

Three Dimensions of Leadership

Book Concept & Outline

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Book Concept

Audience

Primary audience: Young leaders, ages 25–35, who are seeking advice about becoming a leader. These individuals are full of potential, excitement, enthusiasm, and motivation, yet unaware of the journey ahead. They're young, intelligent, ambitious, impure—they have something working in them that hasn't been refined yet, potential they may not be able to see yet due to ego, self-centeredness. They are likely college educated, have earned respect in their careers, were hired into a company young and are on a leadership track. They're women and men (more targeted toward women but universal message) who are in the crucible of ambition and hope, frustrated by senior leaders in organization and how they make everything harder than it needs to be. They feel like they're not getting promoted fast enough, and are being taken advantage of. These leaders read our book looking to learn aspects of great leadership in order to grow and get promoted.

Secondary audience: Older leaders who have gone through early years of success, reached a certain level of leadership, and are now disenchanted. They're frustrated that the organization they're in only values the extrinsic form of leadership. They read the book looking for hope and another way to go about leadership other than following the examples around them, which have mostly disappointed them. While these leaders have experienced success to some extent, they don't feel significant. They desire success that has more depth and intrinsic value—success that is not just focused on meeting the next quarterly goals.

Both audiences are working in any size company in any industry. They could be in the private sector, but our message isn't limited to private sector.

Book Takeaway

By the end of the book, our goal is for readers to feel accountability to reach the best version of who they could become, as well as an understanding of accountability and integrity in the three dimensions of leadership.

Concept

This business fable is a series of conversations between a young female professional, Emily, and an older, retired gentlemen, David. They first meet at Slow by Slow Coffee in Boise when Emily, in a rush to begin working, spills her coffee all over the table, barely missing her computer. They are both at Slow by Slow again at the same time the next week. David recognizes her, says hello, and the two have a conversation about Emily's career. After one more chance encounter, they establish regular meetings—typically on Mondays, but also on the occasional Saturday.

The book then unfolds as a series of conversations between David and Emily. The reader gets to see a bit into Emily's work world, following her as she completes assignments from David. Throughout, David shares knowledge he's gained from his time as an executive, often telling stories along the way; Emily, in turn, teaches him about modern leadership and women in tech. In the last chapter, Emily comes to find David, waits for more than an hour, and finally heads home, disappointed to miss him. When she returns to work, there is a letter sitting on her desk. It's a letter

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from David, sent posthumously. David has passed, and his letter is his final message about life and leadership. She sets the letter on the desk, tears rolling down her face, and looks out the window of her new office. She wipes the tears away and regains her composure. Suddenly, a young, new female leader in the company knocks on her open door and introduces herself as a new hire in the company's manager trainee program. Emily welcomes her and, glancing at the letter from David, invites the young leader to coffee at Slow by Slow.

The conversations throughout the book will explore what leadership is, focusing on the three dimensions; what influence is and why position isn't the only important aspect of influence; the three degrees of influence (control, collaboration, concern); and finally, the three things a leader must do to achieve greatness (i.e., transforming leadership). We'll approach writing the book using an axiology formula, though not overtly discuss axiology in the book. The systemic part is giving them solid content. The extrinsic part is giving them practical applications they can do something with. The intrinsic part is winning their hearts. We should continually ask ourselves: Are we inspiring them to feel both hope and the courage and conviction to do something, to become something, as a result of reading this book? (OI, 27)

Structure

The book will be broken into an intro and ten chapters, taking place over the course of about five to six months total. At the end of the content-rich chapters, David will give Emily "assignments" to help her practice, explore, or deepen her understanding of what they've discussed. Our vision is for this to be a 100-page or so book, a short but engaging and powerful read. We'll potentially include "notes" Emily has taken from their discussion at the end of the chapter (napkin graphic, smartphone screen, etc.). The book climax will be Emily's crisis at work and overwhelming frustration (chapter 4). Rising action from chapters 1-3; falling action from 5-10, with a big promotion to VP in chapter 8 and a powerful ending in chapter 9. Along the way, we'll have some foreshadowing of David's death—he'll be late to one meeting, looking a little flushed, but Emily will write it off. Emily will also reveal a pregnancy toward the end of the book, which further complicates things at her largely male-dominated company. During their conversations, David will draw on real stories and examples without using names readers will recognize. See "Time line" section for more details.

Considerations

Stay away from thinly-veiled preaching. We want this to be a unique book, different than the other business fables out there (notably, *The Go Giver*). We'll avoid a paternalistic, stereotypical relationship between David and Emily; though David is male, we'll draw from the influence of [Francis Hesselbein](#). The focus will be on developing rapport between Emily and David that becomes friendship to transcend gender biases. If Emily interviews leaders in the book, make sure there's an even spread of men and women; also, we'll be conscious of having David discuss women leaders in his leadership lessons.

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Point of View

Third person limited point of view, with insight only into Emily's thoughts and feelings. We may potentially try first person point of view to see if it's a good fit.

Characters

Emily

Emily is a strong feminist in a highly paternalistic, male-driven world. She is 30 years old, married, with a three-year-old son named Max. She studied computer science and graduated cum laude from The University of Pennsylvania; she came out to Boise because she was recruited by Innotec. She is organized and hard working. Emily wants to be a leader; she doesn't want to stay stuck as a subject matter expert. She's in an organization that's controlled by gender bias and the idea that everybody has to pay their dues—a good ole boy club.

Emily was recruited to Innotec in the manager trainee program right out of college; her current role is as a manager, responsible for a group of twenty-eight people. During the book, she receives a promotion to VP.

While Emily has been promoted since joining Innotec, she hasn't moved up as quickly as her peers. A lot of the people who came into the manager trainee program with her—all men—have already become directors. She's frustrated by the company culture and the fact that she is (in her mind) smarter, more productive, and harder working than many of her male colleagues that are getting promotions. Her boss, Mitchell, often writes her off when she brings up her frustrations. Emily doesn't feel criticized for her work; she simply feels like no one is listening or watching.

Emily's talent pattern is high D and C, low I and S. She is highly competitive, loves a challenge, and wants to prove herself. She's also excellent with details and wants to be precise. Her low I and S scores make her skeptical, not easily persuaded, and not always trusting. Combined with the culture she's in, it's a recipe for a general feeling of distrust. She's wired to see what's not right; she sees the problems. Being a woman in a male-dominated field, and in a culture that doesn't focus on developing human capital, amplifies her tendency to notice issues.

Emily is motivated by practical results; she doesn't value people "sitting around and doing kumbaya." She's also motivated to learn new things, especially if it's tied to a practical result. Having the opportunity to lead is an important part of where she gets satisfaction.

While Emily is precise and driven, she's also smart and funny with great comedic timing—often friendly sarcasm. When she decides someone is worth listening to, she *really* listens. She comes off to David initially as potentially self-absorbed, but she isn't; in fact, she's just the opposite.

Emily is initially uninterested in David's mentorship partially because of her desire to seek out women mentors—frankly, she's tired of having few women role models in her company. She is constantly challenging David about some of his own biases.

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By the end of the book, Emily starts getting into fairly substantial structural responsibility. She's grappling with the questions: Can I fulfill my vision to be a leader in this company and this industry? What do I need to do to get noticed?

Emily is also part of a small women's leadership group that focuses on a specific aspect of professional development for each meeting; they are typically studying a book every couple/few months, watching videos, and joining in discussion to develop themselves as leaders.

Our character study for Emily is [Alecia Hoobing](#) at Cradlepoint, Stacy's friend.

Mitchell

Emily's boss, Mitchell, is a director at Innotec. He's generally well-meaning but clueless and too busy to be personally engaged in Emily's success. He's driven by gender biases he doesn't recognize and consistently chooses Emily's colleagues for opportunities and promotions within the company. Mitchell is in his late 30s with no real leadership future at the company beyond his current role. He feels that because he had to go through the bureaucratic steps, everyone else should, too. He's overworked, subconsciously jealous of others' success, and while he can be supportive, he doesn't look for opportunities to help Emily and others grow.

David

Also known as "Dave," David is the epitome of a loving mentor. He is a retired executive; the reader doesn't know what he ran but eventually learns that he was president of an international company. He's 72 years old and has been retired for three years; he's been coming to Slow by Slow for more than a year.

He goes to Slow by Slow every weekday morning—partially because his wife said she can't stand him sitting around the house all the time but also because he loves watching people. Sometimes he even makes up stories about the people he sees at the coffee shop. At Slow by Slow, he mostly catches up on e-mails with old colleagues (who are also retired) and reads news articles.

David's tendency is to become kindly paternalistic, so Emily helps him see the world through a different perspective. As they get to know each other throughout the book, their relationship grows to a friendship. By the end of the book, David starts seeking Emily's knowledge and advice.

Our character study for David is [Dr. David Mefford](#), Ron's mentor.

Timeline

Introduction: Sets the scene for the book, potentially starting in the future with Emily reading David's letter

Chapter 1: First conversation, coffee spilled (on a Monday); potential scene at Emily's work; second conversation, light, surface-level (one week later, again on a Monday, chance meeting)

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Chapter 2: Third conversation about influence (one week later, again on a Monday, another chance meeting, but Emily went in looking for David)

Chapter 3: Fourth conversation about integrity, brief mention of three dimensions of leadership (two weeks later, final chance meeting); Emily researches David online that same evening

Chapter 4: Fifth conversation about three dimensions of leadership (first scheduled meeting, two weeks later on a Saturday); Emily shares that she was passed over for a promotion, and this conversation deepens their relationship

Chapter 5: Scene at Emily's work, argument between colleagues; sixth conversation about character leadership (one week later on a Saturday)

Chapter 6: Seventh conversation, continued about character leadership (two weeks later on a Saturday); Emily walking through downtown Boise, stopping at maternity store

Chapter 7: Eighth conversation about expert leadership (two weeks later on a Monday); Emily stays late at work to begin her self-directed PhD

Chapter 8: Emily's conversations with her boss (nearly two weeks later, on a Friday); ninth conversation about positional leadership (two weeks later, on a Monday)

Chapter 9: Final conversation about what great leaders do (two weeks later, on a Monday); Top Women in Technology banquet (one month later, on a Wednesday)

Chapter 10: Emily's promotion (next day, Thursday); empty coffee shop (next day, Friday); Emily meets the next young leader.

Setting

Slow by Slow Coffee: A gourmet pour over coffee shop in downtown Boise, Idaho, run by the calm and friendly Joe Shafer, along with his wife Diana. The shop has a hipster vibe: modern and minimalist, with a large brick wall, long tables, and plenty of natural light. The tables sit above the counter and bar. Most of the book will take place at Slow by Slow, though the narrative will follow Emily to work, interviews with leaders (if we include these), and other places that support the flow and content of the book.

Innotec: A global company based in Boise, Idaho. Like many tech companies, Innotec is male-dominated, full of bureaucracy, and hierarchy-driven; it is a matrix organization where people work together but there aren't supervisory roles. Due to this type of organizational structure, a lot of individuals have vested interest in the director role. Emily's team is creating a new fog-based storage system to compete with the biggest names in cloud computing. Unlike hip workplaces like Google, Innotec is full of 90s cubicles (purchased secondhand after the "open workspace" fiasco of the early '00s), bright florescent lighting, and dinosaur-age printers. It could use a coat of paint and some personality. The décor is representative of dated thinking about leadership and growth at this

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“innovative” company. The typical trajectory in this type of organization is as follows: team leader, supervisor, manager, director, assistant VP, VP, senior VP.

We are basing our fictional company off of [Cradlepoint](#) (setting) and [Micron](#) (company culture) in Boise, Idaho. Jon MacDowell might serve as a strong resource for understanding Micron’s company culture.

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Book Outline

Introduction: The Letter

This is still in development. Our goal is to set the story in an artistic way. The intro needs to contribute to, and deepen, the whole of the book.

Currently, our idea is to open with a letter from David to Emily—his last letter. The reader does not know the context, nor that it's his last letter. Drawing on recorded interview transcripts with Ron, we may frame this letter with how one never knows if it's his last letter. The core message might be: You're unique, and yet none of us are alone. We're all connected. It's important to Ron that the letter also serves as an endorsement/affirmation of Emily—focused on helping her believe in, and accept, herself. Another message might be around what to do now that she's reached high-level success and public recognition.

Likely, we'll write this portion of the book after the first draft is complete, though I may contribute a rough version with the first draft. We have rich content from our intro interview to use in this section. We agreed that Ron would write the first draft of the letter, and I will revise it.

Other ideas:

1. Highly artistic, painfully beautiful description of how an exquisite cup of coffee is made.
2. Set the scene in Slow by Slow; ground the reader in the real place before introducing the fictional story.
3. If the story is a first-person narrative by Emily, intro could be the perspective of Dave.
4. Open with Emily reading a letter; we see her response to it but we don't get the content of the letter until the end. There's a strong, ambiguous emotion—the reader is unsure if there's a positive or negative reaction.

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Chapter 1: The Encounter

The chapter opens with Emily watching impatiently as her pour over coffee is being made. The slowness, she decides, is slowly killing her chances at a promotion. In her bag is her laptop—she needs to get to work on a big presentation she has coming up, especially since the CEO is going to be in attendance. The barista tries to make small talk, but Emily is too distracted by the e-mails on her smartphone. When the barista offers to bring the coffee to her table, Emily waves a thank you and heads upstairs. David, who she'll meet shortly, is sitting toward the back of the coffee shop reading an article on his tablet. He notices her and can't help but watch her.

A few minutes after the barista brings the coffee, Emily reaches for it while still staring at her computer and knocks it over, barely missing her laptop with the hot liquid. David comes to the rescue with a stack of napkins; he runs downstairs to request a new cup of coffee and, unbeknownst to Emily, pays for it. He asks what she's working on; she politely responds with short answers but makes it clear she's not interested in a conversation. She's appreciative but distracted and makes a few remarks that leave David to believe not all is well in her world. David returns to his table, where he continues reading on his tablet. He glances at her a few times; Emily doesn't look at him once before leaving the shop. (Writing note: draw on Stacy's interaction with man at Java; wouldn't leave her alone as she tried to get work done.)

After this, we may potentially add a scene at her workplace, a tense interaction with a boss or coworker. The focus would be on establishing the company and setting, as well as showing a glimpse of the story behind Emily's surface responses to David.

A week passes. Emily returns to Slow by Slow; even though it's painfully slow, she's never tasted coffee so good in Boise and likes the ambiance of the space. She recognizes David and says hello, and thanks him again for his help the previous week. They have a short, surface-level conversation in which David asks some deep questions but Emily, not yet trusting this man she just met, offers only tentative responses. Toward the end of the conversation, she reveals that she just gave a big presentation that should have been a career-changer, and yet her colleague, who is younger and (her opinion) not as bright, got the promotion she wanted instead. She's hesitant to reveal these things; it takes some prodding from David. Emily's smart watch flashes that she has a meeting in thirty minutes, so she ends their conversation and rushes out.

This chapter should be short, just to establish the connection informally. We'll introduce some of the tension through Emily's inner dialogue.

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Chapter 2: You Have Influence

The two meet again—another chance meeting—and start up a conversation about leadership and three degrees of influence: control, collaboration and concern.

There is some small talk, and then David asks how things are going. At first, it is polite: “things are great.” David probes a bit more and Emily’s tension and frustration reappears. She begins to open up a bit and share that things aren’t exactly great. She is tired of feeling passed over—not being noticed, recognized, or rewarded for her hard work and diligence.

David asks for permission to give a bit of advice; which is cautiously accepted. The worst-case scenario, Emily silently decides, is that she can never go to that coffee shop again; in the best case, he’ll actually have useful advice.

David begins by sharing that what he hears Emily saying is that she doesn’t feel noticed; another way to look at it, he says, is that she doesn’t feel like she has the influence she should have. In David’s experience, people who don’t feel like they have influence often end up frustrated and disillusioned—that they can’t be the best version of themselves. People who do have influence, on the other hand, feel engaged—like they can keep going to become their best selves.

This leads to a conversation about influence; the presence of influence is affirming and the absence of influence is demotivating. David eventually asks, “What if you could have influence in every situation?” Emily admits that this would be great but doesn’t see how it’s possible in her current situation. He replies that it’s not only possible, but he can show her how.

This leads to the conversation about three types of influence: control, collaboration, and concern. Potential content to include:

1. What are some examples of things you can control 100% (IO, 22)?
 - a. We control what we own
 - b. Control is the core of personal accountability
 - c. Examples: time you wake up, keeping a goals list, how many hours you work, discretionary time
 - d. David tells story of buying back discretionary time (complete story in OI transcripts, pages 21–22); one of the biggest problems with organizational leaders is not having enough discretionary time; by the end of his career, he had four hours of discretionary time every day, worked a 10–11 hour day; connect back to control
 - e. Emily commits to coming in half an hour early; David counsels her to tell people (including her boss) that she owns her time
2. What are some examples of things you may be able to influence through collaboration (IO, 23)?
 - a. We influence what we share
 - b. Requires the help of others

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- c. Examples: create conspiratorial alliances to enact change even if the top isn't behind you, create mini-cultures
 - i. Research on culture indicates that you can create mini-cultures inside an organization with small numbers of people who identify with similar values/goals and then consciously choose to advance their shared agenda both overtly and covertly in an organization. This can happen on a team, in a department, or in a division. It can also occur across teams, departments, divisions with proactive awareness and behaviors.
- d. Emily identifies that there's a lack of encouragement in her organization; agrees to build a "collaborative conspiracy" to spread an attitude of celebration
3. What are some examples of concerns that are outside of your scope of influence (IO, 23)?
 - a. We worry about what impacts us but appears to be out of our reach
 - b. Do my concerns steal energy? Are they really outside of my ability to influence? How should I respond?
 - c. Concern deals with things we worry about that are completely outside of our control; influence is there but invisible, when it appears, it turns into a collaborative form of influence
 - d. David asks Emily what things she's concerned about that she can't change
 - i. Emily identifies that the company is going through an acquisition
 - ii. David asks about politics, and Emily bemoans that it's a mess; David identifies politics as an area of concern where her influence, if any, is invisible
 - e. Potential stories to include:
 - i. From Ron (told by David): A global company where we have worked with their people in 5 different countries, at several different levels. Another high-tech company where engineers, middle managers and senior managers all feel victimized by decisions, attitudes and behaviors they observe with another group that they see as beyond their control or influence. We also see this in small to medium size companies, and of course, it is often present in not-for-profits and government agencies. The dimension of concern is also often something outside of the organization itself, such as regulations, competitors, etc.
 - ii. Another potential story to include: David leading his company during the great recession. It was easy for him to get caught up in all the things he had no control over (banks failing, clients going out of business, etc.). He realized there were four things he could control or collaborate on: they could be careful about spending; they could be caring to the customers; they could be creative; they could make sure they're competent, adding to core skills. Result: his business survived the recession and found ways to innovate; was able to use the recession to his advantage instead of a disadvantage. His business actually became stronger, they developed better systems, etc.
 - iii. David shares a story from his experience where senior management was waiting for middle management to demonstrate influence

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4. The area of influence you focus on is going to grow at the expense of the other circles; when you focus on control and collaboration, the influence of concern becomes visible—Emily might discover that once she builds influence in control and collaboration, she develops influence of concern in the acquisition (her influence becomes visible)
5. Emily asks how that would happen; David explains that during discretionary time, she might become more strategic and knowledgeable, and get noticed for saying things that are unexpected
6. David shares the story of a friend in the manufacturing industry that was invited to become part of a national change management team; he was invited because he was building his degree of control and collaborative influence
7. David potentially draws a circle diagram on an iPad app to explain how the circles interact with each other

David encourages Emily to play with these ideas and see how they impact her and help her feel more powerful in her work. He also recommends that she read “Habit 1: Be Proactive” of *The 7 Habits of Highly Effective People*. She agrees and promises to share what happens; internally, she is skeptical, but decides to give his advice a try. Her watch flashes at her again, bringing her back to the reality of her work. She says a quick goodbye and heads out. The focus of this chapter is to build the tension inside of Emily and start to create a meaningful relationship between David and Emily.

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Chapter 3: Where Should I Focus?

This is another random meeting, though this time Emily goes to Slow by Slow looking for David. As she places her order, she peeks over the wall to see if David is there. She was eager to talk with about her frustrations inside her organization. When she sees him, she asks if she can sit with him. David is glad to see her, motions toward the chair opposite him, and asks how her experiment in influence—control, collaboration, concern—went. At some point during their discussion, a colleague from work runs into Emily, and she struggles to describe what she’s doing at Slow by Slow. “He’s my, uh . . . friend?” she says, not wanting to say “mentor” out loud, though she’s not sure why.

As David and Emily talk, she shares some victories. For control, she didn’t think she’d actually be able to make 30 minutes of time in the morning, but she did (not perfectly—one night, for example, her baby woke up four times—but she was mostly successful). David acknowledges that you can’t control 100% when you have young children. Even so, Emily admits, “I met the enemy, and the enemy is me.” She shares that no one was keeping her from having influence; it was always available to her.

For collaboration, she has developed a monthly lunch with people who have a common interest in the future of the company; they’ve started celebrating one person a month to begin to influence the culture. For concern, she hasn’t paid as much attention to the acquisition, but she admits that while this model has been helpful, it has its limits. After all, nothing in the culture at work has changed. It is just that her attitude toward it has changed. She makes the comment, “I just wish there was more integrity in the way they [leadership] treat me.”

This leads David to ask, “What is integrity?” Emily gives the expected answer: being honest, ethical, not being duplicitous. David challenges Emily to expand her thinking around this idea. He brings up the “integrity” of the nervous system. What does this mean? David offers the definition that all the parts are working properly and together to create the optimal result.

Emily brings up *The Effective Executive*, which she is reading in her book club. She quotes Peter Drucker, “The only thing you can say about a leader is that a leader is somebody who has followers” ([Forbes](#)). David suggests that a leader is a person of influence, but that the tendency is to think of leadership as being fairly narrow. He asserts that leadership is not about having a title, and they begin talking about people in the organization who have influence (informal leaders, such as the executive assistant). Emily asks how to become an informal leader. David alludes to there being three distinct levels or dimensions of integrity when thinking about leadership. Emily, intrigued, asks what he means, but he says that would be better saved for another conversation.

Emily has to get to work, but asks if they can meet again on Saturday to talk about integrity in these three dimensions (the first “scheduled” meeting between the two). Their next meeting will be the first of many scheduled coffee talks as they begin to establish a more formal mentorship relationship. She reiterates that she wants to do whatever she can to get the promotions she knows she deserves.

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Later, Emily looks David up online and learns he has no social media presence but finds several articles about him that are more than a decade old. Intrigued, she spends more than an hour reading about his past as the president of a massive international organization.

Other potential content to include:

1. Integrity in each dimension (10)
 - a. Integrity is usually described as being “honest” or “ethical”
 - b. Actual definition: all the parts are properly aligned with each other, working well together
 - c. Relate to integrity in the nervous system—whole response we call a system
 - d. We need a broader, multi-faceted definition of integrity; realizations led me to define integrity for each dimension

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Chapter 4: For Now, Ignore Position

The two meet for their first scheduled meeting, this time on a Saturday. The focus of this discussion is integrity and the three dimensions of leadership.

Between meetings, Emily finds out that she's been passed on for a promotion because she's a mother with young children. She's frustrated in part because she started to buy into David's advice and now feels like it was false hope. David doesn't know this at the beginning of their conversation, but the reader does.

This is a turning point in David and Emily's relationship. They make the switch to having a deeper, "real" relationship built on trust.

They review the conversation about influencers in the organization. David draws three columns and asks Emily to tell him more about these informal influencers she identified in their last discussion. As she describes them, David puts the traits in one of the three columns. She says "respectful and kind," which goes into one column; "helpful," which goes into another column; "getting things done," which goes into another column. He asks her to expand on her list, and as she does, he adds more to the columns.

Next, they talk about senior leaders in the organization and David asks Emily to identify the traits that make them successful, once again listing them under the three columns. He asks her what she notices about the columns, and she mentions there are a lot of descriptors in the first two columns and only a few job titles in the final column. Finally, he labels the columns: Character, Expertise, and Position.

This leads to some clear insights:

- There really are three dimensions of leadership. David reminds Emily that "influence is leadership."
- If there are three distinct dimensions of leadership, a leader's true influence is some combination of all three. David briefly talks through each of the dimensions.
- What if we could define integrity differently for each dimension?
- David asks, "What type of leader do you want to be?" Emily looks at the columns and says she wants to be an expert leader with character. She's having an aha moment because she always thought it was about the position.

As David has this "intellectual conversation," he can tell that something is making Emily angry. He asks what's wrong, and she blurts out that she met with her boss and found out someone else is getting promoted to a director level who is less qualified than her. When she asked her boss about it, he admitted that she was more qualified, but she is also a mother of young children and can't be expected to give as much attention to her work as a man. After her successful presentation and growing influence, she's angry and hurt that her boss made a gender-biased decision—and her boss doesn't even seem to realize it.

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David lets her express her anger about this and asks more questions to provide emotional oxygen. Eventually, Emily has vented her anger and asks for advice. David asks if she's thought about leaving. Emily responds that yes, she has thought about it, but she's not sure she can find a better culture anywhere else that won't have the same biases. She also sees an opportunity to use her growing influence to enact change in the company and industry.

With that in mind, David's advice is, "For now, ignore position to get position." Of course, this advice is confusing to Emily. Unfortunately, David says that he can't explain what he means because he made a commitment to go to the farmer's market with his wife and he doesn't have any more time today.

"But wait," Emily says, "what should I tell my boss? Obviously, someone needs to straighten him out." David says that the time will come when she can speak with power. For now, he advises, she should wait a little while until they've gotten to that part of their conversation. "Maximum power is often a matter of timing," he says. "If you don't pick the right time, you won't get the results you're looking for." He also counsels her to lead with logic and follow with emotion.

They schedule another session. In the meantime, David asks Emily to think and journal about how she might define integrity in the dimension of character leadership. David leaves. Emily stays at Slow by Slow, drinking her coffee, processing what she's just learned and attempting to complete her "homework"—but is stumped.

Notes: Focus is on having some sort of disruption/tension in this chapter; touch back on informal influence. We also removed reference Rob Cross, Social Networks; we are showing it in a different way and reference seemed superfluous.

Other potential content to include:

1. How the dimensions relate (11)
 - a. Concentric circles: positional leadership (inner), expert leadership (middle), character leadership (outer)
 - b. Not separate from each other
 - c. Ideal pattern: expertise and character are larger than the position (12)
 - i. Sometimes position is so big it overrides character and expertise (e.g., president)
 - d. Responsibility for each dimension: positional (others); expert (mostly self); character (no one but me) (17)

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Chapter 5: Character First

The chapter opens with Emily at her desk at work. It's a Friday afternoon and her second planned meeting with David is coming up the following morning. She's unintentionally eavesdropping on a heated conversation her colleagues are having; she tries to block out the distraction, but even with her door shut, she can hear their voices in the next room over. Finally, Emily digs through her bag and finds a set of travel ear plugs she'd packed for her recent work trip, puts them in, and gets back to work. She looks up from her desk half an hour later to see her two male colleagues walk out, tersely nod at each other, and walk in opposite directions. Emily sighs, glances at a sticky note she'd placed on her desk earlier that week that reads, "Lead with logic; follow with emotion."

Finally, it's Saturday, the second planned meeting between Emily and David. She starts out by asking if they can talk through what happened with her boss. She says that when he mentioned logic in front of emotion, it got her thinking and noticing how revealing it is to ask, "Am I leading with logic and following with emotion?" David commends her for learning how to use emotional intelligence to influence others and becoming aware of what's happening around her.

Emily expresses gratitude for the compliment—especially since she's pretty sure she failed the assignment of defining integrity in the character dimension of leadership. When he asks why, she says she got stuck; the definition of integrity was hard to articulate. David agrees—he felt the same way, like the definition of integrity was ambiguous and hard to articulate. He tells of his experience working with his business coach, reading *The Only Way to Win* by Jim Loehr, and recognizing that character can be defined by answering two questions: What values will I choose to govern myself? What values will I choose to relate to other people?

They discuss values—what's most important to Emily. Emily identifies two of her values as honesty and self-management. David encourages her to make a longer list, to really dig deep. He suggests looking to *The Only Way to Win*, *Return on Character*, and *The Complete Leader*. Emily recognizes author Jim Loehr and contributes that they just read *The Power of Full Engagement* in her professional group; she adds self-care to her list based off of explaining the topic of the book, managing energy in four different dimensions. At this, David pulls out two sheets of paper, which he prepared prior to their discussion. On it are two character checklists, governing self and relating to others, which he compiled from the three books he mentioned. He hands them to Emily and suggests she use them as a guide and add to the lists with her own research.

David asks her what some of her values for relating to others are. Emily identifies loyalty, inclusivity, acceptance, collaborative. He then shifts the conversation to what empathy means, and he defines it as the ability to see something through another person's experience without judging whether their emotions are right or wrong. He tells the story of a colleague he had a conflict with and how he used the value of empathy to guide his actions to impact the relationship. Emily decides she wants to add empathy to her list. David instructs her to go through the same activity for this values list, using the three books he mentioned and the one she mentioned. David explains that values define who you want to be, not just who you are.

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This conversation leads to an assignment to not only make her two values lists but also pick the five most important values by which she wants to govern herself and the five most important values by which she wants to relate to others. David gives her advice on how to do so, and he shares the “top button” example.

They talk about why this activity is so important. He shares that successes are as much a test as failures and she’ll pass or fail the test based on two things: knowing who she is and where she should be going (note: potentially incorporate some version of Dan’s story, media and popularity). “You’re going to be successful, Emily,” David tells her. “What I don’t know is how you’re going to handle your success.” He tells the story of becoming a young president at his international organization and how his mentor had a similar conversation to the one they’re having now. He also shares the story of losing \$5m and how he’s glad he had defined his values because his values are more important than his bank account.

David asks what Emily wants to do with this new information. She wants to create her own formula for character and show it to him during their next meeting.

Questions answered in this chapter include: Why do we follow leaders with character? How can we define integrity around character? How do we maximize our influence in this form of leadership?

Resources: PowerPoint detailing Ron’s values, *The Only Way to Win*, *Return on Character*, *The Complete Leader* (“Leaders Lead Themselves;” still TBD how we’ll include this), and *The Power of Full Engagement*.

Other potential content to include:

1. While developing character leadership is the most important, all three dimensions are important and distinct. In other words, we may focus on one or two and fail to optimize our leadership potential. (OI, 17)
2. It is good to be a position leader, better still to be an expert leader, and best of all to be a character leader (axiological formula, reference without going into axiology)
3. Character formula
 - a. Two ways to define the values you aspire to and seek to be accountable to
 - i. Values by which I choose to govern myself (OI, 13–14)
 1. Values include personal accountability (connect to *The Complete Leader*), accepting that others have their own perceptions, self-management, resilience, goal achievement
 2. The values you govern yourself by define character for you
 - ii. Values by which I choose to relate to others
 1. For me: empathy, resolving conflicts when possible and not accepting them as inevitable
 2. Test of character: What are those core values you choose to abide by, to commit yourself to in the way you relate to other people?
 - iii. Sometimes character means admitting you need help living up to your values

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Chapter 6: Who I Want to Become

The two meet on a Saturday again, and David asks how her character assignment went. Emily found it inspiring to work on because it made her think a lot about not just who she is and what matters to her but also who she wants to become as a person outside of her professional life. He asks if she picked her five; she says yes and that she even added to his list. He's impressed!

Emily shares her list and reflects back that she realized character leaders are the most inspirational. We follow them because we want to be like them; they inspire us. David agrees and says that people follow character leaders because of the way they govern others and themselves; people become attracted to the leader. He adds that we want to follow these leaders because there's something about their message, the way they live their lives, and who they are as people that resonates at a deeper, or even spiritual, level. This kind of leadership can overcome obstacles that far exceed the first two dimensions (OI, 17). That said, there are a lot of examples of people who fall short in the area of character, whether it's having an affair or stealing from companies.

David asks how well she's doing in the ten values she identified and asks her to rank them 1 to 5. Emily agrees and reminds him that they haven't defined integrity for character leadership. They discuss that integrity of character is making and keeping commitments to self and others. Integrity in character leadership, in David's view, can also be wholeness of character. David tells the story of a pastor he ran into in an elevator and concludes that people follow character leaders for emotional reasons. Character leaders don't develop their character to be followed; rather, it attracts people who have a similar set of values. Emily decides this is the type of leader she wants to be.

David excuses himself to get a coffee refill. When he gets back, Emily is lost in thought. They talk about ways to minimize the risk of walking away from character leadership: make a card of your values, have an accountability person who gives honest feedback, give a few people your cards and ask them to check with you regularly. They close their discussion on character and David suggests that the next time they meet, they discuss expert leadership.

The two say goodbye outside the coffee shop. Emily checks her watch—her husband and daughter are on a “date” for another hour, so she wanders around downtown Boise. She stops outside the maternity and baby store just down the street from Slow by Slow and pauses in front of a display. A sign in the front window reads, “Are you expecting?” Emily lingers, then walks away from the shop, presumably heading to her bicycle to ride home.

Additional notes:

1. Return on Character
 - a. If you define and live up to character, positional leadership will almost always take care of itself (OI, 18)
2. Potentially David to have Emily interview an expert leader she wants to emulate.

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Chapter 7: Next, Become an Expert

They meet this time on a weekday, early in the morning so Emily can still have her discretionary morning time. Emily comes ready to learn. These conversations have become the highlight of her week—and David's, too.

David begins the conversation by explaining that while character leadership is important, it's not everything. Expert leadership is the influence you have because of what you can do or what you know. David explains that we follow expert leaders because of what they do for us. People will freely follow you as an expert leader if you can do/provide something they need, or you can solve problems they have. David shares the example of trusting an oral surgeon, dermatologist, accountant, and attorney. Emily agrees and shares a story about her son needing surgery (draw on [Kara Saperston](#) story, pursuing extensive training, listening, continuing to learn, taking great care of her patients). David points out the respect the surgeon showed and the willingness to admit she doesn't know it all. They talk about the overlap between character and expert leadership.

They discuss how to define integrity for an expert influencer: value, relevance, continuous learning, growing expertise. David suggests that Emily could start studying trends that might impact the future of her business, perhaps baby boomers and millennials in the workplace or health care. Emily's interested in the health care idea, but more focused on wellness; she mentions reading *The Innovator's Prescription*. She also suggests globalization. David says that by focusing on the challenges or opportunities five or ten years down the road, she can begin to develop her own expertise to grow influence in her organization. "Yeah," Emily agrees, "and then they might actually listen to a woman!"

They devise a plan for how to practically begin to develop her expert leadership. David shares the idea of earning a new PhD every three to five years to become world class. Emily loves this idea and decides she wants to study advancing women in technology. "Great," David says, "I want you to think about how you can become the smartest person in the room about this specific topic." He asks her how she might build a strategic learning plan around her PhD topic; she says she'll start by building a list of thought leaders of women in tech. She might even attend a conference or reach out to them to ask if they'd be willing to mentor her to become an expert as well. David suggests she build out a clear set of action steps—a strategic learning plan—to go over the next time they get together.

Finally, David shares three questions to ask herself to continue to develop her expert influence:

- How does my expertise create value for others?
- What do I need to do to continue to expand this value for others?
- What new expertise should I develop in the future to become a greater contributor?

He also suggests that she brood and ideate to create something that's uniquely hers to advance knowledge while remaining open to other people critiquing your ideas/work.

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They wrap up their discussion with Emily asking what the third dimension is that they'll focus on. When David tells her that it's positional leadership, Emily chuckles. "You know, I don't even care about positional leadership anymore," she says. "I'm content focusing on these other two dimensions for now." David replies, "Wait, wait. It is important. Next week, we'll talk about why."

That evening, Emily stays late at work to do some research for her self-directed PhD. An hour later, she looks at the clock and can't believe how much time has passed. She makes a note on the pad next to her desk, "Send David TED talk – economic value of women." Emily smiles to herself, knowing he'll enjoy the talk, shuts off the light, and walks out the door to head home. It's dark as she walks to her car, and she is humming to herself. She opens the car door, sets her bag on the floor of the passenger side, turns on the ignition, and drives away.

Additional notes:

1. Going wide and/or deep with a strategic learning plan
2. How do I continue to think about how I create value for the future?
 - a. It's not just about mastering the thought leadership that's already been created or creating new thought leadership yourself—it's about adding value
 - b. For me (Ron/David) as an expert in leadership development (9):
 - i. How do I make leadership development dramatically more successful using all the available tools?
 - ii. \$14 billion a year on leadership development programs; 93 percent of executives think those programs are a failure
 - iii. Not content to leave as-is or just do a better job; willing to pursue new paradigms

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Chapter 8: Now, Let's Talk About Structural Leadership

The scene opens with Emily interacting with her boss. It's a Friday afternoon, and she's ready to talk to her boss about the promotion she didn't get. Instead of emotion leading the way, she guides the conversation in the following way:

- Emily: Are you happy with my performance? (Of course!)
- What do you think are my greatest strengths? (Delivering what she says she will, no matter what it takes.)
- What would you like me to get better at? (Delegating more...helping your people have the same commitment to completing projects that you have...developing and coaching others. Maybe taking a little bit of your edge off when there is a lot of pressure on you.)
- Is there anything at work that is holding me back from being promoted to a director position?
- Boss: No, as I have said, you are doing a great job. Our concern is that you are a mother with small children.
- Emily: Do you have the same concern with fathers of small children? (long pause)
- Boss: No, candidly, we don't.
- Emily: It seems to me that I should be the one to determine whether this is a detriment to me accepting a promotion, but it is unreasonable, though probably unintentional, for you or others to use this to pass me over. (another long pause)
- Boss (speaking slowly): You are right. I have to admit that my reason for not advocating for your promotion has left me uncomfortable. Actually, I'm surprised at how calmly you are able to discuss this. If I was in your place, I would probably be a lot more emotional.
- Emily: I have been learning about the importance of leading with logic, following with emotion. The truth is, I am pretty emotional about this. However, as a leader, I have to make my emotions the caboose instead of the engine.
- Boss: Wow—where did you learn that from?
- Emily: Let's just say that I care enough about getting promoted to director that I'm willing to work on me first. I don't want the promotion until you are convinced it is the right thing to do.

On Monday morning, Emily arrives at Slow by Slow still excited about her amazing conversation with her boss. One of her character values was to be persuasive. She has been reading, *The Complete Leader* chapter on persuasion and realizes that the ethos (credibility) is about character, the logos (logic) is about expertise, and now the pathos (emotion) is about communicating with conviction, but not belligerence. Emily relates that she was able to revisit the conversation about her not being promotable because of being a mother with young children.

David is impressed with Emily's maturity and tells her so. Based on this conversation with her boss, he thinks it is time to talk about integrity in the third dimension of leadership; positional leadership. Emily holds up a hand as she digs something out of her bag. It's her strategic learning plan. "We don't need to go over it," she says, "but I brought a copy for you in case you're

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interested.” David chuckles, looks over the paper, and then sets it aside. The plan is included in the book as an illustration. “Great work. Now, are you ready?” he asks.

After enthusiastic endorsement from Emily, he begins:

- With positional leadership, people follow the position more than the person
- The position can become bigger than the person. This is why the words, demeanor, and presence of a leader can often become amplified, for better or for worse.
- We accept or follow positional leaders because we have to (Emily’s quip: “Yeah, sort of like the president of the United States, huh?”)
- Integrity means knowing the rules, getting the results, and nurturing the relationships
- A position is always temporary—everyone will eventually lose this position

David tells the story of a woman who worked in the customer service department of his company. He explains that positional leadership is a stewardship; it’s not hers for life. It’s also always based on external endorsement. He recounts how he was treated as president of a large company (limos, chocolates, etc.), when simply occupying the position. Just one year later, he was escorted out of a store by a security guard. His point is that no one holds a position forever. Everybody leaves the role at some point. Some lose it because of poor performance; others lose it because it’s time to move on.

Emily responds, “I don’t want to leave because of poor performance. So, how does integrity come into play?” David replies that she needs to understand three aspects of integrity in expert leadership. First, the rules of the position (e. g., Mark Hurd example, no name mentioned in book; foreign governments); second, results expected by others (key results of your position; results your subordinates expect). David suggests that Emily take time to identify three to five key results, in the form of action statements, for once she is promoted to director. He gives her three ideas to get her started:

1. Have a clearly defined and communicated plan for success in the department
2. Achieve or exceed all of the tangible, measurable goals for the coming year
3. Develop, in advance, the value that her team provides to the company

He explains that the key results are the strategic plan; she then needs to put together an operational plan to measure the key results. With the metrics in place, she can begin to build a schedule—a detailed plan that is the expression of the strategic key results statement.

David then moves to the third aspect of integrity: relationships that are productive and appropriate. He commends her for managing her relationship with her boss the appropriate way; he highlights the importance of “managing up” and “managing down.” He shares the results of a study from the University of Washington attempting to predict which couples will stay together, and the takeaway for Emily is the 5:1 marriage and 3:1 workplace ratio (kindness : criticism). He tells the story of hiring the wrong the person and that one of the keys of integrity is being responsible for the people you bring in.

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The last piece of relationship integrity, he says, is with your peers. This may be the hardest to build as a positional leader. Some strategies he offers: being gracious, helpful, welcoming of ideas, focused on energizing people (making them feel heard). He ends his lesson on positional leadership by reminding her of the three Rs: rules, results, relationships.

Emily replies, “I’m not going to ask for your advice about this. I’m going to do my own assignment of discovering the rules, results, and relationships for a director.” David agrees and they plan their next meeting.

“Oh, and one last thing,” Emily says, as David gathers his things. “I’m pregnant.” David lets out a whoop and gives her a hug. “This complicates things at work a bit, but I’m just *so* excited,” Emily adds with a grin.

Additional notes:

1. Positional leadership defined (OI, 3)
 - a. People follow because they have to; follow position more than person
 - b. Exists in company, country, family
 - c. Have to accept positional leaders even if you don’t agree with them (e.g., president of the U.S.)
 - d. Requires external endorsement (OI, 5)
2. Integrity in positional leadership (OI, 3)
 - a. Connect back to opening story; expand story in relation to three aspects of integrity in positional leadership
 - b. Rules
 - i. What are the rules of their position?
 - ii. Integrity is defined by whether they are following the position description, bylaws, code of ethics/conduct, etc.
 - iii. In the absence of well-defined rules, assumptions exist
 - c. Results
 - i. Are they getting the results we expect them to get?
 - ii. Integrity is defined by whether or not the leader is delivering results that reflect performance; entirely results-based
 - iii. Example (potentially football or other sports coach)
 - d. Relationships
 - i. Are they building the right kinds of relationships?
 - ii. Integrity is defined by the effort and energy a leader gives to providing the right kind of support and relating properly to others
 - iii. Relationship question of integrity expands to all stakeholders, all the way to the community
3. Potentially include [Megan Driscoll](#) story, Pharmalogics (Emily to share with David)

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Chapter 9: What Great Leaders Do

Emily arrives at the coffee shop for their biweekly meet-up. She's still riding the wave of positivity from her great conversation with her boss a couple of weeks back. David isn't there, which she finds odd. She pulls out her phone and realizes she doesn't have his number. Should she be concerned? Moments later, he arrives. He looks a little flushed, but he smiles widely and she forgets about her concerns.

As they catch up, she mentions that she's been keeping something from him. "Besides the baby?" he says with a smile. She laughs and says yes, but there's something else. She'd been nominated by her company's CEO for a women in technology award a couple weeks back, and today is the day she finds out. The nomination surprised her, but she didn't want to think much of it. She didn't even realize the CEO had noticed her.

She hadn't planned to tell David about the award until she knew the results, but she's anxious to know if she was selected and can't keep it in any longer. As if on cue, her smartwatch lights up. She ignores it, but it goes off again. And again. Finally, she apologizes and checks to see what's going on. She breathes in sharply—she's been awarded as one of the Top Women in Technology for the entire state of Idaho. She's speechless.

David laughs and congratulates her. They celebrate for a few moments before David predicts a promotion is right around the corner. When she asks why, David reviews what Emily has been working on:

- Control, collaboration, and concern: her control and collaboration influence, or power, have grown considerably over the past several months
- Character: she took their conversations seriously and has been building character intentionally and with great focus as a result of her habits; she has been proactively seeking out feedback around her values
- Expertise: people are noticing that she is often the "smartest person in the room," yet her commitment to humility has helped her present her case with more diplomacy and respect
- A new position is the natural outcome of all the work she has done; remember: forget the position and it will come to you

Emily reminisces, too, and discusses how exciting her work and life have become. She's excited about the changes she's seen in herself—they've made every aspect of her world more vivid. Everything seems to be getting better and better.

David brings the conversation back to a point of caution; position, expertise, and character are always a work in progress. Great leaders never think about having arrived. Emily is about to face a great challenge. Will her success create a subtle, almost imperceptible complacency? "Remember the frog in the boiling pot story?" David says. "Well, it isn't true. I tried it once, and it turns out it's a myth. However, it's still a useful metaphor."

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David suggests that to continue her journey to great leadership, Emily should always come back to three things great leaders do. The two talk through each of the three things:

- They turn problems into opportunities
 - Napoleon Hill quote, “Every adversity, every heartache carries with it the seed of an equal or greater benefit.” Is it true? Who knows?
 - Emily brings up how most people in her organization agonize and complain about problems—it energizes them to play the victim (OI, 25). She determines that they’re giving up influence when they do so.
 - Suffering and setbacks are part of the leader’s journey (OI, 26). David explains that he thinks people have to go through suffering to become a mature leader; there is a greater sense of achievement in not taking the easy road (OI, 25).
- They inspire others to make commitments they wouldn’t otherwise make
 - “You changed my life” is one of the greatest compensations for being a leader
- They are motivated by a purpose that transcends self-interest and self-promotion
 - As a leader, you need self-interest and sometimes have to self-promote, but if purpose stops there, it’s inadequate
 - They not only go beyond self-interest and self-promotion, but they brood creatively over a bigger purpose
 - Transcendence gets you closer to a sense of being part of something important in life. “You’ll find your greatest joy when you’re connected to something bigger than yourself,” David adds. He tells of an example in quantum physics: the relationship between the parts is more important than the parts.

Emily immediately knows her “cause.” It is to reach back and help other women take the same journey she is taking. No . . . on second thought, she wants to help anyone who aspires to be a great leader to take this journey. David congratulates her again and accepts the invitation to sit at her table at the Top Women in Technology banquet the next month.

The chapter cuts to a new scene. Emily is standing in the lobby of the event center where the Top Women in Technology is being held. She’s in a long gown, and her husband is standing next to her. He asks if she’d like champagne; she doesn’t hear him. She’s staring at the door. He touches her arm and asks again. She looks at him with a slight smile and says no thank you, her eyes back on the door. *Where is he?* she wonders. Finally, she hears the award music begin. It’s time to go in. She realizes in frustration that she still doesn’t have David’s phone number. He couldn’t have forgotten—could he?

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Chapter 10: It's Time

For reasons unbeknownst to Emily, David never comes to the awards banquet. She doesn't win the top award, but it was still a great evening. She'd been out late Wednesday and had been too tired to go to Slow by Slow that morning, so she plans to stop in on Friday morning to check on David.

That morning, a Thursday, she is called into the CEO's office. She's expecting condolences for not winning the top award, but instead, she is offered a VP position at her company, bypassing the director role she always aspired to. The CEO has been watching her and has been impressed with her growth. She's dumbfounded and overwhelmed; she remembers David's words—leadership is a stewardship, and it's not something she owns. With new confidence, she has accepted the new challenge and she can't wait to tell David about it.

Emily comes to the coffee shop the next morning with news of her promotion, along with all of the perks. They don't have a scheduled meeting, but she knows he comes every morning without fail. David is not there . . . she waits and waits, halfheartedly checking e-mail. She pulls out her phone to see if she has a missed call, even though she knows David never got her phone number and isn't expecting to see her. Finally, she asks the barista if he has been in that day. No, the barista hasn't seen him—as matter of fact, he hasn't been in since the previous week, on Tuesday.

Emily, disappointed, packs her things, asks if they can put her coffee in a to-go cup, and heads to work. As she opens the door to her new VP office—still bare, not yet decorated—there is a single white envelope sitting on her desk. She sets her bag down by the door and walks to pick up the letter. There's no return address. She opens it, and begins to read.

The letter reads (Ron to write the first draft of the letter, about three to four paragraphs):

- David has been diagnosed with brain cancer. There is no cure and he has decided to say good-bye to all while he is able. Emily is his last good-bye via this note.
- Instead of focusing on his situation, he encourages her to go beyond her current belief about potential. The last time they met, he gave her caution; this time, he wants to give her courage. He ends by saying that her opportunity for leadership is probably greater than she can see right now. He hopes she'll realize that her greatest, final act of leadership will be giving what she has learned to somebody else.

Emily refolds the letter, breathes deeply, and begins to cry. She stands there for several moments, alone, as she processes the news, the envelope still held tightly in her hands. Finally, she composes herself, sets the letter down, and looks out the window of her office. Just then, there is a knock at the door, and a young leader walks in, a new hire in the management trainee program.

"You're Emily, right? I'm Alejandra, your new trainee," the young woman says.

"Welcome, Alejandra. Nice to meet you," Emily replies. She glances at the note, rereading the last line, then says, "How about we grab a cup of coffee. Have you been to Slow by Slow?"