticipate and measure customer interests and needs?
- How should we monitor and measure customer satisfaction?

4. What are our results?

- How have we defined our results or goals?
- To what extent have we been reaching them?
- If we have missed our goals, what are the causes or reasons?
- What should we be aiming to achieve in the future?

5. What is our plan?

- Where should we focus our efforts?
- How should we define goals, objectives, and activities?
- What strategies should we pursue to meet those goals, objectives, and activities?
- How should we link resources to those goals, objectives, and activities?

- Build a “guiding team” of people in (or supportive of) the program who buy into and support change.
- Share the vision, agenda, or goals.
- Communicate broadly and continually about the need for change and the new, compelling state of affairs that is coming.
- Encourage people to take action in line with the new vision.
- Foster frequent short-term “wins” that demonstrate the advantage of the new approaches.
- Keep the momentum going.
- Anchor the new ways in the “culture” of the organization—“this is the way we do things now.”¹³

Leading Through Hard Times

Leadership is critical in hard times. In fact, the talent, energy, persistence, and communication skills of the leader are often the most important factors in navigating programs through times of peril. But the work requires long-term, steadfast leadership:

[C]hallenges, crises—and even opportunities—are not distinct events. There is rarely a precise moment when one can be said to begin; and they are rarely fully solved. Instead, they often emerge (as you only discover later) slowly and surreptitiously—until they suddenly burst on the scene, demanding a solution. By the same token, their resolution is almost always incomplete—and what remains unresolved sows the seeds of the next set of challenges, crises, and opportunities.¹⁴

History programs facing hard times should follow the general strategies worked out by other institutions that have gone through similar problems. One business leader outlined a process:

1. ***We faced up to the reality.*** We started seeing things as they are, not as we wanted them to be.
2. ***We accepted change.*** We stopped trying to ignore or resist it. We embraced change, we committed to lead change.
3. ***We started making choices.*** Clear, tough choices; what [the company] would do and not do. Choice making is the essence of strategy.
4. ***We put together a strong, cohesive team.*** We put the right players in the right seats on the same bus headed in the same direction. We shared a compelling vision of what we wanted to achieve, and we worked as a team on strategies and action plans.¹⁵

Here are some strategies leaders need to use when encountering turbulent waters. A leader needs to frame and explain the issue—describe it in the way he or she wants it understood, relate it to the mission, assess its importance, and indicate whether it is

an immediate or looming issue. Sometimes, the right approach is to explain it as a passing threat unlikely to upset the program. But other times, the right approach is to be more alarmist in order to get attention and inspire action. Easing the tension with “happy talk” sometimes provides a disservice because it gets people to relax when they should be springing into action. Leaders need “a teachable point of view”—a clear explanation of what is going on coupled with a clear articulation of what needs to be done and, if it is done, what the future will look like.

Remember that crises are confusing and unsettling. The leader needs to describe what is happening and why, deal with complexity and uncertainty, and help people make sense of events. Outrunning the rumor mill is a constant challenge. Continuous, forthright, and open communication is essential. In times of crisis, people will follow someone whom they have learned to trust over a period of time.

On the other hand, the leader should not express complete insight or foresight. Difficult times demand consultation and dialog and calling on everyone’s insights not only to solve the issue at hand but also to put the program on a better course going forward.

Leaders must make tough decisions after consultation with staff and others concerned with the welfare of the program. The decisions need to be timely even if they reduce services that they treasure. Leaders announce the decision along with execution plans and proceed immediately to implementation.

Crises are opportune times to consider and begin development of fresh approaches. Part of the leader’s responsibility is to move people away from too much concentration on the crisis or setback. The crisis is a threat, but it may lead to new opportunities. There is time pressure because the program is on the defensive. But people also need time to think about the future, propose new approaches, and take responsibility for developing the capacity of their program as it moves from hard times to better times. In effect, the crisis becomes a learning process as individuals determine not only to rebound but to build a stronger future. The leader must manage mood, energy, and focus and foster full and frank discussions. People instinctively recognize the need for change; but at the same time, change can be threatening, and people are reluctant to give up the familiar and the routine.¹⁶

Some of the examples under “Changing the Course” above, may be helpful as the program develops strategies to bounce back from adversity.

Mistakes to Avoid

Most of this has covered the positive, activist, exciting aspects of leadership. Leadership can be learned and developed; experience, including some trial-and-error, strengthens it. But we all know examples of leaders coming up short, providing inconsistent direc-

tion, and showing waning effectiveness as time goes by. Usually, leadership shortfalls can be traced to one or more of the following:

Not fully making the transition to leadership.

People who come up through the ranks to leadership positions are sometimes reluctant to let go of all the hands-on work they loved and did so well before they were promoted. They never fully embrace the work of directing, networking, negotiating, persuading, and sometimes strategically compromising.

Overconfidence. Some history leaders have too much faith in their own insights and judgment and too little respect for, or confidence in, others, including trustees, board members, staff, peers, and volunteers. This leads to unwillingness to respectfully consider their ideas, a pattern of proceeding unilaterally, and reluctance (and sometimes resistance) on the part of staff members and others.

Unwilling or unable to delegate. Sometimes leaders spend too much time on detailed work that they should delegate to others. This subtracts from time they have for strategic thinking, planning, shaping the program, communicating, and keeping things moving. They also miss the opportunity to develop the capacities of people who answer to them and to help them grown by assuming new responsibilities.

Not leading by example. Everyone associated with the program watches the leader. Espousing one thing (for instance, energetic engagement in the work or keeping “customers” and generations yet unborn at the forefront of the work) but doing something inconsistent (like work habits that show indifference or self-serving decisions that chip away at the program) constitutes a pattern of weak leadership.

Mishandling innovation. Leaders need to innovate, but prudently and thoughtfully. Three common mistakes:

1. Constantly opposing, discouraging innovation.
2. Innovating half-heartedly or too late, after an opportunity has passed.
3. Or going to the other extreme, chasing fads and keeping the organization in turmoil by continually changing course, strategies, and programs.

Inadequate communication. Too often, leaders don't explain their actions, invite questions, or provide enough information, particularly during critical processes such as strategic planning and downsizings forced by budget reductions.

Inconsistent decision making. Some leaders do not develop a sound approach to decision making. They can be dilatory or indecisive, not clarify a decision-making process, make decisions too quickly without enough consultation or consideration of all the facts, or making decisions but not follow through and make provisions for carrying them out.

Poor work-life balance. Some leaders fail for the ironic reason of overinvesting themselves in their history programs. It is easy to do—the cause is so important and the work is so engaging. But overcommitment in the forms of constantly being at work, focusing on the job evenings and weekends, and not enough time for family, social events, exercise, recreation, and other activities, can result in losing one's edge and eventually burnout.

Staying too long. Sometimes leaders just stay too long. Their passion wanes, new ideas and inspirations come less frequently or not at all, the excitement of going to work every day fades, and engagement sags. The dwindling enthusiasm shows and begins to permeate. When leaders stay too long, their programs often sag too, becoming routine and static.

Developing or Strengthening Leadership Skills

Leadership skills are not inherent; they have to be developed, tested, and continually strengthened. On the other hand, that means that through study, experience, hard work, and some trial and error, most people can learn leadership skills. One of the best approaches is to study what model leaders do and select and adapt to your own style and setting. Another useful approach is to identify and work with a mentor if that is possible.

But the best way to build those skills is to practice leadership and develop your own style, which involves some trial and error and learning from experience.

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Journals

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Organizations

American Association for State and Local History.
www.aaslh.org

American Management Association. www.amanet.org

ASAE/Center for Association Leadership.
www.asaecenter.org

Board Source/Building Effective Nonprofit Boards.
www.boardsource.org

Center for Creative Leadership. www.ccl.org

Getty Leadership Institute. www.cgu.edu

Leader-to-Leader Institute. www.pfdf.org

Leadership Now. www.leadershipnow.com

National Council of Non Profits.
www.councilofnonprofits.org

Wharton Center for Leadership and Change Management.
http://leadership.wharton.upenn.edu

Professional Seminars and Courses

Professional associations such as AASLH offer seminars that cover leadership topics. AASLH also co-sponsors the annual *Developing History Leaders @SHA* www.historyleadership.org

Many colleges and universities offer courses on management, with some coverage of leadership. Courses offered by public history programs should be particularly relevant to historical agency work.
www.publhistory.org/education/where_study.asp

Dr. Bruce W. Dearstyne holds a Ph.D. in history from Syracuse University. He served on the staff of the New York State Office of State History and directed programs at the New York State Archives. He was on the history faculty at SUNY Potsdam

and taught history courses at SUNY Albany and Russell Sage College. He was a professor at the University of Maryland College of Information Studies, where he directed the HiLS (History/Library Science) joint degree program and where he is currently an adjunct professor. Dr. Dearstyne is the author of many articles, two previous AASLH Technical Leaflets and several books, including two published by AASLH. He can be reached at dearstyne@verizon.net.

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² Richard L. Daft, *Management*, 6th ed. (South-Western College Pub: Mason, OH 2003), 515.

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⁴ Jim Collins, *Good to Great* (New York: Harper Collins, 2001), 17-40.

⁵ John Hamm, *Unusually Excellent: The Necessary Nine Skills Required for the Practice of Great Leadership* (San Francisco: Jossey Bass, 2011), 59-62.

⁶ James M. Kouzes and Barry Z. Posner, *The Truth About Leadership* (San Francisco: Jossey Bass, 2010), 61-74.

⁷ AASLH, *Statement of Professional Standards and Ethics* (2002). The Association also has several other ethics position papers. www.aaslh.org/ethicshtm.

⁸ AASLH, Standards and Excellence Program for History Organizations (StEPs): http://j.mp/AASLHSTEPS. Other useful examples are: National Trust for Historic Preservation, *Cultural Heritage Tourism Survival Toolkit*: http://j.mp/NTHPToolkit; "How Sustainable Is Your Historic House Museum," AASLH Technical Leaflet 244: http://j.mp/HHSust; John Durel and Anita Nowery Durel, "Golden Age for Historic Properties," *History News* 62:3: http://bit.ly/HNGolden; Cary Carson, "The End of History Museums: What is Plan B," *Public Historian* 30 (November 2008), 9-26; and Joan H. Baldwin, *What Comes First: Your Guide to Building a Strong, Sustainable Museum or Historical Organization (With Real Life Advice from Folks Who've Done It)*, Museum Association of New York, 2010: http://j.mp/MANYfirst.

⁹ Nina Simon, *The Participatory Museum*. 2010. http://j.mp/PMuse.

¹⁰ William C. Taylor, *Practically Radical: Not-So-Crazy Ways to Transform Your Company, Shake Up Your Industry, and Challenge Yourself* (New York: William Morrow, 2011), 20.

¹¹ For instance, Gail Dexter Lord and Kate Markert, *The Manual of Strategic Planning for Museums* (Lanham, MD: Alta Mira, 2007); Gerald George, *Starting Right: A Basic Guide to Museum Planning* (Lanham, MD: Alta Mira and AASLH, 2004). See also Peter F. Drucker, et al., *The Five Most Important Questions You Will Ever Ask About Your Organization* (San Francisco: Jossey Bass, 2008).

¹² John P. Kotter, *A Sense of Urgency* (Boston: Harvard Business Press, 2008).

¹³ John P. Kotter, *Leading Change* (Boston: Harvard Business Press, 1996).

¹⁴ Hamm, *Unusually Excellent: The Necessary Nine Skills Required for the Practice of Great Leadership*, xix.

¹⁵ A.G. Lafley and Ram Charan, *The Game Changer: How Every Leader Can Drive Everyday Innovation* (New York: Profile Books, 2008), 177-178.

¹⁶ Useful sources include Noel Tichy and Warren Bennis, *Judgment: How Winning Leaders Make Great Calls* (New York: Portfolio, 2007); Dean Williams, *Real Leadership: Helping People and Organizations Face Their Toughest Challenges*. (San Francisco: Berrett-Koehler, 2005); and Bill George, *Seven Lessons for Leading in Crisis* (San Francisco: Jossey Bass, 2009).