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# Learning Portfolio: Stage Two

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# Document Information

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# Introduction

## This Portfolio

Leadership and Influence... Those two concepts are complex and confusing, they interrelate and converge, and they both defy a clear, concise and eloquent definition. A leader is broadly understood as someone who is in a position of authority - the boss or commander - but as this portfolio will show, that's a gross oversimplification. Leadership, and being a leader, can mean a wide variety of things. Influence, too, is a tricky subject and so I will discuss it first to lay a framework for the rest of the discourse.

Individuals are immensely capable, not because they can do things alone, but because they can, if wise, mobilise the combined power of many and change the world. That is, humans are capable because they know the best way to achieve something isn't always the most direct way. We build bridges over rivers because swimming, while the most direct way to get from one side of the river to the other, isn't the *best* way. Humans are capable of looking at a problem, or challenge, and investing in a solution that may take longer to complete but which provides a much greater benefit. We can think long-term, we can have *vision*. Perhaps most importantly, we can work together to create outcomes that benefit everyone. I believe that the primary role of a leader is to enable and encourage this cooperation, to create the conditions for change. How someone does that - how someone can inspire, empower, motivate, and mobilise others - will be the subject of much of this document.

This learning portfolio, the second and final stage, will present my understanding of key concepts from the course, and in it I will explain the journey I have gone through in VCUG2002 - Leadership and Influence in a Complex World.

## What is Influence?

Influence is the second key term in the title of the course, but it was not defined clearly at the start, or at any point, of the course. It has, however, been a constant presence in our tutorial discussions and in the course generally. So I will offer a definition now.

In political science, which sometimes crosses paths with my degree in Interna-

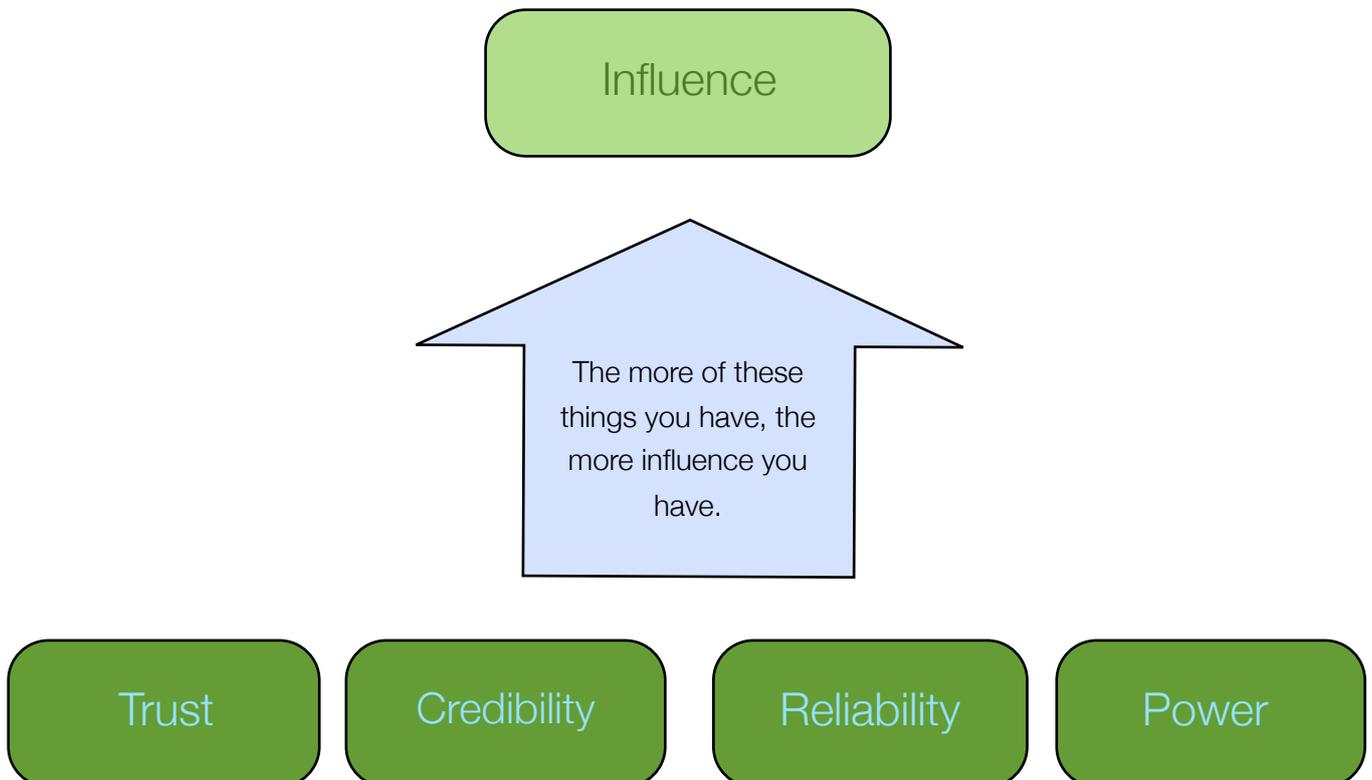
*Image: The US Navy is one arm of the world's most powerful military ever. A single Aircraft Carrier is more powerful than the entire Australian Air Force, and they have thirteen of them. America uses its military power to influence world politics constantly.*



tional Relations, power and influence are two very important concepts. I find it easiest to discuss and understand influence in relation to power. Power is the ability to force something to happen without its consent. A simple example would be at the gym, I have the power to lift a certain amount of weight. This is a useful analogy because it also raises the issue of limits - power is in relation to something and it has boundaries. I can't use my power to lift weight to change the weather, and I can't use it to lift more than I have the power to lift. Power enables the powerful to do a particular thing in a particular way.

Influence, on the other hand, is the ability to alter an outcome without using force. To influence someone is to change what they choose to do. The amount of influence I have with someone may be based on how much trust that person has in me, how much they respect or value my advice, whether they think I am manipulative or helpful, and what they think my intentions are. If I am powerful the person I am trying to influence may be more likely to work with me than against me, for fear I will use my power against them - so power can increase influence too.

How much, and what kind, of power and/or influence you have will affect the ways in which you are able to lead.



# The Substance of VCUG2002.

## Fundamentals First

In the first few weeks of the course I discovered that people have certain expectations of a leader. Liz Skelton, in her lecture, created a vacuum of leadership and we figured out what our expectations were by looking at what we were missing. Her key message was that an authority should provide **Direction, Protection and Order**. Direction related to vision and purpose, making sure people know where they are supposed to be going in a big-picture sense, and what they are supposed to be doing in a more immediate, practical sense. Providing protection is about safety from not just physical threats, but also from fear itself, or from public/social ridicule. I think of this as giving people permission to do what they feel is risky. Providing order is about creating process, how are people to get to the desired destination? How does one follow the direction? Liz framed this as the role of an authority figure, and I think that's correct because for someone to have the level of influence required to deliver on all 3 of those they have to be some form of authority (even if that is a 'social authority' - a trusted community leader like Martin Luther King for example).

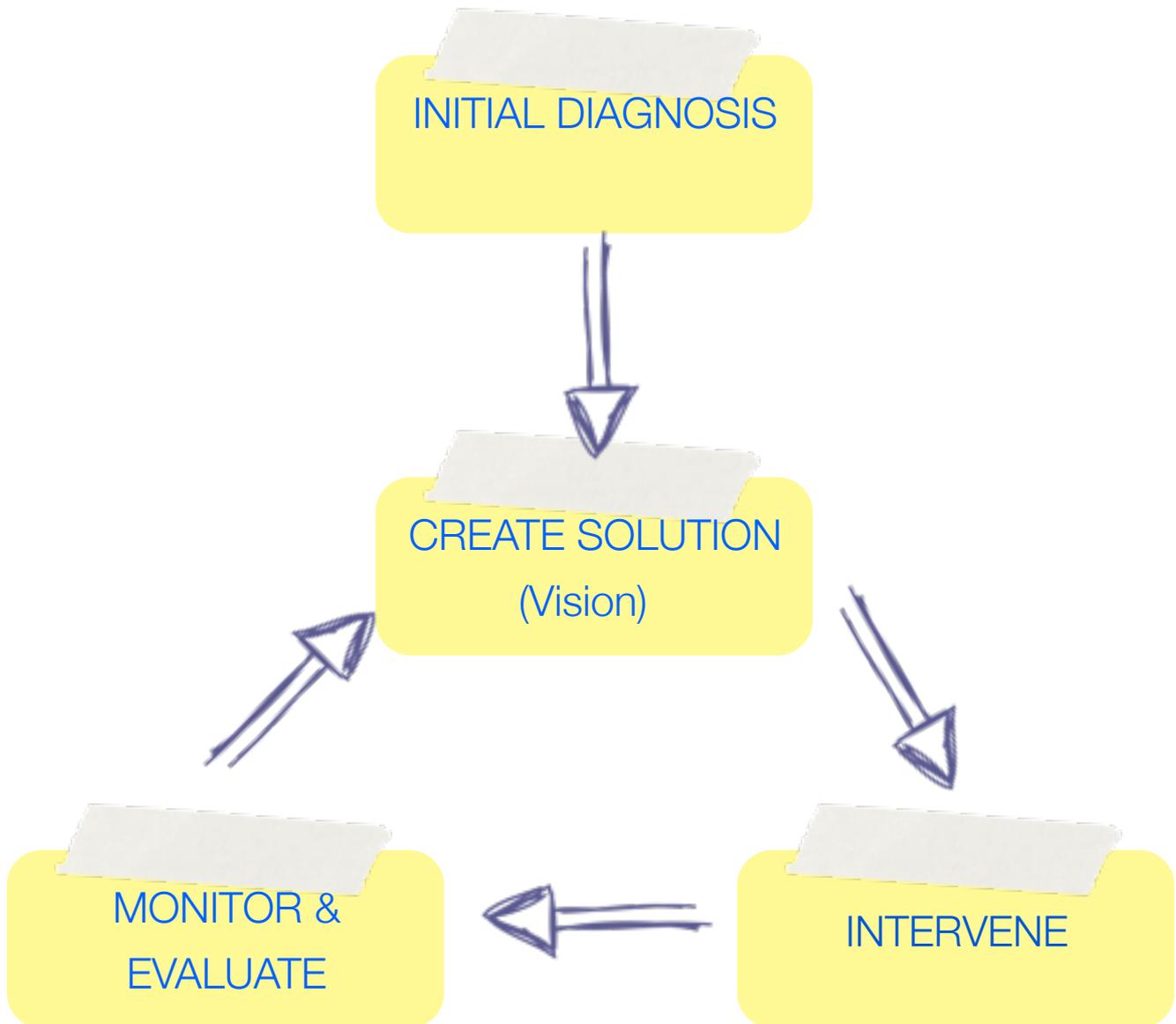
The course also, early on, separated the concept of **authority** from leadership. Positions of authority often, but not always, provide an ability or opportunity to lead, but simply being in a position of authority does not make you a leader. Authority is power, leadership requires the use of influence, and leadership involves a certain kind of relationship with the group, something I will expand on later.

**Vision, or purpose**, is key to leadership. A google images search for 'leadership' will give you two kinds of results; complicated and mostly useless flow charts, and images that depict movement forwards or upwards. In a physical sense, leading someone else means you show them where to go, and that's not so different to a conceptual understanding of the purpose of leadership. A leader knows where the destination is, and knows roughly how to get there. In real life it can't always be as simple as that, of course, and knowing where to go can be very hard.

That's where **perceptiveness** comes into play. To know how to solve a problem one must first know there is a problem, and properly understand that problem. This important lesson came early in the course and has been discussed in all topics, many of the examples of poor leadership involved the misunderstanding, or the lack of acknowledgement, of the problem or challenge being faced.

We also learnt about **adaptive leadership** (which is discussed further on page 10). Compiling all of this together, I came up with the following definition of leadership. **Leadership is a process or set of actions where an individual guides him or herself, or a group or organisation, to somewhere.**

## The Basic Process of Creating Change



## The Self

**Understanding yourself** means knowing what you are passionate about, knowing what drives you, knowing what your values are and why you think those values are important and, crucially, knowing your weaknesses and your own limits. This takes some emotional intelligence, perceptiveness, honesty, and courage. Admitting that you are not bulletproof, or that you are wrong, is sometimes hard. In my experience, when I find it hard to admit I am wrong it is usually because I feel that doing so will hurt my pride, I am in a defensive mindset. So that's a mindset to avoid.



The week 11 resource (difficult situations and people) written by Heifetz and Linsky talked about **self-managing** your own hungers and the dangers within.<sup>1</sup> Framing emotions and needs (needs for recognition and control especially) as unavoidable but not unaddressable was very clever, I thought. Of course people desire recognition, but if you start acting to meet your needs above the needs of the group or company or whoever/whatever you are leading, then these needs can be highly destructive. The trick, I think, is to first identify your needs as they arise, and then respond to them in appropriate ways and at appropriate times.

According to Geoff Mortimore, the core goal of **self-leadership** is to 'keep on track'. That is, to stay focussed and not be distracted (by emotions, other thoughts etc.). The techniques he offered for dealing with our own self-destructive habits are invaluable in life generally, not just when leading. I have used the technique of 'letting it go', which refers to letting distracting or irrelevant ideas that float into your head simply pass by, to great effect.

In my oral presentation I said that you have to be a person with **values** and principles and have a "properly functioning **moral compass**." How you create, justify and uphold these values is not a topic for this portfolio, it is a philosophical issue best dealt with in that context. Nevertheless it is important to acknowledge here that since vision is crucial to leadership, and because your values and beliefs underpin your vision, it is vital that you think deeply about what you believe and why you believe it.

Still related to values is the term **integrity**. Being a person of integrity means upholding your values not only in the absence of accountability, but when there is an incentive to go against your values. One of the more common examples of this situation is during political campaigning. It is important to uphold your values in process as well as in purpose. Trust is vital to leadership, and if you lose that trust you lose your influence.

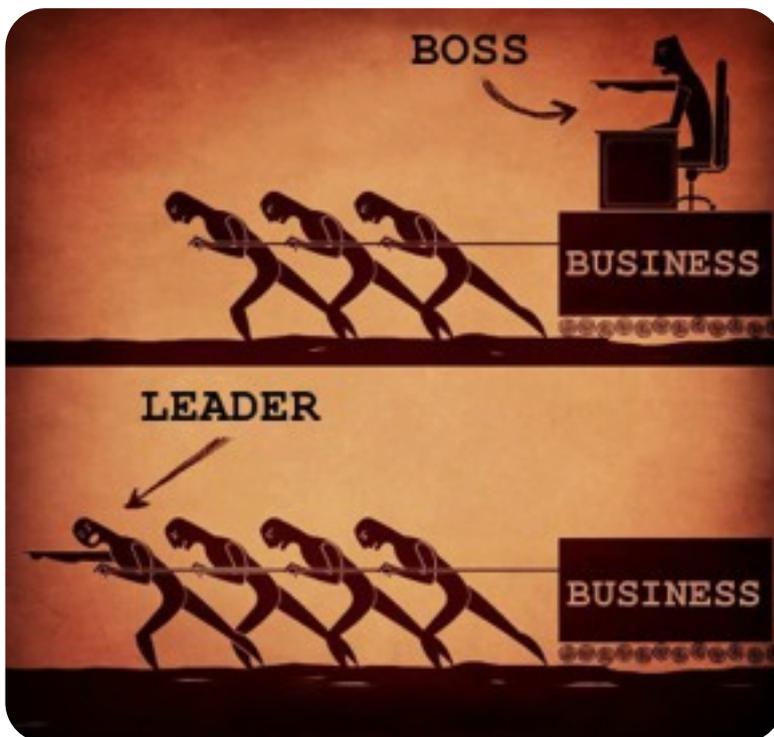
Finally, to be a successful leader, but also to be a happy person, you must be aware of the **risks** to yourself. When you put yourself out there you are opening yourself up for attack, and the more controversial the topic, the more divided the public, the more detractors or opposition there are to your idea or vision, the greater the risk. In some ways detractors are useful because they motivate you - they remind you why you are doing what you're doing. But in other cases they can take a personal toll and drag your campaign and self esteem down. It's not always possible to predict this, and so having a **support** structure for yourself is crucial. This boils down to having people who love you and believe in you in your life.

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<sup>1</sup> Ronald A. Heifetz & Marty Linsky, *Managing Yourself: A Survival Guide for Leaders*, Harvard Business Review (June 2002) 7

## The Group

All of the skills that help you lead yourself also help you lead a group. I said in my oral presentation that “bad leaders, or false leaders, create needs and then solve them. Good leaders observe, or perceive, a need that exists outside of themselves and then they respond to it.” What I meant by this is that the group dictates the **vision**. The leader creates the vision, but it’s a vision for the group, based on the group’s values and needs. This is an extension, or reinforcement of, the need for **perceptiveness** and empathy in a leader. To lead a group you may not have to be a part of the group but you must understand it. If you don’t you’ll take them somewhere they don’t want to go and that’s as good as any definition of bad leadership.



A simple example of a vision based on the group is offered in a video called “First Followers: Leadership Lessons from Dancing Guy.” on youtube.<sup>2</sup> The video is filmed at a music festival, it shows a topless man dancing enthusiastically in an area where most people are sitting calmly. Another person goes over to him and joins in, then two more people, and by the end of the short video there is hundreds of people dancing together. The video is called ‘First Followers’ because the first dancer is not really the leader, the second dancer is. The first dancer had an idea: to dance. The second guy had a vision for the group: we could all dance together. The

second guy wasn’t some crazy person that everyone was happy to just watch, he was part of the group, and by going over and joining in he gave everyone else **permission** to do the same. I know the second dancer knew it was bigger than just him or the first dancer because he called his friends over. He knew that that the value of this vision was in sharing it with others. The voice over of the video closes by saying “When you find a lone nut doing something great, have the guts to be the first person to stand up and join in.”

That example is leading as a member of the group. A orchestral conductor leads from a position of power, but in the end should do the same things. A conductor is clearly in charge, they stand on a podium, have a baton, and they literally direct the group. This is the epitome of leading from above - from a position of power, influence and authority all at once. Conductors are in charge of the big picture, they offer a central point of reference for the group and coordinate the group effort to produce an outcome; music. Benjamin Zander

<sup>2</sup> “First Followers: Leadership Lessons from Dancing Guy” *YouTube* uploaded by *Derek Sivers* <http://www.youtube.com/watch?v=fW8amMCVAJQ> (11 February 2010) accessed 20 May 2013

said “[t]he conductor of an orchestra doesn’t make a sound [...] He depends for his power on his ability to make other people powerful.”<sup>3</sup> This is a perfect description of how a leader should lead from a position of power. The most effective way to make beautiful music is to help others make music and to help the group make music together. There is no way an individual can play all the instruments him or herself - you have to utilize the unique capabilities of all the individuals in the group because when they all work towards the same goal, or vision, magic happens.



In both of these examples the core purpose of the leader is to **empower** others. The provision of **direction, protection and order** occurs in both cases, just in different ways. No matter which way you understand those core actions of a leader, they are present across all forms of leadership, if you know what to look for.

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<sup>3</sup> “Benjamin Zander: The transformative power of classical music” *TED Talks*  
[http://www.ted.com/talks/benjamin\\_zander\\_on\\_music\\_and\\_passion.html](http://www.ted.com/talks/benjamin_zander_on_music_and_passion.html) (February 2008) accessed 28 May 2013

## The Challenge

Acknowledging there is a problem is the first step towards fixing it. The second step is understanding that problem. Early in the course we learnt about adaptive and technical challenges, and **adaptive leadership**. An adaptive challenge is best understood relative to a technical challenge. Technical challenges are those that require something to be fixed in a way that does not change its function. That is, a broken cable simply needs to be replaced and so the machine it is a part of will continue to work. An adaptive challenge is one where something fundamental needs to be changed, perhaps the machine does whatever it does too slowly to be competitive and so new manufacturing processes need to be created. Adaptive leadership is about, funnily enough, *adapting* to changing circumstances or needs.

Another important diagnostic tool was to look at the **values** a group espouses, and then compare those with reality. If a group espouses equality but also has a thriving slave trade, something is not matching up and reconciling the values and the reality will be your goal. The first step of course is to help other people realise this mismatch, which could be done either by a 'slap in the face' shock-tactic, or by using a softer approach where you help people realise it on their own, or a combination of the two methods.

The **six challenges of leadership**, as described by Dean Williams,<sup>4</sup> were the topic of some confused discussion and debate, but ultimately I have decided that they are useful categories that help to determine the broad strokes of a problem and then how to address them. For example, I recently thought about my long-

distance relationship as being mostly a maintenance challenge, and occasionally a crisis challenge. The goal is to never be in either of those categories but because of the constraints placed on the relationship by distance this isn't always achievable. From this analysis I've been better able to notice problems as they arise and handle them. This is an example of both self-leadership and leadership from within the group.

So the course has provided me with three excellent diagnostic frameworks to understand not only problems facing a group, but also problems I face myself.

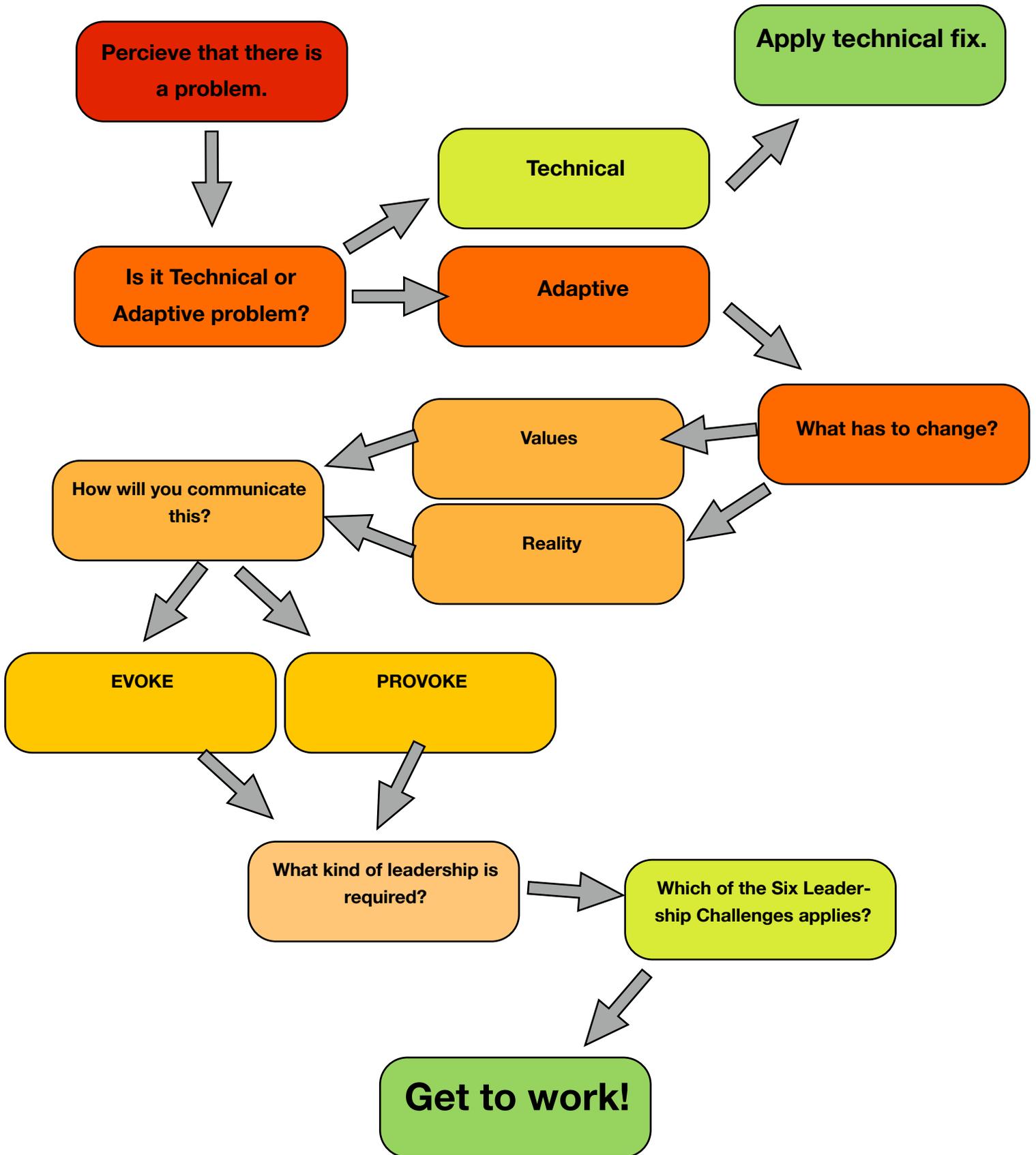
### The Six Challenges of Real Leadership :

1. The Activist Challenge
2. The Development Challenge
3. The Transition Challenge
4. The Creative Challenge
5. The Maintenance Challenge
6. The Crisis Challenge

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<sup>4</sup> Dean Williams, 'Part Two: The Six Challenges of Real Leadership' in *Real Leadership: Helping People and Organizations Face Their Toughest Challenges* (Berrett-Koehler, 2005)

## The Diagnostic Process Represented Diagrammatically



# Reflections.

## What kind of person am I?

Aside from generic qualities like 'self-motivated', 'confident' and so on, I do have a rough grasp on my core beliefs and goals in life. First and foremost, I want to be a good husband and a good father (and I have an idea of what this means, but that's outside the scope of this portfolio). Secondly, I want my life to be about, ultimately, creating a better world.

In terms of my fundamental beliefs, principles and values, I believe that people are essentially good, and given the opportunity they will do the right thing. Opportunity in this context doesn't just mean a simple yes/no choice, it means access to education, to employment, to self-determination and so on. I believe in the power of words, in the power of individuals to inspire, motivate, and educate others. I believe that we can change everything.

## What kind of leader am I?

Hopefully, a good one!

In year 10 I was school captain and in the yearbook I was voted 'most likely to become Prime Minister'. Since then, or maybe since before then, I have wanted to become Prime Minister. I have known for a while now that a big reason for that is because the PM gets to speak to the whole nation and people listen. I enjoy speaking, and I believe that I can make a positive difference to the world by using words. I also believe that people in positions of power have an extraordinary ability to empower others, and I like doing that.

In the short term I have one issue I want to work on: gender equality. I think I'd like to create a 30-minute or less presentation, either by myself or with another male, and then take that to the Australian UN WOMEN office and look to deliver that to high schools and Universities in the region. It would focus on teaching young men about the issues. The way 'gender equality' is framed is highly counter-productive, and so I want to speak to young men to explain to them what it all means, why they should care, and how they can help. In the long term I hope to be able to do these same things - notice problems, and deal with them by showings others why they should, and how they can, respond to them - on a wider scale.

I don't envision myself as a great and powerful leader, my vision is of a world where everyone is great and powerful.

***"I don't envision myself as a great and powerful leader, my vision is of a world where everyone is great and powerful."***

## The Tutorial Facilitation

The tutorial facilitation was valuable as a vehicle to learn about a topic, as an experience of facilitating learning in others, and as a teamwork experience. Amanda Steele and I facilitated the tutorial on *Indigenous perspectives on leadership and influence*. The content itself was fascinating. I had several enlightening moments, for example I now have a more complex understanding of the term 'traditional' and its use in regards to Australian Aboriginals (it can subtly reinforce Indigenous people as existing in the past, can reinforce the stereotype that Indigenous people today are less or lacking, and it suggests that Indigenous cultures were stagnant pre-colonisation), and I have a much better understanding of how different models of leadership can clash. In Indigenous culture leaders tend to lead in a different way and for different reasons than do non-Indigenous Australian leaders. Exploring this difference, and how those differences can create barriers to communication and cooperation, made for a valuable discussion in the tutorial.



Facilitating learning in others was an intimidating but exciting challenge. We had to decide what level of understanding we would assume our peers had of the issue, and then build from that. The tutorial tickets were very helpful in finding out how much people knew already and so at what level to run the tutorial.

As a process, it was challenging but rewarding. At one stage Amanda and I both had a sort of melt-down, we disagreed over a model I had proposed. In the end it was caused by two things; language, and inter-disciplinary approaches to the content. The model I had proposed was a social science based model; by nature, imperfect. Amanda is a scientist, her models are precise. I realised that she may have thought the categories of the model were meant to be precise and practical, rather than as an abstract way of understanding an issue. This was correct, and once we worked through the language we were able to laugh about the disagreement, which was great. So I learnt that I need to remember not only that different people have different methods of communication, but also different frameworks for understanding problems or ideas. If two people are looking at the same thing but through a different lens, it can be very hard to effectively work together. I am proud that we were able to see that this was happening and then resolve it, and go on to hold a great tutorial on a complicated topic.

# Case Study - Obama

To bring all of the lessons of this portfolio together, I now would like to use Obama as a case study of good leadership. Does President Barack Obama measure up? Is he an adaptive leader? Does he empower others or himself? Is he responsive to the group he leads, or does he 'rule' in a top-down manner? My answer: Obama is a great leader.

U.S. President Barack Obama inspires, motivates, and empowers. His power to create practical change has limits, especially in the political context he finds himself in, however his ability to influence the

wider American public, and the world, through his speeches is what draws me to him. Obama isn't loved because he has power - he is loved because he gives people a sense of hope, and he gives that hope by framing problems in a way that empowers people to deal with them.

People often complain that politicians don't listen to, or care about, everyday people. But using hecklers as an anecdotal analogy shows us just how responsive Obama is. Responding to a heckler

who interrupted him repeatedly, Obama said that even though he disagreed with what she said, "the voice of that woman is worth paying attention to."<sup>5</sup> In another example he engaged directly with the person heckling him.<sup>6</sup> He goes off-script and responds to his most threatening detractors - average Americans. Obama doesn't confront the American people, he listens to and interacts with them.

Obama uses his speeches to empower. He constantly, in almost every speech, attempts to get Americans to see America's problems as their own. If I were to summarize every speech I've ever watched, heard or read of his in a sentence this is how I'd do it: 'For America to be great we have to do great things, create great things, and be great ourselves.' This is adaptive leadership; President Obama can see the gap between the America that people talk about, and the America that exists. He tries to help people see this - he evokes much more than he provokes, careful not to open himself up to attacks from his political opponents.



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<sup>5</sup> Two videos are from the same press conference show a woman interrupting President Obama. See "Obama Heckled During Speech On Drones, Gitmo" *YouTube* uploaded by *cboro564* <http://www.youtube.com/watch?v=mOPloCm9Z4E> (23 May 2013) access 27 May 2013. The quote is from the second video: "President Obama Heckled AGAIN For A Second Time During Speech" *YouTube* uploaded by *Les Grossman* [http://www.youtube.com/watch?v=WT1HE\\_n\\_JX4](http://www.youtube.com/watch?v=WT1HE_n_JX4) (23 May 2013) accessed 27 May 2013

<sup>6</sup> See "Obama loses his cool for 1.5 seconds" *YouTube* uploaded by *Jorge Rivas* <http://www.youtube.com/watch?v=WQZW29tUsWY> (20 April 2010) accessed 27 May 2013

When Obama talks he draws the connection between daily decisions and their impact on the bigger picture. He recently gave a speech to a graduating class from the Naval Academy in Annapolis,<sup>7</sup> and after spending the first 10 minutes making jokes and getting the audience comfortable with him - after earning influence - he talked about integrity. He said that because of technology, a single photo of one soldier acting badly can undermine the reputation of the entire Navy, the entire US defence force, the entire US. He drew the connection between individual behaviour and its impact on the wider community.

Obama constantly, consistently, and competently draws connections between individuals and the group, he gets people to think about their decision making with a view to the bigger picture. Barack Obama empowers, informs and engages Americans, and by doing that he creates the conditions for change.

President Barack Obama's legacy, I believe, will not be legislative. It will be the type of America he leaves behind. Obama's America, if he succeeds, will once again be the land of the brave.



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<sup>7</sup> For an article about the speech, and a video of the entire address, see Michael D. Shear "Obama Calls for 'Moral Courage' at Naval Academy Graduation" *New York Times* [http://www.nytimes.com/2013/05/25/us/politics/obama-naval-academy-commencement.html?src=un&feedurl=http%3A%2F%2Fjson8.nytimes.com%2Fpages%2Fnational%2Findex.jsonp&\\_r=0](http://www.nytimes.com/2013/05/25/us/politics/obama-naval-academy-commencement.html?src=un&feedurl=http%3A%2F%2Fjson8.nytimes.com%2Fpages%2Fnational%2Findex.jsonp&_r=0) (24th May 2013) accessed 25 May 2013

# Conclusion.

## Leaders are the enablers of change

A conclusion is the end of a story, or the logical result of thought. You come to a conclusion by going through a journey; dramatic, narrative, or intellectual. I feel that this portfolio has been all of those things, and so it is quite a challenge to somehow resolve, or bring to a close a portfolio that is really just part of much longer journey of understanding myself, the world, and how I and the world interact. However, I can offer one bigger picture thought; Ultimately, **leaders are the enablers of change**. Leadership is not *just* about being a 'leader', a person out in front commanding the troops. A leader uses what he or she has to create a change larger than what he or she alone could produce. Leaders don't always have a clear vision, they don't always know exactly where the destination is or how to get there, they don't always have power, they're not always in a position of authority, they don't always have much influence, they're not always good communicators and they don't always have good emotional intelligence. Sometimes they have all of these things, sometimes they have very few or none. But **leaders always know something has to change, and they say so**. Sometimes that's all it takes. That's the core of leadership, that's the part that really matters. All the rest, all the concepts and frameworks, they're the tools of leadership, they are the skills and techniques that individuals can use to help bring about the changes they see necessary. But when you strip it all back the most fundamental act of leadership is saying; 'hey, that's not okay", or 'hey, good job'.



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