

The Journey to Authentic and Inclusive Leadership



Self Creating Lifewide Learning Journey

Impressum:

Acknowledgement:

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1.

Introduction to the LIND-project

LIND stands for Leadership, Intelligence and Diversity. The aim of the project was to develop a concept and training-frame for authentic and inclusive leadership building on the strengths of our multiple intelligences.

In details LIND wanted to

- explore the topic of “authentic” and “inclusive” leadership
- develop an innovative tested Leadership approach and make it relevant for adult education
- develop a new leadership training including innovative tools, which supports authentic and inclusive leadership
- discuss what Multiple Intelligences means in relation to gender and cultural diversity and see how this can be included in a new leadership approach
- build on the knowledge of MILD (previous Grundtvig-Project) and develop the concept of “Multiple Intelligences as a resource of leadership development” further with new partners
- do a desk-top research on authentic and inclusive leadership, gender and cultural diversity and Multiple Intelligences in the partner countries involved



Throughout the two year project the partner discussed what authentic and inclusive leadership means and which theories would support this leadership approach. One of our key questions was ‘How do you lead inclusively in a diverse world taking into account one’s strengths?’

From the outset we wanted to draw on the learning that we had gained from a previous Grundtvig Learning Partnership, called MILD (Multiple Intelligences for Leadership Development). Diversity was another key element of our project specifically how to be inclusive in relation to gender and cultural diversity.

The main outcomes of the LIND-project were

- a common approach of “authentic” and “inclusive” leadership (strengths based leadership) incl. gender and cultural diversity & Multiple Intelligences
- a well tested training concept (nationally and internationally)
- a handbook on the new authentic and inclusive leadership approach

The partners did this by having four international project meetings in Italy, Ireland, Austria and Malta. Before preparing the first training concept the partners organised a staff training in Austria on “Theory U” of Otto Scharmer, which was partly incorporated into the new training concept.

In the testing phase the partners ran four national trainings in each of the 4 partner countries and two international trainings in Malta and Italy. Through each testing event the training concept was shaped and developed. The partners also explored new tools, which supported the participants in their leadership development. At the test seminar the participants had the opportunity to reflect on where they were in their personal and professional life. They were challenged to set goals for themselves that reflect who they are in their authenticity and inclusiveness.

Inspirational theories

Part of the project was also to explore what theories already existed around authentic and inclusive leadership. We found the following theories supportive for a leadership concept taking authenticity and inclusiveness into account:

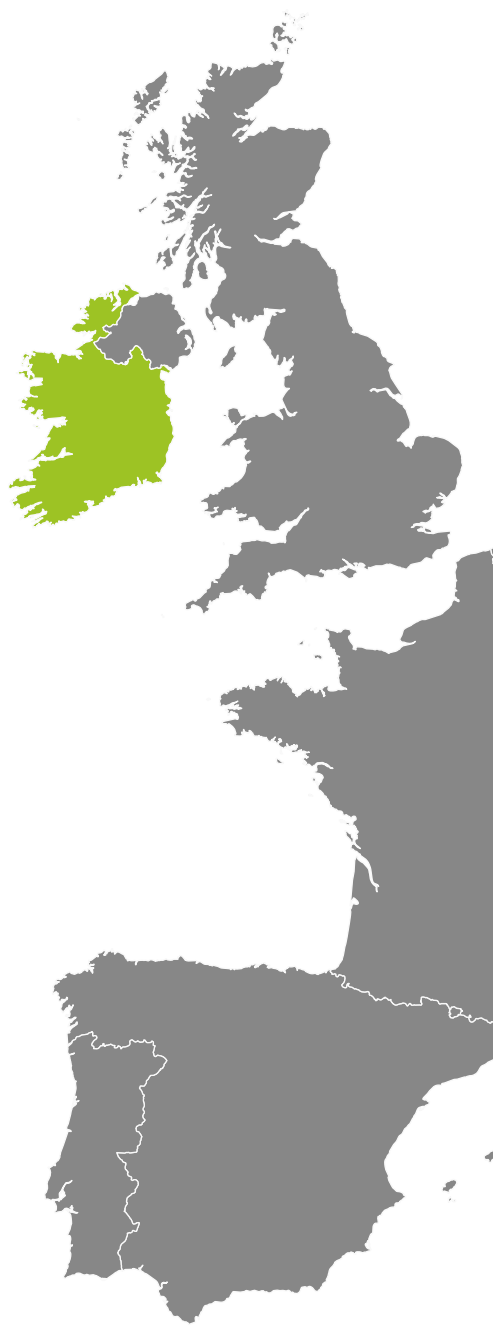


Leadership is a
journey, not a
destination.

It is a marathon, not a
sprint.

It is a process, not an
outcome.

(John Donahoe)



The project team consisted of four partners from Austria, Ireland, Italy and Malta.



2.

Partners



ALP activating leadership potential / Austria

ALP was founded in 2011 and is a network of professionals who are passionate about leadership development. ALP's members combine academic and practitioners backgrounds and experiences in the field of education, personal and organizational development from all over the world. ALP members share a common passion in new approaches to leadership and in NFL supporting the "opening up" of people's potential.

Alp provides services for individuals, groups and companies to support their leadership. Services include consultancy, training, learning experiences design and coaching. Alp members have a proven record of experiences in the field of supporting adults in discovering their inner potential and leadership. Particular relevance has the work done by alp in the field of the Multiple Intelligence as factor for Leadership Development.

Website: www.alp-network.org



Eolas Soiléir

Eolas Soileir / Ireland

Eolas Soileir is a registered educational charity in the Republic of Ireland. We have an interest and desire in promoting non-formal education within society. We have extensive experience in facilitating, planning and delivering trainings to a variety of groups and adult learners. Part of our work is with people who have fewer opportunities in society and people at risk of social exclusion. All of our trainings programmes are based on a life long learning approach with a particular interest is working through creative methodologies (particularly drama) and outdoor education. We are currently developing a learning centre in a rural location in the south of Ireland.

Website: www.eolassoileir.ie



Kamaleonte / Italy

Kamaleonte is an educational organization. It promotes the growth and psycho-physical health of adults and young people, through experiential learning programs. Kamaleonte's projects focus mainly on the personal and professional development, social inclusion and value the richness of diversity. The topics addressed in the project are supported by sports and outdoor activities, as nature is the privileged context for mirroring our human nature. During the activities Kamaleonte focus particularly on reflection as a means to enhance participants' self awareness.

Kamaleonte is a founder member of the European consortium "International Academy of Experiential Education" www.viaexperientia.net, that has been researching on Experiential Learning as an innovative and holistic methodology for developing transversal competences of adult trainers and educators.

Website: www.kamaleonte.org



UNIVERSITY OF MALTA L-Università ta' Malta

Institute for Physical Education & Sport / Malta

The Institute for Physical Education and Sport (IPES) of the University of Malta was established in 2002 with the aim of providing Certificate, Diploma, Degree Courses and professional development courses in Physical Education and Sport and to carry out research in the same area. It also services the requirements of the Faculty of Education in Physical Education. P.E. has been taught at University since the establishment of the Faculty of Education in 1978.

The Institute also strives to establish National and International links related to PE and Sport and to attract foreign students under European programmes. Current affiliations include the European Health and Fitness Association (EHFA), the European Network of Sport Science, Education and Employment (ENSSEE), the UK Association for Physical Education (AfPE), and the Federation Internationale du Sport Universitaire (FISU).

Website: www.um.edu.mt/ipes





3.

Executive summary of the Leadership approach

In this handbook are the result of the LIND-project, which had the aim to develop a concept and a training frame for authentic and inclusive leadership. The target group for this handbook are trainers, educators, consultants, coach, leaders and learners.

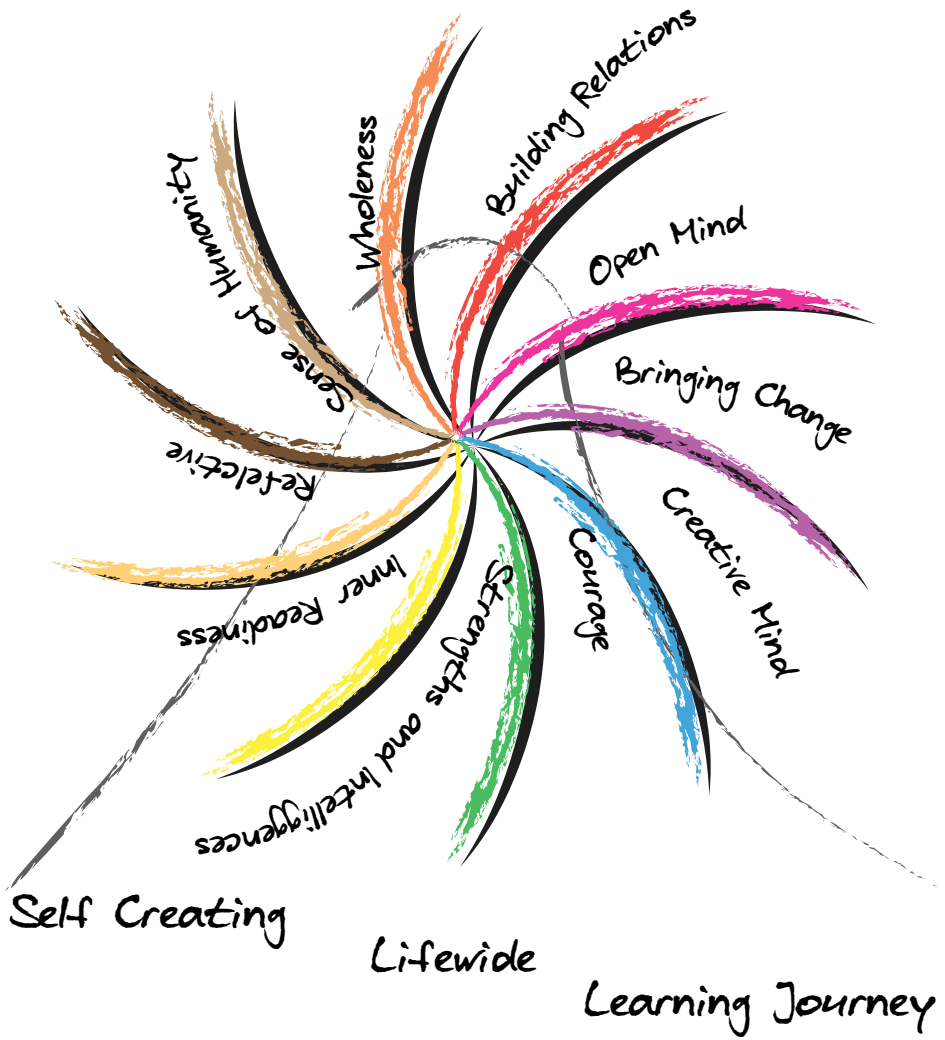
The partners believe that leadership starts with oneself. It is a journey that embodies first of all self awareness and personal development. This is what motivated the partners to develop a training concept for a personal journey combining different methodological approaches and theories, where leaders can discover their way to authenticity and inclusion.

We live in times of change and old pattern do not serve the challenges of today anymore, therefore a new mindset to address upcoming challenges and leaders, who are open towards new solutions is needed. We believe that leaders, who are able to see the benefit of differences and are respectful and inclusive in their approach, will be in the future more successful in finding ways to face challenges of tomorrow. People need to discover and practice their authentic leadership, as well as acknowledge the authentic potential of the others in order to value different talents and lead with a positive and appreciative approach.

In short, authentic and inclusive leadership is supported through a self creating, life-wide learning journey that connects us to ourselves, to others and the world around us. Our leadership concept has in its center the individual in its wholeness and enhances relationships. For this journey, we have identified 10 characteristics or qualities that support people in being more authentic and inclusive. These are

- Bringing Change
- Creative Mind
- Courage
- Strengths and Intelligences
- Inner Readiness
- Reflective
- Sense of Humanity
- Wholeness
- Building Relations
- Open Mind

These characteristics can be nurtured through a process that include reflection, mindfulness exercises and active learning opportunities, where leaders are stepping out of their comfort zone and experience something new.







4.

Innovation in the Leadership concept

When in our consortium we started discussing our concept of leadership, we were aware that many experts in the field had already explored the topics of authenticity and inclusion in relation to leadership throughout scientific or academic research. We wanted to explore with new eyes what was already available and wanted to contribute in creating something that could be of interest from a practical point of view. In other words, we were eager to create new tools that could support leaders in their research and practice in being and behaving more authentic and inclusive. In today's scenario,

- where productivity, time pressure and competitiveness are the foremost values in the market,
- where a great amount of information circulates fast on the web and we are no longer sure what really matters to us,
- where communication among people has become more accessible, yet at times



less sincere and authentic, above all in the professional settings,

- where time equals money and there's hardly time left to stop and reflect,

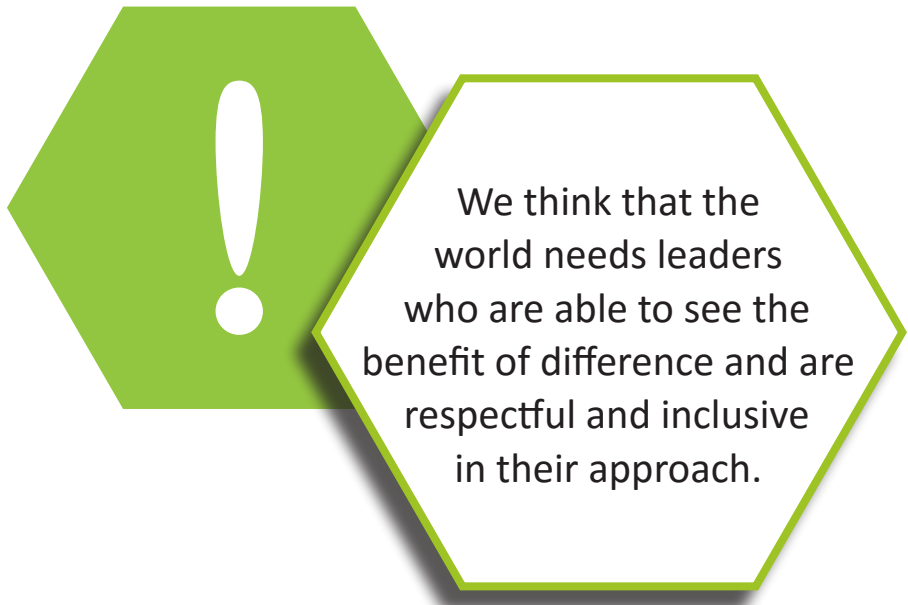
we felt that there really was a need for leadership to be less inspired by such components. We think that the world needs leaders who are able to see the benefit of difference and are respectful and inclusive in their approach.

This starts from a good self-esteem and knowing about oneself in order to develop on a personal level and consequently on a professional level. This is why we designed a training frame, that means to

- valuing the human dimension of relationships
- understanding that leadership is a journey and not a destination



- allocating proper time to devote to oneself and to the others
- allowing time for slowing down to notice what is happening in us and to listen with sincere interest to the others
- valuing the present moment, that embodies the vision of our future possibilities
- giving space to that human dimension that is closer to the natural rhythm of the earth rather than the artificial one of technology
- valuing nature as a possibility to go back to our true and authentic human dimension



We believe that leadership starts with oneself, it's a journey that embodies first of all self awareness and personal development. This is what pushed us to build a training frame for a personal journey where, by combining different methodological approaches (such as experiential learning, reflective practices, mindfulness practices, Theory U practices) and theories (such as Gardner's multiple intelligences and Scharmer's Theory U), leaders could walk their way to authenticity and inclusion. From the feedback of the participants of our testing phase, the course was "a unique experience where I understood that the future possibilities happen in the authentic acceptance of the present moment with all the strength and weaknesses it brings along. I came back to my everyday personal and professional life being more aware and realizing that my

weaknesses can turn into strengths and that paradoxically what I thought were my strengths were hindering me. As a leader of my group, I learnt that I needed to focus on the different potentials of each single person. I also understood that in order to involve them and support them in their development I needed to be more respectful of the different intelligences and learning styles and adapt my self accordingly. This experience has provided me with tools that have allowed me to be in harmony with my group without having to use many words. I noticed and valued the importance of the body language and understood how important it is to listen deeply with all my senses and to respect the time it requires for each of us to come up with an answer.” (Lucia, participant of the International training in Malta)

What moved us to undertake the LIND adventure is that, out of our personal and professional experiences, we all had a strong feeling that leadership is not a matter of power, *where one individual has, through their leadership role, influence on the actions of another person*. Leadership is not about the actions of a single visionary individual, it’s more about tapping in the collective intelligence of humanity for acquiring a global sense of humanity and well-being.

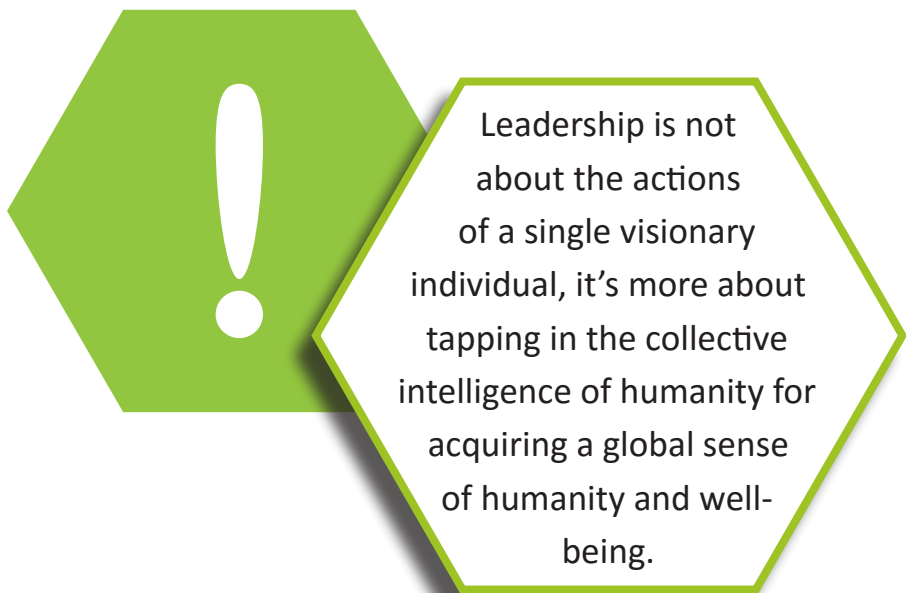
This kind of leadership shifts the attention from the ego, the single person focused on its own benefit or in the best case the benefit of the organization in which she/he operates, to the eco system. This means that leadership has a larger perspective that takes into account the effects it produces throughout its actions on a larger scale, either on others or on a wider context that includes far away communities and the planet earth in its natural resources. This leadership focuses on the macro rather than micro level and carries sustainable changes that “meet the needs of the present without compromising the ability of future generations to meet their own needs”¹. In this perspective sustainability follows automatically from respecting the basic rights of existence -the more consistently leaders respect them, the closer they come to their objective of perpetual harmony and peace within themselves and their environment. It is through this kind of sustainable living that it’s possible to reach the highest of all human goals, to permanently be able to experience inner peace, happiness, harmony and self-realization.

Out of our desktop research and outputs of our practices, we realized that authenticity and inclusion are two important features of the leadership concept, which is not

1 Report of the World Commission on Environment and Development: Our common future. <http://www.un-documents.net/our-common-future.pdf>

related to performing technical skills. It's more an attitude, a trait of the most genuine part of the human being. Our leadership concept puts in the centre the individual in its wholeness (mind, heart, guts and bodily perceptions) and enhances the human dimension in its reciprocity, meaning that authenticity and inclusion are mirrored from leader to follower and vice versa.

In our desktop research, we encountered many articles, papers and books written on authentic leadership and inclusive leadership, however we didn't come across any case where the two words authentic and inclusive were used together in combination with leadership. We think that authenticity and inclusion are in some ways interlinked.



In fact, if via our training course and concept we encourage leaders to seek for their authentic self, what can happen is that they will no longer try to assimilate the others to themselves or to the context, rather they will be looking for their authentic features. This search for authenticity in the other implies an acceptance of their uniqueness and diversity, which is at the base of an inclusive attitude. Inclusion allows the expression of people's authentic self by keeping and valuing their diversities and at the same time respond to the human need of belonging without the necessity to assimilate or conform to others. In this perspective, authenticity is also sought when building relations. Authentic relationships can occur when the question asked shifts from how

relationships can help reaching certain leadership goals, to what can be learnt from this relationship and how can the learning move the people involved in the relationship towards their collective vision. This is a critical element in authentic leadership as it helps leaders to tap into the power that authentic relationships have in building trust, unity and support in presence of any kind of diversity. Authentic leaders who can dig underneath the surface by exploring their intention, their values, and how they build relationships that lay a foundation for a deeper commitment to collective growth, as in their search for authenticity they will engage people not only with their minds but also with their hearts.

This creates a virtuous circle, that allows the authentic leadership potential of each individual to be expressed, so to follow the flow in accomplishing sustainable changes. In our understanding, if leaders want to face the challenges of today, they are required to research and practice their authentic leadership, as well as acknowledging the authentic potentiality of the other in order to value the different talents and lead with a positive and appreciative approach. This sustainable leadership respects the human nature and the environment in its entirety and in this perspective, it becomes a humanity based attitude, that promotes actions devoted to win-win solutions for the challenges that our times deliver us.



5.

Authentic and Inclusive Leadership Concept



“Leadership is a journey, not a destination. It is a marathon, not a sprint. It is a process, not an outcome.”¹ We’d like to start with John Donahoe’s quote, since we do see leadership as a journey, an ongoing process that happens every day and is a main necessity at every level and in every place: in families, organizations, political parties, countries and beyond. With or without formal or positional authority, leadership is there in every walk of life, it lies at the core of all human activities and interactions and is the foundation for progress and change.

Formerly, leadership was believed to be an innate, heritable aptitude that an individual either possesses or does not. Research has shown that this may not necessarily be the case, and that different environmental, social, educational, and general life experience factors all interact to develop leadership potential in individuals².

If leadership is not necessarily naturally given, then it follows that it can be acquired through a lifelong commitment to learning. Learning as the urge of every human being to make meaning of their experiences and as our natural effort to understand the phenomena that happen in the context around us.



1 Donahoe, J. (2007)

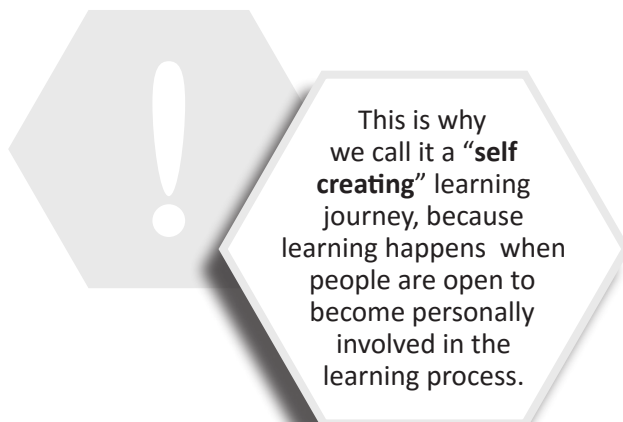
2 Arvey, R. D., Rotundo, M., Johnson, W., Zhang, Z., & McGue, M., (2006)

In a complex world that is constantly changing, we are subject to change too, since experiences and knowledge add new layers to what we know, do and are. This is why the necessity for learning becomes even more evident.

Leadership consists also in this capacity of ours to engage in the learning process at any time of our life. However learning in leadership not only consists of a **lifelong process**, it also associates to a **life-wide process** meaning that learning can occur in a variety of occasions in the everyday life and in situations that historically are not associated to learning. The learning we referent is no longer associated with the transmission of knowledge from someone that already possess it to someone that doesn't have the knowledge yet. In this way knowledge is predefined. In other words it occurs outside the "school environment" and in ways where the learner alone or with the help of others is able to see the connection between facts and actions and to draw conclusions for himself that can employ later on as knowledge. With this perspective the learner is the producer of knowledge and the receiver at the same time.

The more we learn, the more possibilities we see and the greater potential we have also to support others to develop their own leadership, as the function of leadership is "to produce more leaders, not more followers"³.

The learning process we refer to is about personal development and transformation, it's about continuous and systemic growth and change over an individual's personal and professional life. Therefore the learning we are talking about is the one where individuals are the main actors of their learning, taking responsibility for what to learn and when and how to learn it.



3
Quote from Ralph Nader, <http://heartquotes.com/Leadership.html>

When people are directly involved in their learning process they increase their Self-awareness. This is a evolving process, where we seek to gradually understand our uniqueness, talents, strengths, weaknesses, values, beliefs, desires, purpose and inner personal resources. As such it is not an end-point in itself, rather a starting point on a journey of self-knowledge and self-acceptance of who one is and who one is capable of becoming . Self-awareness means being in touch with one's constitution, tendencies, moods, emotions and affect, being aware of the impact and different impressions one makes on others, and being able to incorporate information from others into one's behavior.

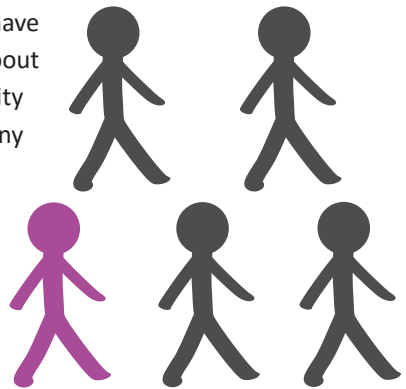
Self creating also implies the constant practice that individuals engage in every day, the practice of noticing with new eyes what's in us and outside in the wider context and wanting to generate a "profound change that connects us to a deeper source of knowing, including the knowledge of our best future possibility and self"⁴.

If we summarize then authentic and inclusive leadership is supported through a **self creating, life-wide journey** that connect us to ourselves, to others and the world around us. For this journey we have identified 10 characteristics or qualities that support people in being more authentic and inclusive. All these qualities can be nurtured and empowered.

4 Scharmer, O. (2016). https://www.presencing.com/sites/default/files/page-files/Theory_U_Exec_Summary.pdf

1. Bringing Change

Leadership is about intentional actions that have an impact and bring change. Scharmer talks about how successful leadership depends on the quality of attention and intention that leaders bring to any situation. Two leaders in the same circumstances doing the same thing can bring about completely different outcomes, depending on the inner place from which they operate.



In order to find out what really matters to us, what our intention is, we need to look inside ourselves, to listen to others and to connect to the world around us with an open mind, open heart and open will. If we want to take intentional actions, we need to know our direction. It is not about re-acting to situations, but about knowing your intentions and carrying out an action from a source of deep knowledge gained through empathic and generative listening. “What we do is often based on habitual patterns of actions and thought.”⁵ Scharmer suggests not to try to find solutions by looking at patterns of the past, but to sense the solution emerging in the present moment. (=presencing⁶)

Bringing Change is also about having a visible impact. We live in a world of constant change yet “the different ways people experience life may result in their having distinctly different attitudes toward change.”⁷ People have to be aware of their own change pattern, but also be able to recognise this in other people. As a leader, you can

5 Scharmer, C.O. (2009), p. 119

6 Scharmer, O. (2016). <https://www.presencing.com/theoryu>

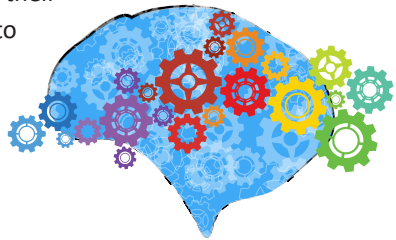
7 McWhinney (1986)

support others to go through a change process through your behaviour, e.g. leading by example, inspire people to explore new territories, being approachable, have an honest approach or by showing trust.

In the training we support participants to listen to themselves in order to take the right decision and to allow change to happen in themselves and in the context in which they operate. The follow up 6-8 weeks after the seminar allows time for participants to engage in the change process and to bring change in their life by taking intentional actions and reflecting with the group on the impact these actions had.

2. Creative Mind

A creative mind is the one that sees information – particularly from the world around – and relates it to their experiences and existing knowledge in order to create. A “creating mind” according to Howard Gardner breaks new grounds. It puts forward new ideas, poses unfamiliar questions, conjures up fresh ways of thinking, and arrives at unexpected answers. Ultimately, these creations must find acceptance among knowledgeable consumers.



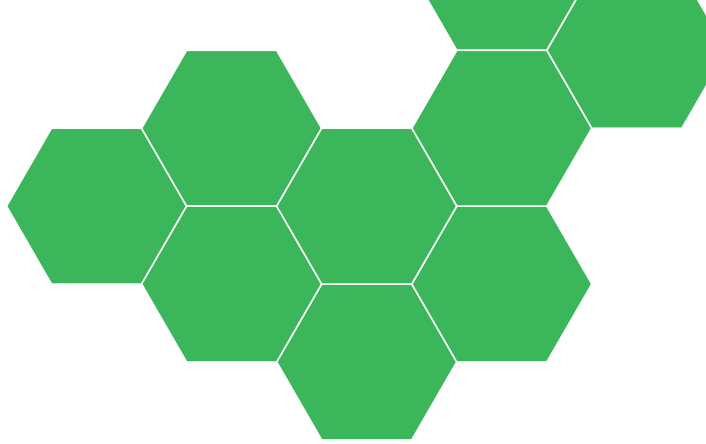
When exploring new paths, it is important to allow these moments of not knowing, when the results are not there yet or result are not perfect or complete. A creative mind can handle uncertainty in order to generate unexpected results. Gardner sees the role of a creative mind in our daily life increasingly with those who come up with small, but significant changes in professional practice. “It is about thinking outside the box – putting forward recommendations for new practices and products, explicating them, seeking endorsement and enactment and for leaders formulating and pursuing new visions.”⁸

Examples of these creative minds, we could see in the participants in the training, when finding a solution in a problem-solving activity through discussion in the group or when after a moment of silence an answer to a personal question was coming up. “I felt inspired to look at my life and make changes where necessary after the seminar.” (participant from the international seminar in Malta, in the Follow-Up)

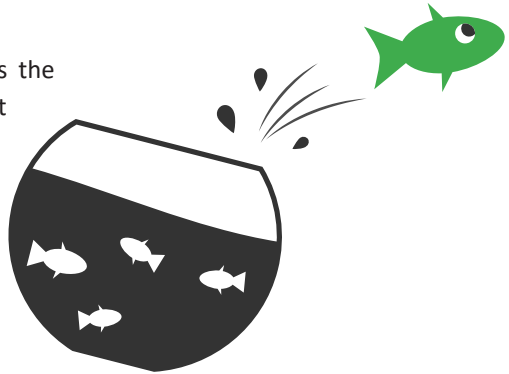
⁸
Gardner, H. (2007) p.156



3. Courage



According to Scharmer the courage is the essence of leadership as he argues that “courage comes from the willingness to ‘die’, to go forth into an unknown territory that begins to manifest only after you dare to step into that void”⁹. Scharmer contends that in order to step out of the comfort zone and in order to bring about change one needs to be courageous and let go of the past. Leaders need all the courage it takes to



expand and explore new horizons and also be open to something new. Any occasion of leadership which led toward progress has involved courage, thus a great leader has to show courage in the face of obstacles and tough decisions. Any individual who is in a leadership position has to show that they have the courage to develop; make tough decisions and are ready to change direction. According to Widene courage is “simply acting on what we should do, regardless of any fear we may have. It is the choice to disregard worry. It is the choice to do right, to pursue our dreams, to be successful people, to lead the way for others.”¹⁰

The courage to learn and step out of the comfort zone also entails the willingness to take risks and not to be afraid of failure. We are not always successful in our endeavours yet we also learn from when something is not accomplished. We need to reflect, accept what happened and move on. In the Japanese tradition, when a pot is cracked, they

9 Scharmer, C.O. (2009), p. 401

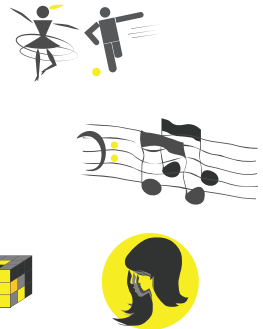
10 Widene, C. (2009)

mend it by filling the cracks with gold, as they believe that when something is damaged it still has a history and thus become more beautiful.

Another aspect of courage is being able and willing to act from a place of vulnerability and to reveal our true selves. It includes making changes that will help me to become a better person, relate better to others around me and have a positive impact on others. In the seminar we offer opportunities for the participants to step out of their comfort zone to experience new situations on a personal and group level.

4. Strengths and Intelligences

In the LIND project we look at strengths and intelligences from the perspective of Howard Gardner's theory of Multiple Intelligences (MI). In the seminar we encourage people to discover the MI that come most naturally for them and learn how to apply these strengths to their learning tasks. When a person is conscious of which intelligences come most naturally to them and which require more conscious effort to develop they can create strategies for learning. Understanding their strengths helps the learner also to improve the areas in which they are weak.



We believe that understanding our intelligences gives an understanding of the strengths and weaknesses and therefore helps us to create strategies for our learning and development. "I am taking home the awareness of the strength hidden in my weaknesses and limits." (participant from national testing seminar in Malta)

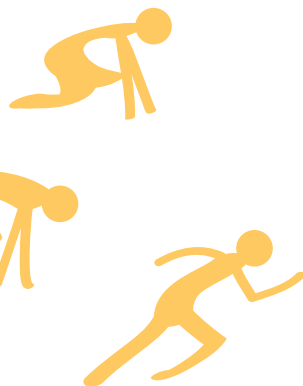
Knowing and understanding the own strengths and intelligences is a first step in becoming more authentic. The second step and the much harder one is the self acceptance of the true me. Self acceptance is about understanding, who we are and knowing what we want. It is about valueing our authentic self and being comfortable with our place in the world. Only if we accept our own being, if we accept our weaknesses as well as our strengths, we start acting in an authentic way. This also includes "the capacity to let go of your old self and your old identities and intentions in order to create an open space for your emerging or authentic self to manifest."¹¹

¹¹ Scharmer, O. (2016). <https://www.presencing.com/principles>

Self acceptance is about respecting our real nature and it is the first step for being able to accept others for who they truly are. In this perspective self acceptance is one of the conditions that allow inclusion to happen. The MI support the knowledge about ourselves and other. Understanding that we all have a unique MI-profile helps to look at others with more open eyes and with less preconceptions: “I always thought that everybody likes to walk and move in the nature, but I realized that it is me, who need movement in the nature for thinking and reflecting.” (participant from the national seminar in Austria).

5. Inner Readiness

What makes us act in a true and authentic way? For us it's our inner readiness¹², that human quality that enables us to act out, in the here and now, our authentic potential in harmony with ourselves and the context around us. By potential we mean the set of personal resources, knowledge, skills and useful attitudes that support us when acting in the diverse contexts and in times of change, weather the change comes from outside or from inside.



We all possess that potential that resides in us ready to be expressed, however the potential is not enough to empower us to act. What allows the potential to become an authentic action is our inner readiness.

When we talk about acting out our potential, we mean our human capacity of responding to events and situations, as the result of a conscious choice we make. This conscious choice is the output of a process in which we are alert and deeply aware about what's happening in the here and now either outside, meaning the context around us, or inside, meaning our own resources, will, values, emotions and reaction habits. The awareness we are referring to is reached throughout reflection practices, that can happen either before, during or after action and mindfulness practices, which are opportunities to observe and notice, without judging, what is happening in the here and now to ourselves and in the context around. Through this we become more aware and awareness increases the possibility to be inner ready, as inner readiness is

¹² Kitokie Projecte (2016). Inner Readiness. www.reflecting.eu

not a permanent condition of ours, nor a competence that one acquires for good.

The process throughout which inner readiness prepares to manifests, happens in a suspended time and space, in the place that Scharmer calls of “stillness and knowing”¹³. Here is where we can “experience a slowing down of time, a widening of space, a panoramic type of perception, and a collapse of boundaries between people, even between people of opposing teams”¹⁴. This place of “stillness and knowing” is where we can access our source of energy, that is the “inner place from which we operate”¹⁵. It’s the source that’s needed to act out our potential, instead of reacting to the events and challenges that life calls us to face. It’s the place where the not knowing is allowed and valued as a creative space instead of being considered a lack of responses.

The action moved by inner readiness for us coincides with what Scharmer calls “generative listening”¹⁶, that happens when we let go our voices of “judgment, cynicism and fear”¹⁷ and is the expression of our true authentic leadership potential. It’s the moment when we align the intelligence of our head, our heart and our guts¹⁸ and we reach that state of neurological balance or ‘autonomic coherence’ where we are neither too stressed nor too relaxed, but are in a ‘flow state’¹⁹.

13 Scharmer, O.(2016). https://www.presencing.com/sites/default/files/page-files/Theory_U_Exec_Summary.pdf

14 As above

15 As above

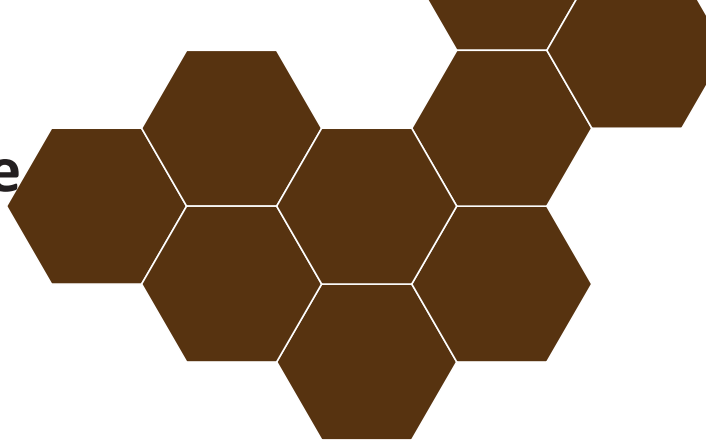
16 As above

17 As above

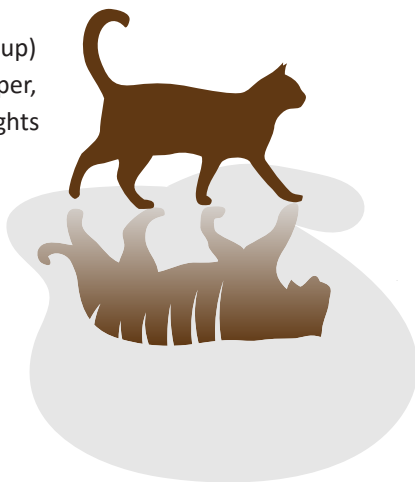
18 Scientists now understand that humans have three essential intelligence centers located in the Head (or brain), Heart and Guts (or Hara). According to the Institute of HeartMath, the heart is the seat of our emotional intelligence, the head the mental processing center and the gut, the seat of our deeper knowing and the functions typically associated with the more creative and intuitive “right brain”. What connects mental life with neural functioning is energy and information flow. Energy is a concept referring to the capacity to do things. It encompasses the inter-relationship of signals from Head, Heart and Hara. (Dotlich D., Cairo P., Rhinesmith, (2006)

19 Being in a state of flow is that state of effortless concentration and enjoyment, moments of intense living, when one “lives to the fullest, without waste of time and potential, expressing one’s uniqueness, yet participating intimately in the complexity of the cosmos.” Csikszentmihalyi, M. (1997)

6. Reflective



Reflection is a multi-layered personal (and group) process of identifying, clarifying, going deeper, making meaning, connections and gaining insights among different meaningful events that occur inside and outside ourselves. Reflection can bring to joyful or painful insights and usually involves the whole person and is embodied. Reflection allows us to become aware that something is happening in and outside us and helps us to name it and thus become more conscious of our learning and behavioral patterns. The process of reflection can bring us new insights that contribute in giving meaning to experience and allow learning. The awareness that reflection brings empowers us and is our engine for change, growth, development and transformation, which occur by our free choice.



Reflection is usually the first thing we would skip to try and “better utilize time”. However when taking time to reflect, not only we build self awareness, we also contribute in developing our Self-regulation, the ability to control or redirect our disruptive emotions and impulses and adapt to changing circumstances. The more we reflect on our strengths and how we can build upon them, the more confident we become in expressing our leadership. The more we are self-confident, the more we are able to develop an innovative vision that looks at our emerging future. When in our leadership we display a strong sense of confidence, we convey a positive message to the others about the feasibility of our vision and at the same time we facilitate the

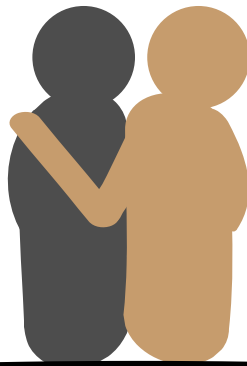
trust necessary for successful vision implementation.

By reflecting we are also taking care of ourselves, we understand our strengths and limits and what we can reasonably accomplish in a finite period of time. We learn how to model ways in which our values are congruent with our behavior and thus develop a culture of respect for ourselves and for the others. At the seminar we offered time and a safe space to experience and to reflect on the impact the different activities had on ourselves and on others.

7. Sense of Humanity

In the LIND project we include ‘love, kindness and social intelligence’ in sense of humanity. Social intelligence is “the ability to act wisely in human relations.”²⁰ This includes our capacity to negotiate and manage complex social change, relationships and environments.

Howard Gardner “recognises that nowadays one can no longer remain within one’s self or on one’s home territory, [...] and welcomes differences between human individuals and between human groups, tries to understand these ‘others’ and seeks to work effectively with them. In a world where we are all interlinked, intolerance or disrespect is no longer a viable option”²¹. In this meaning the sense humanity includes a set of strengths and virtues that makes others feel welcome and embraced. To develop a sense of humanity, that loving, socially intelligent virtue, we need to learn how to express our feelings of kindness and connection to others. That takes a high level of conscious awareness of our thoughts and feelings. We see this sense of humanity as beyond tolerance, but to accept both ourselves and the other fully.



Scharmer talks of this as looking at the other as an evolving being, valuing the other person without knowing their full story, attending and listening to the other person by using a level of listening that is empathic and with an open heart. He suggest to really

20 Thorndike, E. (2016) <http://bahaiteachings.org/how-to-develop-a-sense-of-humanity>

21 Gardner, H. (2007)

try to feel what other people are feeling, using the bodily sensations to connect and understand another person at a level that is not always rational. This means even to accept the other, if you do not understand another's behavior.

Through our training especially the international dimension, having participants from many different countries and backgrounds support experiencing this sense of humanity. Further mindfulness practices supported the sensing what is happening in the here and now inside myself and in others.

8. Wholeness

When we talk about wholeness as part of the authentic self, we are talking about operating from both the intellectual and the intuitive part of ourselves. This means that wholeness is about incorporating all aspects of ourselves (physical, mental, emotional and spiritual) to be more in balance both with our selves, our communities and the whole world. It is about becoming more aware of and trusting our senses and intuition through tools such as mindfulness, journaling, sensing journey and spending time in nature.



Wholeness is also about looking from the ego to the eco-system – the inclusive side of leadership. How can I make positive changes that will have an effect on the whole system. We recognise that we are part of the globalised world and that our behaviour has an effect on both ourselves and others. When acting or making decisions we try to see the whole (world) and then narrow the field and take from this wide point of view what is important for me in this moment to make the right choice or decision based on what is good both for me, the people around me and the planet Earth.

Scharmer describes this “principle of whole implies that, because all humans are connected, what happens to other people also happens to oneself”²². While we are acting, we try to be conscious that other peoples’ realities are happening at the same

22 Scharmer, C.O. (2009), p.250

time and we are using the intuitive intelligence to have a higher awareness of this.

Going through a Theory U process including discovering the common intent, sensing and observing through connecting with people and places, proceeding to a place of silence and allowing the inner knowing to emerge allows participants to experience different aspects of wholeness as described above.

9. Building Relations

In order to be inclusive, building relations is a very vital concept. Weymes sustain that for an entity to be successful one has to invest in the development of ‘sustainable relationships’²³. These relationships should be one of the main goals of leadership in order to create what he calls the ‘emotional heart’ and it also gives a sense of meaning in the relationships within and outside the wider collectivity. The leader has to give importance to building relationships and this can be done through one’s leadership and within his/her leadership roles. It requires that individuals give importance to the people around them and thus be direct, truthful and open.



Scharmer highlights within the presencing stage of the U Theory “the phenomenon in deep listening and dialogue interviews”.²⁴ Both the leader and all the members within a group have the responsibility to create connections such as “heart to heart connections”. These connections are important in order to nurture leadership. Generative listening, which is the 4th level of listening within the four basic types of listening, suggests that one can become connected to something larger than oneself. “This level of listening requires us to access our open heart and open will – our capacity to connect to the highest future possibility that wants to emerge”²⁵.

This also requires the principle of “wholeness” as described before. So when building

23 Weymes, E. (2010)

24 Scharmer, C.O. (2009), p.184

25 Scharmer, C.O. (2009), p.13

relationships, one need to consider the wholeness of the person, as this person brings with them their 'luggage' being the personal and professional self. Thus, the leader has to act with tact, with intuition and has to strive to establish a relationship, so as to be able to relate to the changing and diverse individuals within their group or workforce.



10. Open Mind

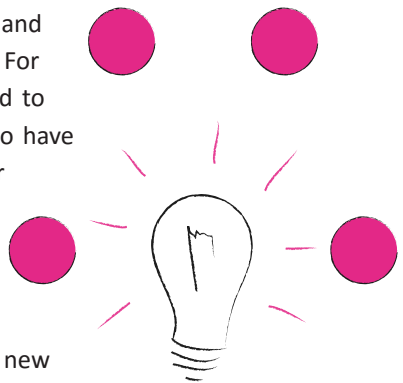
Open mind means to be receptive to new and different ideas or the opinions of others. For Scharmer the capacity to suspend judgment and to inquire, to see something with fresh eyes and to have access to our sources of thinking and of our intellectual intelligence.

A first step in having an open mind is to be curious and to allow yourself to explore, what is happening around you and to see something new and unexpected in our daily routine. Two leaders seeing the same situation, can notice two totally different realities and come to very different conclusions. Having an open mind means to look at the world suspending your own assumptions and judgement, trying to see just what is happening.

An activity on the seminar was, to take a walk and to look at the world as if you see it for the first time like a child exploring colours, smells, textures etc.

The next step is truly listen with an open mind. Transform the fields of conversation from downloading and debate to dialogue and collective creativity. Explore the situation and the world through the eyes of the other person and let yourself be surprised by the future coming up. Transforming the quality of conversation means also to transform the quality of relationships.

In the training we put an emphasis on creating an atmosphere, where people can

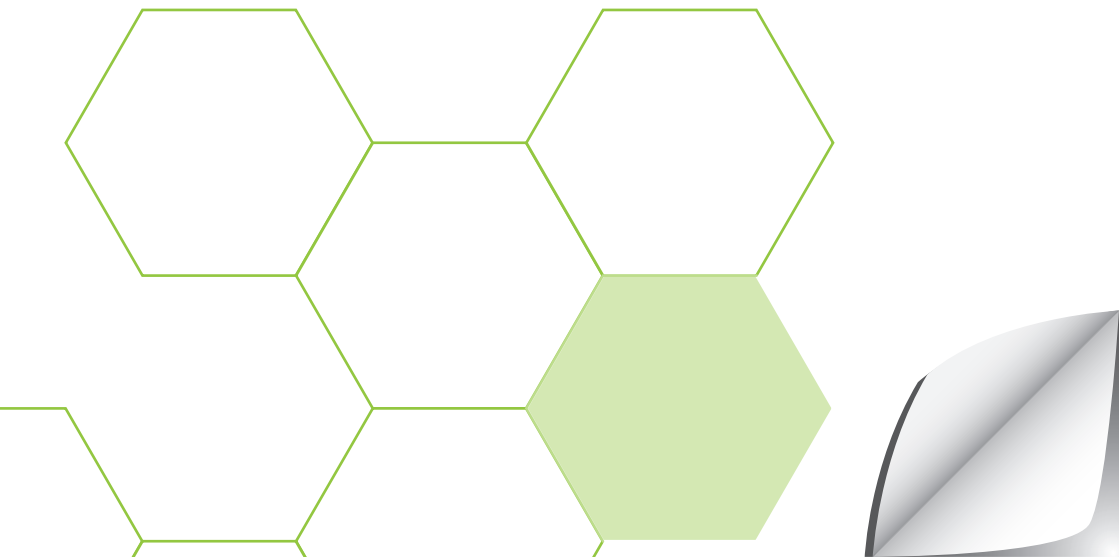


use their open mind. We offer moments of generative dialogue, where participants practice deep listening to each other and their own mind, heart and will. We create moments of silence to let the inner knowledge emerge.

Authentic
leadership is the
full expression of
'me' for the benefit
of 'we'.

(Henna Inam)

My Notes





6.

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