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Leadership Emerging

Joanna Barsh, Josephine Mogelof, and Caroline Webb,
"How Centered Leaders Achieve Extraordinary Results"

https://www.mckinseyquarterly.com/home.aspx

Drawn from their book, ***How Remarkable Women Lead***, and after numerous interviews with more than "140 leaders,"they confirm that the capabilities listed below apply equally to men.

Five capabilities are at the heart of centered leadership:

- finding meaning in work,
- converting emotions such as fear or stress into opportunity,
- leveraging connections and community,
- acting in the face of risk, and
- sustaining the energy that is the life force of change.

See the next page for the elements of their model that includes a nod toward "Your Personal and professional context."

That isw the essence of their findings. They conclude:

> Centered leadership is a journey, not a destination, and it starts with a highly personal decision. We'll leave you with the words of one executive who recently chose to embark on this path: "Our senior team is always talking about changing the organization, changing the mind-sets and behavior of everyone. Now I see that transformation is not about that. It starts with me and my willingness and ability to transform myself. Only then will others transform."

Five Dimensions of Centered Leadership

Preconditions:
Intelligence
Tolerance for change
Desire to lead
Communication skills

Positive framing:
Self-awareness
Learned optimism
Moving on

Engaging:
Voice
Ownership
Risk taking
Adaptability

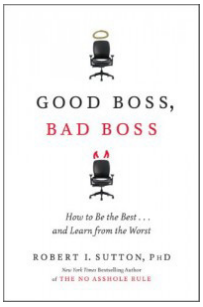
Meaning:
Self-awareness
Learned optimism
Moving on
Happiness

Connecting:
Network design
Sponsorship
Reciprocity
Inclusiveness

Managing energy:
Minimizing depletion
Restoration
Flow

These lead to—

Impact:
Resilience
Belonging
Presence



Robert Sutton (The No Asshole Rule, Good Boss, Bad Boss)
http://www.youtube.com/watch?v=IN1meJ6v5Fs&feature=player_embedded#at=2500
indicates that the hallmarks of "in-tune" (effective) bosses are:

• Being "perfectly assertive" (at the medium of aggression/assertion); more important than charisma; problem is that people don't notice it; have ability to read people to know when to push and when to back off—how to know? It is a craft; in the end it takes experience to do it well. (Back off when people doing creative work; evaluation leads to fear of failure.)

• The attitude of wisdom. Efective boss instills confidence in followers; then become arrogant and buy your own bullshit. Encourage to act on what you know in concert with the humility to doubt your assumptions and actions. Create an environment where people feel safe to fight.

• Avoiding the smart-talk trap; don't reward smart talk, but smart action. Keep things simple. Turn knowledge into action.

• Eliminating the negative (stars and rotten apples); then create stars—they help others succeed. Bad is stronger than good; negative emotions, laziness and stupidity are remarkable destructive and contagious. Bad apples bring down group performance 30-40%.

• Serving as a human shield. The research says that a good boss has his subordinates' backs. "The best bosses protect their people from harm, intrusions, distractions, indignities, idiots, and idiocy of every stripe."

This is curious list of things to do andnot to do. But these are what effective leaders do (and don't do), particularly at C-level in corporations. This material was presented at Google's Authors@Google Forum where authors such as Stanford's Sutton present their work and findings to Google employees who come to listen… and ask questions.

Stutton's closing point was pay attention to Energy; after people leave, having talked with the "boss," do they have more or less energy? High energy indicates the boss is doing something right. This is an interesting point (as are many of the others in these explorations) because they relate to leading and following as a relationship, particuarly with Sutton's added point that the boss can't do it alone. In fact, he wants to do a book on managing upward that is aligned with findings such as these.

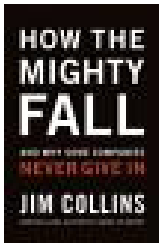
His is not an argument for charisma; it is about bosses having faith and trust in people.

One thing all of these authors have in common is that they have worked with or through McKinsey and Company. The three women are McKinsey folk stationed in New York, LA and London. Sutton, of course, is based in Palo Alto, California, at Stanford University's School of Engineering (Where many of the techies come from). All are looking at the same kinds of phenoema. I do not know if Barsch and her colleagues interviewed C-level executives, but that was Sutton's focus.

A critical point here is that this is more of the same. Same what? The same kinds of things offered by Kouzes and Posner, Steven Covery, etc. It is exactly the kinds of material cited by Chris Argyris as ***Faulty Advice (and the Management Trap***). I have written about this here and elsewhere (Leadership Review, June 2006) and in prior review in ***Integral Leadership Review***, so I will leave it to the reader to discover the details of Argyris' observations and counsel. Argyris's key point is that offering these hypotheses and models to those who lead and follow is not likely to result in its being actionable.

I would add that the lack of accounting for culture and systems (technology, processes, structures, methods, etc.) renders such advice highly dubious. Granted, Sutton's work is primarily with high tech-related and academic treatments of leadership in the United States. That does suggest some shared context. However, that is just not enough—it is coincidental. Neither does Sutton's or Barsch et al demonstrate any awareness of issues of lines and waves of development. Despite the fact that McKinsey has embraced some adult development work (mostly Spiral Dynamics, that I know of) within some of their consulting teams and programs, reports such as these do not demonstrate any such awareness and the implications. What are the implications of Red, Blue, Orange, and Green for how people learn and apply the principles these authors are selling.

And selling it is. It is in the best tradition of capitalism that those who have a claim to special knowledge (about leading or whatever) are free to sell this knowledge to those who will buy it. There is no doubt that those who do buy it can find much to learn in these offerings—food for thought. It is not true that these offerings account for the kinds of issues I am raising here, particularly those related to adult development and the implications of life condition variability (culture, systems, tasks, etc.).



Jim Collins, ***How the Mighty Fall and Why Some Companies Never Give In***. (NP, NP—2009.

No publisher, no place of publication, this is apparently a Jim Collins' foray into self publishing. Welcome to the publishing land of the masses, Mr. Collins. But that may be one of the few ways that he stands with anything like "the masses." Collins is probably one of the top ten consultants in the United States. I first became of his work when he and Jerry Porras of Standford (Porras is now retired) published Built to Last, 1994. I thought this was a great book, not because of any track record on the longevity of companies, but for some of the principles they articulated, one of which had been significantly important to me during my consulting years long before the publishing of this book. They framed it "the tyranny of the or" and argued for both/and thinking. Hey, once in my life I might have been onto something useful! Collins has gone on to establish himself over the years with books such as Good to Great and his model of executive leadership.

In How the Mighty Fall we return to a central question in Collins' work: what makes companies work and sustain their presence in the world of capitalist enterprise? One result is that he has come up with an Adizes-like stage model of company decline:

1. Hubris Born of Success—a kind of bureaucratic complacency;
2. Undisciplined Pursuit of More—the greed of those who dominate the capitalist economy;
3. Denial of Risk and Peril—they don't seem to know about the French Revolution;
4. Grasping for Salvation—got to read the book to get this one and not go off a religious deep end,but rest assured, this is more about finding a quick fix than anything about the life hereafter;
5. Capitulation to irrelevance or Death—grab the money and run, without concern for anyone but self.

Interesting this small book was inspired by Frances Hesselbein's invitation to Collins to speak at a gathering at West Point. (See more about Hesselbein in this issue of Integral Leadership Review in the article by Kennedy and Roemisher). There he was to speak on "America" to a small gathering of the military-industrial complex. He posed the question of whether or not the United States was "dangerously on the cusp of going from great to good." This, of course, led to additional contracts and research for Collins. A company Collins uses to demonstrate inattention to danger is Bank of America.

The solutions he offers to this path of decline and death frequently turn out to be "adhering to highly disciplined management practices." There is hope for recovery and renewal. Values show up in the solutions, such as this quote from Anne Mulcahey who became CEO of Xerox in 2001:

"For me this was all about having a company that peopole could retire from, having a company that their kids could come back and work at, having a company that actually would have pride some day in terms of its accomplishements."

I know this quote is intended to offer hope for the future. And it does, to some extent. It offers hope to CEOs that they will be able to sustain the feudal system of control and profit that has led to much of the decline in the US economy and culture.

In any case, Collins does, of course, offers solutions to those who wish to continue this corrupt system a system that is broken and debilitating rather than generative for the vast majority of people on the earth, as well as for the planet, itself. This does not mean that there is not hope for these organizations to transform, but not as long as they are ruled by a privileged class. I would hope that Collins would use his considerable

talents and resource wealth to now do research on what it takes to transform a corporation into one that is truly a global citizen for people, planet and, then, profit.

Sue L.T McGregor. ***Consumer Moral Leadership***. Boston: Sense Publishers, 2010.

For starters, let me acknowledge that the author is a colleague and co-author of the series in Integral Leadership Review on transdisciplinarity in higher education. I have a huge amount of respect for her, not only because she has shared her take on leadership in the pages of Integral Leadership Review, but because of her work in transdisciplinarity. As an academic I see Sue McGregor as being on the appropriate leading edge of work on leadership and in her field. Her field? Home Economics? Yes, home economics. For someone my age that used to mean learning to cook or clean house. But I have been learning—from Sue—that the field has become far more relevant to broader issues that individuals, families and societies face, particularly as consumers. The danger in my doing even this mini review is that I may treat her work differently than I do with others. Let's see.

To begin with, McGregor states, "This book is intended to help people reframe their entire experience of what it means to be a citizen-consumer in the 21st century—to see themselves as moral leaders in the marketplace." Already she has differentiated herself from many of the other books we find on leaders by confronting the question of leadership—for What? This is exciting. It is leadership with a purpose. Not just any purpose, but a purpose grounded in morality. And this book also shifts away from the MBA-consultant dominated field of books on leading. As she states, rhe book

"offers a collection of novel ways to re-conceptualize and envision consumption (consumers as moral leaders), thereby providing invigorating insights for future dialogue and intellectual and social action. Its thinking from the vanguard of the new sciences, transdisciplinary inquiry, integral theory, the principles of a culture of peace, and moral development theory. It brings a new message, a new imperative. The very core of what it means to be a morally responsible member of the human family is challenged and reframed."

Individually and collectively we are challenged in our lives today to consider the potential damage we are causing for our children to inherit, but also to take positive action. And McGregor starts right off by focusing on consumer moral leadership for such action. Hers is a servant-leadership based approach with a deep connection to base the performance of this role on "personal empowerment to contribute to the transformation of society." She discusses concepts like moral authority and discipline, moral self-transcendence (by transcending self-interest one moves into moral leadership).moral integrity and authenticity, moral courage, involvement and itntensity.

More than the leader role, we find ourselves in the role of follower. McGregor addresses this, too: "consumer moral leaders and moral followers take part in a common enterprise….consciencious followers are in a good position to deal with dysfunctional systems…because they see the day-to-day events in their consuming behaviuour." Together, those in leader and follower roles make up a moral community and other collectives.

A challenging aspect of any discussion of morality is a postmodernist relativity. Perhaps a significantly, it is incumbent on those adopting a position of moral leadership to be clear about what kind of morality is relevant. McGregor lays this out:

(a' deontological ethics (…Kant), with its focus on the intentions behind the act of consuming (the moral consciousness); (b) teleological ehtics (consequentilism/ utilitarianism,… Bentham…Mill), with its focus on the consequences of the act; and (c) virtue ethics (Aristotle), with its focus on the character of the person …the consumer.

Her discussion of these concepts is very useful. She concludes that consideration will be given to all three. And they will come to play in consumer awareness and consciousness. Interestingly, she then applies Kegan's model of adult development to our relationship with what is moral. She writes, "If Kegan…and Wilber... are right, if consumers are operating at the theird order, or even the second order, then they need their moral consciousness awakened." She adds,

"From this perspective, educators and politicians have to quit blaming consumers for being unethical consumers because they are said to lack effort, resources, knowledge or compassion…The orders of consumer moral adulthood construct challenges the word to completely rethink approaches to socializing and teaching people to be responsible and accountable consumers."

Thus, there is an individual and a social aspect to our individual and collective development as co-participants in the world of resource use and sustainability.

Part II of this work begins with "integral informed consumption." This involves and integral perspective on consumption, as well as adapting integral practices. McGregopr lays out her work in terms of Wilber's AQAL model and Beck and Cowen's spiral dynamics. She then goes on to present transdiscipolinarity as a perspective. I will not recount these here. Read the book!

Pasrt III is her presentation of peaceful and non-violent consumerism. One chapter is utopian and the other quite literally advocates for a Gandhian application of satyagraha. The book closes with a series of chapters on consumerism and narcicism, consum,er accountability ande participatory consumerism. The later involves participation as citizens firs, consumers second,creating relevant new knowledge and building equitable communities and socieities, an action inquiry approach to consuming and becoming human citizens willing to be vulnerable, take risks, engage in dialogue and more.

What strikes me about this work is twofold: (1) the extraoprdinary breadth of scholarship represented and (2) the commitment to action. This book may be heavy reading for many citizen/consumers, but it is well worth the time spent.

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International Journal of Leadership Studies

http://www.regent.edu/acad/global/publications/ijls/new/home.htm

IJLS is published by Regent University: "Regent University is one of the nation's academic centers for Christian thought and action…" [From the Regent University website: http://www.regent.edu/about_us/]. Participants (faculty and learners) from RU represent many different nationalities and cultures and are very active players in the International Leader-

ship Association conferences. I did a search of this issue and the word Christ or Christian shows up 26 times. Thus, the perspectives offered here are very much through a Christian lens. Nevertheless, diverse work is being done on the subject of leadership and scholarship standards—blue scholarship standards—seem high.

The current issue includes the following articles:

Michelle Vondey, *Regent University,* "The Relationships among Servant Leadership, Organizational Citizenship Behavior, Person-Organization Fit, and Organizational Identification,"

James D. Lanctot, *Northwestern College* and Justin A. Irving, *Bethel University, "* Character and Leadership: Situating Servant Leadership in a Proposed Virtues Framework,"
(Both Northwestern and Bethel are Christian colleges)

Thomas W. Kent, Carrie A. Blair, Howard F. Rudd, *College of Charleston, Charleston, SC, USA;* Ulrich Schuele, *Mainz University of Applied Sciences, Mainz, Germany,*

Gender Differences and Ttransformational Leadership Behavior: Do Both German Men and Women Leadin the Same Way?

(College of Charleston is a public college; I am not sure if Mainz is public, but it seems to be private and has been certified as a family friendly university, meaning that it offers

- Flexible working hours
- Family friendly atmosphere
- Childminder network
- Partial retirement is possible
- Decentralised work in scientific areas
- Women's promotion plan

Anthony Middlebrooks, *University of Delaware;* Alain Noghiu, *Laureate International Universities, The Netherlands,* "Leadership and Spiritual Capital: Exploring the Link between Individual Service Disposition and Organizational Value"
(Delaware is public; Laureate has Bill Clinton as an honorary Chancellor)

Adrianna Kezar, *University of Southern California, "*Faculty and Staff Grassroots Leaders' Beliefs About Power: Do Their Beliefs Affect Their Strategies and Effectiveness?"
(USC is private)

Carl Montaño, *Lamar University,* Lynn Godkin, *Lamar University, "*Sensemaking Under Martial Law: Public Policy and Agrarian Reform in the Philippines"
(Lamar is a member of the Texas State University System)

Gerald R. Simmons, Sr., *Texas A&M University,* Leadership Behaviors in the Killeen Independent School District
(TexasA&M is public)

So not all authors are affiliated with Christian institutions of higher education. Some received their PhDs at public universities, some from Regent…)

An interesting feature in the journal is "Practitioner's Corner." The article in this issue is:

> Kirk G. Mensch Myra E. Dingman Regent University, "Redefining Leader Development: Organizational Learning that Encourages a Culture of Transformation." Here is the executive summary:
>
> Organizational executives are becoming keenly aware of the importance of encouraging self-directed leader development and lifelong learning. It is also evident that a great deal of confusion abounds regarding what is meant by the practice of leader development. This paper explores the nature and source of this confusion and provides clarification regarding terminology and shifting paradigms in methodology and organizational culture. Furthermore, we propose a focus on personal transformation, moral development, and sustainable behavioral change as critical aspects of leader development.

The focus on "leader" development is a source of hope for value added in that leadership development is a term that is best reserved for a collective)plus individual) development process. The authors underline this by stating, "leader development is a process of personal transformation; and without a purposeful and personal transformation, there is no development as a leader." But hope is soon dashed when they state,, "Leadership is the art of influencing an individual or a group of people to reach a common goal." This departs from the individual/collective distinction and, perhaps even worse, treats the influence process as one way from leader to follower. They have fallen into a monological trap.

Ultimately, what the authors are arguing in leader development is a transformational process of increased self-awareness in relation to values and beliefs, changed attitudes, intentions and behavior. They point out that leader development takes a significant commitment on the part of the organization. They then encourage, "we recommend establishing leader development programs that include a diverse, yet competency focused, array of learning technologies, options, and experiences. Furthermore, a researched framework for leader development and transformative approach to encouraging self-directed lifelong learning through assessment, challenge, support, and accountability is necessary to achieve sustainable behavioral change within individuals." Clearly what is missing is attention to culture and systems. Theirs is a monological view of individual development.

The Leadership Quarterly, Issue 21 (2010). Special Issue on Public Integrative Leadership: Multiple Turns of the Kaleidoscope, edited by Barbara Crosy and John Bryson.

The editors are from the Center for Creative Leadership and the Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, respectively. I will be pointing out these affiliations thoughout this review, because they demonstrate the nature of collaborations that have been fostered under the rubric of integrative leadership. In her introduction to this special issue, Crosby points out the growing scope of leadership studies in different domains, and notes, "Yet relatively few scholars have focused on how leaders can span levels, sectors, and cultures to help diverse groups remedy the most difficult shared public problems — such as poverty, AIDS, terrorism, natural disasters, and global warming." At Crosby's Center for Integrative Leadership we find scholars from diverse disciplines undertaking what is most probably an interdisciplinary approach to learning about leadership, and with the

potential for a transdisciplinary approach. While there is little evidence to date that a transdisciplinary effort is being made here, the potential is real. One sign of hope is that theirs is an emerging integrative theory of leadership that is attending to practice. In that sense there is a potential to involve not only scholars but practitioners in research design, conduct and conclusions grounded in attention to challenges faced in the institutions and communities in their purview.

Their attention is to "leadership concepts and practice connected to all five major sectors of society — business, government, nonprofits, media, and community" and in multiple levels of human systems. Thus, their focus on public sector is explanded to include perspectives from all domains in which issues of collaboration across domians are paramount in creating public value. This is demonstrated by a report on one of their recent efforts: "The framework is illustrated by a case in which integrative leaders brought together representatives of 300 governmental units, businesses, and nonprofit organizations to improve public planning and problem-solving capacity in the Twin Cities region of Minnesota."

Crosby and John M. Bryson introduce the theory of integrartive leadership in their, "Integrative leadership and the creation and maintenance of cross-sector collaborations." (See also Barbara C. Crosby and Jay Kiedrowski, Integrative Leadership: Observations from a University of Minnesota Seminar Series, Article for Integral Leadership Review, June 2008, Integral Leadership Review http://www.integralleadershipreview.com/archives-2008/2008-06/2008-06-article-crosby.php and Barbara Crosby, Theoretical Foundations of Integrative Leadership, August 2008, Integral Leadership Review http://www.integralleadershipreview.com/archives-2008/2008-08/2008-08-article-crosby.php). They define public integrative leadership as "bringing diverse groups and organizations together in semi-permanent ways, and typically across sector boundaries, to remedy complex public problems and achieve the common good." Here you can see the link between their approach and tht of transdisciplinary research programs that Sue McGregor and I have b eenwriting about in the 2010 issue of Integral Leadership Review since March. While much of the transdisciplinary literature in higher education includes a focus on the challenges of collaboration across boundaries (internal and external to the university) Crosby and Bryson acknowledge attention to the literature that points out how compex problems in our world cannot be solved by any one domain, there is little attention to the challenges of collaboration. There are people out there in the world seeking to address these challenges, for example Sara Nora Ross (See A Fresh Perspective: Another Phoenix Rising Excerpt from a Conversation with Sara Ross, May 2004, Integral Leadership Review http://www.integralleadershipreview.com/archives-2004/2004-05/2004-05-fresh.php).

The framework used by the authors includes five elements: initial conditions, processes and practices, structure and governance, contingencies and constraints, and outcomes and accountabilities. Below is the model to illustrate the relationships among these.

Those initiating a change effort must "pay attention to contextual forces that affect the change effort and they need to understand the people (including themselves) who bring assets and liabilities to the leadership work. They must seek sponsors of and champions for the change effort." By implication promoting change will depend on attention to culture, systems and individuals, including their values, intentions and demonstrated skills through their behaviors while recognizing that all of these are interlinked. Here is where these efforts seem to link tp an integral approach. But what is missing is an understanding of adult development theory, notions of multiple intelligences or lines, states and types, as critical variables. They do call upon systems thinking, including looking to answer "who has information and other resources (authority, technical expertise, and commitment or enthusiasm)." So we can see the recognition that such factors need to be considered.

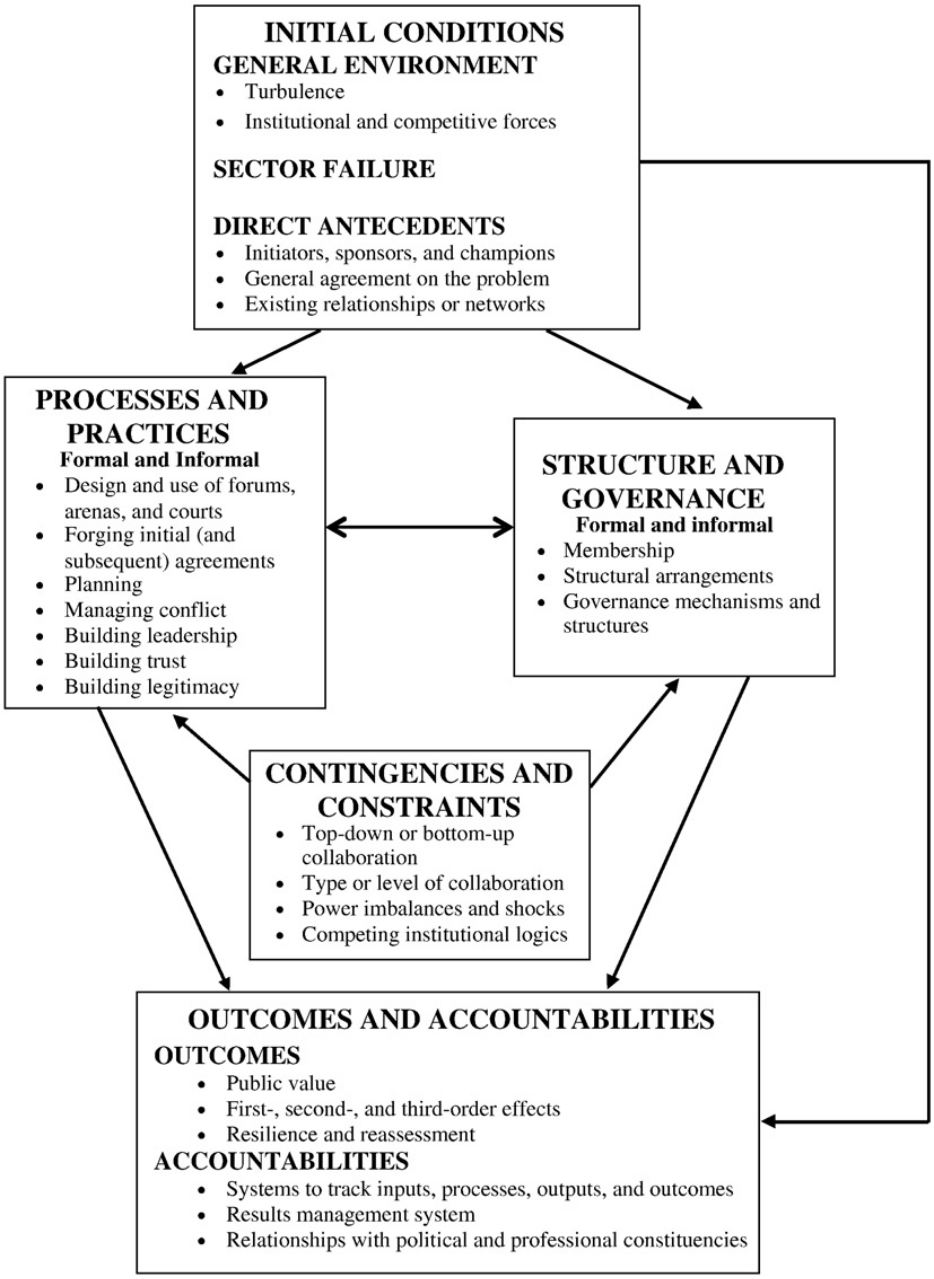


Fig. 1. A framework for understanding leadership and the creation and maintenance of cross-sector collaborations

From their study, the authors offer a set of propositions:

> **Proposition 1.** Like all inter-organizational relationships, cross-sector collaborations are more likely to form in turbulent environments. Leaders will have more success at launching these collaborations when they take advantage of opportunities opened up by driving forces (including helping create or favorably altering them), while remaining attuned to constraining forces.
>
> **Proposition 2.** Leaders are most likely to try cross-sector collaboration if they believe that separate efforts by several sectors to address a public problem have failed and the actual failures cannot be fixed by a separate sector alone.

Proposition 3. Cross-sector collaborations are more likely to succeed when one or more linking mechanisms, such as powerful sponsors and champions, [have] general agreement on the problem, or existing networks are in place at the time of their initial formation.

Proposition 4. Cross-sector collaborations are more likely to succeed when sponsors, champions, and other leaders pay careful attention to the wise design and use of forums, arenas, and courts, including the creation of helpful boundary groups, experiences, and objects.

Proposition 5. The form and content of a collaboration's initial agreements, as well as the processes leaders use to formulate them, will affect the outcomes of the collaboration's work.

Proposition 6. Leaders are more likely to guide cross-sector collaborations to success if they help participants combine deliberate and emergent planning, with deliberate planning probably being emphasized in mandated collaborations and emergent planning probably being emphasized in non-mandated collaborations.

Proposition 7. Leaders of cross-sector collaborations are more likely to succeed if they ensure planning processes include stakeholder analyses, emphasize responsiveness to key stakeholders, use the process to build trust and the capacity to manage conflict, and build on the competencies and distinctive competencies of the collaborators.

Proposition 8. Because conflict is common in partnerships, cross-sector collaborations are more likely to succeed if leaders use resources and tactics to help equalize power, to avoid imposed solutions, and to manage conflict effectively.

Proposition 9. Cross-sector collaborations are more likely to succeed if they have committed sponsors and effective champions at many levels who provide formal and informal leadership.

Proposition 10. Cross-sector collaborations are more likely to succeed if leaders make sure that trust-building activities (including nurturing cross-sector understanding) are continuous.

Proposition 11. Leaders of cross-sector collaborations are more likely to succeed if they establish with both internal and external stakeholders the legitimacy of collaboration as a form of organizing, as a separate entity, and as a source of trusted interaction among members.

Proposition 12. Collaborative structure — and therefore leadership effectiveness — is influenced by environmental factors, such as system stability and the collaboration's strategic purpose. Astute leaders will ensure that the structure of the collaboration is flexible and adaptive enough to deal with system shifts and accomplish strategic purposes.

Proposition 13. Collaborative structure — and therefore the effectiveness of particular leaders — is also likely to change over time due to ambiguity of membership and complexity in local environments. Astute leaders will recognize these dynamics and plan for incorporation of new members and for leader succession.

Proposition 14. Leadership is crucial in matching governing mechanisms to context appropriately; subsequently, governing mechanisms, at both formal and informal levels, are likely to influence collaboration effectiveness, and consequently the effectiveness of network leadership.

Proposition 15. The process leaders follow to develop collaboration structures and governance mechanisms is likely to influence the effectiveness of the structures and mechanisms.

Proposition 16. Collaboration leaders are likely to have more leeway in designing structures and governance mechanisms in bottom up collaborations, but those structures and mechanisms are likely to emerge more slowly than in top-down collaborations.

Proposition 17. Leaders in cross-sector collaborations should tailor investment in negotiation among stakeholders to the level of the collaboration. Collaborations involving system-level planning activities are likely to involve the most negotiation, followed by collaborations focused on administrative-level partnerships, followed by service delivery partnerships.

Proposition 18. Cross-sector collaborations are more likely to succeed if leaders build in resources and tactics for dealing with power imbalances and shocks.

Proposition 19. Competing institutional logics are likely within cross-sector collaborations and may significantly influence the extent to which collaboration leaders can agree on essential elements of process and structure as well as outcomes. Astute leaders will reframe disputes in ways that can appeal across sectors.

Proposition 20. Cross-sector collaborations are most likely to create public value if leaders design them (or help them emerge) in such a way that they build on individuals' and organizations' self-interests along with each sector's characteristic strengths, while finding ways to minimize, overcome, or compensate for each sector's characteristic weaknesses.

Proposition 21. Cross-sector collaborations are most likely to create public value if leaders explicitly seek the production of positive first-, second-, and third-order effects.

Proposition 22. Cross-sector collaborations are more likely to be successful if leaders insist on an accountability system that tracks inputs, processes, and outcomes; use a variety of methods for gathering, interpreting, and using data; and use a results management system built on strong relationships with key political and professional constituencies.

Proposition 23. Cross-sector collaborations are most likely to create public value if leaders demonstrate resilience and engage in regular reassessments.

Proposition 24. The normal expectation ought to be that success will be very difficult to achieve in cross-sector collaborations, regardless of leadership effectiveness.

This is wonderful grist for the integral mill. Is there a graduate student or passionate student of integral leadership that might enjoy examining these propositions from an integral lens? How might they sort into quadrants? What might attention to stage issues suggest? For example, if you read their case study can you discern stages or waves for stakeholders? How would you go about learning more about waves? And what about lines? Not likely to pull out much about that—or states or types, as well?

Additional articles will be briefly noted.

Joyce E. Bono, Winny Shen, Mark Snyder, "Fostering integrative community leadership," features individuals from HR/Industrial Relations and Psychology at the University of Minnesota. Their study draws on 1443 individuals in 43 community programs across the United States in an effort to link volunteerism to motivation. They found correlations with altruistic motivation and fostering social relationships. Their innovative approaches to community leadership were associated with training programs, particularly those focusing on team building skills. They advocate strong community engagement for further developing these leaders. They state,

> The primary purpose of our research was to examine integrative community leadership. Voluntary community leadership is integrative because individual citizens work together with non-profit community-based organizations to solve shared community problems and improve living and working conditions for citizens. Existing research on integrative leadership tends to focus on cross-sector collaboration, wherein business, government, and non-profit organizations work together, across boundaries, for the common good...
>
> In contrast, our research focuses explicitly on integrative leadership at the individual level, examining a) the motives of individuals who volunteer their time in service of their communities, and b) the efficacy of community-based programs intended to foster integrative community leadership. We ask two questions: 1) Why do individual citizens engage in voluntary leadership for the greater good of their communities? and 2) Are programs designed to foster volunteer community activities effective? These are important questions, given cuts in public services brought about by the economic climate of the early 21st Century...

They, too, offer a series of propositions:

> H1a. Altruistic (values) motives will be positively associated with lifetime volunteer community leadership activities.
>
> H1b. Social and self-oriented (career, understanding, and self-esteem enhancement) motives will be positively associated with lifetime volunteer community leadership activities.
>
> H2. Participants in a community leadership program will broaden their voluntary community activities by engaging in new types of activities, following program completion.
>
> H3. There will be an increase in the altruistic motives of individuals who participate in community leadership programs.

The article is replete with data and statistical analyses.

Sergio Fernandez, Yoon Jik Cho, James L. Perry, "Exploring the link between integrated leadership and public sector performance," The authors are from Indiana University and Georgia State University. Their disci-

plinary affiliations are not, however, indicated except from other work I know Fernandez is at the School of Public and Environmental Affairs at Indiana. Their names do suggest a cross cultural element to this study. They state, "Integrated leadership is conceived as the combination of five leadership roles that are performed collectively by employees and managers at different levels of the hierarchy. The leadership roles are task-, relations-, change-, diversity-, and integrity-oriented leadership."

They cite efforts to "develop and test integrated leadership models that synthesize existing knowledge regarding leadership effectiveness"—

Fernandez, S. (2005). Developing and testing an integrative framework of public sector leadership: Evidence from the public education arena. Journal of Public

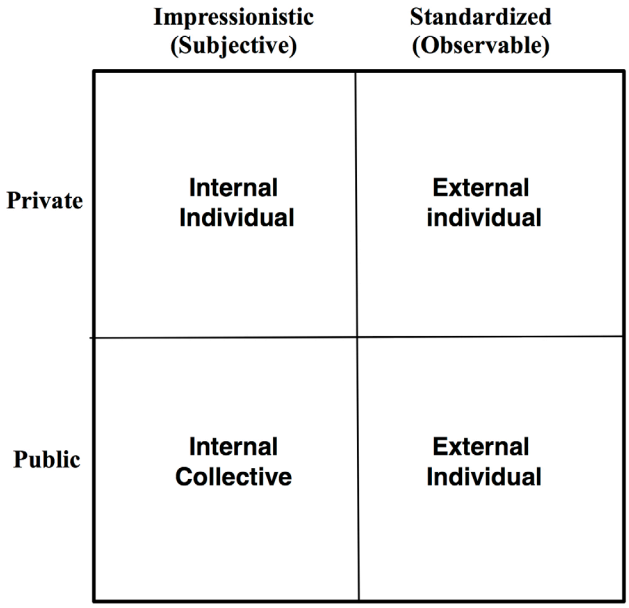
Administration Research and Theory, 15, 197−217.

Hunt, J. G. (1991). Leadership: A new synthesis. New Park, CA: Sage.

Van Wart, M. (2005). Dynamics of leadership in public service: Theory and practice. Armonk, New York: ME Sharpe.

Yukl, G. (2002). Leadership in organizations, Fifth Edition. Upper Saddle River, NJ: Prentice Hall.

It is my hope, one day, to explore this literature for the nature of these frameworks. Hunt's work is familiar to me and is rich with suggestions that are supportive of an integral view of leadership. For example, he refers to the work of Pondy and Rousseau (1980, Quantitative vs. Qualitative Methods: An Issue of Private and Public Methods, OB/OD/OT doctoral consortium presentations, Academy of Management, Detroit) in which the authors propose a four-cell matrix:



I have tried to show the parallel with Wilber's four quadrants. Their work is even suggestive of integral methodological pluralism, although not as developed as Wilber's.

In an earlier work, Fernandez reviews other efforts at integrative approaches to the study of leadership. One reference was to Klenke (K. Klenke, 1993, Meta-analytic studies of leadership: Added insights or added paradoxes? Current Psychology, 12:326-43).

What is interesting is that in the ealry 1990s (after the publication of Joseph Rost's Leadership for the 21st Century) there was a small but growing chorus of voices advocating for a meta or integrative approach to studying leadership that would draw on the existing literature but "transcend and include" many true and useful but partial approaches. He notes that Van Wart argues in 2003 that "scholars should begin to develop and test comprehensive leadership models that integrate transactional and transformational elememtns and that account fo rvarious situational variables…" In the public sectors he cites various studies that show the importance of individual, relational and contextual variables in leader effectiveness. These are important early efforts with some methodological issues. He offers the following formulation (adapted for generalizability) for determining public sector leader performance:

O	=	system performance in relation to objectives
M_1	=	time spent managing the organization's internal activities
M_2	=	managing the organization's external environment
P_1	=	political support from supervising or regulating authority
P_2	=	political support from the community
T	=	task difficulty
E	=	a leader's experience

Such a list can be modified and tested in other environments than the one examined by Fernandez. Incidentaly, he found that these variables accounted for two-thirds of the 50% explanation of variability. He had forulated a set of hypotheses indicating a positive correlation of these variables and leader performance, except foir task difficulty which he hypothesized would have a negative correlation. Efforts such as this are examples of testing right quadrant factors with limited attention to culture and the internal variables for the individual leader.

Returning to Fernandez et al, published several years later, the emphasis of their work is on the notions of shared and distributed leadership, "integrative leadership framework incorporates leadership skills, traits, behaviors and styles, and situational variables in a single theoretical model to explain the effectiveness of a leader...assert that a public sector leader's skills, abilities, personality, and style interact with situational variables to determine success." Here we find reference to all of the quadrants as long as we can infer that situational variables include culture and systems. Culture shows up in terms of political support for the leader. They report, "The findings show that integrated leadership in the public sector matters when it comes to improving organizational performance. Integrated leadership is positively correlated with performance in the federal government...Moreover, the size of leadership's effect on performance is meaningful, but the estimate of size is sensitive to the method used to compute it."

Robert P. Vecchio, Joseph E. Justin and Craig L. Pearce offer "Empowering leadership: An examination of mediating mechanisms within a hierarchical structure." This is the last of the articles I will include in this exploration of a fascinating issue on Integrative Leadership. What attracted me to it is the attention to mediating mechanisms, because I hope that Vygotsky's notion of mediators might be elaborated here—an endeavor that I also hope some enterprising student of leadership will take on in a variety of domains. Here is their abstract:

> Drawing from recent theory and research on empowerment and resistance, data on leader behaviors and follower responses were collected from superior–subordinate dyads in 179 public high schools. Structural equation modeling revealed that empowering leadership was associated with higher employee performance and satisfaction, as well as reduced dysfunctional resistance. Also, employee dysfunctional resistance partially mediated the relation-

> ship of empowering leadership with (a) employee performance and (b) employee satisfaction. These results are interpreted as supportive of a perspective that endorses the utility of empowering leadership at the dyadic level within a hierarchical power structure."

So we shift from the system level of analysis to the relationship between leader and follower. In this case, of course, leader = manager and follower = employee. I have problems with that formulation because it conflates two very different phenomena. I do not find it analytically useful to reify managers as leaders, not equate the roles of follower and employee. To do so introduces a set of power and authority elements into the phenomena of leading and following that are not always present in such a relationship. Some would argue that those who lead do not rely on formal power and authority at all. Nevertheless these authors are concerned with shared leadership, although they equate it with formal distribution of responsibility by managers. They identify "shared leadership as an interactive influence process among a set of individuals that reflects a broad distribution of influence among the group members [in a workgroup].

> Hypothesis 1. Empowering leadership will exhibit a positive relationship with employee (a) performance and (b) job satisfaction.
>
> Hypothesis 2. Empowering leadership will be (a) positively related to functional employee resistance and (b) inversely related to dysfunctional employee resistance.
>
> Hypothesis 3. The relationship between empowering leadership and employee performance will be partially mediated by (a) functional employee resistance and (b) dysfunctional employee resistance.
>
> Hypothesis 4. The relationship between empowering leadership and employee satisfaction will be partially mediated by (a) functional employee resistance and (b) dysfunctional employee resistance.
>
> Hypothesis 5. Employee satisfaction will be a consequence of employee performance.
>
> Evaluated in their totality, the present findings are supportive of the suggested value of empowering leadership in that leaders who encouraged greater independence from authority and greater lateral cooperation had subordinates who reported higher levels of satisfaction.
>
> ...it was found that the linkage between both performance and satisfaction with empowering leadership involves the mediation of employee dysfunctional resistance.

In other words, managers must address employee dissatisfaction for performance of distriubted leadership to make a positive difference.

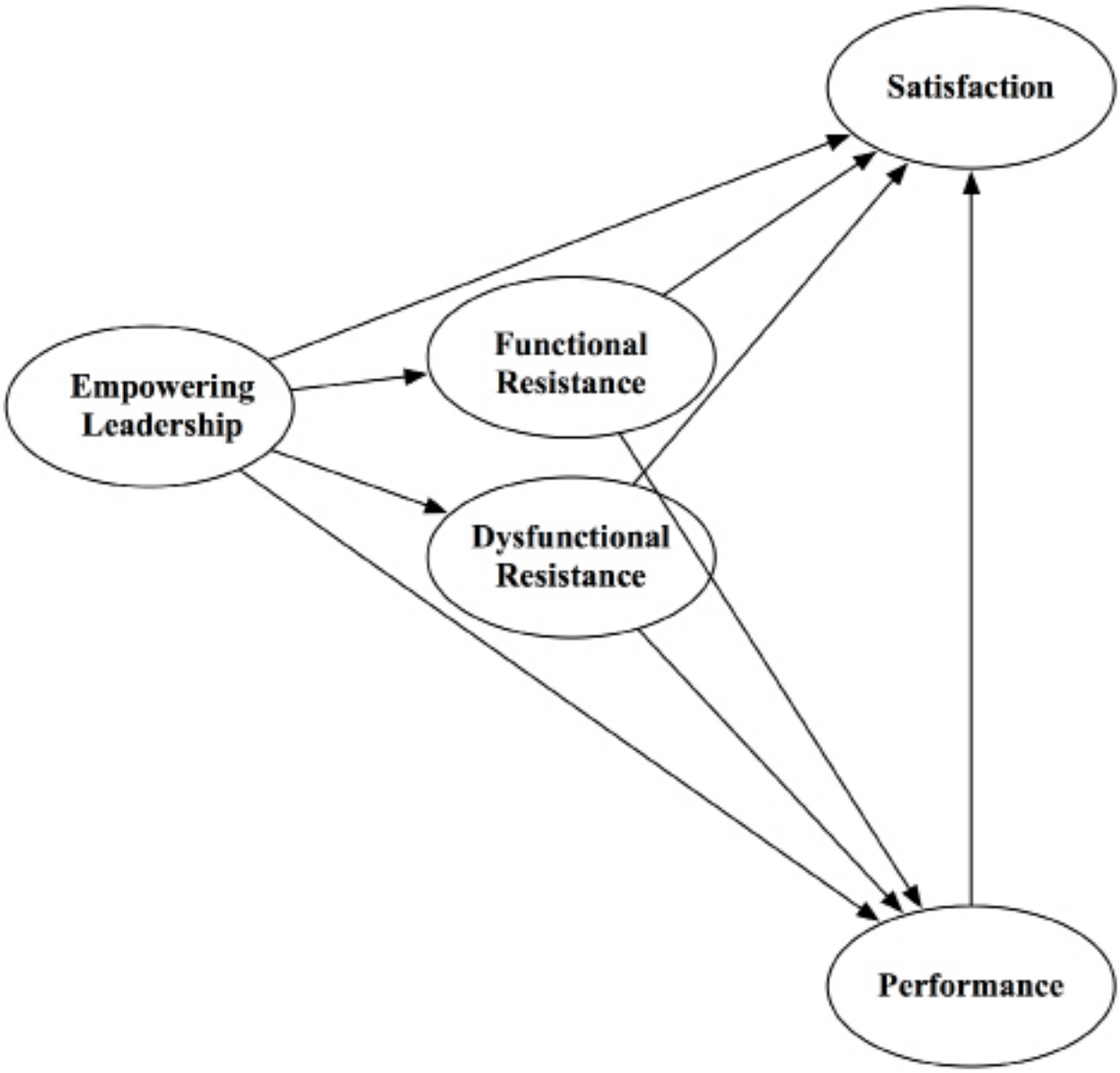


Fig. 1. Initial hypothesized model relating empowering leadership, employee resistance, performance, and satisfaction (nine paths).

Here is a list of additional articles in this special issue of The Leadership Quarterly:

Joyce E. Bono, Winny Shen and Mark Snyder, "Fostering integrative community leadership"

Sonia Ospina and Erica Foldy, "Building bridges from the margins: The work of leadership in social change organizations"

Benjamin Redekop, "'Physicians to a dying planet': Helen Caldicott, Randall Forsberg, and the anti-nuclear weapons movement of the early 1980s"

Chris Silvia and Michael McGuire, "Leading public sector networks: An empirical examination of integrative leadership behaviors"

Stephen Page, " Integrative leadership for collaborative governance: Civic engagement in Seattle"

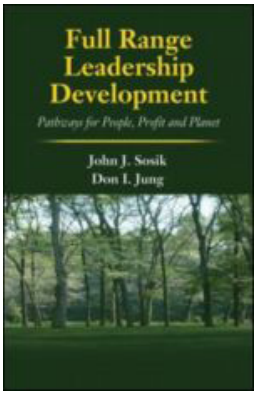
Ricardo S. Morse, "Integrative public leadership: Catalyzing collaboration to create public value"

Stéphane Côté, Paulo N. Lopes, Peter Salovey and Christopher T.H. Miners, "Emotional intelligence and leadership emergence in small groups"

Steven E. Markham, Francis J. Yammarino, William D. Murry and Michael E. Palanski, "Leader–member exchange, shared values, and performance: Agreement and levels of analysis do matter"

Julie Battilana, MattiaGilmartin, Metin Sengul, Anne-Claire Pache and Jeffrey A. Alexander, "Leadership competencies for implementing planned organizational change"

One final note: I wonder why there is so little representation of the literature and research related to business, small and large. I suppose we do research where we have access and opportunity. Small steps leading to a more integrative approach to understanding, developing and practicing leading and leadershipmay be necessary. Still, however, where is the meta-perspective on this work? Where is the integrative framework?



John J.Sosik and Don I. Jung. ***Full Range Leadership Development: Pathways for People, Pofit, and Planet***. New York: Routledge, 2010.

About 20 years ago Brtuce Avolio (leadership development guru at the University of Nebraska) and Bernard Bass of transformational leadership fame, were working on a leadership development program at Fiat. They came up with the name: "a full range model of leadership." The authors acknowledge their roots in the work of these two scholar-practitioners: "our purpose is to tell the story of how research on FRLD is being taught at our universities, trained in our clients' organizaitons, and applied by aspiring leaders to sustain performance excellence." It is a leadership development approach for everyone, not just C-suite executives.

But this book is intriguing, even more, because it promises several "features" including:

1. Scientific researh that is relevant and rigorous on the use of the FRLD program.
2. Actionable ways to use the learning for leaders.
3. Lots of examples.

Essentially, the book is an argument for the values of the transactional-transformational leadership paradigm based on Bass' work. Like many other authors, these indicate the importance of using FRLD to face the many challenges in the world today: democraphic, technological, geopolitical, generational, requirements for changes in organizations and environment. Presumably, issues such as the growing gap between rich and poor, the dissemination of the middle class and other socio-economic issues will solve themselves?

The model looks something like this. They distinguish between behaviors and attributes, the latter being what is ascribed to one person by others. Leaders use these to demonstrative passive and active forms of

leadership. Passive forms are laissez-fiare and management-by-exception. Already we see that this approach fails to distinguish between leading and managing by supporting the notion that even passive leadership can be understood as a part of the status quo of power and authority in organizations. They contineu with active management-by exception, contingent reward and then to the 4 Is of transformational leadership. "Transformational leadership promotes positive and meaningful changes in people,teams, organizations, nations and even societies…"

The 4 Is are:

1. Idealized influence: role modeling of high performance and ethics
2. Inspirational motivation: developing and articulating a vision
3. Intellectual stimulation: valuing followers ideas and intellect
4. Individuaized consideration: develop followers into leaders

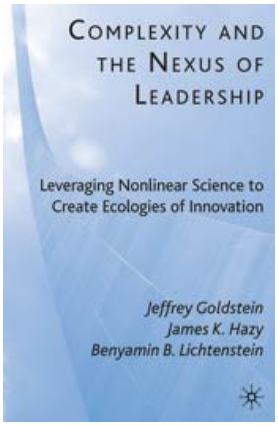
The authors go on to describe the relationship between FRLD and various theories of leadership over the years.

The rest of the book takes each of the 4 Is and shares research and more detail with examples.The closing chapter seeks to demonstrate that positive things can be achieved by the current power arrangements in business and government. By linking FRLD to the balanced scorecard and the triple bottom line (people, planet and profit) they show how FRLD can be used toward "good ends." In a section entitied "Thinking About Full Range Leadership Development as a Strategic and Social Intervention," they advocate a role for FRLD in promoting social entrepreneurship, i.e., improving "the world's social conditions while they accumulate economic wealth." To what extent is the distribution of wealth addressed? Essentially, what they are proposing is a capitalist rear guard action by hiding their red/blue/orange shadows behind a veil of green. This falls short of the generative, life enhancing possibilities that have been short lived in human socieities to date.

And as an approach to leadership, there is plenty of material for addressing individual aspirations and behaviors related to leading in team and organizational contexts. Fundamental issues of culture and systems that support and maintain existing power, authority and distribution arrangements get short shrift. The effectiveness of leadership is about more than the development of individiuals. It is also about growing cultures and systems that support the well being of all. It is about honoring differences and leveraging those differences for a healthier people, healtheir planet and healthier ***distribution*** of profits.

Otherwise, we have a tendency to buy into the paterialistic arguments of the wealthy and privileged classes. They want us to believe that their profits should be protected so that they can accumulate wealth. They argue that this is a good thing because they know what is best for the country and the world in terms of how that wealth is invested. They are the creators of jobs, they claim.Sure they create jobs for grounds keepers and secuirty guards, pool cleaners and pet groomers and in other ways. Fut they do not tell us how their wealth accumulation destroys jobs and robs masses of individuals of fulfilling the potentials because their educations are undermined, their opportunities are constricted. We are told that as individuals we have the freedom to create our fortune. It is the American way (I wonder if it is the way anywhere else, given the exporting of American culture). This individual focus, where in economic, politics or leadership, diminishes our appreciation for what is happening and narrows our choices in developing more robust solutions to today's problems.

[My closing comments are not meant to condemn this particular book, but the culture of leader development that fails to focus on the real challnges we face int he world.]



Jeffrey Goldstein, James K. Hazy and Benyamiun B. Lichtenstein, ***Complexity and the Nexus of Leadership: Leveraging Nonlinear Science to Create Ecologies of Innovation.*** New York: Palgrave/Macmillan,2010.

Jeffrey Goldstein was one of the early leaders exploring the application of new sciences to organizations. He was in good company with Meg Wheatley, Ralph Stacey and others. He was one of the early authors on applying chaos and complexity theory to organizations in a book that did not receive much attention: ***The Unshackled Organization***. Part of the problem with that book is that it was presented with a requisite number of stories, few of which seemed to have been drawn from his direct experience. The book just didn't have a compelling message or tone (from memory of having read it fifteen years ago).

Since that time Goldstein has been working with a network of folks who are extending our appreciation for the application of complexity science to organizations and leadership. Mary Uhl-Bien's edited volume, Complexity Leadership,Volume 1(see the review in ***Integral Leadership Review***, http://www.integralleadershipreview.com/archives-2009/2009-03/2009-03-leadership-emerging.php ; the special issue on hierarchical complexity edited by Michael Commons and Sara Nora Ross (***World Futures***, Vol. 64 Nos. 05–07 (2008)) included material from this network, including a cogent article by Jeffrey himself on misconceptions about self-managing systems. Goldsteine edited ***Complexity Science and Social Entrepreneurship: Adding Social Value through Systems Thinking*** (2009) and a raft of other books,mostly edited, in the preceding couple of years. These include ***Complex Systems Leadership Theory: New Perspectives from Complexity Science on Social and Organizational Effectiveness***, ***Classic Complexity: From the Abstract to the Concrete***, ***Self-Organizing Complexity in Psychological Systems***, and a series of collected papers from the ECO (Emergeance, Complexity and Organizaitons) Network conferences. So, clearly Goldstein and his frequent collaborator colleagues have established themselves as having a signicant role to play in the development of our thinking about the application of chaos and complexity theory to human social systems.

In this work the question is raised, how do companies survive in the face of diversity and once having worked through a crucible of fire, continue to grow and become "great. (shades of Porras and Collins) compared to those companies that fail? The answer? Innovation! And innovation is not fostered by traditional, top-down organizations. Rather,

> This book provides a new answer to that critical question by showing how leaders, buided by the insights coming out of complexity science, can create *ecologies of innovation* throughout their organizations. Leaders in an ecology of innovation encourage and support "experimentation and novelty," building new organizational pathways that allow those experiments to materialize into novel offerings and improvements.

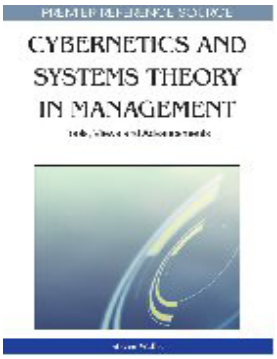
And one of the interesting suggestions here is that complexity science empower generative leadership. "Generative leadership" indicates that they are interested in leadership as a social phenomenon, not something that is held by one individual, albeit serially. Leadership occurs in the space between people and organizaional sets through a dynamic multi-directional influence process.These interactions are complex)as differentiated from complicated). Complex systems are responsive and adaptable to their internal and external conditions. "Complexity science empowers individuals by demonstrating how they can alter a system, collectively making new things happen."

The main themes treated in this book are:

1. Ecologies of innovation—focusing on the network of interrelations. These demonstrate the features of complex systems:
    a. Micro-led diversity supplying seeds of novelty
    b. Experiments that move parts of the syustem away from normal routines
    c. Intricate intworks connecting interdependent subsystems to one another
    d. Innovations conferring new functionalities that enhance adaptability to unexpected chantges or 'jolts' from the environment
    e. Critical periods of instability that allow for substantive transformations fo behaviors and dynamics
2. Interaction Resonance within Social Networks—the vital exchanges that connect the components of the system; "…generative leaderhip focuyses attention on the nexus of relationships linking individuals within the social network. This nexus of relations is the source of influene, the driver of innovation, and the regulator of change."
3. Differences information, and novelty generation—diversity (not just gender or race), coupled with information flows drives innovation. Generative leadership creates structures and systems to support this.
4. Critical Periods and their potential for innovation—critical times feature phase transitions and the movement toward newly emergin attractors. In other words, something has to change or there is a new opportunity that emerges.
5. Emergence—the arising of new social structures, processes and systems, patterns that have new or different properities. Generative leaders facilitates emergence by fostering and amplifying the generation of novelty within an ecology of innovation.
6. Boundaries and constraints—an area that Ralph Stacey focused on in his now classic, ***Managing the Unknowable*** (1992)—the interplay between opening and closing internal and external boundaries and constraints on when and how this happens is a function fo "generative leaders." In this context the authors show their adherence to existing organizational power relationships or, at the very least, failing to distinguish between leading and managing.

The book continues with advice on how to develop an organizational system that leverages complexity to foster innovation. To that extent, it seem a bit mechanical with relatively little attention to culture to inhrent motivation, to waves of development and worldviews. They close on the use of networks within organizations, particularly smart networks that support adaptation to environmental changes.

So if it is an owners manual for your compelx organization that you seek you have come to the right place. It offers clear advice on what to do. What, then, are the implications of what it omits?



Steve E. Wallis. ***Cybernetics and Systems Theory in Management: Tools, Views, and Advancements.***New York: Information Science Reference, 2010.

There seems to be a growing movement in the publishing industry to release books that are very specialized and very expensive. Dick Couto's edited two volume work on Civic and Political Leadership, Routleges series that include Mark Edwards, and Steve Wallis' edited volume all fit the mold. And the praces are high. $325.00 for the Couto set, something like $100 for Edwards' book, and $180 for Wallis'. Clearly

the publisher's intent is to make these books available to insitutions (e.g. libraries) at high prices in order to cover the costs of production and, hopefully turn a bit of a profit. Can't blame them. Profit in publishing these days is hard to find, unless you are on Oprah's list or maybe reviewed on NPR or inthe New York Times.

Wallis's edited volume includes an editorial board and reviewers of the material contained within it. Clearly, this is intended to be the most up-to-date, temporarily final word on the subject. The Editorial Advisory Board is international, as is the list of reviewers from the US and UK, as well as South Africa, Italy, Portugal and Germany. There are sixteen sections with multiple articles in some. Here are some samples:

• Alexander Laszlo and Katia C. Laszlo—he is the son of Ervin Laszlo—"Emerging the Evolutionary Corporation in a Sustainabile World: Toward a Theory Guided Field of Practice"—evolutionary systems design and strategies for sustainable success. These authors redefine "success" . Their approach assures that both the products and the processes of change are

1. Socially desirable
2. Culturally acceptable
3. Psychologically nurturing
4. Economically sustainable
5. Technologically feasible
6. Operationally viable
7. Enviornmentally friendly
8. Generationally sensitive
9. Capable of continuous learning

• Alex Bennet and David Bennet, each associated with the Mountain Quest Institute in the Unioted States, contributed, "Leaders, Decisions, and the Neuro-Knwoledge System." These authors deal with a subject dear to any integralist's heart: the maps we construct and how we organize them. They discuss, "(1) the development of invariant hierarchical patterns removed from the context and content of a specific situation; (2) the connections among values, beliefs, assumptions and those patterns (a personal theory): and (3) the robustness of those patterns and connections in a complex decision situation."T hey continue,

> …every decision-maker has a self-organizing, hierarchal set of theories (and consistent relationships among those theories) that guide their decision-making process. Further, the decision-making process within the mind'brain can serve as a model for the decision-making process we must now learn in order to deal with complex situations in a complex world.

• Mark G. Edwards, "Metatheorising Transformational Management: A Relational Approach." One of my favorite authors writing from a perspective that has been shared within the pages of Integral Leadership Review. Here he continues to advocate for the development of metatheoretical understandings to promote a viable intergenerational future for the planet. An intriguing aspect of this work by Edwards is his "integrative third way" for "integrating oppositions of the management paradigm. If that isn't enough to get you to run out and buy the book right away, here is a taste:

Through the metatheoretical lens of relationality there is a third way that reframes conventional and postconventional dichotimes. This is done by "retains oppositional tensions while also unlocking the possibility for new misions of management and organization." Want more?

Ok. Conventional systems set up the individual and the organization as opposites, that is a tention between organizational systems and individual independence. This includes treating objective and subjective knowledge as being opposed. There are lots more exmaples in organization and management theory…and leadership theory (Mark doesn't use the "L" word here—in fact "leadership" is not even in the index for the whole book!)

An example of how the third way provides an opportunity for integration is in control vs. freedom. The third way interjects networking as an approach that promotes both. Another example between top-down and bottom-up is reciprocating. And there are many more examples. Edwards simpley encourages us not to be distracted by abstractions such as these but to look for ways to leverage them for meaning making and action.

So there's a taste. Lots more to discover in this robust book.

Integral Leadership Review

http://www.integralleadershipreview.com