

Principles and Practices of Legacy Leadership: Recalling, Reclaiming, and Recasting

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Learning Objectives

1. Define the concept of legacy leadership to inform personal and professional reflection and action concerning leadership contributions in nursing education, practice, research, and policy.
2. Describe five practices of legacy leadership and gain insight into ways of leading, being, and doing to create leadership legacies.
3. Appreciate the value and wisdom of knowing one's strengths, values, and contributions to affirm one's destiny, character, and calling.
4. Recall, reclaim, and recast one's professional nursing journey with legacy leadership in mind.

Key Points of the Presentation:

Recalling

1. Legacies are passed on in the stories we tell. John Schuster (2003;2011) notes there is power and influence in recalling, reclaiming, and recasting one life's experience. "When we recall our memories with curiosity, we can think in new ways about them, and can begin to dismantle our habituated views of who we are and aren't, resetting the specifications or our lives." "Since our past gives birth to our present, revisiting it thoughtfully is a way to recapture lost parts of us, to rediscover other parts we under-deploy, and to recommit to the values and focal points that make our efforts last." "By confronting the negatives or our past creatively, we recast their lessons in ways that expand our stories and contributes mightily to our capacity to do our lifework."

2. Marshal Goldsmith and Mark Reiter (2009), note there are four important questions to answer to experience more joy(mojo) in life. The questions are related to identity: Who do you think you are? Achievement: What have you done lately? Reputation Management: Who do people think you are? Acceptance: When can you let go?
3. There is a complexity to identity. It is likely that many of us recall a prescribed identity when growing up did people project on you a future they had in mind? Do you ever recall people telling you would you make a great x, y, z, some day? Others prescribed a future for you based on their wishes for you and their experience of you through time. As people work with you, they too offer suggestions of what they see for you in terms of who you are this is a reflected identity. Then how you negotiate and combine others feedback with your self-aspirations leaves you to contemplate a remembered identity of sorts reconciling other projections and experiences with you with your own experience reflections and aspirations. The most important identity is what Goldsmith calls your created identity. This identity is about your future self, the one that you want to create based on your own personal vision, mission, values, beliefs, character destiny and calling.

Reclaiming

4. Influenced by [Nursology](#) and a commitment to nursing ontology and epistemology the “The Nursology logo reflects the Roman god Janus, who had two faces – one looking to the past and the other looking to the future. The two heads not only stand for the honoring of past knowledge and progress toward future enlightenment, but they also stand for the unity of like-minds working together to advance the nursing discipline. The red flame arising from the two heads stands for the ever-evolving insights that arise from the unity of minds – the life, knowledge, energy, and emotion that illuminates and informs both the insights and understandings that are expressed in nursing knowledge.” There are many positive aspects to being a PhD Student.
5. The future happens at the intersection of knowledge and service. A key challenge for nursing leadership is to understand the knowledge complexity archetype and its cascading consequences. In Verna Allee’s (1997:2012) model, knowledge gained instinctively is derived from sensing and feedback during here-and-now moments. Such gathered data leads to the development of information that can be used to support learning and define the most efficient

way to do a goal or task. As people gain experience and reflect on the data and information they have acquired, knowledge grows and develops. Through reflection, collective impact partners discern how best to focus on necessary data in order to use knowledge in the most effective ways. The meaning people attribute to a data focus and knowledge gained, supports understanding and productivity and the effective use of resources. This type of meaning-making requires sensitivity to time and communal learning. Communal learning coupled with a sense of past, and present time perspective lays the foundation for self-organization and the development of a philosophy of how things fit together in a system. Over time, the data, knowledge, learning lead to wisdom insights about eco-systems of communities. Wisdom supports connections and dynamic relationships between and among people, events, resources, and social structures. At each level of the Knowledge Complexity Archetype one can frame data-relevant questions to guide inquiry and action in service of learning and collective impact efforts.

6. Daniel Pesut recalls and recasts some of his early experiences professional development that led him to a career in Nursing citing important influences along the way and areas of research and scholarship that have defined his contributions and legacy in nursing (Pesut, 2015; 2016a; 2016b, 2022; 2023). Pesut (1985; 1990) defined creative thinking as A metacognitive process of generating novel and useful associations, attributes, elements, images, abstract relations or sets of operations -- that better solves a problem, produces a plan or results in an outcome, pattern, structure, or product not clearly present before. This led to a career interest in leadership, innovation, knowledge complexity and futures thinking. Through time Pesut had interests in Volitional Psychosomatic Self-Regulation; Metacognition: The Self-Regulation of Creative Thought in Nursing Clinical Reasoning: The Outcome Present State Test Model; Nursing Education Research Futures Thinking and Foresight Leadership Complexity Science, Integral Theory and Holistic Nursing Coaching and Leadership Development and published a number of articles and books on the topics.
7. In addition to scholarship and research Pesut recalled his eight years of service on the Board of Sigma Theta Tau International Honor Society of nursing. He served as President of the organization in 2003-2005. He influenced and inspired a number of innovations during his time, focused on his Presidential Call to Action: [Create the Future through Renewal](#), the scholarship of reflective practice, leadership development and building communities of practice to bind the intellectual and social capital of the organization globally. It was his idea to

create Volunteer Interest Profiles (VIP) as a way to connect the intellectual and social capital of the members with the needs of the organization. As the first male President of the Honor Society the Daniel J Pesut Spirit of Renewal Award was established to honor his legacy.

8. Reclaiming involves development of Leadership Consciousness. Leadership Consciousness needs Self-Mastery –Inner work, Strengths Based Knowledge, Value Insights, Understanding logical levels and perspective, an Outcome versus Problem Orientation, Paradox and Polarity Management Skills, Understanding Differences between Change and Transformation, Sense Making through Critical, Creative, Systems, Complexity, Integrative and Design Thinking, Resilience and Renewal Strategies.
9. Lance Secretan (2010) suggests becoming clear about one’s character, destiny and calling (Why ~ Be ~DO) is essential to leadership consciousness. Secretan believes the essence of leadership is mastery, chemistry, and delivery.
10. Leadership is a function of horizontal (acquisition of information, skills, and competencies) and vertical development (developing more complex and sophisticated ways of thinking). Psychologist Robert Kegan (1994) notes that personal and professional transformation takes place as we realize the complexity of subject-object relationships. As we grow and develop, we realize differences between self and other --the “me” and “not me.” We evolve from self-consciousness to “self-other” consciousness. Developmentally we then progress to yet another level of consciousness he calls the “we” or “socialized mind.” Most people’s growth and development become arrested at this third level of consciousness.
11. With experience and as we learn the hidden curriculum of daily life, we grow into fourth order consciousness. You know you have developed fourth order of consciousness if you have what Kegan (1994) calls a “self-authoring mind.” Intentional personal and professional renewal requires a “self-authoring mind.” Self-authoring individuals view work, school, parenting, therapy, intimate relationships, and citizenship differently than those who work at the third level of socialized mind. They can appreciate the complexity and polarities inherent in system dynamics.
12. Individuals with fourth order consciousness adopt a “learn and grow” stance versus a “protect and defend” stance (Pesut, 1999). Such a stance requires moving away from a victim mentality (the situation is bigger than me, this has

nothing to do with me, it's their fault, it's my fault, somebody should do something), toward an empowered stance, characterized by thinking –I'm a piece of the puzzle, how am I responsible for what is happening to me? it starts with me, solution finding, that results in action, learning, and renewal.

13. Dilts (1996) describes Meta, macro and micro levels of change and leadership. Meta level leadership and change involves higher order attention and mindfulness to issues of spirit, vision, and identity. Macro level leadership and change involves attention to path finding, culture building, beliefs, values, and identified role configurations. Micro level leadership and change involves attention to efficiency, task, relationship, capability, behavior and environmental opportunities or constraints. When levels are congruent there is peace and balance, and aspirations and strengths are maximized and supported. When levels are misaligned or incongruent in self, others or organizationally - conflict, confusion and fear often exist. <http://nlpu.com/Coach2Awakener.htm>
14. Attending logical level alignment is supported by polarity intelligence (Christopherson & Troseth, 2024), and appreciation of the complementary nature of phenomenon (Kelso & Engstrom (2006) and personal, professional, and organizational values.
15. Conscious or unconscious values motivate actions and decisions. [The Barrett Model](#) (2013:2014) shows the seven most important areas of human motivation. The model ranges from basic survival to a greater, societal contribution. Looking at it through the lenses of Personal Consciousness and Leadership, one can see how to use this model to create lift (Quinn & Quinn, 2015) and recast past experiences with a legacy leadership in mind.
16. Sandstrom and Smith (2008; 2017) define Legacy Leadership as not leaving something behind, rather it is about influencing others to cause change, a shift from unconsciously doing leadership to consciously being a leader and living one's legacy now. The Be-attitudes of Legacy Leadership are Holding Vision and Value, Being a Creator of Collaboration and Innovation, an Influencer of Inspiration and Leadership, an Advocator of Differences and Community, a Collaborator of Responsibility and Accountability.

Recasting

17. Lieder & Shapiro (2002) define the good life as... “Living in the place you belong, with the people you love, doing the right work, on purpose.” They provide strategies and self-reflective questions to help people uncover the four deadly fears. The four deadly fears are: 1) fear of having lived a meaningless life, 2) the fear of being alone 3) the fear of being lost and 4) the fear of dying. Negotiating and managing these fears requires inner work, Work is the antidote to the fear of having lived a meaningless life. Love is the antidote to the fear of being alone. Place is the antidote to the fear of being lost. Purpose is the antidote to the fear of dying.
18. Lieder & Shapiro (2002; 2004) suggest living in one’s questions and periodically repacking one’s bags helps the renewal process as we pursue the “good life.” A special type of mindfulness and self-reflective consciousness grounded in personal knowledge and mastery and intentional use of signature themes and strengths. Reflection of one’s strengths, values, and contributions provide information to create a personal and professional vision statement.
19. A strengths-based approach to leadership involves helping leaders gain insight and understanding of their individual differences, signature themes and natural talents. The Gallup Organization believes that each person’s talents are enduring and unique and each person’s greatest room for growth is in his or her greatest strength . Buckingham and Clifton (2001) use the Gallop database of 1.7 million workers in 101 companies in 63 countries to craft the strengths finder survey. This 180-question web-based assessment enables people to discover their top five signature talents, strengths, or themes.
<http://sf2.strengthsfinder.com/>
20. The 34 strength finders themes are achiever, activator, adaptability, analytical, arranger, belief, command, communication, competition, connectedness, consistency, context, deliberative, developer, discipline, empathy, focus, futuristic, harmony, ideation, includer, individualization, input, intellection, learner, maximizer, positivity, relator, responsibility, restorative, self- assurance, significance, strategic, and woo.

21. The Values in Action (VIA) Survey from the VIA Institute on character assesses 24-character strengths that provide insight and guidance to individuals interested in knowing more about themselves and what they value. (<https://www.viacharacter.org/survey/account/register>) The strengths are grouped by the virtue categories of wisdom, courage, humility, justice, temperance, and transcendence. Knowledge of character strengths stimulates legacy leadership insight. Taking strengths, values and character assessments helps one clarify talents, gifts, and contributions they can make in the world. As one comes to appreciate the nuances of strengths and character, one can be clearer about the values, beliefs, talents, skills, and contributions they bring to an organization or project.
22. Tom Rath (2020) has developed an assessment that names one's contributions, (<https://contribify.com/about/>) which he believes are the answer to life's greatest question. He outlines three domains of contribution: create, relate, and operate. Contributions related to initiating, challenging, teaching, and visioning are within the create domain. The relate domain includes contributions of connecting, energizing, perceiving, and influencing. Within the operate domain the contributions and talents of organizing, achieving, adapting, and scaling are major.
23. If one understands one's contributions, values, and strengths, one is better able to activate legacy principles and practices and enact legacy leadership with the realization that legacy leadership is not about leaving something behind; it is about influencing others enough to cause change, a shift from unconsciously doing leadership to consciously being a leader and living a legacy in the now (Sandstrom & Smith, 2017).

Legacy Leadership: Reflection and Action

24. There are a number of resources, books, and organizations that support mid-life and later life contemplation and reflection about learning to live in an age of longevity (Gratton & Scott, 2016), wisdom at work (Conley, 2018), mastering the art of self-renewal (Hudson, 2002), composing a life with active wisdom (Bateson, 2011) and retirement and its discontents (Silver, 2018). These resources influence legacy leadership thoughts, beliefs, actions, and commitments.

25. Kouzes and Posner (2006) note: “Legacies are not the result of wishful thinking. They are the results of determined doing. The legacy you leave is the life you lead. We live our lives daily. We leave our legacy daily. The people you see, the decisions you make, and the actions you take -- they are what tell your story.” They offer the following questions for reflection on one’s legacy leadership: What lessons am I teaching in each interaction I have? What stories will people share about me in the future? What will others learn from stories shared ?
26. Shane Yount et al (2007) offers added questions for reflection on legacy leadership. When you are gone how will you leave your “mark” on the organization? Will the values you instilled and live by endure long after you have left? Have you put into place a system that enables others to have a sense of clarity, knowledge and information that each needs to be effective? What is more important to you, the results you achieve or how you achieve them? Have you made the impact you wanted to in your work? Will colleagues remember you as someone who made a difference in their lives? Have you put into place a system that enables people to feel connected and how to respond to their work accordingly? Have you left an operating system that is not dependent on you to give your employees what they need to be successful?
27. There are a number of resources that provide guidance about how to create and craft a legacy. O’Connor, L. (2019). [Career Legacy Cartography Portfolio for Advanced Practice Nursing. Scholarship, a Career Legacy Map and Advanced Practice](#) is a useful tool kit to help one reflect and develop a career legacy map as well as the work of Hinds, P. S., Britton, D. R., Coleman, L., Engh, E., Humbel, T. K., Keller, S., & Walczak, D. (2015). [Creating a career legacy map to help assure meaningful work in nursing. Nursing outlook, 63\(2\), 211-218.](#)
28. What concepts, ideas, or resources are most interesting and /or useful? How can the knowledge be used ? Why is knowledge important? Why care about the knowledge or information? What did you appreciate? How did the information presented influence your thinking and feeling? What if any commitment to action will you make based on what you learned?

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