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Simple rules leaders use to guide their organizations during times of rapid change

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SIMPLE RULES LEADERS USE TO GUIDE THEIR ORGANIZATIONS DURING TIMES OF RAPID CHANGE

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May this contribution to the advancement of the body of knowledge known as Human Systems Dynamics be a gift that keeps on giving as it supports my philosophy of pay it forward.

VITA

Kristine Quade
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External Consulting Accomplishments

Experienced with over 150 varied client system interventions, guiding teams that draw from divergent areas within corporations, across many levels of executives and employees, facilitated leadership alignment, culture change, support system alignment, quality process improvements, organizational redesign, and the creation of clear strategic intent.

All interventions have resulted in significant improvement to the bottom line:

- International 2-month project using small and large group technologies with a 2,000 employee commercial bank resulted in a 69% increase in profits within 6 months of the intervention.
- Implemented a total Management Information Systems re-organization from functional to process/customer orientation within 50 days.
- Facilitated the largest United States community building effort of 1,500 in four days resulting in the development of major federal policy on forest management, changes in forest management curriculum, and paved the way for positive discussions between polarized philosophical forestry groups.
- Facilitated over 17,000 individuals in large group change efforts in the past 16 years. Groups range in size up to 1,500.

Clients in manufacturing, service, research, health care, education, printing, retail, food, government, and community building.

Internal Business Accomplishments

Defined human resource management system for a major aerospace 20-year strategic plan to launch a new commercial aircraft with multiple U.S. and foreign start-up production sites.

Developed Human Resource utilization plans for placement of 300+ employees on foreign assignment in support of globally competitive strategies.

Created five-year implementation plan for the strategic management of a $1 billion people asset utilizing 12 custom crafted human resource policies that addressed recruiting, selection, orientation, initial assignment, education and training, career counseling, mentoring, rotation and career development, coaching, performance improvement, compensation, and workforce planning.

Directed staff functions for policy development, training, workforce planning, community partnership development, sourcing and employee selection, contract administration, reduction in force, outplacement services, Affirmative Action and Equal Opportunity, and human resources process improvements.

Served as a Corporate Quality Process Examiner to evaluate and develop successful improvement interventions utilizing the Malcolm Baldridge National Quality Award Criteria for two manufacturing facilities in California and Canada.

Implemented 11 major process improvements within a 48,000 employee organization which included team identification of needs and planned implementation resulting in training, data visibility, revision of systems, cost and human asset utilization savings, and improved customer satisfaction.

Managed cost containment of a $3 million budget. Supervised the hiring of 400 employees in one year and coordinated team hiring of 6,000 employees for the following year. Responsible for right sizing resulting in retrenchment of 5,300 employees and hiring of 1,061 employees in nine (9) months.

Other Related Experience

Provided legal services to 180 clients in 18 months in a private law practice with emphasis on Real Estate and Civil Litigation, Family Law, and Probate.

Trustee responsibility of $150 million public school district budget, 2,400 employees, and 25,000 students. Three-time School Board President. Provided leadership resulting in being three employee unions to win-win negotiations for three consecutive contract renewals.

Successfully developed public service programs and provided budget management, fund-raising, and volunteer recruitment resulting in deficit reduction of 30% and growth in service by 21% for community-based, not-for-profit corporation.

Public speaking for local, state, and business conferences on topics of personal and professional growth, business management, and human asset utilization, teambuilding, management development, executive mentoring, and gender communications. Presenter at numerous National Organization Development Conferences, the International OD Congress in Mexico, International Management Consultants Confab, Wisconsin Institute of CPAs, Midwest Marketing Conference and the International Association of Facilitators. Key-note presenter at the 1998 National Organization Development Conference.

Employment History

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Publications

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Influencing Patterns for Change: A Human Systems Dynamics Primer for Leaders. Holliday and Quade. CreateSpace.com. Scotts Valley, CA. 2008.

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The Conscious Consultant: Mastering Change from the Inside Out, Quade & Brown, Pfeiffer Jossey Bass, 2001.

The Essential Handbook: Behind the Scenes of Large Group Interventions, Quade-Sullivan Publishing Group, 1996.

Organization Development: A Series On The Leading Edge OD Practices, Quade, Rothwell, & Sullivan, Editors, Pfeiffer Jossey Bass. (14 books published between 2000 and 2009)

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"Essential Competencies for Internal and External OD Consultants". 1995.

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Doctorate in Organization Change, Pepperdine University School of Education, May 2011.

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Awards and Recognition

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- Chair, HSDI 2009-2011
- Board of Trustees, Organization Development Network 2002-06
- Member, National Training Laboratories (NTL Institute) 2002-present
- Minnesota Organization Development Practitioner of the Year, 1997
- Board member, Minnesota Organization Development Network.1993-2000
- Adjunct Faculty:
  - Pepperdine MSOD
  - Bowling Green University MSOD
  - University of St. Thomas HRD
  - University of St. Thomas EdD
  - Mankato State University
  - University of Monterrey, Mexico
- Co-President of the Minnesota Chapter of the American Society for Training and Development, 1995-96.
- Minnesota 100 Mentor to Mentor high potential women at 3M and Super Value, Inc.
- Conference Chair of the National World Business Alliance Conference, 1995.
- Woman of the Year, Soroptomist International, 1991
- Celebrating Women of Excellence Award, Long Beach YWCA, 1989
- Douglas Aircraft's First Annual Women's Awareness Week Chair, 1989
- Orange County YMCA Chairman's Distinguished Service Award, 1985
- Outstanding Young Women in America, 1978-79
- Who's Who Among Students in American Colleges and Universities, 1977-78 and 1978-79.
- Saddleback Valley Business and Professional Women's "Women of Achievement", 1983
- Saddleback Area Coordinating Council President, 1980-81
- Saddleback Valley YMCA Board of Managers, President, 1981, '84, and '85
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Countries worked in	Mexico, South Africa, Canada, Zambia, Kenya, India, United Kingdom, France, Zimbabwe, Australia, Belgium, Germany, China, and Czech Republic.

ABSTRACT

Few leaders would refer to their organization as a complex adaptive system (CAS)—one that is irreversible and unpredictable. They might say their organization contains diverse elements and is constantly learning—the other two aspects of a CAS. Few top leaders rarely are able to identify the self-organizing patterns as they emerge. This study involved 58 senior leaders in five 5 market sectors who were guiding their organizations during times of rapid change. Using a Delphi method, the intent was to identify what simple rules the leaders used to shape the speed, direction and outcomes of self-organizing patterns. A simple rule expands beyond principle and values statements, starts with a verb and informs behavior, decisions and actions at all levels of the organization and in most incidences.

During the 2 two rounds, the leaders were able to identify the simple rules they used and evaluate them by usefulness. During the 3rd round, the leaders applied the Eoyang CDE Model (2001) which describes the conditions necessary for self-organizing as those that create containers, ensure differences and foster transformative exchanges. With descriptions for each of these conditions, the leaders identified simple rules of which 11 aligned with the descriptors of creating containers, 7 with the descriptors of ensuring differences needed for creativity or innovation and 19 aligned with the descriptors of transformative or 2-way exchanges.

One conclusion of this study was that simple rules are not a simple process and the CDE Model was an effective guide for evaluating simple rules. Three rules emerged above all others: (a) focus on mission and the organization’s best interest before anything

else (container); (b) think beyond the expected (difference); and (c) listen before responding or speaking (exchange).

Simple rules guide individual responses, builds trust that others will respond in a similar manner and ensures coordinated action. By investing up-front, applying the basic principles for developing simple rules and evaluating them against the Eoyang CDE Model, the organization will have established the conditions for greater resilience and adaptability needed to sustain itself when self-organizing is needed during times of rapid change.

Chapter One: Problem and Purpose

The concept of developing and using simple rules is relatively new in human systems. The power of simple rules to shape the behavior, actions and decisions within organizations has yet to be fully tested. Few leaders have attempted to jump from their previously successful approach of guiding their organizations through the use policies, regulations, norms and hierarchies. At the same time, these same leaders experience the pressure of rapidly changing environmental conditions and increased complexity. The past approaches for creating certainty are not working in uncertain times. It is against this backdrop that the concept of simple rules is explored. The story of DC Vote demonstrates a very complex set of environmental conditions and how one leader is guiding his organization using simple rules.

A Story of Simple Rules

Founded in 1998, DC Vote is an education and advocacy organization dedicated to securing full voting representation in Congress and full democracy for more than half a million residents of the District of Columbia (DC). DC residents pay full federal taxes, fight and die in wars, and serve on juries. Yet they are denied voting representation in both the United States House of Representatives and Senate (www.DCVote.com).

As the new Executive Director of DC Vote, in 2002 Ilir Zherka saw an opportunity to shift the work and focus of his organization. He wanted people to get upset about a country that fights for democracy on foreign soil and yet still ignores a pocket of unrepresented people in the United States. In June 2009, DC Vote expanded its mission to include “full democracy.” This change allowed DC Vote to consider supporting the

larger goal of achieving voting representation in Congress and full local control over local issues by turning DC into New Columbia, the 51st state in the union.

This shift of mission also made Zherka's leadership challenge more complex. He leads his staff of nine, is responsible to his Board of Directors, engages in fundraising, coordinates the leadership of a variety of special interest groups and non-profit organizations, and keeps a broad umbrella over the efforts of many who may or may not share his specific organizational mission. Each of these entities and groups has its own agenda, needs, and approaches.

To address these sometimes-conflicting interests, Zherka uses multiple venues of communication, including letters, site visits, and newspaper articles locally and in other states where he has created partnerships to exert pressure on Congress. In 2003, when Internet advocacy was in its infancy, Zherka saw a new pattern of grassroots engagement and wanted to emulate it. As a result, DC Vote was able to find supporters in the neighboring congressional district of New Jersey, which mobilized hundreds of people and earned DC Vote the Golden Dot award for "Best Local Internet Campaign" from George Washington University for its efforts. In 2009, Google singled out DC Vote as an example of an organization that uses Google ads to promote an advocacy message (DCVote.com).

Zherka lives in a complex world that requires constant adaptation. He has found that if he is constantly communicating, demonstrating, and reinforcing three simple rules, his job is much easier. Simple rules are his way of managing complex issues and multiple human dynamics. His simple rules are: (a) seek diversity of opinions, (b) provide opportunities to share concerns, and (c) connect diverse views through common

concerns. These three simple rules help Zherka know what to communicate, determine if others are focused on the right messages and actions, and ensure that individuals know their role. He is assured his employees are focusing their attention within the context of the DC Vote Mission and Vision.

This story is but one where the use of simple rules can be found to effectively guide an organization during times of rapid change. This research explored the simple rules other leaders were already using to guide their organizations.

Conditions of Rapid Change

During times of rapid change, individuals cannot wait for instructions from leaders before they make decisions, move into action, or begin interacting with each other. The degree of urgency of any given situation will dictate individuals' level of interaction. For example, immediately following an earthquake, individuals organize to help those who are injured, rapidly connect to ensure their family members are safe, and begin to recover from physical and emotional damages. The process is the same when a machine fails during the manufacturing process, a medical team encounters something unexpected during surgery, or an accident occurs on the freeway.

The United States is currently in a phase of rapid change that affects individuals and organizations differently depending on the degree of preparation, market conditions, and ability to be flexible and adaptable. In the unpredictable economic sector, with increased speed of change and stronger pressure by investors, leaders became more stretched to stay ahead in the game of competition (Collins, 2009; Gladwell, 2008; Heath & Heath, 2010; Levitt & Dubner, 2009). Beginning with an economic downturn starting in 2008, the unemployment rate rose and remained consistently high, layoffs continued

to influence spending and home prices held at an unexpected low (Stiglitz, J. E., 2010). These trends demonstrate represent only some of the economic shifts driving change.

In commercial markets, customers have become more unpredictable in their buying patterns as evidenced by reduced in-store shopping and expanded Internet purchasing. For example, RedBox, a small franchise video dispenser located outside grocery stores, NetFlix, an online video rental company, and instant downloadable movies available through television cable companies have eroded the big-box movie rentals offered by Blockbuster.

In October 1995, Forbes ran an article about Circuit City's ability to increase its size nearly ten times in a decade. In retrospect, Circuit City failed to take into account two factors. First, Best Buy was adapting rapidly. Beginning with their first store, Sound of Music located in Roseville, MN, this organization learned how to change. When a tornado touched down in 1981, the showroom of the Sound of Music was destroyed. The store owner, Richard Shultz had boxes of stereos and TVs but no storefront. He threw a "Tornado Sale" in the parking lot and spent his entire marketing budget to create a local ad blitz that created a two-mile traffic jam. With this one learning experience Shultz learned the power of advertising like crazy, stocking lots of no-name brands, and selling in a no-frills setting. In 2010, Circuit City was no longer in business and Best Buy had become one of the largest big-box selling retailers in the world. Best Buy continues to grow because of its management philosophy of enduring excellence and shocking creativity to manage the tension between continuity and change (Collins, 2009).

Rapid change which might be defined as "no lag time between the discovery of an idea and the application into practice" (Zimmerman, Lindberg, & Plsek, 1998, p. 15).

Dee Hock, the founding CEO of Vista International, might also be considered as an early adapter of the concept of "no lag time." He tightly linked the actions of purchase, charge to the account, and the immediate application of accruing interest. Through this action, Hock created internal disorder in the credit card industry and destabilized a larger system of merchandizing and banking (Thiétart & Forgues, 1995), because he was able to see the patterns differently and take advantage of what others were not seeing (Culbert, 1996).

As the concept of "no lag time" evolved, other industries were affected. Manufacturing organizations developed tighter relationships between vendors by using the concept of just-in-time delivery. The health care industry implemented electronically generated and stored medical records to tighten the relationships between doctors, nurses, and the patients they serve.

Other examples of "no lag time" can be found in electronic communications such as social media. News coverage continues to shift from trained journalists to individuals on the street using the video functions on their smart phones that are equipped to instantly upload to YouTube, spreading news faster than major news networks. Social network sites such as Facebook, LikedIn, and Twitter link people together in ever-tightening virtual communities of interest. Free Internet access ensures an ease of gathering real-time knowledge of world events.

Additional changes in technology include new concept game systems such as Wii and ever-smaller laptop computers, smart phones, and e-book readers such as the Kindle and iPad, all of which continue to advance at a rapid pace. Book publishers are adjusting to the increase in self-publishing by authors leaving book stores to cope with increases in

the e-book market. Travel agents are suffering as customers are increasingly taking their business to comparison sites on the internet such as Orbitz, Priceline, and Expedia.

The events of September 11, 2001 meant much more than an attack by 19 hijackers who used airplanes to fly into three buildings. If these individuals had stationed themselves around the country and used rifles to attack public places such as schools or sports events the worldwide impact would have been far different. As it was, 3,000 people lost their lives, the economic loss approximated $300 billion, and the President authorized troops to enter Afghanistan and later Iraq. Three months after the attack, there was a spike in traffic deaths because people were no longer flying, returning war veterans experienced an increase in alcohol abuse and post-traumatic stress and foreign born university students and professors were denied entrance into the United States (Levitt & Dubmer, 2009).

Unpredictability and lack of control are becoming the new norm. "The resulting scarcity of rhyme and reason frightens us and so we impose on the world around us, even on random facts and chance phenomena, artificial order based on false principles of causation" (Gell-Mann, 1996, p. 276). In turbulent environments, flexibility is essential and not just limited to how individuals respond to change (Smith & Graetz, 2006).

Flexible structures such as "smart mobs," defined as "people who are able to act in concert even if they don't know each other" (Rheingold, 2002, p. xii), are able to come together to effectuate rapid social change. In 2001, individuals used texting to form and reform groups challenging the then president of the Philippines, Joseph Estrada. According to Rheingold, a flexible structure includes "reciprocity, cooperation,

reputation, social grooming, and social dilemmas" (p. 46), all of which are fundamental aspects of a smart mob.

Flexible structures shape behavior and are also used for subtle changes in consumer behavior. Grocery stores place coolers in the back so customers spend more time in store, ATM machines are programmed to give the card back before the cash or receipt, and automobiles will not start unless the brake is depressed (Heath & Heath, 2010). These subtle shifts are attempts to increase customer loyalty and increase the predictability of sales.

Flexible structures in organizations include "informal and changing lines of authority, open and informal communication, distributed decision making, and fluid role definitions" (Dooley, 1997, p. 72) including the reliance on network-driven structures (Smith & Graetz, 2006). Smith and Graetz (2006) identify the problem of establishing flexible organizational structures as attempts to resolve the contradictory approaches. Loose structures are designed to stimulate emergence and controlled structures are designed to guide strategic direction. According to da Cunha, de Cunha, and Correia (2001) complex environments need both.

In times of rapid change, increased environmental pressure and leaps in competitiveness have rendered traditional approaches to organizing less effective (Davis, Eisenhardt, & Bingham, 2009). Organizations with too little structure lack enough guidance to generate appropriate behaviors efficiently (Baker & Nelson, 2005; Okhuysen & Eisenhardt, 2002; Weick, 1993), while organizations with too much structure are too constrained and lack flexibility (Martin & Eisenhardt, 2010; Miller & Friesen, 1980; Siggelkow, 2001).

According to Kelly (1994), when life is far from certain, there needs to be a balance between data and intuition, planning and acting, and safety and risk, giving due honor to each. Kelly uses the term "clockware" to describe the management process that are rational, planned, standardized, repeatable, controlled, and measured. His term "swarmware" describes management processes that explore new possibilities through experimentation, trials, autonomy, freedom, intuition, and working at the edge of knowledge and experience. Imbedded in these two concepts is the urgency for new ideas, paradigms, and practices in order to make sense of the immense change that the new global, technology-driven, knowledge-based economy has delivered.

The concept of self-organizing is now seen as an approach to thinking about flexible organizational structures (Dimaggio, 2001; Jackson, 1999; Nadler & Tushman, 1999; Pettigrew et al., 2003; Pettigrew & Fenton, 2000). While the concept of self-organizing is relatively new for application to human systems, it presents an insightful construct for understanding how flexible structures might be explored (Weick, 1977). Kauffman (1995) suggests that as members of an organization adjust to new information, their behavioral repertoire is expanded, which "in effect expands the behavioral repertoire of the system itself" (p. 619). The difficulty is that the amount or type of learning cannot be predicted, which, according to MacIntosh and MacLean (2001), means the new, emergent structure cannot be predicted either.

With all of this uncertainty, clear strategies, passionate visions, lean structures, and concise communications do not seem to be enough to guide organizations during unpredictable times. Rules, policies, and procedures are not able to cover the multitude of possible contingencies likely to occur as the world continues to change rapidly.

Conceptual Foundation of the Study

During times of rapid change and the increased complexity of interaction with the environment create unfamiliar patterns. To some extent, it is under these conditions that simple rules can be explored to create a new approach for organizations. (Smith & Graetz, 2006). To understand how simple rules can be established and used effectively, it is important to understand the theoretical applications of complex adaptive systems (CAS), the conditions which define self-organizing patterns.

Complex Adaptive Systems (CAS). Complex adaptive systems (CAS) provide a means of understanding systems as they adapt according to changing conditions. A CAS will take in information from the external environment (Bertalanffy, 1968), the agents (Dooley, 1997; Eoyang, 2001, 2004) will reflect, learn (Dooley, 1997; Hazy, Goldstein, & Lichtenstein, 2007; Heifetz, 1994; Weick, 1977), consider potential actions, and adapt for the purpose of sustaining the system (Goldstein, 2006).

According to Hazy et al., (2007), the "term 'complex adaptive systems' is reserved for studies of systems composed of semi-autonomous agents that recombine into new capabilities as a mechanism of adaptation" (p. 5). This concept will be explored in more depth in the next chapter.

Self-organization. Capra (1996) describes self-organization as a spontaneous emerging of new forms of behavior when a system is far from equilibrium. Novel patterns and configurations will emerge as the system discovers alternative ways of functioning (Goldstein, 1998).

The concept was originally applied to engineering in the 1950s and moved to a more expansive systems theory concept in the 1970s. Application to human systems is

most obvious when observing jazz players and improvisation as the musicians use cues to communicate and adjust their structure to allow for the development of emergent music during a particular jam session (Brown & Eisenhardt, 1997).

By examining different scientific constructs about self-organizing, Eoyang (2001, 2004) was able to identify three meta-variables as conditions for self-organizing in human systems or the CDE Model (Eoyang, 2001, 2004; Olson & Eoyang, 2001). This model presents three conditions – container (C), differences (D), and exchanges (E) – that shape the speed, path, and outcome of a self-organizing process in human systems. The container creates a level of constraint regulating the probability of contact with others in the system. Differences create tension and increase the potential for change, and transforming exchanges help to connect and ensure the effective transfer of information, energy, and material. These concepts are explored more fully in Chapter Two.

Simple rules. Zimmerman et al., (1998) state that the idea of simple rules is to "say just enough to paint a picture or describe the absolute boundaries, and then let the people in the CAS become active in trying whatever they think might work" (p. 29). According to Anderson (2002), rules and regulations hold the parts of a system together as if by a rigid rod. Behavior in a rule-based system will be based on either additions to or subtractions from the rules and regulations. In a CAS, the system needs to be constantly learning and adapting in order to be self-sustaining. The "rigid rod" approach limits this type of learning (Wolfram, 1994).

Simple rules provide the instructions to guide others in an organization in such a way that individuals understand what others are capable of. According to Dooley (1997), this enables decision making to be decentralized and allows diversity to thrive.

Using Eoyang's CDE Model (2001, 2004) the concept of simple rules shapes the container, influences the significant differences, and modifies the transformative exchanges. Simple rules help individuals to know what information fits in with the existing schema or not and what action might best be taken in a self-organizing system (Dooley, 2004). Simple rules set the conditions to shape behavior during a self-organizing process.

While never articulated, individual responses of those in the Twin Towers during the attack on September 11, 2001 indicate some intuitive simple rules were guiding behavior. These might have included: (a) follow the person in front of you, (b) don't push, (c) keep moving, and (d) help those in need. There were no announcements during the attack regarding what actions people should take. There were no fire drills to prepare people for such an unexpected incident. Yet, people knew instinctively what to do in order for many to safely descend and exit burning and collapsing buildings. There are stories of amazing heroism as people helped those in wheelchairs or with physical limitations safely descend. People instinctively reached out to touch the shoulder of the person in front of them to keep a safe proximity while continuing to move. People instinctively used their voices to act as beacons as the smoke thickened. They gave warnings about barriers in front of those who were further up the stairs. They offered hope of safety. This demonstrates how simple rules can emerge and yet with reflection make sense and create similar behavior at a time when no single leader is issuing commands.

Simple rules create the means for resolving conflict, identifying differences, and increasing transformative exchanges. Seel (1999) identified the simple rules used by the

United States Marines to increase flexibility when command lines are broken: (a) keep moving, (b) use surprise, and (c) take high ground whenever possible. The Phoenix Fire Department has similar simple rules: (a) prevent harm, (b) survive, and (c) be nice. These simple rules create a framework in which members know what to do and can rely on similar action by other members of the system. In both cases, these simple rules can be relied on to save lives in cases of urgent action. The concept of simple rules is explored more fully in Chapter 2.

Purpose and Significance of this Study

The goal of this research was to discover what simple rules leaders in different business landscapes have developed to guide the individuals in their organization when a self-organizing response is necessary due to rapidly changing conditions. Using the Delphi Method, or expert panel research approach, leaders identified their own simple rules and examined the simple rules provided by other leaders. Using three rounds of interaction, the leaders were able to evaluate the simple rules provided by other leaders and evaluate those most effective for creating self-organizing patterns.

In human systems, leaders attempt to create expectations and often wonder why their expectations have not been met. According to Gergen (2009), as individuals wrestle with concepts such as freedom vs. commitment, competition vs. cooperation, and the exercise of free will, leaders can, at best, establish the boundaries for making decisions, engaging with each other, and aligning actions. For Gergen, there is a need for constant calibration between the individual and the organization and how to shift from an "I" focus to a "we" focus. Simple rules might be a means of accomplishing "constant calibration accompanied by relevant action" (p. 174).

In the modern era, scientists have searched for the simple rules operating in a broad-range of systems. Biologist Ludwig von Bertalanffy searched for a theory or set of simple rules to unite hard sciences, such as mathematics, botany, ecology, and chemistry (Sigler, 1999). Capra (1996) explored various sciences, their historical development and their unique theoretical underpinnings to identifying three criteria guiding a living system: "configuration of relationships, the physical structure of the systems patterns and the activity or life process of continual organization" (p. 161). These do not meet the definition of simple rules used for this study.

At the micro level, Wolfram (2002) searched for the simple rules applying to cellular automata or cells that function according to the number and state of their nearest neighbors and are not constrained by the emerging pattern of the whole. He used this concept to gain further understanding of physics, biology, social sciences, computer science, philosophy, art, technology, chaos, and complexity science, which led him on a life-time search for the simple rules which might unite these sciences.

With the advent of more sophisticated computers in the 1980s, scientists were able to develop simulations to understand the impact of stimuli and to understand various phenomena observed in nature. Several researchers have attempted to define simple rules and how they function to create patterns in human systems (Eoyang, 2004; Reynolds, 1987b; Seel, 1999; Wolfram, 1994, 2002). Many argue that simple rules offer a way for human system to become self-sustaining, self-adjusting, and self-learning (Bogue, 2008). The search for effective simple rules guiding individual and group behavior is still in its infancy. No significant body of work has yet to explore the operational simple rules in use by leaders in different types of organizations.

Summary

The notion of simple rules is relevant given today's rapidly changing and increasingly complex environments. As environmental changes result in faster and more complex impacts, the amount of time for reaction and adaptation is reduced. Organizations constrained by rules, processes and rigid hierarchy are less effective in navigating the rapidly changing landscape. By understanding that complex adaptive systems are made up of self-organizing patterns, the use of simple rules may prove to be of great significance as this research will demonstrate.

Chapter Two: Literature Review

In 1996, American scholar, organizational consultant and author, Warren Bennis, identified some key concepts important for the 20th century. These included an ability to integrate learning in complex situations, being able to collaborate and be interdependent rather than competitive, adapt during an unprecedented rate of technological change, and learn to survive in turbulence rather than steadiness. In reflection, Bennis (1966) was describing the concept of a complex adaptive system (CAS), the patterns of self-organizing and the application of simple rules.

One way to conceptualize complex adaptive systems (CAS) is as an evolving and often unpredictable system (Dooley, 1997). The CAS has a life of its own (Senge, 1990) and produces unexpected outcomes because of an interconnection with the ever-changing influences of the outside environment (Bertalanffy, 1968; Chandler & Vijver, 2000; Katz & Kahn, 1966; Sawyer, 2005; Stacey, 1992). Examples of a CAS in nature are animals as they self-regulate by adapting to changing weather conditions (Kelly, 1994) or more specifically the chameleon, changing color as it moves from tree to bush. Scientific studies of a CAS in nature have included bees, termites, and ants that work without apparent supervision and yet are able to achieve remarkable accomplishments (Lichtenstein & Plowman, 2009). Adapting the results of these studies to human systems, a CAS includes parents recalibrating to an empty house when children go off to college or organizations realigning when a new president is named.

Complex Adaptive Systems (CASs) Defined

The scientific community is more mature in the study of CAS, mainly realm of the biological sciences (Gell-Mann, 1994), in understanding what appears to be chaotic

dynamics and the movement between order and disorder (Dooley, 1997). The term CAS was popularized by the Santa Fe Institute and was first used by Buckley (1997) in reference to "a class of systems that have a capacity for adapting to a changing environment" (p. 4). The Santa Fe Institute continues to research the concept of a CAS, with an emphasis on the emergence of new capabilities and the dynamics between order and disorder. The term CAS has been expanded to include research into artificial life and multi-agent simulation models (Hazy et al., 2007).

Observations in natural systems continue to inform how human systems strive for order to the extent of becoming a closed system (Thiétart and Forgues, 1995). Becoming tightly constrained within a hierarchy based on a power structure can contribute ineffective decision making. On the other hand, disorder is described as "the opportunity to explore new ways of doing and acting" (Thiétart and Forgues, 1995, p. 28).

Dooley (1997) reviewed a number of CAS conceptual models, including those of Gell-Mann (1994), Holland (1998), Jantsch (1980), Maturana and Varela (1992), and Prigogine and Stengers (1984). According to Dooley, there are two key principles among these models; "order is emergent as opposed to predetermined, and the state of the system is irreversible and often unpredictable" (p. 83). According to Jennings and Dooley (2007), a CAS is sparked by an adaptive challenge such as an unsolvable problem and includes tension between change and stability. In these conditions, the outcome can lead to a new pattern of behavior or new models of operation that are generally unspecified or unknowable at the outset. Davis et al. (2009) defines a CAS as one with uncertainty, turbulence and volatility rather than a system that is unpredictable or uncertain and which focuses more on the "lack of pattern that disorder implies" (p. 423). Other researchers

have identified a CAS as one existing at the juncture of contradictory tensions caused by the unpredictability within the system (da Cunha et al., 2001; Chandler & Vijver, 2000; Stacey, 1992).

The basic element of a CAS is the agent(s) that can be described as individuals; teams; cultural, economic, or biological systems; or a meme carrying ideas or behaviors from person to person (Dooley 1997; Eoyang 2001, 2004). In the human system, agents or individuals have free choice and therefore great control over their own behavior (Sawyer, 2005, Wooldridge, 1999). "Agents, unlike objects, can decline to execute the request of another agent" (Sawyer, 2005, p. 147). For a CAS to function, it needs agent diversity (Eoyang, 2001; Holland, 1998) or the ability to have a "great number of connections between a wide variety of elements" (Zimmerman et al., 1998 p. 8) and a capacity to learn (Dooley 1997, 2004; Jennings & Dooley, 2007; Eoyang, 2004; Hazy et al., 2007; Heifetz, 1994; Schneider & Somers, 2006; Senge, 1990; Weick, 1977).

As the agents in a CAS learn and evolve they develop schema or a pattern for understanding information about the environment, continue to learn through interactions, identify regularities or irregularities (Gell-Mann, 1994) and take action based on the schema. This scanning and adapting ability creates an open system of input, throughput, and output (Bertalanffy, 1968; Katz & Kahn, 1966; Kauffman, 1995).

By exchanging information and resources between agents the CAS learns and evolves. The exchanges may be nonlinear and different such as those found in social, task, or resource networks (Krackhardt & Carley, 1998). The system begins to develop a "multiplier effect" (Dooley, 2004, p. 11) as additional information is gathered about other agents, previous actions considered and the agents make an effort to interpret and predict

what is next (Zimmerman et al., 1998). The CAS will adapt and evolve without an external designer, making the future more unpredictable and difficult to understand (Holland, 1998). The cycle of birth, death, and ongoing growth becomes self-generating (Bussolari & Goodell, 2009).

According to Gell-Mann (1994) the natural propensity of a CAS is to discover regularities from incoming data and search for what is common, which he refers to as the "INGUS or information gathering and utilizing system" (p. 155). It is important for the system to have some "consciousness or self-awareness" (p. 155), for without it, data will be missed, misinterpreted, or misused. In human systems, Gell-Mann cautions that

> When organizations are regarded both as complex adaptive systems and as theatres for the exercise of the management skills of individuals, the question arises as to the relationship between the ultimate selection pressures that govern the survival of the organization and the internal selection pressers exerted by the individual managers. (p. 298)

The schema of the system determines the rules of interaction among the agents and how the information and resources should flow. Through continuous interaction with other agents, information and resources are constantly being exchanged, which informs other agents' learning and the actions that they will take (Dooley, 2004).

Kelly (1994) suggests a CAS can be developed through the concept of "chunking" (p.45). By starting small and creating success, additions to the system can be made in small chunks, tested, and added to again. Kelly's "swarm system" (p. 24) approach was developed from studying bees, termites, ants, fish, and bats and suggests each of these natural systems is able to function as a CAS because each member reacts based both on

individual internal rules and what is going on in the local environment. With high connection to other agents, there is not a "central hum" (p. 22) but a peer network.

According to Kelly (1994), four aspects of a swarm system make it sustainable: "1) the absence of imposed centralized control, 2) autonomous nature of subunits, 3) high connectivity between the subunits, and 4) webby nonlinear causality of peers influencing peers" (p. 22). Johnson (2001) had previously made observations of dense city streets connected by walkways rather than subways. The city streets functioned like pattern-amplifying machines that captured group behavior and could be traced back to simple rules of interaction. City residents were the primary conduit for information flow and became more expansive through diversity encountered on the streets. The shape of growing villages were similar to Kelly's swarm system in developing a coordinated way to distribute food and creating marketing or living centers, all designed to learn from localized interactions at the ground level rather than based on commands from a centralized government or leader.

Connecting the agents in swarm systems are "tags" (Dooley, 2004; Holland, 1995) or strings (Gell-Mann, 1994) that operate to direct attention towards what is important and help give meaning to actions which might not be noticed (Lichtenstein & Plowman, 2009) and help identify what other agents need to know and what they are capable of receiving. The advantage of a swarm system is that individuals do not count, small failures are minimized, and big failures are held in check by the next level of hierarchy (Kelly, 1994). In addition, if there is a rule directing action toward improving fitness in the system and there is belief in the rule (Holland, 1998), the system will continue to build on the string of success.

Examples of how tag's or strings create an adaptable CAS include children as they learn their native language. They adapt their behavior as each word takes on a contextual meaning within their culture. Other examples are innovation teams discovering new and creative ideas, individuals learning how to best catch a cab during rush hour, and bacteria becoming resistant to antibiotics. Businesses observe customer buying patterns and create new marketing or sales approaches. Cultures and global economies evolve according to shifts in the environment. Examples of a CAS can be found in social systems, ecologies, economies, cultures, politics, technologies, traffic, and weather, to name just a few examples (Dooley, 1997).

The application of the concept of CAS to human systems is less thorough. Managers and leaders who seek to utilize the concept of a CAS generally have been trained to rely on forecasts and come with a "recipe" mindset based on implied assumptions about the nature of stability and a more mechanistic view of organizational success (Thiétart & Forgues, 1995).

How can a CAS exist within a mechanistically designed organization based on power, centralized control, rules, procedures, and line authority? Viewing the organization as a CAS means coming to grips with the emergent and unpredictable state where similar actions taken by an organization in a chaotic state will never lead to the same result. A system is constantly fluctuating between stability and instability in reaction to environmental changes and actions taken by agents (Smith & Graetz, 2006; Thiétart & Forgues, 1995).

In the search for order, certainty, and purposeful action, a manager or leader must balance between letting the chaos develop to finding new forms of order while at the

same time actively holding some degree of order, but not too much. (Thiétart & Forgues, 1995). When faced with balancing a polarity of both/and (Johnson, 2001), most leaders will adopt an either/or stance and lean toward the systems supporting order and stability. Stacey (1992) notes, "The system is creative not when all its components pull in the same direction but when they generate tension by pulling in contradictory directions" (p. 61). For Stacey, this does not mean abandoning order-generating principles, but learning to manage by creating an environment where innovation is likely to emerge. The price, however, is giving up the ability to know both the journey and the final destination (Smith & Graetz, 2006).

In summary, a CAS consists of agents able to interact, learn, and remain sustainable without the guidance or control of an external central authority. The outcomes of their interactions are unpredictable based on the learning schema of the agents. What is the connection, then, between a CAS and self-organizing patterns?

Self-Organization Defined

Zohar and Marshall (1994) describe self-organizing systems like "whirlpools, taking in material or information from the surrounding environment and forming dynamic patterns" (p. 198).When multiple agents come together and begin interacting in dramatic ways, they are self-organizing (Johnson, 2001). A self-organizing system is highly adaptive to the environment (Prigogine, 1996), include emergent structures or patterns (Goldstein, 2001), is self-regulating (Capra, 1996) or follows local rules (Johnson, 2001), without leadership or oblivious to higher-level instructions (Johnson, 2001), and inner driven (Goldstein, 2007; Hudson, 2010; Smith & Graetz, 2006).

Chiles, Meyer, and Hench (2004) studied the musical theater industry in Branson, Missouri, to understand the self-organizing patterns between local agents such as: retirees; tourists; musicians; agent groups; organizations such as local businesses, banks, and theaters; and governmental institutions controlling transportation, recreation and water management. As the interactions between the agents became more complicated, new coordinating structures emerged and led to significant and successful changes in the Nashville music industry. This study identified four elements of self-organizing: spontaneous fluctuations forming the seeds of a new order, positive feedback that amplifies the fluctuations, a mechanism that stabilizes the new order, and the recombination of existing resources that supports the new order. Essentially, this study identified the types of patterns that exist during a self-organizing process.

The emphasis on patterns that ensure interconnections and interactions has produced the research on how to sustain self-organizing systems. Dooley (2004) examined self-organizing systems in simulation-based models and found that agents have action rules or schema defining their interactions with the environment and other agents. Dooley's findings emphasized the interconnections and interactions among the parts of the system that produce change. Applying simulation-based self-organizing models to human systems where answers to problems are discovered through experimentation enlarges the catalogue of possible responses and stimulates additional learning opportunities (Kelly, 1994; Thiétart & Forgues, 1995). Moving from simulations to human behavior, the challenge becomes how to observe self-organizing patterns as they emerge and understanding how they perpetuate (Anderson, 2002; Dooley, 2004).

Eoyang (2001) offers a different view of the self-organizing patterns in human systems, which includes three basic characteristics of path, speed, and outcomes. Path is the evolution of patterns that indicate the system is in the process of self-organizing. For example, some patterns will emerge as indicators of the system moving from stable to unstable conditions. Speed is indicated by the time that elapses between initial status and when the system becomes coherent. Product is the outcome of the self-organizing process such as stable/coherent or unstable/incoherent. Linking her experience and education with her study of both scientific and human systems, Eoyang formulated a working model identifying the conditions that must be present for self-organizing to occur. The three conditions are container (C), significant differences (D) and transformative exchanges (E), abbreviated as CDE.

Container. The container sets the condition for holding the system together while new structures or relationships form between and among the agents. Containers can either be fence-like, such as department jargon where individuals either understand the jargon and are considered inside the system or they don't understand and experience being on the outside. Magnet-like containers such as purpose or vision statements draw people together. Affinity-type containers act as attractive forces, such as the type drawing people together in special interest groups. Containers can be psychological, such as those creating a sense of safety or social interconnection established through rules or norms. Containers can also be cultural, such as rituals or stories, technological, as in computer networks, or physical, such as the workplace.

Juarrero (1999) suggests that containers constrain or limit the degrees of freedom by their mere existence and at the same time can keep the system open to new

possibilities by reducing pure chance. Instead of waiting for self-organizing to happen, containers establish the boundaries for connective opportunities.

Containers are massively entangled and can be found nested in different levels of the system such as within a hierarchy**.** In natural systems**,** ants, bees, and termites will build "scaffolding" (Kelly, 1994, p. 22) to scale or replicate their container. Each level is a replica of the preceding level. When the scaffolding encounters obstacles such as tree limbs, ruts in the road, or rivers to cross, the swarm will use its concept of the container and boundless feedback loops to continue to grow the order of the nest, hive, or pile around the obstacle. The feedback loops come from the interaction of agents and in connection with the movements and information they receive from other agents in close proximity (Wolfram, 2002). There is no sense of the larger picture—only an indication there is necessary action in order to get around the obstacle (Anderson, 2002).

For Johnson (2001), all emergent systems are built on two-way connections that provide feedback for higher-level learning. Negative feedback helps the system stay in balance through connection with the external environment. For example, human bodies rely on day and night to regulate sleep patterns. Organizations rely on market information to regulate production cycles. Positive feedback is self-reinforcing/self-fueling to reduce fatigue, such as a thermostat set on either heat, cool, or off. When a system is self-organizing, it relies on negative feedback loops to continuously learn and adapt.

Kelly (1994) describes the marvel of the self-organizing system thusly; "no one is in control, and yet an invisible hand governs, a hand that emerges from very dumb members" (p. 12). In the human system, managers or leaders cannot mandate the self-

organizing pattern but they can help stimulate it (Smith & Graetz, 2006). Their role is to "recognize, identify, foster, shift, provide, shape and constrain resources of order to be used for emergent modifications" (Goldstein, 2007, p. 91).

Differences. According to Eoyang (2001, 2004), differences are necessary to provide the tension for change. The "most influential dimension(s) at any given time, in a given container, determines the significant difference that will shape the path and product of the self-organizing process" (p. 21). Differences can be found in perspectives, attitudes, ideas, opinions, experiences, knowledge, skills, culture, gender, and personalities, to offer a few examples. In a study of the banking industry, the level of innovation was directly linked to the diversity of the team's members, which helped them to avoid the pressures of conformity (Bantel & Jackson, 1989).

According to Chandler and Vijver (2000), differences can be measured by function, capability, or information, and help the system remain fit. If there is not enough difference during self-organization, the system will arrange itself around the survival of the adequate because there will not be enough selection options for a survival of the fittest.

Underlying the concept of significant differences is the principle of sustaining tension within the system. Tension is created by contradictory or countervailing forces in the system (McKelvey, 2004), which becomes motivated to relieve the tension and learn how to replace the irritation with successful adaptation (Plowman & Duchon, 2007). To maintain the patterns emerging during self-organizing, true diversity must be present or the pattern will fall apart. Many organizations today have too little diversity and/or too much power differential to remain effective over the long haul (Zimmerman et al., 1998).

The creative conflict found in differences helps the system to continuously evolve (Nonaka, 1988). When the container is sufficiently open, the members or agents interact with appropriate latitude to freely question and challenge existing procedures, protocols, and ways of operating in search of the most advantageous course of action (Stark, 2001).

Exchanges. As self organizing occurs, patterns of interaction are built on "two-way connections that foster higher-level learning" (Johnson, 2001, p. 120). The exchanges between agents must be transformative and carry the information, energy or resources between agents in such a way that both are affected by the exchange (Eoyang, 2001, 2004). The linkages between and among the agents will experience a "multiplier effect" (Dooley, 1997, p. 88), meaning that the impact of transformative exchanges cascades learning throughout the system in a nonlinear fashion (Wolfram, 2002). With the freedom to experiment and seek answers to problems (Weick, 1977), "yesterday's action activates a reaction today which may lead to new action tomorrow" (Thiétart & Forgues, 1995, p. 22). According to Kelly's (1994) "hive mind" (p. 12) principle, bees and ants signal other workers (agents) when to begin building, how to govern, and how to respond to conflicting messages, which directs the pattern of self-organizing. As workers haul in one direction and acknowledge and resolve conflicting messages, some workers can be seen running back and forth empty handed. Kelly describes this phenomenon similar to a human system's "typical day at the office" (p. 12). Similar to Wolfram's (2002) study of cellular automata, limited exchanges affect the system because it is not able to hold information about initial conditions or only spreads information in a sporadic manner. As a result, the system dies out.

In her study of Common Pool Reserves (CPR) and how humans work in cooperation with larger natural systems such as fisheries, faming land, and mutual access to water, Ostrom (1990) found that groups were able to self-organize and govern their behavior if they followed some basic principles such as clearly defining the container and articulating the transformative exchanges, including ways to resolve conflict, how to modify the rules, and imposing sanctions for misuse of the CPR. With this attention to transformative exchanges, the users of the system are encouraged to engage in conservation and sustainability-driven behaviors.

In *Smart Mobs*, Rheingold (2002) identified the ability to communicate as critical for people being able to act in concert, even when they do not know each other. Being able to identify bad behavior and which agents are helpful or trustworthy becomes a key motivator for the smart mob. Every exchange of information presents an opportunity to influence the greater action of the agents in the CAS (Plowman & Duchon, 2007). Transformative exchanges ensure the agents and the system are learning, adjusting behavior, and continually adapting to environmental conditions. Plowman and Duchon indicate that adaptation will occur if conversations flow freely or are unblocked, connections are fostered for the benefit of awareness and learning, rules do not stifle judgment and discretion, and attention is focused on the problem at hand.

Simple Rules Defined

Using Eoyang's (2001, 2004) framework of CDE to guide the self-organizing patterns of agents within a CAS, it is possible to draw a connection to simple rules that appropriately constrain the container, identify meaningful differences to foster, and ensure exchanges are transformative. In the self-organizing system, the agents connect

according to internal conditions rather than those imposed externally by leaders. The sustainability of the self-organizing pattern depends on the amount of energy required to either move the system or sustain it.

Because a CAS is massively entangled within different structures or with different intents, sometimes there will be competition among and between the emerging self-organizing patterns and within the levels or scope of the system. According to Eoyang (2004), the criteria for differentiating between these different scales are the degree of fitness with the environment. As organizational leaders create structures to guide the actions and behavior of members and drive toward predictable outcomes, they will encounter people and groups that self-organize despite organizational hierarchies (Plowman & Duchon, 2007).

Until now, there has been little to guide leaders in creating effective conditions for self-organizing behaviors—especially where there is a need for innovation and creativity at the same time as preserving order (Okhuysen & Eisenhardt, 2002; Smith, 2006). MacIntosh and MacLean (2001) have stated that since emergent structures are not predictable, using simple rules to constrain the system can help generate a new type of order. This new order finds the appropriate level to manage the tension between degrees of freedom and degrees of control (Smith, 2006; Stacey, 1992).

Complexity scientists have come to describe the underlying foundation of simple rules as operating all the time in a simple way. The caution is that "simple rules cannot affect the content of self-organizing behavior but can help stimulate it in the first place" (Smith, 2006, p. 857). Simple rules were first explored by scientists seeking a way of understanding complex behavior (Hazy et al., 2007; Wolfram, 2002), especially in

systems that seem to stay constantly poised between order and disorder and exhibit the most prolific, complex, and continuous change (Kelly, 1994; Waldrop, 1992).

Holland (1998) studied gaming and game rules, extrapolating them to understand how humans learn "which rules are important to learn, discard or recombine" (p. 26). Using computer simulations, simple rules were used to guide the game in a similar way as the game of "twenty questions" (Gell-Mann, 1994), where one person thinks of an object and the other person asks simple yes/no questions about the object, the response to which informs the next question. Through a process of getting more yes responses, the answer will emerge. Computer simulations operate similarly in the form of on/off switches to guide the binary choices of the computer program (Cohen & Stewart, 1994; Gell-Mann, 1994; Reynolds, 1987b; Zimmerman et al., 1998). Simple rules provide the choosing mechanisms "in such a way that the most interesting kinds of emergent behavior remains" (Gell-Mann, 1994, p. 313). Gell-Mann (1994) describes simple rules in human systems as a human algorithm. They lead to the creation of an equation and the understanding of what to include or exclude, much like the on/off switches of the computer program.

Craig Reynolds (1987a) was the first to create a distributed behavioral model to simulate a flock of birds, which he named "boids" (p. 26). He considered minimum speed, maximum acceleration, gravity, lift, buoyancy, drag, thrust, banking, and roll. For a boid to participate in the flock, the simulation provided simple rules indicating coordination with other boids in close proximity, a response to evolutionary pressures such as protection from predators, quest for food, and the advantages of social and mating activities. The key to Reynolds' simulation was that the boids were not only aware of

themselves but also their "two or three nearest neighbors, and the rest of the flock" (p. 28). The three simple rules emerging from this simulation were: (a) avoid collision or crowding other boids, (b) match the speed and direction and average heading of the flock, and (c) stay close to nearby boids to maintain cohesion. As Reynolds reflected on his simulation he stated that the

> most puzzling is the strong impression of intentional, centralized control. Yet all evidence indicates that flock motion must be merely the aggregate result of the actions of individual animals, each acting solely on the basis of its own local perception of the world. (p. 25)

Reynolds' (1987a) boid simulation provided a visual example of the effects of simple rules. Others soon followed with studies of other aspects of nature where there appeared to be no centralized brain giving orders to groups of animals such as schools of fish or herds of zebras. When a situation changes rapidly, there is no "smart boss fish" (Zimmerman et al., 1998, p. 10) that issues a command swiftly enough to avoid slamming into trees, being eaten by sharks, or being attacked by lions. What has surprised many observers of natural systems is the unexpected intelligence and emergent capability of the decentralized self-organizing system (Rheingold, 2002).

Kelly (1994) tells the story of a presentation by Loren Carpenter who put an airplane flight simulator on a screen in front of a 5,000 person audience. His instruction to the audience on one side of the auditorium was to control the roll of the airplane. His instruction to the other side of the audience was to control the pitch of the airplane. Without a further instruction, the plane began its simulated flight. No single person indicated what the group should do to control the airplane. The audience needed to learn

an effective communication mechanism to give instructions to the other side of the room. By shouting clear, short instructions, the audience learned to stabilize the plane's flight and even do a 360-degree roll! Similar to Reynolds' (1987a) boids simulation, the Carpenter audience was able to develop and follow a set of simple rules to keep the plane from crashing.

Holland (1998) suggests that humans are better at sifting through emergent data and knowing what details to discard, what is important to learn for the future, and what needs to be recombined for a different solution. For example, the crosswalk design linking two different directions and four corners will stop traffic in all directions and allow pedestrians to cross in any manner during an allotted time. The emergent pattern will demonstrate cooperation with immediate neighbors going in *different* directions (Rheingold, 2002), allowing for all to get through the intersection in a safe manner. In other words, rules "that are almost absurdly simple can generate coherent, emergent phenomena" (Holland, 1998, p. 141).

In more complex situations, as the agents in a human system learn and adapt, abstractions are created that represent the pattern of the data. These abstractions become imbedded in the agents' memories (Wolfram, 2002), building upon the schema of previously developed patterns to grow intelligence. Simple rules create a link in time that reminds the agents of past experiences as they connect with current experiences (Brown & Eisenhardt, 1997).

Using the Eoyang CDE Model (2001, 2004) a human system is able to create simple rules without having to engage in a simulation and adaptation process.

Simple rules providing the constraints to form containers. Simple rules can operate as a container to guide behaviors, actions, and decisions. Eoyang (2004) describes them as creating a commonly understood container-like structure that holds the system together while new relationships form. Accordingly, the container operates to constrain the agents so relationships are more tightly coupled and the probability for self-organizing behavior is increased. With the degrees of freedom being more limited, coordination can be increased (Brown & Eisenhardt, 1997) and predictability becomes more reliable (Gergen, 2009; Smith, 2006).

Sawyer (2005) asserts that simple rules provide the social constraints where individual needs and identity can be preserved, rational choice is enhanced, and interdependence is created based on collaboration and negotiation. Individuals are not alone based on the continued feedback and communications creating cohesiveness of action (Yalom, 1995) and increasing the interaction between formerly isolated parts (Hudson, 2010).

Simple rules indicate the desired actions, reducing tension and increasing harmony (Hudson, 2010; Klann, 2003). Hudson describes this phenomenon as a "phase locking" (p. 431), in the same way that all clocks in a shop will begin to tick the same way. For Hudson, simple rules create a bond that exists beyond words, increases the quality of interaction, affects honor, creates a shared emotional connection, and builds trust, social capital and bridges.

The container created by simple rules need to be distinguished from the container created by order-generating rules (Smith & Graetz, 2006). Anderson (2002) describes order-generating rules such as policies, procedures, and standards as a rigid rod

connecting the agents in the system by standardizing their behavior. The more regulating and tightly constrained the rule, the more evidence or procedurally-based is the response (Denton, Kruschke, & Erickson, 2008). This is an effective way of creating predictable behavior in such situations as where safety, manufacturing quality, or hospital clean standards need to be adhered to for a predictable outcome.

Simple rules, on the other hand, are designed to connect the interactions of agents with greater degrees of freedom, flexibility and creativity (MacIntosh & MacLean, 2001; Okhuysen & Eisenhardt, 2002; Stacey, 1996). The outcomes will be less predictable due to the emergent nature of the self-organizing process. By establishing simple rules, leaders can create favorable conditions for trial and error and continued learning, which includes continuous and interactive feedback (Stacey, 1992). For Stacey, when the future is unknowable or open-ended, as in times of rapid change, norms create a "superficial conformity" (p. 143) and visions cut down the feedback process where new perspectives can emerge. Simple rules "provide structures for people to interact across boundaries" (Stacey, 1992, p. 176) and create an understanding where others can make assumptions about effective conduct. They take away the blind spots in the system by creating a link between short-term behavior and expected actions (Johnson, 2001). With this understanding, the concept of control shifts to mean creating the conditions for discovery, leveraging opportunities to deal with ambiguity, and opening the system for self-policing as well as providing a flexible means for developing a mutual reliance on others' contributions.

When leaders make use of simple rules, they need to think about the level of innovation and creativity being sought (Smith & Graetz, 2006) and the degree of freedom

being established. When the situation is abstract or volatile (Brodbeck, 2002), individuals will look to the behaviors of others (Heath & Heath, 2010), specifically those nearest to them (Dooley, 1997, 2004; Wolfram, 2002; Zimmerman et al., 1998) to sort out what course of action they need to take. Relying on their individual schema first, each agent will decide what information is useful, what resources need to be exchanged, and which agents can be trusted during an interaction (Hazy et al., 2007). There is a constant balancing between what is good for the individual and what is good for the greater whole (Rheingold, 2002) and the bonding created by "narrative achievement of 'we'… accompanied by relevant action" (Gergen, 2009, p. 179).

As the agents continue to exchange information and resources, a simple rule is valuable only if it leads to further insight. Since the emergence of a behavioral pattern cannot be controlled, simple rules encourage the agents to find the behavior that is most helpful and makes the most sense under the current conditions. For example, when smoke is pouring into a room and it sounds as if someone has fallen, individuals will attach a meaning to the sound based on past experiences. These may conclude that someone has had a heart attack or that someone has been hit by a fallen object (Heath & Heath, 2010). Each interpretation will trigger a response based on the individual's pre-existing schema or set of experiences. If the interpretation is that someone has encountered a fallen object, the reaction will be to crouch lower and follow others toward a wall and therefore toward an exit. For those with an experience indicating there has been a heart attack, the behavior will be to go toward the sound in order to help the individual—which may be away from the nearest exit. Additionally, when an exit is found, communication will be rapid in order to facilitate the safe evacuation of the room. In this case, one agent may be

able to influence others according to a set of localized simple rules about evacuation from a smoke-filled room as applied to the current situation (Hazy et al., 2007).

In this example, the emergent, self-organizing response will be constructed out of the previous learning and experience of the agents at hand (Goldstein, 2006). It is the container created by simple rules that helps the agents compartmentalize their actions into an orderly response (Kauffman, 1995). The simple rules constrain, challenge, and provide direction, shape emergent order, provide the building blocks for future action (Goldstein, 2007) and identify what is important (Kelly, 1994). Using simple rules as guidelines, a situation can be broken down into a simple message and individuals are able to reconcile conflicting messages (Heath & Heath, 2010). When leaders actively engage in formulating and using simple rules, they "create new regimes of order…where conditions of emergence can flourish" (McKelvey & Lichtenstein, 2007, p. 94).

Significant differences necessary for simple rules. Simple rules operate to decrease the number of differences or focus the differences toward a common goal (Agranoff, 2006), which has been previously thought of as alignment through mission, strategy, and goals. The nature of a CAS is that order is emergent and often unpredictable. Approaches to means, measurement, or correction will often differ, especially when the system is exhibiting chaotic behavior (Dooley, 1997). With appropriate simple rules, the system will focus its attention on improved fitness with the external environment at the same time simultaneously demonstrating more experimentation, entrepreneurship, and initiative (Benbya & McKelvey, 2006). Instead of seeking to refine a single solution, simple rules recognize similarities or mutually held information and differences that might make a difference (Gell-Mann, 1994).

In human systems, individuals develop trust through interactions with others (Ostrom, 1990; Rheingold, 2002) and is limited when formed around similarities (Gergen, 2009). Where there are greater differences in perspective, choice, opinion or experience, a different approach to trust needs to be considered (Marion & Uhl-Bien, 2001; Uhl-Bien, Marion, & McKelvey, 2007). A key difference for Sawyer (2005) is that individuals do not know the environmental impact of their work on other parts of the organization. An action may be performed differently due to a perceived importance based on a limited perspective. The outcome is a lower level of trust across the organization. By using simple rules scaled to apply to all, independent local actions are reduced. A greater reliance develops on the understanding that the actions of others will be similar based on a greater understanding of what is needed for cooperation across the system. The simple rule operates as a building block for greater fitness (Holland, 1998) by describing "the indicators of when action is needed" (Klann, 2003, p. 31).

Exchanges necessary for simple rules. Simple rules create more focused exchanges on what is important to the organization and its members. Eoyang (2004) describes transformative exchanges of information, energy, or material between agents in such a way that people are aware that others have also received the same message and both parties can rely on a mutual understanding (Chwe, 2001).

Wolfram's (2002) studies of different classes of cellular automata distinguished which kinds of feedback loops created the greatest amount of learning in a system. When a change dies out, it is usually the cause of the system forgetting about the initial condition that started the change. Other change efforts remain localized in a small region because the information about the initial condition is not communicated to other parts of

the system. When information about the initial condition spreads in a sporadic way, the change will remain localized to only those parts of the system with the memory of the initial condition. When information about the initial condition spreads at a fairly uniform rate, the system will change because communication has reached distant parts of the system.

Simple rules create an understanding of an initial condition that is intended to shape the behavior, actions, or decisions for both the part and the whole (Kelly, 1994). If the simple rules are communicated in a uniform way and acted upon consistently, others will move in the same direction, similar to how ants provide information to other ants about where to find food (Anderson, 2002; Cohen & Stewart, 1994; Johnson, 2001), how rowers in a boat coordinate their strokes, or how information is passed along a reception line about what is around the corner (Chwe, 2001).

Simple rules have been identified as a means for helping observations make sense and therefore become true (Chandler & Vijver, 2000) and useful because there is mutual learning (Senge, 1990) and reciprocity. Cooperation (Rheingold, 2002) develops through the emergence of collective effort (Kelly, 1994), co-action (Gergen, 2009), or pattern formation. Members of system begin to look for information they can rely upon. For example, when a person hears something repeated, not only is the message absorbed, but as it is repeated the individual gains a sense that others have heard it (Chwe, 2001). If a person receives information from three sources, there is more reliability attributed to the message.

Ostrom's (1990) research of commonly used systems such as water ways and fishing territories identified the need for transformative exchanges as the key basis for

organized collective action. The simple rules identified for use of these systems operated to convey a mutual understanding of desired behavior. The same principle applies to websites such as Ebay and Amazon for independent buying and selling actions, or Orbitz for comparing hotel and flight prices. All depend on the trustworthy nature of the website, the transaction that is being offered, and the exchange agreements or reliability of information. The simple rules guiding these transactions include the sellers' agreement to provide the quality of product listed or pictured on the site within a certain amount of time. Buyers are asked to rate their experience and the quality of product received which results in who is able to sell through the site. The simple rules create a sense of meaning, authenticity and comfort with the transaction (Gergen, 2009). Social influence creates an identity and inducement for commitment and keeps individuals cooperatively engaged (Rheingold, 2002). Where there are social pressures for participation the agreements include self-monitoring for cooperation and at the same time a social punishment for defection (Ostrom, 1990; Rheingold, 2002).

Simple rules that guide behavior in the commercial market are different from those used to guide transformative exchanges in an organization. With increased disruption or ambiguity, individuals and groups will tighten their connections, spread information in the form of gossip, and operate as a shadow system (Zimmerman et al., 1998). They will seek stability and coherence generated by co-active agreements and by forming a bond between "you" and "me," creating a form of "us" (Gergen, 2009) to navigate what is unknown or unclear.

By crafting simple rules, leaders are able to facilitate exchanges between those lower in the organization (Oshry, 1999). They help the shadow system outside the

hierarchy understand how resources are allocated and coordinated (McKelvey & Lichtenstein, 2007). They help individuals resolve polarities such as the degree of freedom vs. commitment or competition vs. cooperation (Gergen, 2009). Simple rules have the potential to increase reaction speed and robustness (Dooley, 1997) and increase creativity (Kelly, 1994).

Using the conditions outlined in the CDE Model, leaders are now presented with the opportunity to move beyond order-generating rules and learn how to develop and apply simple rules to guide behavior and decisions in situations where unpredictability and uncertainty push the system into a self-organizing pattern. This type of approach frees up the time and attention from operational managers, allowing employees to engage in problem-solving with greater creativity and engages them in thinking for themselves and initiating innovative solutions (Smith & Graetz, 2006).

In his book, *Mutual Aid: A Factor of Evolution*, Kropotkin (1989) states that humans are predisposed to help one another without authoritarian coercion. Like-minded people who shared common goals and space have created guilds of craft workers in early human history. The captain of a ship in the 1800s would gather both crew and passengers on deck as they set sail and explain that the success of the voyage depended on everyone working together. All would discuss their governance process and create a system for paying fines for non-compliance which would be collected at the end of the voyage and paid to the poor of the port city. This is a clear example of one use of simple rules for guiding behavior, actions and decisions when a system is faced with the need to self-organize due to rapidly changing conditions.

Examples of Simple Rules

Moving away from theoretical aspects of simple rules, the following authors have provided a variety of concrete examples:

- For animated bats in the movie Batman: don't bump into other bats, keep up with your neighbor, and don't stray too far away (Kelly, 1994).
- To identify what makes non-profit organization successful: choose the right game, rally your tribe, be tactical, and show some love (Lublin, 2010).
- In reference to the work of Rod Brooks as he developed "mobots" or mobile robots: "avoid contact with objects, wander aimlessly, explore the world, build an internal map, notice changes in the environment, formulate travel plans, anticipate and modify plans accordingly" (Kelly, 1994, pp. 39-40).
- Hackers for keeping the Internet open: be open to anyone who wants to improve or change, all information is free, and access to computers must be unlimited and total (Rheingold, 2002).
- Following the chapter headings of Heath and Heath's (2010) book *Switch*: find the bright spots, script the critical moves, point to the destination, find the feeling, shrink the change, appeal to identity, grow your people, tweak the environment, build habits, and rally the herd.
- Klann's (2003) simple rules to reduce anxiety and confusion: be patient, listen attentively, encourage efforts and risk taking, set an example of integrity, take care of yourself, focus on fact finding, and be truthful, accurate and honest.

- Stacey's (1992) simple rules for self-organizing: engage in creative interaction, expect the unintended and unexpected, sustain tension and contradiction, and provoke learning.
- Rheingold's (2002) simple rules for open source communities: have a strong ethic of sharing and a strong aversion to censorship.
- Benbya and McKelvey's (2006) principles of efficacious adaptation: foster co-evolution, apply tension when and where needed, improve requisite complexity, take advantage of modular design, and speed up the rate of change.
- In reference to effective executives: get the knowledge you need, take responsibility for decisions, take responsibility for communicating, focus on opportunities, and think and say "we" (Drucker, 1993).
- The US Marines' rules for adapting when command lines get broken: keep moving, use surprise, and take high ground wherever possible (Seel, 1999).
- Simple rules for Slashdot.org, a self-regulating blog community: promote quality/discourage crap, make Slashdot as readable as possible for as many people as possible, do not require a huge amount of time to monitor, and do not allow a single moderator a "reign of terror" (Johnson, 2001, p. 154).
- Simple rules for jazz improvisation: learn by doing, engage in small experiments, and small losses are learning opportunities (Brown & Eisenhardt 1997).

- Marion and Uhl-Bien's (2007) simple rules for aligning IT activities: spend the money like it is your own, don't box yourself into one thought pattern, and have empathy for others.
- At the Phoenix Fire Department, the judgment that fire-fighters must exercise in any situation is now governed by five words: "prevent harm, survive, be nice" (Seel, 1990, p.8).
- Rules for building robots: Do simple things first, learn to do them flawlessly, add new layers of activity over the results of the simple tasks, don't change the simple things, make the new layer work as flawlessly as the simple, and repeat ad infinitum (Kelly, 1994).
- Simple rules for harvester ants: More is different, ignorance is useful, encourage random encounters, look for patterns in the signs, and pay attention to your neighbors (Johnson, 2001).

Some Arguments That Simple Rules Do Not Work

There has been some effort to disprove the efficacy of simple rules, starting with a study by Nagy, Akos, Biro, and Vicsek. (2010) as an attempt to disprove Reynolds' (1987a) boids simulation. In Nagy et al.'s study, the flocking behavior of pigeons was tracked using a lightweight, high-resolution GPS device. The researchers concluded that pigeons used a hierarchical process to guide their movements. The leader-follower behavior was based on current motivation such as avoiding predators, navigational knowledge, or ability, rather than the use of simple rules. This study concluded that simple rules do not work in organizations directed by a hierarchical structure with fixed roles.

Stacey's (1992) concern about too much credence in Reynold's (1987a) boids simulation was that the entire system may begin to make assumptions about what others will or won't do and that the risk is the assumptions can "quickly and dangerously become out of date" (p. 143). Stacy felt that strongly shared cultures inevitably block new learning and cut down on the variety of perspectives brought to bear on an issue. He encourages organizations to focus on continuous learning and feedback loops.

Snowden and Boone (2007) felt boids promised too much as a simple rule model for human systems because of the complex nature of human interaction. Their examples of differences between simple, complicated, complex, and chaotic situations provided examples of leaders coping with multiple situations or fast change by letting the solutions emerge rather than imposing the desired action. However, when describing complex situations, the authors provided examples of when the leader would "set the stage, step back a bit, allow patterns to emerge, and determine which ones are desirable" (p. 5). The tools offered by the authors might fall within the Eoyang CDE Model such as "manage starting conditions and monitor for emergence" (container), "encourage dissent and diversity" (difference) and "take turns listening in silence" or " speak openly" (exchange) (p. 7). According to Snowden and Boone, in complex situations, there is at least one right answer which often cannot be immediately seen and requires probing and sensing to be discovered. In chaotic situations there is no time to ask for input because strong sensing and action are required. It might be hypothesized that these two situations are fertile for the use of simple rules, especially when used to reinforce the conditions necessary for self-organizing systems as proposed in the Eoyang (2001) CDE Model.

For DeWolf and Holvoet (2004), the collective behavior of the whole can not be directly controlled through instructions from a centralized part of the system—from the leadership. If a system could organize from within or from the micro-level, by selecting between behaviors or making decisions as needed, there would be increased order at the macro-level. In other words, the simple interactions between simple entities cause emergent self-organizing behaviors to develop rather than through the imposition of external control via simple rules.

In a study of nursing practices conducted by Paley (2007), he identified a set of rules used to explain certain behaviors in the health care system. These rules identified good business practices such as the discharge of patients when it was safe and prudent to do so. As recommendations, these rules did not explain the behavior in the system. Paley's argument was simple rules were needed to inform individuals about how to respond to environmental stimuli or how to interact with the environment and then modify behavior according to what was needed.

> When the agents comprising the system follow the rules, something emerges as a direct result. This something may be a form of collective behavior, or a structure, or a process…but in any case, it will look far more complex than the rules that produced it. (p. 234)

By expanding beyond rules for good business practices to simple ruled, Plsek and Wilson (2001) have posed simple rules for the 21st century healthcare industry such as "safety is the system property;" "needs are anticipated;" and "the patient is the source of control" (p. 748)

Each of the above arguments about why simple rules do not work seem to reflect an important message about simple rules—they are intended to be used in complex systems that cannot be controlled by a single leader or hierarchical structure and they must be used to guide behavior in ambiguous situations.

Summary

Holland (1998) suggests that humans systems find ways to use simple rules to create models for appropriate behavior when encountering unknown situations. Eoyang (2001, 2004) has provided a framework through her CDE Model to understand how simple rules can be used to establish the conditions under which self-organizing patterns can emerge, increase awareness of and reliance on differences to inform the members of the multitude of options for action, and establish the transformative exchanges connect and signal the behaviors of nearest neighbors in order to take the most appropriate action.

As organizations face times of rapid change, there is an ongoing search for an appropriate balance between tight, hierarchical structures constrained by rules and reporting structures (Martin & Eisenhardt, 2010; Miller & Friesen, 1980; Siggelkow, 2001), and too little structure to guide appropriate behaviors efficiently (Okhuysen & Eisenhardt, 2002; Weick, 1993).

The concept of simple rules as an alternative structure has yet to be deeply researched. Chapter Three describes the research methodology used to identify simple rules being used by leaders in five different types of organizations. Chapter Four describes each of the steps used and the outcome of the research.

Chapter Three: Research Method

This chapter identifies the study's research methodology, historical context, and application to the research purpose in order to discover the simple rules leaders use to guide behaviors and decisions during times of rapid change. The methodology selected for this research project was the Delphi Method, an approach that facilitates iterative identification of simple rules used by leaders in a broad range of organizations.

Historical Use of Delphi

Delphi refers to the ancient Greek myth of the "Delphic Oracle," who was able to predict the future (Clayton, 1997). The technique took its modern form in U.S. defense research in the 1950s. "Project Delphi" was a name used in reference to a Rand Corporation study originally designed to forecast and make predictions for the military when sufficient computing resources were not available to statistically analyze complex problems (Dalkey & Helmer, 1963). The first "Project Delphi" problem statement included a hypothetical situation of a war breaking out between the U.S. and the Soviet Union on July 1, 1953. The purpose of the original study was

> to apply expert opinion to the selection, from the viewpoint of a Soviet strategic planner, of an optimal U.S. industrial target system and the estimation of the number of A-bombs required to reduce the munitions output by a prescribed amount. (p. 459)

During their research, Dalkey and Helmer (1963) constructed five rounds of questions, each building on the findings of the previous round. Even though the Delphi Project was not seen as a perfect process, Dalkey and Helmer opened the door to a

research technique later identified as a means of obtaining "the most reliable consensus of opinion of a group of experts" (p. 458).

Presently, a Delphi method is a controlled form of group communication or dialogue used to solve problems by bringing a broad range of perspectives and ideas from a comprehensive panel of experts responding to feedback (Gibson & Miller, 1990). There are five main characteristics of the Delphi method. The first characteristic is researching a topic where there is a "lack of agreement or incomplete state of knowledge concerning either the nature of the problem or the components which must be included in a successful solution" (Delbecq, Van de Ven, & Gustafson, 1975, p. 5).

The second characteristic of the Delphi method involves a reliance on a panel of knowledgeable experts. Clayton (1997) defines an expert as "someone who possesses the knowledge and experience necessary to participate" (p. 378). The panel is generally a limited number of people, as Delbecq et al. (1975) suggest that "no new ideas will be generated when the size of the group exceeds thirty" (p. 89).

The third characteristic of the Delphi method involves a situation where face-to-face contact is not required or is physically difficult (Delbecq et al., 1975) because time constraints, difficulty in travel, or excess cost make in-person meetings unfeasible (Linstone & Turoff, 1975). In addition, Millar, Thorstensen, Tomkins, Mepham, and Kaiser (2007) suggest that participants should ideally feel involved in the question, have pertinent information to share, be sufficiently diverse, be motivated to take time for the process, and feel the outcomes will provide them with information they find valuable.

The fourth characteristic of the Delphi method is the use of an iterative engagement process or rounds where a set of questions are sent to participants and their

responses are used to generate a new set of questions (Clayton, 1997). The information from one round is summarized and the results are used to stimulate further thinking (Stewart, Shamdasani, & Rook, 2007).

The fifth characteristic of a Delphi method is that each round leads toward the creation of a consensus opinion (Dalkey & Helmer, 1963). According to Amos and Pearse (2008), the Delphi method explicitly facilitates the interaction of experts in the construction of shared reality. "This implies that not any and every opinion is accepted at face value" (p. 98), but through the iterative process each panel member comes to understand the views of others.

A key part of the Delphi method is the use of the respondents to interpret the data they have generated (Lincoln & Guba, 1985; Schwandt, Lincoln, & Guba, 2007), which leads to an emergence of an opinion rather than a prediction. This is often referred to as a final consensus.

Application of the Delphi Method to This Research Study

For the purpose of this research study, a leader was considered a potential panelist if he/she was primarily experiencing rapid change within his/her organization. Secondarily, leaders were required to fit one of the following criteria: (a) a current member of a senior executive team or the head of a major division in a large organization; (b) a current leader of a non-profit organization of any size; (c) a current leader of a federal or state government agency or department of any size; (d) a member of the senior leadership team of an entrepreneurial start-up; or (e) a member of a senior leadership team of a family-owned business.

The target selection of leaders meeting these criteria was consistent with the objectives of a Delphi process. The group diversity is designed to generate creative ideas from a cross-section of participant experiences (Adler & Ziglio, 1996). The purpose of the Delphi method is that during the process participants see what others have generated and become aware of the differences in their own perceptions of effective simple rules to be used during times of rapid change. According to Scheele (1975), "focusing attention on differences in the reality constructs will usually yield either a more refined and widely agreed-upon definition" (p. 42).

Human Subjects Considerations

To adhere to the Pepperdine University Institutional Review Board (IRB) guidelines and support the ethical principles of respect, beneficence, and justice (Hall & Feltner, 2005), the researcher completed the IRB on-line training provided by Pepperdine University for human participant protection. This research project fell within the IRB guidelines intended for contributions of generalizable knowledge, systematic data collection methods and publication of results. Using IRB Review Board guidelines (Hall & Feltner, 2005), the researcher applied for and was granted an exempt research study classification under the federal regulations Category (2) of 45 CFR 46.101(b2; see Appendix A). The study sought to collect data from adults who are not part of a protected group and the questions posed did not solicit sensitive physical, criminal, or financial information that might label or stigmatize participants.

To preserve participants' confidentiality, all email correspondence, including the initial demographics of gender and type of organization represented, were maintained in a password-protected folder on the researcher's computer. In addition, the researcher

maintained sole access to the computer with a password-protected login. After completion of the study, the data for this research will be kept for 5 years in a folder stored on an external data storage system and locked in a file cabinet in the researcher's home, after which point they will be destroyed.

Use of E-Survey Method

The researcher selected the Surveymethods.com as the survey tool for this study because of its appeal to busy executives with limited time and the participants' ability to provide open-ended responses using this tool. Furthermore, the researcher found the tool's analysis package intuitive and easy to use.

To preserve confidentiality and anonymity, the participants accessed the data collection process through a link to SurveyMethods.com wherein all IP and/or email addresses were masked. SurveyMethods.com acted as a proxy between the participants and researcher, and the survey was made anonymous at the launch of the process. Once participants began engaging in the data collection process their identities were concealed from the researcher. When the recipient clicked on the link to take the survey, all identifiable tracking information such as IP and/email addresses were hidden in all types of reports, survey dashboards, and data exports.

SurveyMethods.com sent reminders between the researcher and the respondents through its proxy function, which maintained participant anonymity. The researcher was able to view the number of survey responses but not which particular participant had provided a particular response in each round. Using the comparison and segmentation analysis section of SurveyMethods.com, the researcher was able to access the final data provided by all participants as an aggregate and view individual responses without

knowing the participant's identity. Once data were exported to the researcher's computer, they were deleted from the SurveyMethods.com server. In the final round of research, the participants were given an option of being identified with this research project after they were provided with the final report.

Targeted Participants and Recruitment Procedures

Upon approval by the Pepperdine University IRB, the researcher used a network sampling strategy to solicited names of leaders of organizations or departments from colleagues, customers, and friends via a recruitment email (Appendix B). The study utilized an informed consent process in which each participant was informed of: (a) the purpose of the study, (b) the intended use of the data sought, and (c) the voluntary nature of the study. This information is detailed in the participant invitation (Appendix C). All participants provided their informed consent via an e-mail to the researcher.

The desired Delphi panel was a minimum of 25 geographically dispersed individuals. Invitations were sent to 80 potential participant/leaders and 58 provided informed consent to participate in the Delphi panel.

Overview of Delphi Rounds

There were three rounds with the leaders. Round 1 generated a set of simple rules and Round 2 evaluated each simple rule for usefulness to the individual leaders. In Round 3 leaders were asked to evaluate each simple rule considering additional criteria designed to link the most useful simple rules with theories supporting the conditions for self-organizing.

Round 1 procedures. Prior to the initiation of Round 1, leaders were provided with a 4 page document, (Appendix D) welcoming them to the project, providing a brief

description of the Delphi process and establishing the context for this research project. To distinguish from other types of rules, norms and ground rules were described as situational. Value statements were described as important but often not actionable. Simple rules were described as generalizable to fit most situations and inform the behavior at all levels of the organization. Simple rules were described as emanating from complexity science studies of schools of fish, flocking birds, hive behavior of bees or ants, or from computer simulations in search of generalizable applications.

Leaders were provided a set of guidelines for formulating their simple rules. Simple rules:

- start with a verb (which indicates the type of desired action, decision or behavior and is the most important element of simple rules);
- are positive statements (say what needs to be done rather than what not to do);
- contain fewer than eight words;
- do not contain qualifiers such as "but, if, and;"
- are easily remembered (lead to an automatic response or habit);
- apply equally to everyone in the organization (from the leadership to the janitor); and
- apply to an infinite variety of situations.

A few examples were provided to leaders to stimulate thinking but not influence the types of possible simple rules. The examples provided for the leaders were:

- From nature and flocking birds: fly toward the center, keep up with your neighbor, don't bump into other birds.
- From the medical profession: Do no harm.

- From the military: Leave no one behind.
- The Golden Rule: Do unto others as you would have them do unto you (a little long, but quite familiar).
- From parenting: Take care of self and others.
- From 5-Star hotel management: Deliver the unexpected.

Leaders were asked to provide a minimum of one and a maximum of three simple rules that guide decisions, actions, and/or behaviors for the members of their organization during times of rapid change.

Round 1 analysis. Consideration was given to identifying themes within the simple rules submitted during Round 1. While many of the simple rules were similar, they also could be interpreted as working together with the other simple rules submitted by the leader. Therefore, the results for Round 1 were not analyzed or put into themes. They were submitted to the leaders for Round 2 in the same order as they were received.

Round 2 procedures. For Round 2, the leaders were asked to review each simple rule provided in Round 1 to determine the degree of usefulness. To determine usefulness, two criteria were provided:

1. Applies equally to everyone in the organization (from leadership to the janitor) and
2. Applies to an infinite variety of situations.

The five-point scale was identified as 5 (extremely useful) to 1 (not useful). No descriptors were given for scales 2, 3, or 4. All 58 leaders were invited to comment on all simple rules even if they had not participated in Round 1. The leaders were given one

week to complete Round 2. One open-ended question was provided at the end of the survey for the leaders to provide any comments they wished to share with the researcher.

Round 2 analysis. For Round 2, the researcher engaged in a two-step process to consider the most useful simple rules. The first step was to identify those simple rules rated as 5 or extremely useful. Relative frequency was reviewed and those rules rated as 5 by at least 30% of the leaders were advanced to Round 3. Since no description was provided to the leader for a rating of 3 or 4, the second step was to combine these ratings. Again, relative frequencies were reviewed and those simple rules rated as either 3 or 4 by at least 40% of the leaders were advanced to Round 3. This two-step process resulted in 62 rules. Responses to the open ended question at the end of this round, was analyzed using a simple, textual analysis process.

Round 3 procedures. Round 3 was designed to link the most useful simple rules with Eoyang's theory of self-organizing conditions. The leaders were provided with a conceptual thinking paper (see Appendix M) based on Eoyang's work (2001, 2004) identifying three meta-variables as conditions for self-organizing in human systems: container (C), differences (D) and exchanges (E) and is known as the CDE Model. The CDE Model describes the conditions that shape the speed, path, and outcome of a self-organizing process in human systems. The container creates a level of constraint increasing the probability of contact with others in the system. Differences create tension and increase the potential for change. Exchanges that are transforming by nature ensure the effective transmission of information, energy, and material throughout the system.

The criteria provided to the leaders for evaluating the 62 simple rules for Round 3 included a descriptor for each of the three conditions: container, difference or exchange. Table 1 provides a summary of these nine criteria and the condition that each represents.

Table 1

CDE Descriptions for Round 3 Evaluation

Condition Statement	Container	Difference	Exchange
Keeps attention focused on the objective or goal.	X		
Draws people together toward a common purpose	X		
Provides boundaries for action.	X		
Defines what is important.		X	
Stimulates different perspectives, attitudes or opinions.		X	
Encourages innovation or change.		X	
Ensures information flows freely or is unblocked.			X
Stimulates reciprocity, cooperation, and creativity.			X
Ensures a mutual understanding of desired behavior.			X

The leaders were asked to check as many of the nine statements as were applicable to the simple rules for this round.

Round 3 analysis. To determine the rules considered as the top containers, differences, or exchanges, the researcher considered ratings for all three possible conditions within each rule category. For example, a combined frequency for "keeps attention focused on the objective or goal," "draws people together toward a common purpose," and "provides boundaries for action" was calculated providing a combined percentage of leaders who rated the rule as meeting at least one of the conditions for the

rule category. When a simple rule had a 40% or more combined percent, the rule was determined to be a simple rule for forming containers.

A similar process was used for the conditions for fostering differences. The three conditions: "defines what is important," "stimulates different perspectives, attitudes or opinions," and "encourages innovation or change" were considered collectively and a combined percentage was calculated. Those simple rules receiving a combined percent of 40% or more were considered as simple rules fostering differences.

Conditions for fostering exchanges: "ensures information flows freely or is unblocked," "stimulates reciprocity, cooperation, and creativity," and "ensures a mutual understanding of desired behavior" were analyzed to arrive at a total percent score for exchanges. Those simple rules receiving a combined score of 40% or more were considered as simple rules fostering exchanges.

The three open-ended items at the conclusion of Round 3 were analyzed using a simple textual analysis process.

Data Collection Validity Considerations

Three rounds of on-line interaction were designed for this project in order to maximize the participants' involvement. One of the major considerations for a Delphi method is to allow for time to reflect and participate while simultaneously keeping the process moving. Sufficient time for reflection will be provided between rounds. In addition, one of the benefits to the participants is their exposure to the anonymous contributions of other leaders and ability to continuously evaluate these new contributions in light of their own experiences. Scheele (1975) states that reality shifts

during a Delphi as a result of how the material is "asserted, modified, and re-conceptualized" (p. 37).

Pilot study. To test the validity and reliability of the surveys used, a pilot was conducted with 11 external management consultants who participated in three on-line rounds of on-line interaction. All consultants participated in all three rounds completely and provided the following feedback:

Round 1. The participants felt it was important to create some "simple rules for simple rules" in a bulleted format for ease of application. It became apparent that the instructions for simple rules referred to rules that guide employees rather than rules that leaders use to guide their behavior. While simple rules a family might use were provided as examples, the participants in the pilot felt they could have used some generic examples of simple rules.

Round 2. The participants felt there were too many duplicate or similar simple rules and recommended that duplicates be eliminated or combined. Further, it was recommended the instructions for this round should focus the leaders' attention on how useful each simple rule was for guiding the members of their organization rather than their own behavior, decisions, and actions.

Round 3. The pilot had only one definition for each of the conditions of the Eoyang CDE Model. It became apparent that more data could be obtained by expanding this to three elements for each of the conditions. It became clear that the theoretical descriptions offered early in the process should be moved to this round in order to connect the application of each simple rule in a direct manner. During the pilot, the panel members were asked to add any simple rules that they wished had been in Round 1. The

use of a pilot process also included open ended questions which provided information for use of open ended questions in the final research.

Summary

While Delbecq et al. (1975) suggests that the ideal Delphi process is less than 30 participants, this research included 58 leaders because of the number of different market sectors. The use of an electronic survey was used to facilitate the sharing of simple rules as well as the evaluation process. The identity of the leaders remained anonymous throughout the process. Data about which leader had provided certain simple rules or how the simple rules were evaluated was kept blind through the use of SurveyMethods.com and only raw data was provided to the researcher. The results of this research process is contained in Chapters 4 and 5.

Chapter Four: Results

Using a network sampling strategy to gather names of potential participants from personal contacts and colleagues, invitations were sent to 80 leaders. The leaders were informed of: (a) the purpose of the study, (b) the intended use of the data sought, and (c) the voluntary nature of the study (Appendix C). All participants provided their informed consent via an e-mail to the researcher. A total of 58 leaders agreed to participate in this research. They came from the following organizational market sectors:

- 14 participants (8 female and 6 male) were current members of a senior executive team or the head of a major division in a large organization;
- 11 participants (4 female and 7 male) were current leaders of any sized non-profit organization;
- 6 participants (2 female and 4 male) were current leaders of any sized federal or state government agency or department;
- 16 participants (5 female and 11 male) were members of the senior leadership team of an entrepreneurial start up;
- 11 participants (6 female and 5 male) were members of a senior leadership team of a family owned business.

Figure 1 on the following page provides a representation of the participant pool.

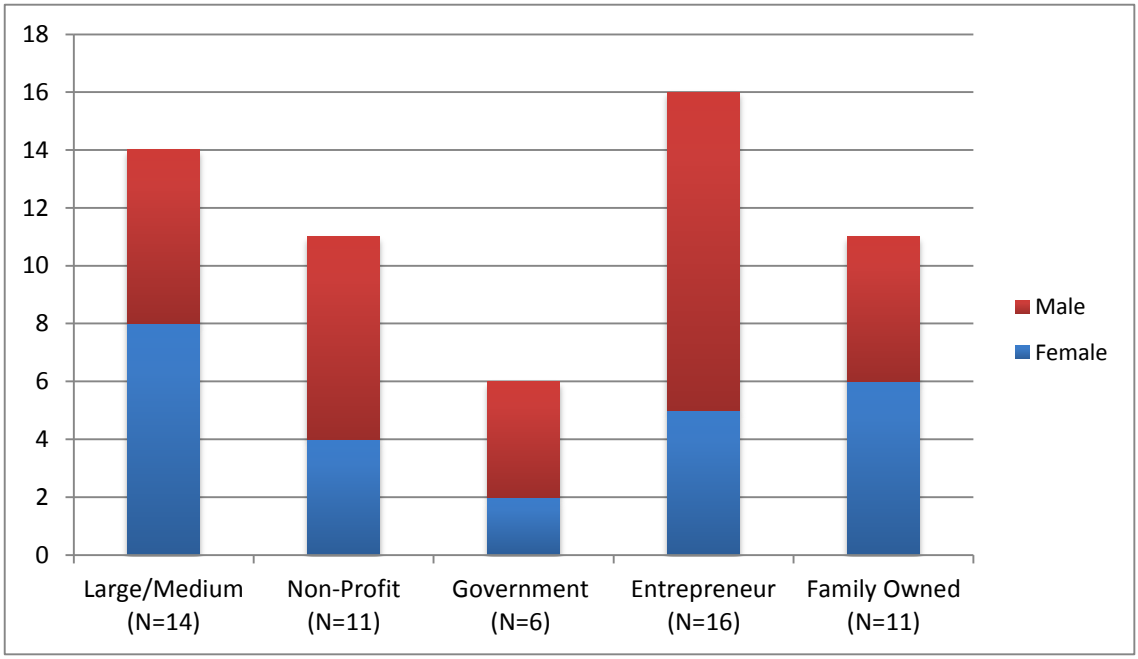

Figure 1. Delphi panel organizational distribution (Total *N*=58 leaders)

The invited leaders agreed to participate in a three-round Delphi process using an electronic survey method. The potential benefits for participating in the study included the ability to reflect on the simple rules other leaders have generated and determine which simple rules might be more effective in guiding certain types of behaviors, actions, and decisions during times of rapid change.

Not all 58 leaders participated in all three rounds. Since the survey was anonymous the means for tracking which of the leaders had participated in various rounds was not available. In rounds 2 and 3, some leaders skipped or left blank certain items. Thus the total count of ratings in rounds 2 and 3 for each of the simple rules varied.

Round 1: Identify Simple Rules

Description. For Round 1, each leader was given instructions to help identify the types of simple rules being explored in this research. The leaders were asked to provide

between one and three simple rules that guide decisions, actions, and/or behaviors for the members of their organization, especially during times of rapid change.

Results. Round 1 was launched through Surveymethods.com on Saturday, April 23, 2011 and remained open for participation for 9 days. Responses were received from 56 of the 58 leaders: a 97% participation rate. Time spent by each leader ranged from 1-15 minutes with a median of 4 minutes and a mean of 5 minutes. Since the identity of the participants was anonymous, there was no way to identify which simple rules were provided by the leaders in each market sector. Table 2 provides a summary of the number of rules given by participants.

Table 2

Number of Simple Rules Given by Each Participant

Number of simple rules given	*Number of participants*
1	1
2	11
3	39
4	3
5	1
8	1

The 56 leaders generated 165 simple rules in total. Although many of the rules provided were similar, there were no exact duplicates. The majority of responses met the criteria provided to the leaders for constructing simple rules. The complete list of responses can be found in Appendix E.

Application of results. In preparation for Round 2, the 165 simple rules were listed in the order they were received from the leaders. While several simple rules were similar with minor differences in phrasing, none of the simple rules were eliminated. In addition, none of the simple rules were grouped together by theme. The simple rules were

prepared for launching by SurveyMethods.com for Round 2 within 3 days of completing Round 1.

Round 2: Application of Usefulness

Description. In Round 2, the leaders determined to what degree they considered each simple rule to be useful. All 165 rules submitted by the 56 leaders were included, listed exactly as worded and in the order received. No simple rules were combined, deleted or grouped together based on any theme. The leaders were given one week to complete Round 2. One open-ended question was provided at the end of the survey for the leaders to provide any comments they wished to share with the researcher.

Results. Round 2 began on May 4, 2011 and remained open to the participating leaders for 7 days. Responses were received from 50 of the 58 leaders: an 86% participation rate. Time spent by each leader ranged from a minimum of 1 minute to a maximum of 33 minutes. The median time spent on this Round was 17 minutes and the mean time was 16 minutes.

Comments were recorded by 12 or 24% of the participating leaders. A textual analysis revealed that one leader did not evaluate any simple rules from number 70 to 165, commenting that they did not apply to the non-profit sector. This leader felt other simple rules were "trite at best, some patronizing of people and others even a bit insulting." Other comments varied between observations of the common themes, simple wording differences, how they could work together, or how some of the simple rules submitted did not meet the original criteria.

One leader identified the criteria he/she used for assessing the usefulness of the simple rules which included no false dichotomies (as in "lead, follow or get out of the

way"), repeated words, complex jargon, references to a particular industry or positional power or more than one idea. Several leaders thought the list was thought provoking, but also noted that the simple rules might be difficult to implement. The full list of comments generated in this round is provided in Appendix F**.**

Simple Rule rating results. The analysis of ratings was focused on determining which simple rules were considered the most useful by more of the leaders. To discover this, a multi-step process was used. First, the researcher identified the percentage of leaders that rated each simple rule as extremely useful (rating of 5). The rules were placed in rank order by percentage of total leaders in Round 2 from highest to lowest to gain a perspective of the distribution. When 30% or more of the panel leaders agreed that the rule was extremely useful (rating of 5), that rule was selected for inclusion in Round 3. Table 3 includes the 38 simple rules that met these criteria, as well as the percentage of respondents that ranked each rule as "extremely useful."

Table 3

Simple Rules Identified as "Extremely Useful" (Rating of 5)

Simple Rule	Percentage of respondents ranking the rule as "extremely useful"
1. Act with integrity.	59%
2. Take responsibility for your actions.	54%
3. Do the right thing.	52%
4. Listen before speaking.	52%
5. Recognize contributions of others	50%
6. Do what you say you are going to do.	48%
7. Tell the truth.	48%
8. Demonstrate that excellence starts with me.	46%
9. Listen before responding.	45%
10. Communicate well and often.	44%
11. Hire people you trust; trust people you hire.	44%
12. Practice integrity at all times.	44%
13. Walk your talk.	43%
14. Treat others with respect, trust and appreciation.	42%
15. Do no harm.	40%

(table continues)

Simple Rule	Percentage of respondents ranking the rule as "extremely useful"
16. Always tell the truth.	40%
17. Be honest and direct.	40%
18. Walk the talk.	40%
19. Communicate clearly and often.	38%
20. Deliver on your promises – do what you say!	36%
21. Communicate, communicate, communicate!	35%
22. Engage with passion.	35%
23. Keep the goals clear.	35%
24. Treat all like you would like to be treated.	35%
25. Treat everyone like a person, not an employee.	34%
26. Be clear in commitments and deliver on them.	30%
27. Treat each other with dignity and respect.	30%
28. Be open and honest!	30%
29. Communicate, communicate, communicate some more.	30%
30. Make an impact, every day.	30%
31. Inspire others.	30%
32. Have fun.	30%
33. Have a positive attitude!	30%
34. Exceed customer expectations.	30%
35. Work together as a team.	30%
36. Use ingenuity.	30%
37. "Own it" (the change).	30%
38. Acknowledge that failures will happen.	30%

Note. N=38

A second group of simple rules was also created by taking those rated by the leaders either 4 or 3 and again placing them in rank order based on the percentage of leaders represented. Simple rules that were rated as somewhat or moderately important by 40% or more of the leaders were selected to be used in Round 3. Twenty-four simple rules met these criteria. Table 4 includes the 24 simple rules that met these criteria, as well as the percentage of respondents that ranked each rule as "somewhat or moderately useful."

Table 4

Simple Rules Identified as Rating 4 or 3

Simple Rule	Percentage of respondents ranking the rule as "somewhat or moderately useful"
1. Embrace change, challenge and innovation.	54%
2. Think beyond the expected.	54%
3. Be a trusted partner.	50%
4. Trust your instinct.	50%
5. Base all decision on our values.	47%
6. Push Forward Faster.	47%
7. Communicate early. Communicate often. Communicate what you know when you know it.	46%
8. Practice positive words and kind actions.	46%
9. Read the orders carefully.	46%
10. Make quick, clean cut decisions.	45%
11. Prepare for any scenario all the time and always have back up plans to the back up plans.	45%
12. Think in multiple directions.	44%
13. Inspire others.	44%
14. Differentiate between what is important from what is urgent.	44%
15. Let people be and do their best.	42%
16. Regardless of the situation, look forward, keep moving.	42%
17. Assume the best about your coworkers.	42%
18. Share the painful truth.	42%
19. Focus on mission and the organization's best interest before anything else.	42%
20. Insure clients get services they require.	42%
21. Improve process.	42%
22. Have a positive attitude!	41%
23. Listen then talk; there is a reason you have only 2 ears and one mouth	41%
24. Experiment often; fail fast.	40%

Note. N=24

The usefulness ratings for all 165 rules can be found in Appendix G. The 62 simple rules meeting the criteria discussed above were advanced to Round 3. The questions for Round 3 were prepared to launch three days after the close of Round 2.

Round 3: Application of the CDE Model

Description. The invitation to participate in Round 3 was sent to all original 58 leaders through Surveymethods.com on May 14, 2011. This Round was open for 11 days. The time spent by each leader ranged from 7 minutes to 2 hours and 23 minutes. The

median time spent on this round was 27 minutes and the mean was 41 minutes. Responses were received from 48 of the 58 leaders: an 83% participation rate.

In this Round, question 1 included the 38 simple rules which had been rated by 30% of them as extremely useful (rank of 5 from Round 2) and were asked to check as many of the nine CDE condition descriptors that applied. The leaders were also provided with a second question listing the 24 simple rules which were those rated as 4 or 3 by 40% or higher of the panelists and asked to rate them considering the CDE conditions.

In addition, three open-ended questions were provided to the leaders:

1. My thoughts about these simple rules include…
2. Now that I am finished, a simple rule (or two) I think might have been more useful to include in Round 1 would have been…
3. After three rounds of reflection, I would like to participate in additional studies which may include personal interviews. What I would like to learn more about includes:

Results. This round focused on having the leaders use the Eoyang CDE Model (2001), to rate each rule as to whether it met conditions for a container, difference or exchange. The container creates a level of constraint increasing the probability of contact with others in the system. Differences create tension and increase the potential for change. Exchanges that are transforming by nature ensure the effective transmission of information, energy, and material throughout the system.

To determine the top containers, differences, and exchanges, the researcher calculated a combined percentage score for the three possible conditions of each category. As the simple rules were considered, those receiving a combined percentage

score of 40% or more were considered as meeting the definition for each of the categories. Tables 5, 6 and 7 present the simple rules for containers, differences and exchanges.

Table 5

Top Container Simple Rules

Top Container Simple Rules	
1. Focus on mission and the organization's best interest before anything else.	54%
2. Differentiate between what is important from what is urgent.	50%
3. Keep the goals clear.	50%
4. Insure clients get the services they require.	45%
5. Read the orders carefully.	44%
6. Be clear in commitments and deliver on them.	44%
7. Act with integrity.	42%
8. Base all decisions on our values.	41%
9. Regardless of the situation, look forward, keep moving.	41%
10. Do the right thing.	40%
11. Walk your talk.	40%

Note. N=11

Table 6

Top Difference Simple Rules

Top Difference Simple Rules	
1. Think beyond the expected.	53%
2. Embrace change, challenge and innovation.	48%
3. Use ingenuity.	45%
4. Think in multiple directions.	41%
5. Experiment often; fail fast.	41%
6. Acknowledge that failures will happen.	41%
7. Trust your instinct.	40%

Note. N=7

Table 7

Top Exchange Simple Rules

Top Exchange Simple Rules	
1. Listen before responding.	46%
2. Listen before speaking.	46%
3. Treat all like you would like to be treated.	43%
4. Treat everyone like a person not an employee.	44%
5. Do what you say you are going to do.	43%
6. Practice positive words and kind actions.	43%
7. Listen then talk; there is a reason you have 2 ears and only one mouth.	43%
8. Be open and honest!	43%
9. Treat each other with dignity and respect.	42%
10. Have a positive attitude!	42%
11. Be a trusted partner.	42%
12. Always tell the truth.	41%
13. Share the painful truth.	41%
14. Communicate early. Communicate often. Communicate what you know when you know it.	41%
15. Assume the best about your coworkers.	41%
16. Communicate, communicate, communicate some more.	40%
17. Let people be and do their best.	40%
18. Be honest and direct.	40%
19. Tell the truth.	40%

Note. N=19

The ratings for all of the 62 rules can be found in Appendixes H and I. A total of 37 simple rules: 11 container, 7 difference, and 19 exchange were identified as meeting the CDE criteria by at least 40% of the leaders. In review of the 62 simple rules being considered in Round 3, it was determined they were provided by 27 (47%) of the 58 leaders participating in this research. Eighteen of the leaders provided one simple rule, 8 provided two simple rules and 1 leader provided 3 simple rules.

Responses to open-ended questions. The first question asked the leaders to give their thoughts about these simple rules; 28 leaders provided comments. Eleven (or 39%) of the comments related to how similar the simple rules were to each other, three or 11%

stated that the rules did not apply to their industry, and three or 11% stated that the simple rules were too vague or generic.

The second open ended question asked the leaders "Now that I am finished, a simple rule (or two) I think might have been more useful to include in Round 1 would have been ...." Thirty-five of the leaders provided no comment, four provided suggestions or ways of thinking about the simple rules but gave no specific simple rule, five of the leaders offered one new simple rule, two offered three new simple rules, and two offered two new simple rules for a total of nine new simple rules.

The third open-ended question asked the leaders: "After three rounds of reflection, I would like to participate in additional studies which may include personal interviews. What I would like to learn more about includes:" Twenty responses were provided, with only three or 15% of participants declining to participate further. Of interest to the leaders were topics such as translating simple rules across the organization, how simple rules are assembled, and how they relate to what is accomplished in the organization. The full comments can be found in Appendix J.

Summary

This Delphi research process included 58 leaders of which 83% (48) participated in the final round. The 3 round process spanned 27 days and the average time spent by a leaders was just over an hour (62 minutes). The final output of the process was the identification of 37 simple rules categorized using the Eoyang CDE model. Discussion and conclusions are presented in Chapter Five.

Chapter Five: The Study

This chapter reviews the current environmental conditions within which this study is nested, the conceptual support, methodology employed, limitations of the methodology and a summary of the research findings. Conclusions and recommendations are made.

Environmental Conditions

As organizations fight for their market share, struggle to stay afloat in a roiling economy, or continuously reorganize for more effective functioning, the quest continues for that small edge that will make a big difference to customers and employees. In this pressure cooker, leaders struggle to find what will make a difference and continue to find themselves wanting more. What leaders learned in management school or through experience is just not working the way it used to. The environmental shifts are happening too fast.

With the impact of social media, the hierarchy in every organization—from government, non-profit, for profit and blazing entrepreneurs—is experiencing new rules of the game. The question is, "What is the game?" As social networks form around the formal structures, the way people share information is creating a more dispersed power structure outside traditional management chain of command.

Social media has had a huge impact on government structures around the world, political campaigns, and messaging of real time events as they unfold. Job seekers have been challenged to be far more creative as they market their talents through social media. The impact of social networks demonstrates there is no real "boss" or director as individuals exert their free will, come together around common interests, and use a different mode for organizing for social or economic change.

Against this backdrop of discontinuous change and unpredictable times, this researcher began exploring other ways of thinking about leading and managing change in an uncertain world, finding lessons in studies of natural systems such as ants, bees, herds of animals, and flocks of birds. This researcher also found lessons coming from emergent systems such as games, blogs, and social media. Something seems to be moving to the forefront about what makes these types of systems hold together.

Some organizations have learned how to create a bond that couples the members of the unit into coordinated action. The US Armed Forces trains its soldiers to go into battle and rallies around leadership, followership, making good decisions, and protecting each other. Their rule is to "leave no one behind"; this rule is deeply embedded in each soldier's psyche, driving behavior during training missions and on the battlefield. Other first-responder professions such as police, fire-fighters, and emergency health care professionals all have the same drive; there is a code that binds them together. Sometimes the code is unspoken and other times it is clearly articulated, as with soldiers.

In studying the concept of simple rules, this research attempted to discover what type of codes or simple rules were in use within organizations that ensured a strong connection and drove similar behavior, while being expansive enough to foster creativity and innovation. Using a framework from complexity science to understand the dynamics of self-organizing behavior, 58 leaders were asked to identify some critical distinctions that have the potential of shifting how leaders lead during times of uncertainty.

Conceptual Support

In the past, human systems have managed to create order and thus a mechanistic and linear approach to organizing work and processes, leadership, and even strategic

thinking. The concept that an organizational vision would actually be fulfilled fails to take into account short-term shifts in the environment that affect the long term vision. When leadership focuses attention on position within the organizational hierarchy or maintaining decision making power, the system begins to close to new ways of thinking, thus limiting resilience and adaptability. By failing to pay attention to shifts in the environment, several industries are disappearing, such as book and news publishing and distribution, movie distribution, retail stores, restaurants, travel agents, and retail banks. What may have been a stable business in the past is now faced with different buying criteria as economic markets change.

Thinking of today's organizations as a complex adaptive system (CAS), a bridge is built between human systems and research in the natural and complexity sciences. A CAS has the capacity for adapting in a changing environment. Defined in the sciences as emergent and ever changing to balance between tension and stability, a CAS is irreversible, unpredictable, contains diverse elements and is constantly learning. The dynamic quality of a CAS makes it an excellent conceptual match for the daily functioning of organizations today. This awareness flies in the face of how organizations are structured and managed. For some reason the need for predictability of financial outcomes has overshadowed the creative potential of the organization.

Being in control of a CAS is an illusion. Leaders are in search for new ways of keeping their organizations together by changing the lines of authority to include informal networks and using these social networks to keep communications open and broaden the decision making. The new leadership approach may be in finding a balance

between data and intuition, planning and acting, safety and risk, autonomy and control, knowledge generation and application, change and stability, and emergence and fitness.

In order to embrace the dynamics of a CAS, it is important to have an understanding of the significance of self-organizing. Self-organization is a pattern that can be observed as the members or agents of a CAS start interacting in many different ways. The appearance is that of being self-guided rather than following a set of instructions. Ideas are interchanged, individuals shift their understanding and perspectives and a new way of interacting takes hold.

By observing the self-organizing patterns as they emerge and take shape, it is possible to follow the speed, path and outcome of the pattern. It is also possible to influence the developing pattern along the way with subtle adjusting. Eoyang (2001) identified three conditions for influencing self-organizing patterns by making adjustments in the size of the containers (C), amplifying or dampening significant differences (D), or through transformative exchanges (E). Also known as the CDE Model, this formula may appear simplistic but it is elegant in implementation. The container creates a level of constraint regulating the probability of contact with others in the system. Differences create tension and increase the potential for change, and transforming exchanges help to connect and ensure the effective transfer of information, energy, and material. By influencing any one of the conditions, all three will be changed and thus the trajectory of the self-organizing pattern is changed. Each of these conditions holds the potential for higher learning, increased feedback loops, and stronger coupling or connections within the system.

Why, then, have organizational leaders not become aware of this simple and profound model? It could be that they have yet to understand how to use the model for guiding the self-organizing patterns within their organization. Scientists tried to understand self-organizing patterns through the use of simple rules. To understand what drove complex behavior in various systems, observations and clinical trials were first used. With the advent of the computer, simulations could be used to test a hypothesis for future observations. The simple rules for the simulation became exceedingly important for what would be later studies—it drove the assumptions about the system.

As the electronic gaming industry developed, simple rules created the foundation how a game participant learned which choices were important for advancing into future rounds of play. Simple rules can now be recognized as setting the conditions for inclusion or exclusion in blog participation, team membership, organizational employment, and industry competition. Simple rules exit even when not explicitly named.

Simple rules create the conditions to constrain or enlarge the container, amplify or dampen important differences, or operate to facilitate transformative exchanges. In human systems, the simple rules can create the conditions for a strong code of honor, bond of cohesion or interdependence between and among the members of the organization. They create the conditions for increased trust, building social capital, and establishing a shared emotional and intellectual connection. Within the framework of the simple rule, the entire organization begins to act and respond in a similar way. To be truly effective, the simple rule needs to set the conditions for the increased learning which keeps the system open for creativity and innovation.

While setting the conditions for interdependence, simple rules provide guidance during self-organizing processes where other controlling rules cannot function. When operating with simple rules, the level if engagement is not superficial. Individuals know they are an important part in the success of the whole. "Leave no one behind" is one example of a powerful simple rule that can be applied to all organizations, not just the US Armed Forces.

This study was conducted to identify some of the simple rules already in use by senior leaders. While there was no attempt to discover how effective these simple rules were for guiding their organization during self-organizing processes, leaders were asked to speculate on the usefulness of these rules. There was no attempt to validate the level of congruence created through the use of simple rules. By inquiring about simple rules from leaders in very different market sectors and types of organizations, the premise was that a set of simple rules could be identified and applicable in a variety of situations.

Methodology Employed

The methodology chosen for this research project was a Delphi method, developed by the Rand Corporation for strategic thinking during WWII. Presently, the Delphi method uses an expert panel to generate data and reflect on the ideas or concepts provided until meaning can be made or agreement reached. Participants can benefit from participating in this type of methodology because they are able to learn from others and determine the appropriate benefit to them as they experience each iteration of reflection. SurveyMethods.com was used to facilitate the interactions between the leaders in three rounds of data gathering. A total of 58 leaders agreed to participate in this research. Table 8 summarizes the organizational market sectors for which they worked.

Table 8

Market Sector of Leader Participants

Market Sector	Males	Females	Total participants
Large organization	8	6	14
Non-profit organization	4	7	11
Federal or state government agency or department	2	4	6
Entrepreneurial start up	4	2	6
Family owned business	5	6	11

Note. *N*=58

For Round 1, the leaders used a set of guidelines for identifying their simple rules: each simple rule should start with a verb, be a positive statement, fewer than eight words to be easily remembered, and apply equally to everyone in the organization or to an infinite variety of situations. These guidelines were provided to steer the leaders away from value statements or norms and to have them reflect on what simple rules actually guided the behavior, actions and decisions of the members of their organizations. The leaders were asked to provide one to three simple rules.

The participation rate of leaders in Round 1 was 56 of the 58: a 97% participation rate. The leaders provided 165 simple rules; there were no exact duplicates and for the most part participants followed the guidelines provided for articulating simple rules. It must be noted that the leaders were asked to provide the simple rules they actually *used* and it must therefore be assumed that these rules had some application, understanding, or traction within their particular organization.

For Round 2, the leaders were asked to reflect on the usefulness of all participants' simple rules using a rating of 1 (not useful) to 5 (extremely useful) in terms

of: (a) applying equally to everyone in the organization (from leadership to the janitor), and (b) applying to an infinite variety of situations. Responses were received from 50 of the 58 leaders: a 86% participation rate.

Since the participants represented five different market sectors, it was expected that the some simple rules generated during this round might not apply to all market sectors based on differing needs and/or the demands of the leaders' market sectors. This was the first opportunity for the leaders to see the simple rules provided by other leaders and some commented that certain simple rules did not apply to their market sector or did not work in tandem with each other.

The researcher engaged in a two-step process to determine the most useful simple rules identified by the leaders during the second Delphi round. The first step involved identifying those simple rules rated as 5 or extremely useful. Considering the relative frequencies of ratings, those rules receiving a rating of 5 by 30% or more of the leaders were advanced to Round 3. There were 38 simple rules met this criteria. The second step was to combine the rankings of 4 or 3 and review the relative frequencies. Those rated 4 or 3 by 40% or more of the leaders resulted in 24 simple rules. Thus, a total of 62 simple rules considered to be useful were advanced to Round 3.

The 62 simple rules in Round 3, were provided by 27 (47%) of the 58 leaders participating in this research. Eighteen of the leaders provided one simple rule, eight provided two simple rules, and one leader provided three simple rules. While the identity of the contributors and the market sector they come from is unknown, it is important to note that the simple rules setting the conditions for self-organizing came from less than half of the participants.

Round 3 was designed to link the most useful simple rules generated by the leaders with Eoyang's CDE Model (2001) of self-organizing conditions. The participants were provided with nine statements that served as descriptors of three different self-organizing conditions and asked to evaluate each of the 62 simple rules and select all descriptors that applied. The participation rate for Round 3 was 84%. There was a high investment of time and effort by the 48 leaders who completed Round 3.

Limitations of the Study

There were limitations to this research. First, the limitations involving the instrumentation. Second, some limitations due to the selected research design.

Instrumentation limitations. The use of SurveyMethods as the vehicle for collecting data from the leaders was overall an efficient means for gathering data from these leader participants. Some difficulties however need to be noted. For Round 3, the online survey method became cumbersome for the participants. The 9 criteria headers for each of the final 62 simple rules did not scroll in a manner the leaders found easy to follow. For example, they could see and evaluate the first three simple rules but the fourth simple rule was too far down the survey to see the headings/ categories. Some of the leaders printed the entire survey and some printed the heading descriptions to complete their task. It is possible these difficulties influenced the ratings provided.

While not a function of the use of SurveyMethods, a weakness in the Round 2 survey instrument was identified. The survey tool description provided to the leaders included a 5-point scale with 5 representing extremely useful and 1 representing not useful. No descriptions were provided for scales 2, 3, or 4 which created a degree of ambiguity where the leaders could create their own definition of those scales. This

ambiguity resulted in the possibility that the leaders were not equally evaluating the usefulness of the simple rules.

A third limitation in instrumentation was in not helping the leaders make clear distinctions between container, difference and exchange definitions for the Round 3 ratings. The instructions were to check all that applied and for some leaders one simple rule may have been clearly a simple rule fitting the descriptions for container and for another leader this same rule may have been clearly fitting the descriptions for exchanges. A different approach could have been to ask the leaders to evaluate each simple rule discretely as a container, difference or exchange rather than asking them to indicate all the condition descriptors that apply.

Research design limitations. Three rounds of interaction with the Delphi panel were conducted although an additional round of data gathering could have minimized the occurrence of multiple rules with similar intent. Round 1 resulted in 165 simple rules, many of which were similar in theme. These were all advanced to Round 2. An improvement in this process could have included an additional round asking the leaders to evaluate similar simple rules in order to advance only those that were clearly favorable.

A second limitation of the design was that throughout the process, the leaders' identity was anonymous. Therefore there was no way for the researcher to identify which market sector leaders actually completed the survey, which ones provided the final simple rules or which simple rules were preferred by leaders within certain market sectors. No conclusions about application of the simple rules to any particular market sector can be made.

Summary of Research Findings

Using a three-round process for developing and evaluating simple rules, the senior leaders participating in this study were able to use the Eoyang CDE Model (2001) to identify a total of 37 simple rules of which 11 were found to align with the definition of containers, 7 were found to align with the definition of differences and 19 were found to align with the definition of exchanges. In linking this outcome with the body of literature of how the speed, path and outcome of emerging self-organizing patterns are influenced through the use of simple rules, certain key conclusions can be drawn. Simple rules that establish the conditions for optimum self-organizing can provide guidance to organizational members of what is important or useful, what action is required, and how to reconcile conflicts.

Container simple rules. According to Eoyang (2001, 2004), containers operate to create a commonly understood boundary that holds the system together while new relationships form and increase the probability for self-organizing behavior. Self-organizing systems are emergent (Goldstein, 2001), self-regulating (Capra, 1996) are inner driven (Goldstein, 2007; Hudson, 2010; Smith & Graetz, 2006) and follow their own local rules (Johnson, 2001).

Rules that are familiar to leaders can be considered policies, procedures, or standards and are generally intended as control mechanisms for to ensure safety, accuracy of product quality, or high health standards. However these are not considered simple rules. The definition provided to the leaders for evaluation of the simple rules as creating containers were: (a) keeps attention focused on the objective or goal, (b) draws people together toward a common purpose, and (c) provides boundaries for action. With these

definitions, the leaders identified 11 simple rules meeting the criteria (in the order of highest to lowest rating):

1. Focus on mission and the organization's best interest before anything else.
2. Differentiate between what is important from what is urgent.
3. Keep the goals clear.
4. Insure clients get the services they require.
5. Read the orders carefully.
6. Be clear in commitments and deliver on them.
7. Base all decisions on our values.
8. Act with integrity.
9. Regardless of the situation, look forward, keep moving.
10. Do the right thing.
11. Walk your talk.

When considering these simple rules as setting a condition for self-organizing, they focus attention on what is important within the organization's value system—the mission and values and what is acceptable behavior—differentiation and clarity of action, integrity, the right thing, and walking the talk. These can be viewed as constraining or limiting the degrees of freedom while keeping the system open to new possibilities (Juarrero, 1999). With a focus on what is needed for the benefit of the entire organization, customer or the larger picture (Anderson, 2002) the effect would be to diminish competitive behavior between departments and workgroups and amplify cooperation. Setting the conditions for self-organizing through the use of negative feedback (Johnson,

2001) the organization would learn to regulate itself when no one is in apparent control (Kelly, 1994).

The simple rules identified as containers create a social constraint (Sawyer, 2005) of understanding desired action, following through with commitments and doing the right thing. When taken as a whole, they create a level of cohesiveness (Yalom, 1995) by focusing attention on increased interaction between the various parts (Hudson, 2010)

Difference simple rules. When there is a difference in the system, there is increased tension and potential for change (McKelvey, 2004). According to Eoyang (2001, 2004), this dimension is the most influential at any given time because it allows the significance of diverse perspectives, attitudes, ideas, opinions, experiences, knowledge, and skills to surface. Without differences a self-organizing pattern fails to develop (Zimmerman et al., 1998). When there are too many differences, the countervailing forces create too much tension (McKelvey, 2004) and conflict (Nonaka, 1988) for the system to settle into a productive pattern. Different perspectives and observations are needed to ensure an increased fitness with the external environment (Chandler & Vijver, 2000).

The leaders in this study were provided three criteria for difference simple rules: (a) defines what is important; (b) stimulates different perspectives, attitudes or opinions; and (c) encourages innovation or change. Using these criteria, the leaders identified seven simple rules (listed in order of highest rating to lowest):

1. Think beyond the expected.
2. Embrace change, challenge and innovation.
3. Use ingenuity.

4. Think in multiple directions.
5. Experiment often; fail fast.
6. Acknowledge that failures will happen.
7. Trust your instinct.

As guides for self-organizing behavior, these 7 simple rules set the conditions for the members of the organization to think outside the box, experiment and remain open. Self-organizing patterns are highly influenced by information from the surrounding environment (Prigogine, 1996; Zohar & Marshall, 1994). Without simple rules which draw attention to the surrounding environment, the system will become too inner driven (Goldstein, 2007; Hudson, 2010; Smith & Graetz, 2006) thus constricting the potential for stimulating additional learning opportunities (Kelly, 1994; Thietart & Forgues, 1995).

This set of simple rules suggests the members of the organization are encouraged to not accept the status quo and instead continue to think and expand, explore, experiment and learn from failure. These simple rules stressed actions where different perspectives, attitudes, or opinions are needed to ensure innovation or change.

Exchange simple rules. To ensure effective conditions are present for self-organizing, the sender and receiver must experience a two-way change (Johnson. 2001) where both are transformed (Eoyang, 2001, 2004). With transformative exchanges, as connections increase and multiply (Dooley, 1997) in a non-linear fashion (Wolfram, 2002) the organization is able to increased learning (Plowman & Duchon, 2007; Rheingold, 2002, Senge, 1990) and mutual understanding (Chwe, 2001) for the benefit of collective action (Gergen, 2009; Kelly, 1994; Ostrom, 1990).

The criteria provided to the leaders to define exchange simple rules included: (a) ensures information flows freely or is unblocked; (b) stimulates reciprocity, cooperation, and creativity; and (c) ensures a mutual understanding of desired behavior. Using these criteria, the leaders identified 19 simple rules (listed in the order of highest to lowest rating):

1. Listen before responding.
2. Listen before speaking.
3. Treat all like you would like to be treated.
4. Treat everyone like a person not an employee.
5. Do what you say you are going to do.
6. Practice positive words and kind actions.
7. Listen then talk; there is a reason you have 2 ears and only one mouth.
8. Be open and honest!
9. Treat each other with dignity and respect.
10. Have a positive attitude!
11. Be a trusted partner.
12. Always tell the truth.
13. Share the painful truth.
14. Communicate early. Communicate often. Communicate what you know when you know it.
15. Assume the best about your coworkers.
16. Communicate, communicate, communicate some more.
17. Let people be and do their best.

18. Be honest and direct.

19. Tell the truth.

Within the 19 simple rules, there are themes of listening, communicating, treating, partnering, and being open indicate a two-way interaction with others. Several of the exchange simple rules could be considered one-way such as “do what you say you are going to do”, “always tell the truth”, “share the painful truth” or “assume the best about your co-workers. Of the 19 simple rules a majority of them are more useful for guiding transformative exchanges.

Simple Rules Considered Together. Of the final 62 simple rules considered for Round 3, the leaders identified more than double exchange simple rules (19) than they did container (11) and difference (7) simple rules combined. Ratings for all rules can be found in Appendix L. Worthy of further exploration is whether the leaders might relay on exchange simple rules more than containers and differences. As individuals are asked to focus more on externally driven organizational conditions, it might be concluded the leaders see the need to strengthen the relationships that ensure ongoing learning by all members of the organization. While transformative exchanges cannot be mandated, it takes considerable effort and discipline to ensure all members of the organization, regardless of their position, are motivated and invested in open communications.

Simple Rules Working With Each Other

According to Eoyang (2004) there needs to be at least one container, one difference, and one exchange simple rule to ensure the conditions for effective self-organizing patterns within a complex adaptive system (CAS). Within each of the CDE conditions, the highest rated simple rules exceeded the rating of the next simple rule by 3-

5%. Thus, if a leader implemented the top container, difference, and exchange simple rules identified in this study – (a) focus on mission and the organization's best interest before anything else (container), (b) think beyond the expected, and (c) listen before responding or speaking – the leader in any of the market sectors of this study could effectively guide his/her organization during times of unprecedented change and uncertainty.

Conclusions

To advance the body of knowledge for how simple rules can be used to guide self-organizing behavior, there are 3 conclusions offered.

Conclusion #1: Writing simple rules is not a simple process. The leaders were provided with a document prior to beginning the process that described the basis of the study and how to think about simple rules. They were instructed that simple rules started with a verb, were positive statements fewer than eight words, were not qualified by "but, if, and," could be easily remembered and applied to everyone in the organization. Even with this coaching, many of the Round 1 simple rules did not fit the definitions provided. The initial 165 simple rules provided represented a tremendous spectrum, many of which were principle or value statements with a verb at the beginning.

With Round 2, additional emphasis was provided for the leaders that they should consider the usefulness of the simple rule to include an application to all members of the organization from the leader to the janitor. This was the first opportunity the leaders had to see what had been submitted by others. Some leaders stated in the open comments that either the simple rules did not apply to their market sector, would not have built trust in

their organization, needed to be considered in context with each other, or had too much jargon and too little meaning, or did not fit the definition of simple rules provided.

With the CDE criteria provided in Round 3, the leaders were able to identify 37 simple rules that fit within the definitions provided for container, differences and exchanges. As each Round was conducted, the overall work of the leaders improved the refinement of the simple rules. This indicates that the process of writing and implementing simple rules can be taught and would need to be iterative. The literature indicates that simple rules cannot be mandated (Gell-Mann, 1994; Holland, 1998; Kelly, 1994; Rheingold, 2002; Smith, 2006) and would thus require a trial-and-error approach of gathering information (Gell-Mann, 1994), determining a schema (Dooley, 2004), and testing for success (Kelly, 1994) until the right combination of simple rules was developed to create a focused container, ensure differences and create transformative exchanges.

While it was not apparent at the end of this study how the simple rules might interact with each other, further research might be conducted to:

1. Investigate different market segments to determine if there are more appropriate simple rules depending on the size of the organization or the type of customer served such as government, non-profit, entrepreneurial, or family-owned business.
2. Identify an additional Delphi process activity with expanded explanations about the Eoyang CDE Model prior to a final analysis of simple rules to determine if the explanations would create a more sensitive measure of usefulness.

3. Conduct further analysis of the 165 simple rules generated in Round 1 and the 62 simple rules in Round 2 to determine if there is a difference that makes a difference in determining final 37 simple rules meeting the definitions of container, differences and exchanges.

Conclusion #2: Three simple rules emerged above the others. As a result of Round 3 evaluation of 62 simple rules, the leaders identified 37 simple rules that fit the criteria provided. The leaders identified three simple rules which outranked the others by 3-5%:

1. Focus on mission and the organization's best interest before anything else (container).
2. Think beyond the expected (difference).
3. Listen before responding or speaking (exchange).

Due to the limitations of the methodology, it could not be determined which market sectors agreed with this rating. However due to the significant difference between the first and second rated simple rule for each category (CDE), it can be assumed that a high percent of leaders agreed the above simple rules would guide self-organizing behavior.

Since there were more than double exchange simple rules than container and differences identified in the final 37 simple rules, there is a strong association to the research on learning organizations. When faced with an unsolvable problem (Jennings & Dooley, 2007), uncertainty (Davis et al., 2009) or contradictory tensions caused by unpredictability (da Cunha et al., 2001; Chandler & Vijver, 2000; Stacey, 1992) the primary condition which holds the system together is continued learning through

interactions (Dooley, 1997; Gell-Mann, 1994, Hazey et al., 2007; Heifetz, 1994; Senge, 1990) and high connections between subunits (Johnson, 2001; Kelly,1994).

The results of this research aligned with the literature with the strong identification of exchange-type simple rules. Two-way exchanges indicate that learning occurs through strong listening before speaking or responding. Many of the other simple rules identified as fostering exchanges focus on the type of communications which fostered trust and reliance. The ability to communicate is critical for people to act in concert (Ostrom, 1990; Plowman & Duchon, 2007; Rheingold, 2002) and resolve conflicts (Gergen, 2009; McKelvey & Lichtenstein, 2007; Oshry, 1999)

In order to further the understand the significance of a greater number of simple rules for creating effective transformation exchanges further research might be conducted to:

1. Investigate the simple rules meeting the definitions of container as used by leaders in large or more stable organizations as opposed to entrepreneurial or start up organizations to determine if there are differences in the these simple rules due to the maturity of the organization.
2. Conduct further research on the connection between simple rules which increase stability and simple rules which ensure innovation (or both) especially during times of rapid change.
3. Investigate why the leaders identified more than double the exchange simple rules than container and differences combined to determine if it is necessary to have 2 exchanges for every container and difference simple rule.

Conclusion #3: The CDE Model is an effective guideline for evaluating simple rules. It was not the purpose of this research to validate the Eoyang CDE Model (2001, 2004) in relationship to simple rules. However this study does support its validity and relevance. The CDE Model provides a framework for influencing the speed, path and outcomes of self-organizing systems. In review of the literature, containers were described as a condition for generating a new order where degrees of freedom and control (Smith & Graetz, 2006; Stacey, 1992) or order and disorder (Kelly, 1994; Waldrop, 1992) could be effectively aggregated (Reynolds, 1987b).

Simple rules have been described as not affecting the content of self-organizing but helping to stimulate self-organizing patterns (Smith & Graetz, 2006), help to sift through emergent data (Holland, 1998), grow intelligence based on imbedded schema of previously developed patterns (Wolfram, 2002), connected with current experiences (Brown & Eisenhardt, 1997). When aligned with the Eoyang CDE Model (2001, 2004), these descriptions of simple rules can be viewed as setting the conditions to hold the system together while new relationships form (container), provide the appropriate level of tension for creativity to emerge (difference) and ensure learning occurs (transformative exchanges).

With the alignment between the conditions necessary for self-organizing and the conditions created through simple rules, it might be concluded that the CDE Model was an effective approach for evaluating the simple rules generated by the leaders of this study. The Model becomes easy to understand using the three descriptions provided for containers, three for differences and three for exchanges. When applied by the leaders

from different market sectors, the final set of 37 simple rules are useful in building the capacity of the organization for self-organizing.

Since there was no Round 4 asking leaders to evaluate the final list of 37 simple rules and how their understanding of simple rules was enhanced using the CDE Model, there is an opportunity for further research. This might include:

1. Examine the connections between setting the conditions for container, differences and exchanges and the viability of simple rules as a vehicle for influencing the self-organizing process.
2. Examine the relationship between the CDE Model as an approach for generating simple rules as well as evaluating the effectiveness of simple rules for guiding decisions, actions and behaviors during times of rapid change.
3. Determine a process that is aligned with the CDE model for use by leaders in guiding the development and evaluation of simple rules within different market sectors.

Concluding Comments

A good test of theory is how applicable it is for use in the real world. The foundational research for this study was in applying the concept of complex adaptive systems (CAS) to human systems or organizations. As a CAS, organizations are in a constant learning mode—as individuals change, they continue to function in a system that also changes due to the increased learning. The speed, path and outcomes of emerging self-organizing patterns can be influenced by the conditions identified as the container, differences and exchanges. Each of these conditions can also be influenced through the establishing of simple rules.

The purpose of this study was not to validate the Eoyang CDE Model (2001) as a method for crafting simple rules. However, by using the CDE Model to evaluate their work, 58 leaders were able to identify some very powerful simple rules. There were 11 simple rules identified to set the conditions of the organization as a container and the type of relationships expected within that container. There were 7 simple rules identified that placed the emphasis on change and creativity wherein differences could be honored. There were 19 simple rules of which a majority indicated two-way interactions requiring the sharing of knowledge, continued learning and adaptation. Three rules emerged above all others: (a) focus on mission and the organization's best interest before anything else (container); (b) think beyond the expected (difference); and (c) listen before responding or speaking (exchange).

As a practical application, this research has great implications for how organizations are led—especially during times of rapid change. As conditions shift rapidly in the external environment, those organizations where time has been invested in developing simple rules will find their members able to rally around the simple rules with less effort than around mission, vision or value statements which provide clear guidance for action. With simple rules, individuals will know how to respond, trust that others will respond in a similar manner, and will develop quicker coordinated action. There can be no greater gift from a leader to the members of the organization—to have articulated the code which will ensure continued success of the members of the organization and thus the sustainability of the enterprise.

An unexpected outcome of this research was the ease with which leaders used the Eoyang CDE Model. It can be thus concluded that the CDE Model is easy to understand,

has a robust application in a broad spectrum of organizational market sectors and is useful for building organizational resilience and adaptability.

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APPENDIX A

IRB Approval

PEPPERDINE UNIVERSITY

Graduate & Professional Schools Institutional Review Board

April 4, 2011

Kristine Quade
11149 Tanglewood Ln
Champllin, MN 55316

Protocol #: E0311D11
Project Title: *Simple Rules to Guide Organizations During Times of Rapid Changes*

Dear Ms. Quade:

Thank you for submitting your application, *Simple Rules to Guide Organizations During Times of Rapid Changes,* for exempt review to Pepperdine University's Graduate and Professional Schools Institutional Review Board (GPS IRB). The IRB appreciates the work you and your faculty advisor, Dr. Kay Davis, have done on the proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations (45 CFR 46 - http://www.nihtraining.com/ohsrsite/guidelines/45cfr46.html) that govern the protections of human subjects. Specifically, section 45 CFR 46.101(b)(2) states:

> (b) Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:
>
> **Category (2) of 45 CFR 46.101**, research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: a) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and b) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

In addition, your application to waive documentation of consent, as indicated in your **Application for Waiver or Alteration of Informed Consent Procedures** form has been **approved**.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit a **Request for Modification Form** to the GPS IRB. Because your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the GPS IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite our best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the GPS IRB as soon as possible. We will ask for a complete explanation of the event and your response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the GPS IRB and the appropriate form to be used to report this information can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* (see link to "policy material" at http://www.pepperdine.edu/irb/graduate/).

6100 Center Drive, Los Angeles, California 90045 ▪ 310-568-5600

Please refer to the protocol number denoted above in all further communication or correspondence related to this approval. Should you have additional questions, please contact me. On behalf of the GPS IRB, I wish you success in this scholarly pursuit.

Sincerely,

Jean Kang
Manager, GPS IRB & Dissertation Support
Pepperdine University
Graduate School of Education & Psychology
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cc: Dr. Lee Kats, Associate Provost for Research & Assistant Dean of Research, Seaver College
Ms. Alexandra Roosa, Director Research and Sponsored Programs
Dr. Yuying Tsong, Interim Chair, Graduate and Professional Schools IRB
Ms. Jean Kang, Manager, Graduate and Professional Schools IRB
Dr. Kay Davis
Ms. Christie Dailo

APPENDIX B

E-mail Recruitment

Dear Colleague:

I am a doctoral candidate at Pepperdine University's Graduate School of Education and Psychology in Organization Change. I am seeking leaders who are willing to participate in my study entitled, "The Simple Rules Leaders Use to Guide Their Organizations During Times of Rapid Change."

The leaders I am seeking for this study are those experiencing rapid change and fit one of the following five categories:

1. A current a member of a senior executive team or are the head of a major division in a large organization
2. A current leader of any sized non-profit
3. A current leader of any sized federal or state government agency or department
4. A member of the senior leadership team of an entrepreneurial start up or
5. A member of a senior leadership team of a family owned business.

My goal is to include several leaders in each category in order to maximize the experience of leaders in different organizational sectors. The study will involve three rounds of data collection using an electronic survey method. The identity of participants will not be linked to the data they provide. The potential benefits for participating in the study include the ability to reflect on the simple rules other leaders have generated and determine which simple rules might be more effective in guiding certain types of behaviors, actions and decisions during times of rapid change.

If you know of a potential participant that meets the criteria for this study and you think might be interested, please forward the contact information onto me or have the participant contact me directly at: XXXXXXXXXXXX

Thank you in advance for assisting me in this project.

Truly

Kristine Quade

APPENDIX C

Participant Invitation

Dear (Insert leader's name)

My name is Kristine Quade, and I am a doctoral candidate at Pepperdine University's Graduate School of Education and Psychology in Organization Change. The professor supervising my work is Dr Kay Davis.

I am in the process of recruiting leaders for my study entitled, "The Simple Rules Leaders Use to Guide Their Organizations During Times of Rapid Change." Please understand that your participation in my study is strictly voluntary.

The leaders selected for this study are those experiencing rapid change and fit one of the following five categories:

1. A current a member of a senior executive team or are the head of a major division in a large organization
2. A current leader of any sized non-profit
3. A current leader of any sized federal or state government agency or department
4. A member of the senior leadership team of an entrepreneurial start up or
5. A member of a senior leadership team of a family owned business.

It is anticipated there will be a minimum of 25 participants. No maximum number of participants has been set. However, it is the goal of this researcher to include several leaders in each category in order to maximize the experience of leaders in different organizational sectors.

The following is a description of what this study participation entails, the terms for participating and a discussion of your rights as a study participant. Please read this information carefully before deciding whether or not you wish to participate.

This study involves three rounds of data collection. For Round One, you will be provided with instructions to help you identify the types of simple rules being explored in this research. You will be asked to identify at a minimum one and a maximum of three simple rules that guide decisions, actions or behavior for the members of your organization especially during times of rapid change. At the completion date of this round, the responses received will be aggregated so none of the simple rules are excluded or deleted for the next round of consideration. Similar simple rules will be listed together.

For Round Two, you will be provided with the list of all the simple rules generated during round one. You use a five-point rating scale, with 5 being high and 1 being low to indicate how useful each simple rule might be for your organization.

In preparation for Round 3, a manageable number of simple rules will be selected from those designated as a 5 or clearly useful. If more simple rules are needed for participant evaluation, simple rules identified as fitting categories 4 or 3 will be included. You will be asked to evaluate each simple rule according to additional criteria beyond usefulness. The intent of this round is to determine the ways in which the simple rules might potentially guide the decisions, actions or behaviors of the members of your organization.

Although minimal, there are potential risks that you should consider before deciding to participate in this study. One of the risks might include a discomfort with identifying your simple rules in use which will be reviewed in subsequent rounds. You will be using

SurveyMethods.com (http://www.surveymethods.com), a private-web-based survey product that will operate as a proxy between the researcher and participants. The survey will be anonymous and your identity will not be revealed to me or others when you respond. When you click on the link to take your survey, all identifiable tracking information such as an IP address or your email address will be hidden from all reports, survey dashboards and data exports. Once the survey begins, there will be no method for linking the answers submitted by any particular participant. You also do not have to answer any of the questions on the survey that you prefer not to answer--just leave such items blank.

Data will not be disclosed outside the study and will not place you at risk of criminal/civil liability or damage to your financial standing, employability, or reputation; and no deception will be used.

The potential benefits to you for participating in the study are that you will be able to react to the simple rules other leaders have generated. You will have the opportunity to evaluate the usefulness of simple rules generated by other leaders. You will be able to determine which simple rules might be more effective in guiding certain types of behaviors, actions and decisions made by you or the members of your organization during times of rapid change.

It is important that you commit to engage in all three rounds of reflection for the benefit of all the participants. To encourage you to complete all three rounds of this research, you are being offered the final analysis of this research project. At the end of this research project, you will be asked if you wish to be identified as a participant of this

research project in any future publications, articles, books or presentations using this research.

If you should decide to participate and find you are not interested in completing the three rounds of this survey, you have the right to discontinue at any point without being questioned about your decision.

The raw data generated during this research project will be kept in a secure manner for at least three years at which time the data will be destroyed.

If you have any questions regarding the information that I have provided above, please do not hesitate to contact me at the address and phone number provided below. If you have further questions or do not feel I have adequately addressed your concerns, please contact Dr Kay Davis at kdavis@Pepperdine.edu. If you have questions about your rights as a research participant or the ethical considerations of this research project, contact Jean Kang at GSEPdiss@Pepperdine.edu

I will need an e-mail response for my research records indicating you are acknowledging that you have read and understand what your study participation entails, and are consenting to participate in the study.

Thank you for being willing to participate in this research.

Sincerely,

Kristine Quade
Doctoral Candidate

APPENDIX D

Prework: How to Identify Simple Rules

April 22, 2011

Dear Leader and Research Participant:

Welcome to this research project! You are joining 55 senior leaders from different types of organizations. This document is being provided a few days before the actual data collection begins, to help you form your thoughts about simple rules.

The Research Process

The methodology selected for this research project was the Delphi Method. The original Project Delphi was used in U.S. defense research in the 1950's to forecast and make predictions for the military when sufficient computing resources were not available to statistically analyze complex problems. The first step to a Delphi process is to identify a panel of experts who are generally diverse enough to generate ideas and who, through several rounds, will evaluate those ideas, moving toward some sort of consensus about the results. A key part of the Delphi is the use of the respondents to interpret the data they have generated.

Three rounds have been designed. The first round involves identifying the simple rules you use to guide the decisions, actions and behaviors in your organization during times of rapid change. The second and third rounds will involve a review of the simple rules provided by all participant/leaders, using two different sets of questions. Once you begin the survey process, your participation will be anonymous and confidential. What you provide and how you evaluate will not be linked to your identity.

Times of Rapid Change

With a down economy, evaporating markets, increased work expectations, rapid communications channels, technological advances, and unpredictable business environments, leaders are finding it more difficult to solve complex problems at the speed required. The increased tension between change and stability often creates unsustainable responses. While attempting to guide your organization with clear strategies, passionate visions, lean structures, or concise and directed communications, these attempts may be falling short as the surrounding environment becomes more unpredictable.

Often times, leaders attempt to create expectations and wonder why those expectations have not been met. At the same time, individuals wrestle with the tension created by increased expectations and lack of guidance. Rules, policies and procedures are not able to cover the multitude of possible contingencies likely to occur when an organization is experiencing pressure from outside forces, such as shifts in the economy and customer expectations. Identifying specific rules for all situations is not possible, and at best leaders can establish the boundaries for making decisions, engaging with each other, and aligning actions. Individuals cannot wait for instructions from leaders before they make decisions, move into action or begin interacting with each other. The degree of urgency of any given situation will dictate the level of interaction by individuals.

Thinking about Simple Rules

Recent theories of simple rules emanate from complexity science in the study of schools of fish, flocking birds and the hive behavior of bees or ants or from computer simulations in search of applications to generalizable applications. Not much is known

about the use and impact of simple rules in human systems to create the conditions for increased flexibility, learning and adaptability.

How Simple Rules are Different From Other Rules

There are rules and then there are rules! Norms and ground rules guide behavior for specific times, places or situations such as during group meetings. Value statements identify what is important but often times are not actionable—in other words, they don't start with a verb.

Simple rules can be generalized to fit most situations, are actionable and inform behavior at all levels of the organization. The idea of a simple rule is to say just enough to paint a picture or describe the absolute boundaries, and then let the people in the organization become active in trying whatever they think might work. In essence, simple rules help individuals know how to function in the absence of formal or specific rules.

Simple Rules for Formulating Your Simple Rules

- start with a verb (which indicates the type of desired action, decision or behavior and is the most important element of simple rules)
- are positive statements (say what needs to be done rather than what not to do)
- less than eight words
- do not contain qualifiers such as "but, if, and"
- are easily remembered (lead to an automatic response or habit)
- apply equally to everyone in the organization (from the leadership to the janitor)
- apply to an infinite variety of situations

Examples of Simple Rules

Just to get you started in your thinking of simple rules, here are a few examples to consider:

- From nature and flocking birds: **fly toward the center, keep up with your neighbor, don't bump into other birds**
- From the medical profession: **Do no harm.**
- From the military: **Leave no one behind.**
- The Golden Rule: **Do unto others as you would have them do unto you.** (a little long, but quite familiar)
- From parenting: **Take care of self and others.**
- From 5-Star hotel management: **Deliver the unexpected**

With reflection, you will be able to identify several simple rules you use to guide the members of your organization—especially during times of rapid change.

On Monday, April 25th, you will be sent an invitation from SurveyMethods. This will be the official launching of this research project. I wish to thank you in advance for your time and participation in this study. And I hope you will enjoy engaging with your fellow leaders throughout the next three weeks.

Your commitment to engage in all three rounds of reflection provides benefit for all the participants. To encourage you to complete all three rounds, you are being offered the final analysis of this research project. At the conclusion, you will be asked if you wish to be identified as a participant in any future publications, articles, books or presentations using this research.

If you have any questions about this process, please contact me at your convenience at Kristine.Quade@pepperdine.edu or call XXXXXXXXX.

Respectfully,

Kristine Quade

APPENDIX E

Simple Rules Generated During Round 1

1. Do no harm
2. Take care of self and my people
3. Let people be and do their best.
4. Do the right thing.
5. Get it done.
6. Design/Use/Update the checklist.
7. Ask customers: What does excellence mean to you?
8. Demonstrate that excellence starts with me.
9. Act in the near term to ensure success in the long term
10. Succeed by finding a win-win
11. Communicate, communicate, communicate some more.
12. Lead, follow, or get out of the way.
13. Walk the talk.
14. Every argument has two sides, walk the middle way.
15. Experiment often; fail fast.
16. Consider the futurity of your decisions.
17. There is no 'i' in team.
18. Position is the weakest form of power.
19. Regardless of the situation, look forward, keep moving.
20. 'Don't know' is not an answer; go find it.
21. Make an impact, every day.
22. Become the expert.
23. Improve process.
24. Be a trusted partner
25. Understand our partners needs
26. Provide cross-platform solutions that help our clients improve and grow their business.
27. Every decision is 100% right when you make it.
28. There are always enough resources.
29. Stand for liberal education
30. Defend the search for truth
31. Reclaim the argument that we serve the public good.
32. Focus on mission and the organization's best interest before anything else.
33. Embrace change, challenge and innovation.
34. Prepare for any scenario all the time and always have back up plans to the back up plans.
35. invite everyone
36. Scan widely
37. Communicate well and often.
38. Think beyond the expected.
39. Hire people you trust; trust people you hire.
40. Do well. Do good.
41. Safety first. Then do what's best for the client.
42. Do what you say you are going to do.
43. Listen before speaking.
44. Think in multiple directions
45. Deliver on your promises - do what you say!
46. Be open and honest!
47. Put the teams and customers needs ahead of your own!
48. Have a positive attitude!
49. Be clear in commitments and deliver on them.
50. Inspire others.
51. Have fun

52. Inspect what we expect.
53. Coach people/manage processes.
54. Keep an eye on the prize.
55. If someone asks you a question where the answer is obviously "Yes!", find out more before answering.
56. Be brilliant. Be brief. Be gone!
57. Be persistently skeptical of the impossible.
58. Act with integrity.
59. Match customer needs to company offerings.
60. Avoid politics and gossip.
61. Express yourself, don't be timid.
62. Learn to say, "I don't know."
63. Make quick, clean cut decisions.
64. Think straight and talk straight.
65. Exceed customer expectations.
66. Facilitate organizational transparency in order to empower individual initiative.
67. Treat all like you would like to be treated.
68. Listen then talk; there is a reason you have 2 ears and only one mouth.
69. Make it important.
70. Influence the influencers.
71. Make it unexpected (surprise and delight).
72. Be the connection that others miss.
73. Create opportunity in change.
74. Make big differences in small steps.
75. Engage other people by walking around.
76. Huddle every day to share information.
77. Be as transparent as possible as you communicate.
78. As your title gets bigger, make your ego get smaller.
79. Feed the troops first.
80. Own it, do it, done.
81. Insure clients get services they require.
82. Develop alternatives.
83. Think about the over all well being of the Agency.
84. Make the customer happy.
85. Deliver warm, high-quality service.
86. Fix the problem.
87. Be straightforward and transparent whenever possible.
88. Assume the best about your coworkers.
89. Make the decision and stand by it.
90. Build a coalition of the willing.
91. Go big or go home.
92. Bring your A game.
93. Be honest and direct.
94. Work together as a team.
95. Keep your eyes on the ball.
96. Identify, discuss and solve issues continuously.
97. Treat others with respect, trust and appreciation.
98. Elevate and delegate.
99. Practical solutions come from chaos.
100. Chaos embraced is the genesis for change.
101. The larger the challenge, the greater the potential for advancement.
102. Tell the truth.
103. Take responsibility for your actions.
104. Listen before responding.
105. Look like you know where you're going.
106. Walk your talk.
107. Always tell the truth.

108. Base all decision on our values.
109. Listen to the voice inside you, do what's your gut telling you.
110. Analyze, evaluate, decide.
111. Practice positive words and kind actions.
112. Recognize opportunities prior to them becoming an emergency.
113. Allow different opinions to surface.
114. Work together as a team.
115. Read the orders carefully.
116. Practice integrity at all times.
117. Use ingenuity.
118. Engage with passion.
119. Do the right thing.
120. "Own it" (the change).
121. "Personalize it" - the opportunity for your organization
122. "Elevate it" - the situation to achieve your fullest potential.
123. Communicate early. Communicate often. Communicate what you know when you know it...
124. Shit happens. Acknowledge and move on!
125. Act quickly and decisively at all times.
126. Treat each other with dignity and respect
127. Frame advocacy message for intended audience.
128. Mobilize grassroots and stakeholders in support of advocacy.
129. Direct action at decision-makers.
130. Add value to all encounters.
131. Lead from the front.
132. Address issues with a sense of urgency.
133. Share the painful truth.
134. Communicate clearly and often.
135. Recognize contributions of others.
136. Acknowledge that failures will happen.
137. Demonstrate and build sense of urgency.
138. Be authentic and provide recognition for all contributions.
139. Collaborate and align efforts of team.
140. Treat the customer as you would be treated.
141. Deliver quality on time every time.
142. Fail Forward Faster.
143. Snooze You Loose.
144. If you don't start, you'll never get there.
145. Anticipate. Anticipate. Anticipate.
146. Loose/Tight Controls.
147. Communicate, communicate, communicate!
148. Do only what only you can do.
149. Play nice in the sandbox.
150. Share the love.
151. Quantify the outcomes.
152. Share information abundantly.
153. Build healthy, interdependent relationships.
154. Help people find meaning in their work.
155. Assume positive intent.
156. Trust your instinct.
157. Provide the tools that staff need to do their jobs.
158. Help staff perform as individuals as well as cooperate towards the attainment of group goals.
159. Keep the goals clear.
160. Push Forward Faster
161. Think About the Customer
162. Scale with simple, relevant scope
163. Focus on the business

164. Differentiate between what is important from what is urgent.
165. Treat everyone like a person not an employee.

APPENDIX F

Comments Generated During Round 2

Any comments you would like to share with the researcher?

1. As a not for profit, I find many of these not applicable. Others are trite at best, some patronizing of people and others even a bit insulting.
2. Great comments. I am looking forward to the next round.
3. Holy Cliche
4. Many of these could have been grouped together. The ones at the end might have gotten a rating differently than similar ones at the top.
5. Interesting to see common themes, with simple wording difference. While simple rules are designed to be visual - catch phrases can become overworked jargon if the organization is not 'behind' the message. From my view, simple rules need to be integrated into the culture, value, and mindshare of the management team to truly be effective.
6. What a great list. You gave me many new things to think about. It will be interesting to see the ratings and which ones rise to the top. It's hard to believe many will be ranked below "3" overall. GOOD LUCK!
7. These are not so simple rules. Something like saying "I don't know" can bust trust with many execs like myself. I want the staff to do their homework and be prepared. So it isn't simple--it touches on many aspects of leadership. As do many of these so-called "simple" rules.
8. I think some of these were meant to work together and not be mutually exclusive. When filling out phase one I know that is how I wrote my three principle. It's not that they don't work alone, but when put together you get real momentum make it important, influence the influencers, make it unexpected.)
9. It was difficult to judge usefulness in many cases because some context and definition would be enlightening. Many seem particular to an industry, an organization or an individual. Many did not follow the rules. Quite a bit of repetition, but a surprising amount of original thought.
10. A few criteria I developed as I went along: no false dichotomies (as in lead, follow or get out of the way), no repeated words (as in communicate, communicate etc.) only because it annoys me, no complex jargon, no references to a particular industry, no references to what those in positional power should do (janitors probably don't "enable employees to find meaning in their work"), and no simple rule that contains more than one idea (such as be authentic and recognize all contributions). Plus the rule had to say enough to be comprehensible. (I like the idea of loose/tight controls but tell me more.)
11. Many of these do not meet the criteria you outlined in your original request (unless I misunderstood the original email). While there are some great ideas, many of them were not action ideas...I am sure you will sort through it as you continue your research process.
12. It is amazing how much "business speak" can be found in these rules; which usually has too much jargon and too little meaning

APPENDIX G

Round 2 Simple Rules With Usefulness Scale

Table G1

Round 2 Simple Rules with Usefulness Scale

	5	4	3	2	1	Total number of Ratings
Act with integrity.	29(59.18%)	14(28.57%)	4(8.16%)	0(0%)	2(4.08%)	49
Do the right thing.	26(52%)	9(18%)	9(18%)	2(4%)	4(8%)	50
Listen before speaking	26(52%)	13(26%)	10(20%)	0(0%)	1(2%)	50
Take responsibility for your actions.	26(54.17%)	19(39.58%)	2(4.17%)	1(2.08%)	0(0%)	48
Do what you say you are going to do.	24(48%)	16(32%)	7(14%)	2(4%)	1(2%)	50
Recognize contributions of others.	24(50%)	14(29.17%)	8(16.67%)	1(2.08%)	1(2.08%)	48
Tell the truth.	23(47.92%)	15(31.25%)	7(14.58%)	1(2.08%)	2(4.17%)	48
Hire people you trust; trust people you hire.	22(44%)	20(40%)	4(8%)	2(4%)	2(4%)	50
Communicate well and often.	22(44%)	18(36%)	9(18%)	0(0%)	1(2%)	50
Demonstrate that excellence starts with me.	22(45.83%)	16(33.33%)	4(8.33%)	5(10.42%)	1(2.08%)	48
Practice integrity at all times.	21(43.75%)	20(41.67%)	5(10.42%)	0(0%)	2(4.17%)	48
Listen before responding.	21(44.68%)	15(31.91%)	9(19.15%)	1(2.13%)	1(2.13%)	47
Do no harm.	20(40%)	9(18%)	14(28%)	3(6%)	4(8%)	50
Treat others with respect, trust and appreciation.	20(41.67%)	17(35.42%)	8(16.67%)	2(4.17%)	1(2.08%)	48
Walk your talk.	20(42.55%)	14(29.79%)	9(19.15%)	2(4.26%)	2(4.26%)	47
Walk the talk.	19(38.78%)	16(32.65%)	8(16.33%)	3(6.12%)	3(6.12%)	49

(table continues)

	5	4	3	2	1	Total
Be honest and direct.	19(39.58%)	12(25%)	12(25%)	2(4.17%)	3(6.25%)	48
Always tell the truth.	19(39.58%)	15(31.25%)	10(20.83%)	2(4.17%)	2(4.17%)	48
Do the right thing.	19(39.58%)	16(33.33%)	10(20.83%)	0(0%)	3(6.25%)	48
Deliver on your promises - do what you say!	18(36%)	21(42%)	8(16%)	3(6%)	0(0%)	50
Communicate clearly and often.	18(38.3%)	18(38.3%)	9(19.15%)	1(2.13%)	1(2.13%)	47
Communicate, communicate, communicate!	17(35.42%)	8(16.67%)	13(27.08%)	8(16.67%)	2(4.17%)	48
Treat all like you would like to be treated.	17(35.42%)	14(29.17%)	9(18.75%)	5(10.42%)	3(6.25%)	48
Keep the goals clear.	17(35.42%)	18(37.5%)	10(20.83%)	3(6.25%)	0(0%)	48
Engage with passion.	17(35.42%)	17(35.42%)	9(18.75%)	2(4.17%)	3(6.25%)	48
Treat everyone like a person not an employee.	16(34.04%)	14(29.79%)	11(23.4%)	5(10.64%)	1(2.13%)	47
Make an impact, every day.	15(30%)	14(28%)	12(24%)	4(8%)	5(10%)	50
Communicate, communicate, communicate some more.	15(30%)	19(38%)	10(20%)	3(6%)	3(6%)	50
Be open and honest!	15(30%)	22(44%)	11(22%)	2(4%)	0(0%)	50
Be clear in commitments and deliver on them.	15(30.61%)	24(48.98%)	7(14.29%)	1(2.04%)	2(4.08%)	49
Have fun.	14(28%)	17(34%)	13(26%)	6(12%)	0(0%)	50
Inspire others.	14(28%)	22(44%)	10(20%)	3(6%)	1(2%)	50
Have a positive attitude!	14(28.57%)	20(40.82%)	12(24.49%)	2(4.08%)	1(2.04%)	49
Work together as a team.	14(29.17%)	16(33.33%)	12(25%)	4(8.33%)	2(4.17%)	48
Use ingenuity.	14(29.17%)	19(39.58%)	10(20.83%)	4(8.33%)	1(2.08%)	48

(table continues)

	5	4	3	2	1	Total
Exceed customer expectations.	14(29.17%)	18(37.5%)	9(18.75%)	3(6.25%)	4(8.33%)	48
“Own it" (the change).	14(29.79%)	16(34.04%)	7(14.89%)	4(8.51%)	6(12.77%)	47
Acknowledge that failures will happen.	14(29.79%)	18(38.3%)	11(23.4%)	3(6.38%)	1(2.13%)	47
Treat each other with dignity and respect.	14(30.43%)	19(41.3%)	9(19.57%)	3(6.52%)	1(2.17%)	46
Let people be and do their best.	13(26%)	21(42%)	10(20%)	4(8%)	2(4%)	50
Think beyond the expected.	13(26%)	27(54%)	6(12%)	3(6%)	1(2%)	50
Embrace change, challenge and innovation.	13(26%)	27(54%)	8(16%)	1(2%)	1(2%)	50
Take care of self and my people.	13(26.53%)	14(28.57%)	14(28.57%)	5(10.2%)	3(6.12%)	49
Help people find meaning in their work.	13(27.08%)	14(29.17%)	14(29.17%)	6(12.5%)	1(2.08%)	48
Assume positive intent.	13(27.08%)	13(27.08%)	14(29.17%)	5(10.42%)	3(6.25%)	48
Get it done.	12(24%)	15(30%)	12(24%)	7(14%)	4(8%)	50
Allow different opinions to surface.	12(25%)	17(35.42%)	13(27.08%)	6(12.5%)	0(0%)	48
Be straightforward and transparent whenever possible.	12(25%)	16(33.33%)	14(29.17%)	3(6.25%)	3(6.25%)	48
Work together as a team.	12(25%)	14(29.17%)	18(37.5%)	2(4.17%)	2(4.17%)	48
Be authentic and provide recognition for all contributions.	12(25.53%)	16(34.04%)	15(31.91%)	3(6.38%)	1(2.13%)	47
Create opportunity in change.	12(25.53%)	17(36.17%)	13(27.66%)	3(6.38%)	2(4.26%)	47
Own it, do it, done.	11(22.92%)	7(14.58%)	16(33.33%)	6(12.5%)	8(16.67%)	48
Collaborate and align efforts of team.	11(22.92%)	15(31.25%)	15(31.25%)	6(12.5%)	1(2.08%)	48
Think About the Customer.	11(22.92%)	14(29.17%)	18(37.5%)	3(6.25%)	2(4.17%)	48

(table continues)

	5	4	3	2	1	Total
As your title gets bigger, make your ego get smaller.	11(22.92%)	19(39.58%)	11(22.92%)	3(6.25%)	4(8.33%)	48
Communicate early. Communicate often. Communicate what you know when you know it.	11(22.92%)	22(45.83%)	11(22.92%)	2(4.17%)	2(4.17%)	48
Deliver quality on time every time.	11(23.4%)	16(34.04%)	11(23.4%)	9(19.15%)	0(0%)	47
Provide the tools that staff need to do their jobs.	11(23.4%)	12(25.53%)	14(29.79%)	7(14.89%)	3(6.38%)	47
Bring your A game.	11(23.4%)	10(21.28%)	13(27.66%)	6(12.77%)	7(14.89%)	47
Be a trusted partner.	10(20%)	25(50%)	11(22%)	3(6%)	1(2%)	50
Learn to say, "I don't know."	10(20.41%)	18(36.73%)	14(28.57%)	3(6.12%)	4(8.16%)	49
Elevate and delegate.	10(20.83%)	18(37.5%)	10(20.83%)	9(18.75%)	1(2.08%)	48
Share information abundantly.	10(20.83%)	17(35.42%)	14(29.17%)	3(6.25%)	4(8.33%)	48
Treat the customer as you would be treated.	10(21.28%)	16(34.04%)	13(27.66%)	7(14.89%)	1(2.13%)	47
Coach people/manage processes.	9(18%)	19(38%)	15(30%)	5(10%)	2(4%)	50
Do well. Do good.	9(18%)	17(34%)	16(32%)	4(8%)	4(8%)	50
Think in multiple directions.	9(18%)	22(44%)	13(26%)	3(6%)	3(6%)	50
Avoid politics and gossip.	9(18.37%)	15(30.61%)	13(26.53%)	5(10.2%)	7(14.29%)	49
Be as transparent as possible as you communicate.	9(18.75%)	18(37.5%)	14(29.17%)	5(10.42%)	2(4.17%)	48
Make big differences in small steps.	9(18.75%)	19(39.58%)	15(31.25%)	3(6.25%)	2(4.17%)	48
Trust your instinct.	9(18.75%)	24(50%)	12(25%)	3(6.25%)	0(0%)	48
Differentiate between what is important from what is urgent.	9(18.75%)	21(43.75%)	14(29.17%)	2(4.17%)	2(4.17%)	48

(table continues)

	5	4	3	2	1	Total
Build healthy, interdependent relationships.	9(19.15%)	9(19.15%)	18(38.3%)	6(12.77%)	5(10.64%)	47
Keep your eyes on the ball.	9(19.15%)	10(21.28%)	17(36.17%)	6(12.77%)	5(10.64%)	47
Improve process.	8(16%)	9(18%)	21(42%)	9(18%)	3(6%)	50
Succeed by finding a win-win.	8(16%)	14(28%)	16(32%)	7(14%)	5(10%)	50
Understand our partners needs.	8(16%)	16(32%)	17(34%)	6(12%)	3(6%)	50
Listen then talk; there is a reason you have 2 ears and only one mouth.	8(16.33%)	20(40.82%)	7(14.29%)	7(14.29%)	7(14.29%)	49
Develop alternatives.	8(16.67%)	11(22.92%)	18(37.5%)	9(18.75%)	2(4.17%)	48
Assume the best about your coworkers.	8(16.67%)	20(41.67%)	12(25%)	8(16.67%)	0(0%)	48
“Personalize it" (the opportunity for your organization)	8(16.67%)	12(25%)	18(37.5%)	6(12.5%)	4(8.33%)	48
Demonstrate and build sense of urgency.	8(16.67%)	16(33.33%)	17(35.42%)	6(12.5%)	1(2.08%)	48
Help staff perform as individuals as well as cooperate towards the attainment of group goals.	8(16.67%)	15(31.25%)	13(27.08%)	6(12.5%)	6(12.5%)	48
Practice positive words and kind actions.	8(16.67%)	11(22.92%)	22(45.83%)	4(8.33%)	3(6.25%)	48
Read the orders carefully.	8(16.67%)	8(16.67%)	22(45.83%)	4(8.33%)	6(12.5%)	48
Lead from the front.	8(16.67%)	16(33.33%)	14(29.17%)	4(8.33%)	6(12.5%)	48
Quantify the outcomes.	8(17.02%)	7(14.89%)	18(38.3%)	6(12.77%)	8(17.02%)	47
Feed the troops first.	8(17.39%)	15(32.61%)	14(30.43%)	4(8.7%)	5(10.87%)	46
'Don't know' is not an answer; go find it.	7(14%)	7(14%)	18(36%)	11(22%)	7(14%)	50

(table continues)

	5	4	3	2	1	Total
Be persistently skeptical of the impossible.	7(14%)	12(24%)	15(30%)	9(18%)	7(14%)	50
Put the team's and customer's needs ahead of your own!	7(14%)	19(38%)	14(28%)	7(14%)	3(6%)	50
Experiment often; fail fast.	7(14%)	20(40%)	11(22%)	7(14%)	5(10%)	50
Act in the near term to ensure success in the long term.	7(14%)	19(38%)	19(38%)	3(6%)	2(4%)	50
Be the connection that others miss.	7(14.58%)	16(33.33%)	14(29.17%)	10(20.83%)	1(2.08%)	48
Think straight and talk straight.	7(14.58%)	16(33.33%)	13(27.08%)	9(18.75%)	3(6.25%)	48
Identify, discuss and solve issues continuously.	7(14.58%)	18(37.5%)	15(31.25%)	7(14.58%)	1(2.08%)	48
Add value to all encounters.	7(14.89%)	15(31.91%)	16(34.04%)	6(12.77%)	3(6.38%)	47
Fix the problem.	7(14.89%)	18(38.3%)	11(23.4%)	6(12.77%)	5(10.64%)	47
Deliver warm, high-quality service.	7(14.89%)	15(31.91%)	16(34.04%)	5(10.64%)	4(8.51%)	47
Design/Use/Update the checklist.	6(12%)	5(10%)	15(30%)	18(36%)	6(12%)	50
Regardless of the situation, look forward, keep moving.	6(12%)	21(42%)	13(26%)	4(8%)	6(12%)	50
There is no 'i' in team.	6(12.24%)	12(24.49%)	14(28.57%)	9(18.37%)	8(16.33%)	49
Express yourself, don't be timid.	6(12.24%)	19(38.78%)	17(34.69%)	6(12.24%)	1(2.04%)	49
Huddle every day to share information.	6(12.5%)	11(22.92%)	13(27.08%)	15(31.25%)	3(6.25%)	48
Play nice in the sandbox.	6(12.5%)	6(12.5%)	15(31.25%)	14(29.17%)	7(14.58%)	48
Practical solutions come from chaos.	6(12.5%)	7(14.58%)	13(27.08%)	14(29.17%)	8(16.67%)	48
Engage other people by walking around.	6(12.5%)	16(33.33%)	10(20.83%)	13(27.08%)	3(6.25%)	48

(table continues)

	5	4	3	2	1	Total
Frame advocacy message for intended audience	6(12.5%)	8(16.67%)	16(33.33%)	11(22.92%)	7(14.58%)	48
Facilitate organizational transparency in order to empower individual initiative.	6(12.5%)	12(25%)	10(20.83%)	11(22.92%)	9(18.75%)	48
Address issues with a sense of urgency	6(12.5%)	18(37.5%)	14(29.17%)	9(18.75%)	1(2.08%)	48
Recognize opportunities prior to them becoming an emergency.	6(12.5%)	16(33.33%)	16(33.33%)	8(16.67%)	2(4.17%)	48
Focus on the business.	6(12.5%)	15(31.25%)	14(29.17%)	8(16.67%)	5(10.42%)	48
Make the customer happy.	6(12.5%)	17(35.42%)	12(25%)	8(16.67%)	5(10.42%)	48
Insure clients get services they require.	6(12.5%)	8(16.67%)	20(41.67%)	6(12.5%)	8(16.67%)	48
Share the painful truth.	6(12.5%)	20(41.67%)	13(27.08%)	6(12.5%)	3(6.25%)	48
"Elevate it" (the situation to achieve your fullest potential).	6(12.77%)	9(19.15%)	19(40.43%)	7(14.89%)	6(12.77%)	47
Shit happens. Acknowledge and move on!	6(12.77%)	13(27.66%)	17(36.17%)	5(10.64%)	6(12.77%)	47
Ask customers: What does excellence mean to you?	5(10%)	12(24%)	10(20%)	16(32%)	7(14%)	50
Position is the weakest form of power.	5(10%)	8(16%)	14(28%)	14(28%)	9(18%)	50
Become the expert.	5(10%)	12(24%)	15(30%)	11(22%)	7(14%)	50
Keep an eye on the prize.	5(10%)	14(28%)	17(34%)	10(20%)	4(8%)	50
Focus on mission and the organization's best interest before anything else.	5(10%)	11(22%)	21(42%)	7(14%)	6(12%)	50

(table continues)

	5	4	3	2	1	Total
Make it unexpected (surprise and delight).	5(10.42%)	9(18.75%)	17(35.42%)	12(25%)	5(10.42%)	48
Think about the over-all well-being of the Agency.	5(10.42%)	11(22.92%)	18(37.5%)	10(20.83%)	4(8.33%)	48
Analyze, evaluate, decide.	5(10.42%)	19(39.58%)	15(31.25%)	8(16.67%)	1(2.08%)	48
Base all decision on our values.	5(10.64%)	22(46.81%)	11(23.4%)	7(14.89%)	2(4.26%)	47
Lead, follow, or get out of the way.	4(8%)	14(28%)	12(24%)	13(26%)	7(14%)	50
Reclaim the argument that we serve the public good.	4(8%)	7(14%)	19(38%)	12(24%)	8(16%)	50
Safety first. Then do what's best for the client.	4(8%)	12(24%)	13(26%)	11(22%)	10(20%)	50
Be brilliant. Be brief. Be gone!	4(8%)	9(18%)	15(30%)	8(16%)	14(28%)	50
If someone asks you a question where the answer is obviously "Yes!", find out more before answering.	4(8.16%)	7(14.29%)	16(32.65%)	14(28.57%)	8(16.33%)	49
Scan widely.	4(8.16%)	13(26.53%)	13(26.53%)	12(24.49%)	7(14.29%)	49
Inspect what we expect.	4(8.16%)	10(20.41%)	19(38.78%)	11(22.45%)	5(10.2%)	49
Match customer needs to company offerings.	4(8.16%)	11(22.45%)	14(28.57%)	11(22.45%)	9(18.37%)	49
Invite everyone.	4(8.16%)	9(18.37%)	11(22.45%)	11(22.45%)	14(28.57%)	49
Share the love.	4(8.33%)	8(16.67%)	13(27.08%)	15(31.25%)	8(16.67%)	48
Build a coalition of the willing.	4(8.33%)	11(22.92%)	17(35.42%)	11(22.92%)	5(10.42%)	48
Mobilize grassroots and stakeholders in support of advocacy.	4(8.33%)	8(16.67%)	12(25%)	11(22.92%)	13(27.08%)	48
Look like you know where you're going.	4(8.33%)	11(22.92%)	14(29.17%)	10(20.83%)	9(18.75%)	48

(table continues)

	5	4	3	2	1	Total
Influence the influencers.	4(8.33%)	17(35.42%)	14(29.17%)	9(18.75%)	4(8.33%)	48
If you don't start, you'll never get there.	4(8.33%)	19(39.58%)	14(29.17%)	7(14.58%)	4(8.33%)	48
Do only what only you can do.	4(8.51%)	9(19.15%)	9(19.15%)	13(27.66%)	12(25.53%)	47
Listen to the voice inside you, do what your gut telling you.	4(8.51%)	15(31.91%)	17(36.17%)	8(17.02%)	3(6.38%)	47
Every decision is 100% right when you make it.	3(6%)	5(10%)	14(28%)	14(28%)	14(28%)	50
Consider the futurity of your decisions.	3(6%)	17(34%)	16(32%)	7(14%)	7(14%)	50
Defend the search for truth.	3(6.12%)	11(22.45%)	14(28.57%)	16(32.65%)	5(10.2%)	49
Stand for liberal education.	3(6.12%)	3(6.12%)	10(20.41%)	6(12.24%)	27(55.1%)	49
The larger the challenge, the greater the potential for advancement.	3(6.25%)	9(18.75%)	14(29.17%)	15(31.25%)	7(14.58%)	48
Scale with simple, relevant scope.	3(6.25%)	9(18.75%)	19(39.58%)	10(20.83%)	7(14.58%)	48
Anticipate. Anticipate. Anticipate.	3(6.25%)	16(33.33%)	18(37.5%)	8(16.67%)	3(6.25%)	48
Go big or go home.	3(6.25%)	10(20.83%)	8(16.67%)	8(16.67%)	19(39.58%)	48
Fail Forward Faster	3(6.38%)	8(17.02%)	15(31.91%)	12(25.53%)	9(19.15%)	47
Prepare for any scenario all the time and always have back up plans to the back up plans.	3(6.38%)	10(21.28%)	21(44.68%)	10(21.28%)	3(6.38%)	47
Every argument has two sides, walk the middle way.	2(4%)	5(10%)	18(36%)	11(22%)	14(28%)	50
There are always enough resources.	2(4%)	8(16%)	13(26%)	11(22%)	16(32%)	50

(table continues)

	5	4	3	2	1	Total
Provide cross-platform solutions that help our clients improve and grow their business.	2(4.08%)	5(10.2%)	13(26.53%)	14(28.57%)	15(30.61%)	49
Chaos embraced is the genesis for change.	2(4.17%)	11(22.92%)	12(25%)	15(31.25%)	8(16.67%)	48
Make it important.	2(4.17%)	12(25%)	17(35.42%)	12(25%)	5(10.42%)	48
Direct action at decision-makers.	2(4.17%)	11(22.92%)	16(33.33%)	9(18.75%)	10(20.83%)	48
Make the decision and stand by it.	2(4.26%)	14(29.79%)	15(31.91%)	10(21.28%)	6(12.77%)	47
Make quick, clean cut decisions.	1(2.04%)	10(20.41%)	22(44.9%)	14(28.57%)	2(4.08%)	49
Snooze You Loose.	1(2.08%)	4(8.33%)	8(16.67%)	15(31.25%)	20(41.67%)	48
Loose/Tight Controls.	1(2.17%)	7(15.22%)	14(30.43%)	8(17.39%)	16(34.78%)	46
Act quickly and decisively at all times.	0(0%)	11(23.4%)	16(34.04%)	11(23.4%)	9(19.15%)	47
Push Forward Faster.	0(0%)	13(27.66%)	22(46.81%)	7(14.89%)	5(10.64%)	47

APPENDIX H

Simple Rules: Extremely Useful Simple Rules

This first group of simple rules are those rated by at least 30% of you as extremely useful (rank of 5). Each simple rule indicates the percent response received from Round 2.

For each simple rule, please respond to the following question:

In what ways does the simple rule guide the decisions, actions or behaviors of the members of your organization?

Check as many effects below that apply.

Table H1

Extremely Useful Simple Rules

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Act with integrity. (59%):	10(5.71%)	24(13.71%)	38(21.71%)	28(16%)	8(4.57%)	4(2.29%)	11(6.29%)	18(10.29%)	33(18.86%)	1(0.57%)	175
Take responsibility for your actions. (54%):	11(6.75%)	16(9.82%)	29(17.79%)	28(17.18%)	6(3.68%)	10(6.13%)	6(3.68%)	20(12.27%)	37(22.7%)	0(0%)	163
Do the right thing. (52%):	12(7.06%)	23(13.53%)	34(20%)	34(20%)	6(3.53%)	7(4.12%)	7(4.12%)	13(7.65%)	32(18.82%)	2(1.18%)	170
Listen before speaking. (52%):	7(3.66%)	20(10.47%)	15(7.85%)	16(8.38%)	31(16.23%)	15(7.85%)	29(15.18%)	30(15.71%)	28(14.66%)	0(0%)	191
Recognize contributions of others. (50%):	8(4.17%)	29(15.1%)	12(6.25%)	20(10.42%)	23(11.98%)	28(14.58%)	17(8.85%)	32(16.67%)	23(11.98%)	0(0%)	192
Do what you say you are going to do. (48%):	14(9.93%)	11(7.8%)	23(16.31%)	25(17.73%)	3(2.13%)	3(2.13%)	9(6.38%)	18(12.77%)	32(22.7%)	3(2.13%)	141
Tell the truth. (48%):	6(3.75%)	12(7.5%)	28(17.5%)	29(18.12%)	10(6.25%)	9(5.62%)	16(10%)	20(12.5%)	28(17.5%)	2(1.25%)	160

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Demonstrate that excellence starts with me. (46%):	13(8.12%)	21(13.12%)	19(11.88%)	28(17.5%)	8(5%)	14(8.75%)	3(1.88%)	24(15%)	27(16.88%)	3(1.88%)	160
Listen before responding. (45%):	9(5%)	17(9.44%)	14(7.78%)	15(8.33%)	29(16.11%)	13(7.22%)	27(15%)	28(15.56%)	27(15%)	1(0.56%)	180
Communicate well and often. (44%):	27(11.16%)	35(14.46%)	26(10.74%)	31(12.81%)	16(6.61%)	12(4.96%)	35(14.46%)	27(11.16%)	33(13.64%)	0(0%)	242
Hire people you trust; trust people you hire. (44%):	4(2.86%)	19(13.57%)	16(11.43%)	14(10%)	14(10%)	15(10.71%)	11(7.86%)	18(12.86%)	23(16.43%)	6(4.29%)	140
Practice integrity at all times. (44%):	12(7.36%)	23(14.11%)	28(17.18%)	30(18.4%)	7(4.29%)	6(3.68%)	8(4.91%)	16(9.82%)	31(19.02%)	2(1.23%)	163
Walk your talk (43%):	14(9.79%)	19(13.29%)	24(16.78%)	22(15.38%)	4(2.8%)	5(3.5%)	6(4.2%)	18(12.59%)	27(18.88%)	4(2.8%)	143
Treat others with respect, trust and appreciation. (42%):	5(2.56%)	23(11.79%)	25(12.82%)	26(13.33%)	21(10.77%)	18(9.23%)	18(9.23%)	28(14.36%)	30(15.37%)	1(0.51%)	195

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Do no harm. (40%):	3(2.94%)	9(8.82%)	27(26.47%)	18(17.65%)	2(1.96%)	4(3.92%)	2(1.96%)	9(8.82%)	21(20.59%)	7(6.86%)	102
Always tell the truth. (40%):	4(2.67%)	15(10.%)	28(18.67%)	24(16.%)	10(6.67%)	6(4.%)	14(9.33%)	17(11.33%)	30(20.%)	2(1.33%)	150
Be honest and direct. (40%):	6(3.9%)	14(9.09%)	28(18.18%)	26(16.88%)	11(7.14%)	8(5.19%)	18(11.69%)	18(11.69%)	24(15.58%)	1(0.65%)	154
Walk the talk. (40%):	13(10%)	13(10%)	22(16.92%)	22(16.92%)	5(3.85%)	4(3.08%)	7(5.38%)	15(11.54%)	23(17.69%)	6(4.62%)	130
Communicate clearly and often. (38%):	23(10.95%)	30(14.29%)	21(10%)	30(14.29%)	15(7.14%)	12(5.71%)	28(13.33%)	23(10.95%)	27(12.86%)	1(0.48%)	210
Deliver on your promises - do what you say! (36%):	15(10.79%)	16(11.51%)	22(15.83%)	23(16.55%)	6(4.32%)	5(3.6%)	7(5.04%)	15(10.79%)	27(19.42%)	3(2.16%)	139
Communicate, communicate, communicate! (35%):	21(9.95%)	24(11.37%)	20(9.48%)	28(13.27%)	19(9%)	17(8.06%)	28(13.27%)	22(10.43%)	29(13.74%)	3(1.42%)	211
Engage with passion. (35%):	18(12.16%)	24(16.22%)	9(6.08%)	21(14.19%)	14(9.46%)	15(10.14%)	6(4.05%)	18(12.16%)	19(12.84%)	4(2.7%)	148

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Keep the goals clear. (35%):	37(20.67%)	26(14.53%)	26(14.53%)	29(16.2%)	5(2.79%)	4(2.23%)	11(6.15%)	13(7.26%)	28(15.64%)	0(0%)	179
Treat all like you would like to be treated. (35%):	5(3.6%)	14(10.07%)	19(13.67%)	20(14.39%)	10(7.19%)	8(5.76%)	12(8.63%)	23(16.55%)	25(17.99%)	3(2.16%)	139
Treat everyone like a person not an employee. (34%):	1(0.76%)	16(12.12%)	18(13.64%)	18(13.64%)	11(8.33%)	6(4.55%)	11(8.33%)	22(16.67%)	25(18.94%)	4(3.03%)	132
Be clear in commitments and deliver on them. (30%):	24(15.19%)	18(11.39%)	27(17.09%)	27(17.09%)	5(3.16%)	4(2.53%)	12(7.59%)	15(9.49%)	25(15.82%)	1(0.63%)	158
Treat each other with dignity and respect. (30%):	7(4.29%)	20(12.27%)	22(13.5%)	20(12.27%)	14(8.59%)	9(5.52%)	15(9.2%)	26(15.95%)	28(17.18%)	2(1.23%)	163
Be open and honest! 30%:	8(4.79%)	18(10.78%)	21(12.57%)	23(13.77%)	13(7.78%)	10(5.99%)	21(12.57%)	21(12.57%)	29(17.37%)	3(1.8%)	167

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Communicate, communicate, communicate some more. (30%):	22 (10.63%)	24(11.59%)\	21(10.14%)	25(12.08%)	15(7.25%)	15(7.25%)	31(14.98%)	23(11.11%)	29(14.01%)	2(0.97%)	207
Make an impact, every day. (30%):	14 (12.73%)	14(12.73%)	12(10.91%)	19(17.27%)	6(5.45%)	8(7.27%)	3(2.73%)	9(8.18%)	15(13.64%)	10 (9.09%)	110
Inspire others. (30%):	7(5.22%)	22(16.42%)	9(6.72%)	13(9.7%)	19(14.18%)	17(12.69%)	7(5.22%)	19(14.18%)	16(11.94%)	5(3.73%)	134
Have fun. (30%):	2(1.6%)	14(11.2%)	12(9.6%)	12(9.6%)	16(12.8%)	19(15.2%)	10(8%)	18(14.4%)	16(12.8%)	6(4.8%)	125
Work together as a team. (30%):	18(9.68%)	31(16.67%)	18(9.68%)	25(13.44%)	19(10.22%)	11(5.91%)	17(9.14%)	22(11.83%)	25(13.44%)	0(0%)	186
Use ingenuity. (30%):	7(5.69%)	8(6.5%)	10(8.13%)	13(10.57%)	17(13.82%)	25(20.33%)	10(8.13%)	15(12.2%)	11(8.94%)	7(5.69%)	123
“Own it" (the change). (30%):	13(11.21%)	16(13.79%)	13(11.21%)	19(16.38%)	4(3.45%)	12(10.34%)	4(3.45%)	6(5.17%)	18(15.52%)	11(9.48%)	116

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Acknowledge that failures will happen. (30%):	8(6.15%)	10(7.69%)	14(10.77%)	10(7.69%)	20(15.38%)	23(17.69%)	9(6.92%)	18(13.85%)	15(11.54%)	3(2.31%)	130

Total Responded to this question:	48	100%	
Total who skipped this question:	0	0%	
Total:	48	100%	

APPENDIX I

Simple Rules Combined from Usefulness 4 and 3

This second group of simple rules are those rated by at least 40% of you as ranked 4 or 3. Each simple rule indicates the percent response received from Round 2.

For each simple rule, please respond to the following question:

In what ways does the simple rule guide the decisions, actions or behaviors of those members of your organization?

Check as many effects below that apply.

Table I1

Simple Rules Combined from Usefulness 4 and 3

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Embrace change, challenge and innovation. (54%):	8(4.26%)	19(10.11%)	13(6.91%)	18(9.57%)	30(15.96%)	41(21.81%)	14(7.45%)	24(12.77%)	21(11.17%)	0(0%)	188
Think beyond the expected. (54%):	8(5.71%)	10(7.14%)	9(6.43%)	10(7.14%)	27(19.29%)	37(26.43%)	9(6.43%)	19(13.57%)	11(7.86%)	0(0%)	140
Be a trusted partner. (50%):	3(2.22%)	23(17.04%)	17(12.59%)	16(11.85%)	9(6.67%)	6(4.44%)	11(8.15%)	24(17.78%)	21(15.56%)	5(3.7%)	135
Trust your instinct. (50%):	3(2.86%)	4(3.81%)	12(11.43%)	16(15.24%)	10(9.52%)	16(15.24%)	7(6.67%)	14(13.33%)	12(11.43%)	11(10.48%)	105
Base all decision on our values. (47%):	14(8.75%)	24(15%)	28(17.5%)	30(18.75%)	5(3.12%)	4(2.5%)	8(5%)	11(6.88%)	30(18.75%)	6(3.75%)	160
Push Forward Faster. (47%):	17(16.83%)	9(8.91%)	9(8.91%)	18(17.82%)	3(2.97%)	8(7.92%)	2(1.98%)	6(5.94%)	12(11.88%)	17(16.83%)	101
Communicate early. Communicate often. Communicate what you know when you know it. (46%):	22(10.14%)	30(13.82%)	17(7.83%)	25(11.52%)	16(7.37%)	17(7.83%)	32(14.75%)	26(11.98%)	30(13.82%)	2(0.92%)	217

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Practice positive words and kind actions. (46%):	4(2.86%)	20(14.29%)	17(12.14%)	13(9.29%)	11(7.86%)	10(7.14%)	12(8.57%)	21(15%)	27(19.29%)	5(3.57%)	140
Read the orders carefully. (46%):	20(18.35%)	10(9.17%)	18(16.51%)	17(15.6%)	3(2.75%)	2(1.83%)	5(4.59%)	4(3.67%)	19(17.43%)	11(10.09%)	109
Make quick, clean cut decisions. (45%):	16(15.38%)	8(7.69%)	14(13.46%)	16(15.38%)	2(1.92%)	4(3.85%)	7(6.73%)	7(6.73%)	15(14.42%)	15(14.42%)	104
Prepare for any scenario all the time and always have back up plans to the back up plans. (45%):	13(10.57%)	9(7.32%)	19(15.45%)	13(10.57%)	10(8.13%)	12(9.76%)	8(6.5%)	9(7.32%)	21(17.07%)	9(7.32%)	123
Think in multiple directions. (44%):	5(3.91%)	5(3.91%)	13(10.16%)	4(3.12%)	21(16.41%)	28(21.88%)	11(8.59%)	23(17.97%)	12(9.38%)	6(4.69%)	128
Inspire others. (44%):	6(4.92%)	24(19.67%)	6(4.92%)	11(9.02%)	16(13.11%)	18(14.75%)	5(4.1%)	17(13.93%)	13(10.66%)	6(4.92%)	122

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Differentiate between what is important from what is urgent. (44%):	31(22.63%)	14(10.22%)	24(17.52%)	24(17.52%)	5(3.65%)	5(3.65%)	7(5.11%)	7(5.11%)	18(13.14%)	2(1.46%)	137
Let people be and do their best. (42%):	5(3.29%)	11(7.24%)	12(7.89%)	11(7.24%)	22(14.47%)	24(15.79%)	13(8.55%)	28(18.42%)	20(13.16%)	6(3.95%)	152
Regardless of the situation, look forward, keep moving. (42%):	22(18.33%)	15(12.5%)	12(10%)	15(12.5%)	6(5%)	8(6.67%)	7(5.83%)	8(6.67%)	17(14.17%)	10(8.33%)	120
Assume the best about your coworkers. (42%):	4(3.17%)	15(11.9%)	11(8.73%)	13(10.32%)	16(12.7%)	10(7.94%)	8(6.35%)	24(19.05%)	19(15.08%)	6(4.76%)	126
Share the painful truth. (42%):	12(9.02%)	11(8.27%)	18(13.53%)	20(15.04%)	8(6.02%)	7(5.26%)	22(16.54%)	9(6.77%)	23(17.29%)	3(2.26%)	133
Focus on mission and the organization's best interest before anything else. (42%):	33(22.45%)	24(16.33%)	22(14.97%)	27(18.37%)	3(2.04%)	4(2.72%)	3(2.04%)	6(4.08%)	20(13.61%)	5(3.4%)	147

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Insure clients get services they require. (42%):	22(17.19%)	18(14.06%)	18(14.06%)	22(17.19%)	3(2.34%)	3(2.34%)	6(4.69%)	6(4.69%)	22(17.19%)	8(6.25%)	128
Improve process. (42%):	17(14.05%)	14(11.57%)	12(9.92%)	19(15.7%)	8(6.61%)	10(8.26%)	9(7.44%)	8(6.61%)	15(12.4%)	9(7.44%)	121
Listen then talk; there is a reason you have 2 ears and only one mouth. (41%):	8(4.94%)	11(6.79%)	12(7.41%)	13(8.02%)	25(15.43%)	19(11.73%)	26(16.05%)	23(14.2%)	20(12.35%)	5(3.09%)	162
Have a positive attitude! (41%):	9(6.62%)	14(10.29%)	9(6.62%)	13(9.56%)	14(10.29%)	14(10.29%)	11(8.09%)	24(17.65%)	22(16.18%)	6(4.41%)	136
Experiment often; fail fast. (40%):	9(6.72%)	8(5.97%)	12(8.96%)	12(8.96%)	16(11.94%)	27(20.15%)	10(7.46%)	15(11.19%)	16(11.94%)	9(6.72%)	134

Total Responded to this question:	48	100%
Total who skipped this question:	0	0%
Total:	48	100%

APPENDIX J

Responses to Round 3 Open Ended Questions

Question 1: My thoughts about these simple rules include...

1. The simple rules that came easiest were the ones that provide boundaries for behavior such as 'act with integrity' or 'have a positive attitude'. They describe boundaries for action but not a common goal or vision to guide forward progress within an organization. The ones providing a common vision were rare, ‘exceed customer expectations or insure clients receive the svcs they require'.
2. It is amazing how powerful some of them are.
3. Some of them don't apply to my business. The most useful ones are the universal concepts of integrity and treating people well.
4. Communication and clear direction are essential. Expectations and goals must be set early and reinforced often. Feedback is paramount.
5. This is a good study but I found this format very hard to work with and so many of the rules were redundant (thematically) that it become confusing and overwhelming. I feel my answers aren't the best or very useful because of this. It would have been better to narrow the rules even further down. I like the categories a lot and think they would be useful in the workplace but my head is spinning from all the rules.
6. There are many too many to be called simple...
7. too much information to process
8. There a only a few simple rules that matter.
9. There are too many rules.
10. Very similar themes - communication, accountability, integrity. I am seeing a track of people using simple rules as leaders, and others that likely reflect the core values of the company or organization. As organizations become more lean, fewer people are doing more with less. That makes focus on accountability critical for success. I think there is a missing element about the importance of prioritization. Most workers have stress with 15#1 priorities.
11. They are very similar and many are too vague. These principles can be useful but in what context. Its like motherhood and apple pie. Its hard to disagree with any of them.
12. Many of these rules sound great by themselves, but fail to cause comprehensive, effective action.
13. Way too redundant. I can't imagine how you could have gotten a different percentage for the many rules dealing with integrity. If I were the researcher, I'd question the initial rules, as I wonder if people answered the same question differently because the wording was slightly different. Very odd.
14. Most seem to fall into the same buckets and feel cliche
15. Simple rules are the mantra one lives and works by. They are the words one hears oneself repeating over and over at work, at home, everywhere one interacts. They are helpful as they synthesize, distill, behaviors one expects of oneself and others around us.
16. Most of these surprise me in how generic they are, and the degree to which they are either commonly held truisms in our society (tell the truth) or widely understood management principles (communicate, communicate, communicate). They seem more like a list of basic practices for people who want to be good people, family members and citizens than anything specific to leading an organization.
17. Most of my "none apply" answers are because felt the "rules" were cliches, trite and I could find no real action or meaning in them
18. I'm struck by how frequently I selected "provides boundaries for action" and "ensures mutual understanding of desired behavior," but how infrequently I selected "encourages innovation or change," "stimulates different perspectives, attitudes or opinions," and "stimulates reciprocity, cooperation, and creativity." In times of rapid change, maybe we are more prone to thinking about providing a substrate for behavior and action in the workplace than we are comfortable with opening ourselves up to even greater change and diversity of thought/opinion?
19. Many rules are very similar, only the wording is different... at the end of the day you can count the basic rules with your fingers :) Some rules are too abstract and too generic... everybody knows I love apple pie :)
20. Many of them are essentially the same. It would have been easier if you had eliminated the duplicates.

21. A lot of redundancy, and a lof the of the answer is in the interpretation
22. Many of the rules do not apply to our work environment. It may be a good idea to say them or know them, but they aren't applicable in a practical work environment.
23. Several of the simple rules could and should be consolidated prior to going through this exercise.
24. These screens do not work visually as well as your first two rounds. A little too difficult during a busy day to complete! Also, too many of these are repetitive. I would consolidate some of these.
25. still a surprising number of vague words and business jargon in the rules
26. Share all information, Build interdependence and trust, Help people see how they fit into the whole and find meaning in their work.
27. There seem to be lots of duplication. Not sure why. Interesting that none really fill all the blanks.
28. Many of the rules are vague as it relates to the qualities we are rating them on especially with attention focused on goals and driving enterprise, cohesive cooperation or common purpose.

Question # 2: Now that I am finished, a simple rule (or two) I think might have been more useful to include in Round 1 would have been ...."

1. Delight the customer
2. Shut up and color
3. Do what you're told
4. Follow orders
5. Prioritize your day, with customer 1st.
6. Prioritize today based on results.
7. Just get it done.
8. Play effectively with each other.
9. Try new things often that could help others.
10. Clearly communicate the vision, strategic direction, and business objectives.
11. Solve business and customer problems.
12. Do the right thing for the organization and the customer. They are never mutually exclusive (expounds on one of the rules).
13. Know your vision, values and value proposition.
14. Be generous.
15. Be kind.
16. Be humble.
17. Be patient.
18. When in trouble, just follow your instinct. Your instinct is the best place to keep all your rules :)
19. Them is us.
20. Keep it simple
21. Make it easy for the customer

Additional comments:

- Find a better way or something that would capture the idea of finding a new mindframe to solve a problem rather than staying stuck in the same mindframe that created it.
- I do not believe there is one simple rule to guide an organization. There needs to be a statement defining the overall goal / rule. For example a common goal that I have used in severals organizations is as follow: Our goal is to provide quality products and services to our internal and external customers on time every time while continually reducing costs and variability to obtain a reasonable profit.
- I would have included a rule related to communication and dissemination of information
- Maybe combining a rule that focuses on innovation with one that focuses on keeping the goals clear.

Question # 3: "After three rounds of reflection, I would like to participate in additional studies which may include personal interviews. What I would like to learn more about includes:

1. No thanks. But good luck!
2. I would be happy to participate further, however, i wasn't able to participate in round 1 or 2 as your email notices for some reason didn't get through my junk filter...
3. I wonder if you result set would be more accurate if you distilled further before requesting the rating portion. The volume of questions and duplication made it difficult to give the thought I would have liked to each topic.
4. for another time, please use chunking when you do a questionaire ...
5. Yes, I could participate if the effort is not great. I think translated the "simple rules" upwards, downwards and across levels in organizations is worth exploring.
6. No.
7. How people assemble the various rules to create a structure of heuristics that actually work to drive superior performance.
8. Sure. Just let me know where you need help and good luck!
9. Simple rules are more related to who we are than about what we do. How do simple rules affect decisions? How often does an executive battle with his own simple rules when engaging in business? How do these trickle down from the top?
10. I wonder to what degree leaders are simply repeating ideas that are woven into the fabric of our society versus drawing out real learning based on their own direct experience. I don't know that I have time for further participation, but maybe if it didn't take much time.
11. I would like to know if the above mentioned "none apply" have been found to be effective.
12. To participate in this study was indeed quite fun, and I wish you Kristine all the best with this study, and with your career!!! And - at times - do not follow rules! :)
13. I am interested in following your findings.
14. Different perspectives and situations. I would like to expand my views of the questions and maybe more of the research done to explain or support the behaviors and rules to help in different situations
15. Practical application of the rules in a real work environment. Walking around spouting off the rules could create resentment and create a negative attitude toward following them. In what ways can they be incorporated into an average work day?
16. Yes, I am open to additional participation and discussion.
17. the thought process behind the rules
18. There was a lot of ambiguity in these phrases so it was hard to say they didn't apply to various subjects.
19. I'll be glad to do an interview.
20. No, due to work schedule I decline further participation.

APPENDIX K

Raw Data: Round 3 Simple Rules Evaluated Using CDE

Table K1

Top Containers Round 3

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Focus on mission and the organization's best interest before anything else. (42%):	33 (22.45%)	24 (16.33%)	22 (14.97%)	27 (18.37%)	3 (2.04%)	4 (2.72%)	3 (2.04%)	6 (4.08%)	20 (13.61%)	5 (3.4%)	147
	53.8%			23.1%			19.7%				
Differentiate between what is important from what is urgent. (44%):	31 (22.63%)	14 (10.22%)	24 (17.52%)	24 (17.52%)	5 (3.65%)	5 (3.65%)	7 (5.11%)	7 (5.11%)	18 (13.14%)	2 (1.46%)	137
	50.4%			24.8%			23.4%				
Keep the goals clear. (35%):	37 (20.67%)	26 (14.53%)	26 (14.53%)	29 (16.2%)	5 (2.79%)	4 (2.23%)	11 (6.15%)	13 (7.26%)	28 (15.64%)	0 (0%)	179
	49.7%			21.2%			29.0%				

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Insure clients get services they require. (42%):	22 (17.19%)	18 (14.06%)	18 (14.06%)	22 (17.19%)	3 (2.34%)	3 (2.34%)	6 (4.69%)	6 (4.69%)	22 (17.19%)	8 (6.25%)	128
	45.3%			21.9%			26.6%				
Read the orders carefully. (46%):	20 (18.35%)	10 (9.17%)	18 (16.51%)	17 (15.6%)	3 (2.75%)	2 (1.83%)	5 (4.59%)	4 (3.67%)	19 (17.43%)	11 (10.09%)	109
	44.03%			20.2%			25.7%				
Be clear in commitments and deliver on them. (30%):	24 (15.19%)	18 (11.39%)	27 (17.09%)	27 (17.09%)	5 (3.16%)	4 (2.53%)	12 (7.59%)	15 (9.49%)	25 (15.82%)	1 (0.63%)	158
	43.7%			22.8%			32.9%				
Base all decision on our values. (47%):	14 (8.75%)	24 (15%)	28 (17.5%)	30 (18.75%)	5 (3.12%)	4 (2.5%)	8 (5%)	11 (6.88%)	30 (18.75%)	6 (3.75%)	160
	41.3%			24.4%			30.6%				
Act with integrity. (59%):	10 (5.71%)	24 (13.71%)	38 (21.71%)	28 (16%)	8 (4.57%)	4 (2.29%)	11 (6.29%)	18 (10.29%)	33 (18.86%)	1 (0.57%)	175
	41.0%			22.8%			35.4%				

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Regardless of the situation, look forward, keep moving. (42%):	22 (18.33%)	15 (12.5%)	12 (10%)	15 (12.5%)	6 (5%)	8 (6.67%)	7 (5.83%)	8 (6.67%)	17 (14.17%)	10 (8.33%)	120
	40.8%			24.2%			26.7%				
Do the right thing. (52%):	12 (7.06%)	23 (13.53%)	34 (20%)	34 (20%)	6 (3.53%)	7 (4.12%)	7 (4.12%)	13 (7.65%)	32 (18.82%)	2 (1.18%)	170
	40.6%			27.7%			30.6%				
Walk your talk (43%):	14 (9.79%)	19 (13.29%)	24 (16.78%)	22 (15.38%)	4 (2.8%)	5 (3.5%)	6 (4.2%)	18 (12.59%)	27 (18.88%)	4 (2.8%)	143
	40.0%			21.7%			35.7%				

Table K2

Top Differences Round 3

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Think beyond the expected. (54%):	8 (5.71%)	10 (7.14%)	9 (6.43%)	10 (7.14%)	27 (19.29%)	37 (26.43%)	9 (6.43%)	19 (13.57%)	11 (7.86%)	0 (0%)	140
	19.3%			52.9%			21.4%				
Embrace change, challenge and innovation. (54%):	8 (4.26%)	19 (10.11%)	13 (6.91%)	18 (9.57%)	30 (15.96%)	41 (21.81%)	14 (7.45%)	24 (12.77%)	21 (11.17%)	0 (0%)	188
	21.2%			47.3%			31.4%				
Use ingenuity. (30%):	7 (5.69%)	8 (6.5%)	10 (8.13%)	13 (10.57%)	17 (13.82%)	25 (20.33%)	10 (8.13%)	15 (12.2%)	11 (8.94%)	7 (5.69%)	123
	20.3%			44.7%			29.3%				
Think in multiple directions. (44%):	5 (3.91%)	5 (3.91%)	13 (10.16%)	4 (3.12%)	21 (16.41%)	28 (21.88%)	11 (8.59%)	23 (17.97%)	12 (9.38%)	6 (4.69%)	128
	18.0%			41.4%			36.0%				

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Experiment often; fail fast. (40%):	9 (6.72%)	8 (5.97%)	12 (8.96%)	12 (8.96%)	16 (11.94%)	27 (20.15%)	10 (7.46%)	15 (11.19%)	16 (11.94%)	9 (6.72%)	134
	21.65%			41.1%			30.6%				
Acknowledge that failures will happen. (30%):	8 (6.15%)	10 (7.69%)	14 (10.77%)	10 (7.69%)	20 (15.38%)	23 (17.69%)	9 (6.92%)	18 (13.85%)	15 (11.54%)	3 (2.31%)	130
	24.6%			40.8%			32.3%				
Trust your instinct. (50%):	3 (2.86%)	4 (3.81%)	12 (11.43%)	16 (15.24%)	10 (9.52%)	16 (15.24%)	7 (6.67%)	14 (13.33%)	12 (11.43%)	11 (10.48%)	105
	24.1%			40.4%			31.4%				

Table K3

Top Exchanges Round 3

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Listen before responding. (45%):	9 (5%)	17 (9.44%)	14 (7.78%)	15 (8.33%)	29 (16.11%)	13 (7.22%)	27 (15%)	28 (15.56%)	27 (15%)	1 (0.56%)	180
	22.0%			31.6%			45.6%				
Listen before speaking. (52%):	7 (3.66%)	20 (10.47%)	15 (7.85%)	16 (8.38%)	31 (16.23%)	15 (7.85%)	29 (15.18%)	30 (15.71%)	28 (14.66%)	0 (0%)	191
	22.0%			32.5%			45.6%				
Treat all like you would like to be treated. (35%):	5 (3.6%)	14 (10.07%)	19 (13.67%)	20 (14.39%)	10 (7.19%)	8 (5.76%)	12 (8.63%)	23 (16.55%)	25 (17.99%)	3 (2.16%)	139
	27.0%			27.3%			43.2%				
Do what you say you are going to do. (48%):	14 (9.93%)	11 (7.8%)	23 (16.31%)	25 (17.73%)	3 (2.13%)	3 (2.13%)	9 (6.38%)	18 (12.77%)	32 (22.7%)	3 (2.13%)	141
	34.0%			22.0%			42.8%				

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Treat everyone like a person not an employee. (34%):	1 (0.76%)	16 (12.12%)	18 (13.64%)	18 (13.64%)	11 (8.33%)	6 (4.55%)	11 (8.33%)	22 (16.67%)	25 (18.94%)	4 (3.03%)	132
	26.5%			26.5%			43.9%				
Practice positive words and kind actions. (46%):	4 (2.86%)	20 (14.29%)	17 (12.14%)	13 (9.29%)	11 (7.86%)	10 (7.14%)	12 (8.57%)	21 (15%)	27 (19.29%)	5 (3.57%)	140
	29.3%			24.3%			42.9%				
Listen then talk; there is a reason you have 2 ears and only one mouth. (41%):	8 (4.94%)	11 (6.79%)	12 (7.41%)	13 (8.02%)	25 (15.43%)	19 (11.73%)	26 (16.05%)	23 (14.2%)	20 (12.35%)	5 (3.09%)	162
	19.1%			35.2%			42.6%				
Be open and honest! 30%:	8 (4.79%)	18 (10.78%)	21 (12.57%)	23 (13.77%)	13 (7.78%)	10 (5.99%)	21 (12.57%)	21 (12.57%)	29 (17.37%)	3 (1.8%)	167
	28%			27.54%			42.5%				

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Treat each other with dignity and respect. (30%):	7 (4.29%)	20 (12.27%)	22 (13.5%)	20 (12.27%)	14 (8.59%)	9 (5.52%)	15 (9.2%)	26 (15.95%)	28 (17.18%)	2 (1.23%)	163
	30.1%			26.4%			42.3%				
Have a positive attitude! (41%):	9 (6.62%)	14 (10.29%)	9 (6.62%)	13 (9.56%)	14 (10.29%)	14 (10.29%)	11 (8.09%)	24 (17.65%)	22 (16.18%)	6(4.41%)	136
	23.5%			30.1%			41.9%				
Be a trusted partner. (50%):	3 (2.22%)	23 (17.04%)	17 (12.59%)	16 (11.85%)	9 (6.67%)	6 (4.44%)	11 (8.15%)	24 (17.78%)	21 (15.56%)	5 (3.7%)	135
	28.9%			23.0%			41.5%				
Always tell the truth. (40%):	4 (2.67%)	15 (10.%)	28 (18.67%)	24 (16.%)	10 (6.67%)	6 (4.0%)	14 (9.33%)	17 (11.33%)	30 (20.0%)	2 (1.33%)	150
	31.3%			26.7%			40.7%				
Communicate early. Communicate often. Communicate what you know when you know it. (46%):	22 (10.14%)	30 (13.82%)	17 (7.83%)	25 (11.52%)	16 (7.37%)	17 (7.83%)	32 (14.75%)	26 (11.98%)	30 (13.82%)	2 (0.92%)	217
	31.8%			26.7%			40.6%				

(table continues)

	Keeps attention focused on the objective or goal.	Draws people together toward a common purpose.	Provides boundaries for action.	Defines what is important.	Stimulates different perspectives, attitudes or opinions.	Encourages innovation or change.	Ensures information flows freely or is unblocked.	Stimulates reciprocity, cooperation, and creativity.	Ensures a mutual understanding of desired behavior.	None apply	Total
Share the painful truth. (42%):	12 (9.02%)	11 (8.27%)	18 (13.53%)	20 (15.04%)	8 (6.02%)	7 (5.26%)	22 (16.54%)	9 (6.77%)	23 (17.29%)	3 (2.26%)	133
	30.8%			26.3%			40.6%				
Assume the best about your coworkers. (42%):	4 (3.17%)	15 (11.9%)	11 (8.73%)	13 (10.32%)	16 (12.7%)	10 (7.94%)	8 (6.35%)	24 (19.05%)	19 (15.08%)	6 (4.76%)	126
	23.8%			31.0%			40.5%				
Communicate, communicate, communicate some more. (30%):	22 (10.63%)	24 (11.59%)	21 (10.14%)	25 (12.08%)	15 (7.25%)	15 (7.25%)	31 (14.98%)	23 (11.11%)	29 (14.01%)	2 (0.97%)	207
	32.4%			26.6%			40.1%				
Let people be and do their best. (42%):	5 (3.29%)	11 (7.24%)	12 (7.89%)	11 (7.24%)	22 (14.47%)	24 (15.79%)	13 (8.55%)	28 (18.42%)	20 (13.16%)	6 (3.95%)	152
	18.4%			37.5%			40.1%				
Be honest and direct. (40%):	6 (3.9%)	14 (9.09%)	28 (18.18%)	26 (16.88%)	11 (7.14%)	8 (5.19%)	18 (11.69%)	18 (11.69%)	24 (15.58%)	1 (0.65%)	154
	31.2%			29.0%			40.0%				
Tell the truth. (48%):	6 (3.75%)	12 (7.5%)	28 (17.5%)	29 (18.12%)	10 (6.25%)	9 (5.62%)	16 (10%)	20 (12.5%)	28 (17.5%)	2 (1.25%)	160
	28.8%			30.0%			40.0%				

APPENDIX L

Round 1 Instructions

For the purpose of this first Round, you to log onto SurveyMethods using this link. [SURVEY-LINK]

Please identify a minimum of one and a maximum of three simple rules that you use to guide the decisions, actions or behaviors in your organization during times of rapid change

Please complete this process by Monday, May 2, 2011 at 6:00pm ET.

The simple rules you provide will be combined with those provided by the other 55 leader/participants in this research study. There will be no identifier linking your input to the specific simple rules you list. Thank you for your time and support of my dissertation!

Kristine Quade

Doctoral Candidate

APPENDIX M

Round 2 Instructions

GO INTO WEB FOR ACTUAL INSTRUCTIONS

Welcome to Round 2 of this dissertation research project! I wish to thank you all for your incredible responses to Round 1. There were 165 simple rules submitted by 58 senior leaders from the five different organizational sectors: large/medium size, government, nonprofit, family owned business and entrepreneurial start-ups.

It is time to evaluate the results of Round 1 to determine the usefulness of each simple rule.

Please use the survey link below to complete Round 2 by Wednesday, May 11 at 6:00pm Central Time.

[SURVEY-LINK]

Truly,

Kristine Quade

Doctoral Candidate

Pepperdine University

APPENDIX N

Round 3 Instructions

Dear Leader Participant

This Round connects closely to the theoretical research of my dissertation. Borrowing from complexity science, the concept of self-organizing is new in its application and use in human systems. There is limited research as to what enables the human system to self-organize in the absence of the leader, providing direction or guidance--especially during times of rapid change.

By examining different scientific constructs about self-organizing, Eoyang (2001, 2004) was able to identify three meta-variables as conditions for self-organizing in human systems which she named the CDE Model. This model presents three conditions – container (C), differences (D) and exchanges (E), which shape the speed, path, and outcome of a self-organizing process in human systems. The container creates a level of constraint increasing the probability of contact with others in the system. Differences create tension and increase the potential for change. Exchanges which are transforming ensure the effective transfer of information, energy, and material. Effects for each of these conditions can be defined.

The hypothesis in my research is that simple rules can provide the direction necessary for individuals to self-organize while remaining open to adjusting for new information, making appropriate decisions and adapting. Simple rules can hold the system together for self-organizing behavior to emerge, they also foster increased connectivity and communication of needed information, especially when urgency is heightened.

In this third round, simple rules rated as important in the previous round will be considered. Two groups of simple rules are presented. First, those simple rules that were ranked as the most useful (rank of 5) by approximately 30% of you. The second group are those simple rules rated as somewhat or moderately important (rank of 3 or 4) by approximately 40% of you.

You are now being asked to log onto SurveyMethod.com using the link below. For each of the 62 simple rules, you will answer the following question:
In what ways does the simple rule guide the decisions, actions or behaviors of those members of your organization? (check as many effects below that apply and/or add something else):

• Keeps attention focused on the objective or goal

• Draws people together toward a common purpose

• Provides boundaries for action

• Defines what is important

• Stimulates different perspectives, attitudes or opinions

• Encourages innovation or change

• Ensures information flows freely or is unblocked

• Stimulates reciprocity, cooperation, and creativity

• Ensures a mutual understanding of desired behavior

• None apply

This round closes on May 20 at 6:00pm Central Time

Thank you in advance for your time and efforts! If you have any questions about this process, please contact me at Kristine.Quade@pepperdine.edu.