Executive Book Summary

Mengyan Huang

The world we are living in is becoming more and more complex; leaders everyday find themselves in the balance between wonder and routine. *Leading in Complex Worlds* presents leadership in an international context that is multifaceted, multidimensional, multidisciplinary, and multicultural. This book is organized into three unique but correlative parts and is prefaced and ended by two provocative poems addressing leaders and leadership. Each part is introduced and sets a theme by one of the editors.

Leading enhances learnership and learnership enables leading.
-- Greg Laudeman

Part One "The Complexity of Leader Development" accurately explains a complex process to develop a leader which usually starts from analysis, reflection, risk taking, self-awareness, communication, and systems development. Comprising Chapters 1 to 6, this part inspires leadership educators, leadership consultants and students of leadership.

Chapter 1: Discovering Leadership and Winning Friends

Alaedini showed that appropriate leadership style can win friends in an organization. Alaedini worked as a production supervisor at a large factory just after he graduated from university. One early afternoon, the factory lost power; he was asked by his manager to keep his operators working until the end of the shift. He tried his best to assign tasks to every staff according to their duties level. When he assigned Cliff and John to sweeping the floor, Cliff refused but suggested Alaedini allow him to teach John the chemical process of machinery and then to clean the chemical storage room. Alaedini approved Cliff's proposal and finally was satisfied with the quality of their work. After this interaction, Cliff became friendlier towards Alaedini.

Alaedini's experience aligns with Lewin's Democratic Leadership style (1939). Primary characteristics of democratic leadership include:

- Group members share ideas and opinions, even though the leader retains the final say over decisions.
- Members of the group feel more engaged in the process.
- Creativity is encouraged and rewarded.

Chapter 2: Deepening Self-Awareness Through Dialogue: A Theoretical Framework for Leading in Complex Worlds

Guasta believes that leaders can arouse self-awareness by practising "choice, freedom, and responsibility" (p. 11); she also stated that it is important to examine the development of self-awareness through dialogue. Guasta presented her notions in the following sections:

Courage and Vulnerability

The need for courage and vulnerability is the value of developing self-awareness. The presence of courage and vulnerability is the essence which allows dialogue to occur; and their absence limit dialogue.

The process of gaining self-awareness includes creating confusion and anxiety. This process is emotionally overwhelming and creates personal displeasure. Basically, courage toward vulnerability is needed in dialogue and development of self-awareness.

The development of a leader, however, is a complex process that calls for time and reflection.
-- Robert McManus

Freedom, Choice, and Responsibility

Frankl (2006) stated that human beings have a consciousness of freedom and responsibility. Choice comes with freedom, and a sense of responsibility comes with choice. Three important virtues in life are: responsibility, courage, and objectivity.

Choice usually functions constructively for dialogue and entails exploring alternatives and gaining insight. Embracing the power of choice enables individuals to exercise freedom and responsibility to develop self-awareness through dialogue.

Humans have a responsibility to respond to life with action and care. Such response requires a tremendous amount of courage and vulnerability.

Ethic of Care and Intuition

Human interaction generates creativity and collectivism through dialogue. This function is also the feature of an ethic of care. Leaders should apply an ethic of care through dialogue to facilitate participation and creative transformation in thought and in action. In addition, through conversation, an ethic of care improves the development of self-awareness by reminding individuals to suspend assumption, focus less on themselves and more on others.

Self-Awareness and Coherence

Discussion of tacit knowledge and innate care can be led by the connection of self-awareness and coherence. Coherence may be regarded as a form of tacit knowing when humans seek order and harmony. Through dialogue, self-awareness develops and we become more conscious of coherence in society. Therefore, we can exploit dialogue to help individuals to recognize the importance of self-awareness and generate the holistic perception of coherence.

Guasta concludes that self-awareness is a process, which contains different features. Dialogue facilitates leaders' self-awareness, which can improve their leadership in this complex world.
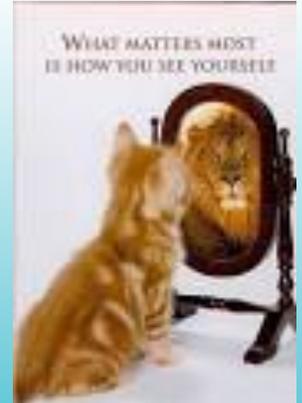
Chapter 3: Communications, Ethics, and Vision Trump Experience

Sopow discusses the lessons from policing, and how those components affect the trust of leaders and job satisfaction. Also, Sopow tries to provide suggestions for organizations facing change.

Experiential and Theoretical Underpinnings

In this section, Sopow presented five traits, offered by General Electric chairman and chief executive officer Jeff Immelt, to reconsider leadership pattern:

- Better listening skills.
- Being systems thinkers and comfortable with ambiguity.
- Building competency and moving with speed.
- Motivating with vision, but winning through execution.
- Must like and respect people.

Organizations need to keep adjusting to their surroundings. Integration is critical for an organization to function because it comprises acceptable norms and actions, coordination, control, and communications. In the organizations, the relationship between a leader and follower forms the internal environment and workplace climate, as well as its ability to handle changes in global context.

Research and Result

Sopow designed twenty-one workplace factors to survey employees' opinions of leadership. He conducted a study in the Royal Canadian Mounted Police in the province of Nova Scotia. The research results showed:

- Having a clear vision, good communication skills, being creative and collaborative, as well as knowledgeable, are significant for leaders to be seen as trustworthy and ethical. These characteristics are more important than formal leadership and management training.

- Employees agree that many years of experience does not necessarily mean that the leader is good at dealing with challenges in the global context.

- Successful leaders may benefit from the leadership model, which is intertwined with ethics and trust, open and honest communications, and a willingness to change.

Chapter 4: Leading Learnership: The Transformation of Leadership via Convergence with Learning

Laudeman attests that to adjust to the increasing complexity of society, leadership is evolving a form that is effectively developing human capabilities.

Four Periods of Evolvement of Leadership

- **Classical, Prototypical Leadership** In this period, leadership involves coercion, exploitation, armies, and weapons. This sort of leadership can be seen in modern dictatorships or president-for-life regimes.

- **Modern, Official Leadership** Modern leaders usually try to make others want to follow them. This type of leadership consists of the usage of ideas and persuasion, to motivate people for the greater good.

- **The Transition to Post-leadership** Though before the late twentieth century, leadership studies focused on the characteristics and traits of a leader, new thinking of leadership appeared from the mid-twentieth century. Typical theories include Greenleaf's concept of servant leadership (1977) and Burns' transformational leadership (1978). In addition, Bennis and Nanus, Deming, Bennis, Luke, and Northouse presented different notions for the practice and theories of leadership.

- **Postmodern, Social Leadership** Two kinds of new thinking of leadership: everyone is a leader and social production of knowledge goods.

Thinking About Learning: The Sociocognitive Evolution of Learnership

- **Classical, Prototypical Learning.**

This was a means of selecting qualified persons to join the elite to serve their leaders and enable oppression, exploitation, and power.

- **Modern, Official Learning.** It was an educational approach based on the concept of command-and-control and deprived learning from experience and interests.

- **Postmodern, Social Learning.** It allows individuals to learn actively and socially. Also, learners actively and continually increase their knowledge in the process of learning.

Talking and Thinking Together: Leading Learnership

Seven models of leading learnership are presented: (a) active, social learning; (b) leaderless organizations; (c) participative management; (d) dialogical planning; (e) scenario planning; (f) appreciative inquiry and community visioning; (g) world café

Conclusion

Those who do practice leading learnership will be more successful and prosperous than those who do not. Leadership and the sociocognitive evolution of learning will converge and continue as leading learnership.

Chapter 5: Leadership Education: The Power of Storytelling

Nehls believes that storytelling is a way for leaders to embody the change they seek and it is often the only thing that works to inspire change. She also states that children's books offer rich opportunities for learning about a variety of topics in a fun, succinct, and easily understandable package.

Storytelling in Leadership Situations

- It is an efficient way to promote an understanding of the subject issue and pass along traditions.
- It can extend students' attention and imagination; also, the conflicts and hurdles in stories attract students to work through issues together.
- It encourages critical and active listening and thinking.
- It can inspire and deepen perceptions of topics.

How to Select Stories

Seven Principles to Guide Story Selection: patterns, consequences, lessons, utility, vulnerability, future experience, and recollections.

Three Ways to Debrief a Story

Way #1: Require participants to summarize the values they heard in the story.

Way #2: Ask participants to consider the meaning of the story, then discuss with a partner, and then share their ideas with the entire group.

Way #3: Participants sort out the important ideas and then the facilitator narrows the discussion towards the issues relating to the intent of the session.

Chapter 6: Developing Leaders for a Complex World: Mapping ILA's Guiding Questions to an Undergraduate Interdisciplinary Minor in Leadership

The International Leadership Association (ILA) published Guiding Questions: Guidelines for Leadership Education Programs (2009). This guide focuses on five specific areas: context, conceptual framework, content, teaching and learning, and outcomes and assessment. This chapter shares an application of this guiding and describes five areas.

It affects the conceptual framework and determines program content, teaching and learning approaches, and outcome and assessment.

Conceptual Frameworks

- Conger's Four Approaches which include personal growth, conceptual understanding, feedback, and skill building.
- The Five Ps Conceptual Model includes personal attributes, position, purpose, practices and process, and product.
- Know, See, Plan, Do Model.

Content

The ILA suggests programs include content such as foundation of leadership, strategic leadership, personal development, organizational leadership, and ethical leadership.

Teaching and Learning

The leadership identity development model which includes six stages:

- Awareness;
- Exploration and engagement;
- Leader identified;
- Leadership differentiated;
- Generativity;
- Integration and synthesis.

Outcomes and Assessment

Expected outcomes: (a) have a solid mastery of leadership knowledge; (b) improve their leadership through participating in various majors, groups, and clubs.

Assessment, which will be repeated three times during the course of a student's undergraduate education, includes: (a) online questionnaire; (b) movie clip watching and questions answering; (c) problem solving.

The development of a leader, Self-awareness is a fluid process.
-- Lori Guasta

**Part Two** "The Complexity of Leadership Practice" explores the nature of fluid dynamics in leadership and describes that the complexity is grounded in the nature of organization, environment, and community. The authors gave attention to realms of leadership that have been ignored, marginalized, misunderstood, or all of these combined.

Chapter 7: Black Women's Political Leadership Development: Recentering the Leadership Discourse

Mims and Bailey acknowledge the overlooked significance of lived experience as leadership development and leadership practice in "Black Women's Political Leadership Development"

Background

Black women have a talent for leadership because of the history of civil rights. However they need to conquer social, racial, and sexual barriers which negatively affect them to be political leaders.
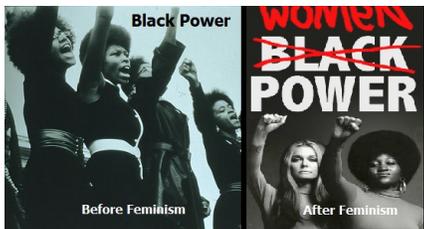
Traditional leadership theories ignore black women's contributions as their communities' emerge. With the emergence of more black women in leadership roles, reexamining their leadership experience facilitates and supports their leadership development.

Education: A Conduit For Black Women's Leadership Development

Education has provided the foundation of black women's political involvement. Black women develop their leadership skills through promoting familial, educational, and political activism; in addition, they develop the skills by serving as educators, organizers of women's group, and leaders of community organizations.

Black Women's Way of Leading

- They show their leadership in family, church, and community organizations.
- They develop their leadership by holding a dynamic and interrelated black community.
- Their leadership represents community empowerment experiences and actions.

Findings

This study reveals seven features of black women's leadership style:

- Mentors and black female role models foster self-determination;
- Black community is served and improved by intrinsic motivation;
- Reliance on belief and spirituality in decision-making;
- Strong values of education and learning;
- Informal learning serves as their major source of learning and leadership development;
- Bicultural background is related to their balancing role expectations;
- Support systems are based on families and communities.

Conclusions

Black women leadership experiences are derived from their culture as black American women, and their conception of politics is grounded in their experience of opposition and resistance from birth through adulthood.

Chapter 8: Leadership Lessons from the Criminal World

Martinson discusses and compares the leadership traits of effective corporate and gang leaders. Leaders' characters include: (a) self-discipline; (b) courage; (c) ethical behavior. Competence includes insight and influence.

Four Abilities of Gang Leader:

- Ability to exploit marginalized potential recruits;
- Ability to recruit in fruitful locations;
- Ability to create a structured, parallel society;
- Ability to create hope for success in the future.

Research Findings

Gang attraction. This includes the following sections:

> A golden opportunity;
> Mystique and reputation of the gang leader;
> Rituals of belonging.

Retention and engagement of gang members. To retain and engage gang members, gang leaders:

> Establish organization from chaos;
> Lead with fear and enticement;
> Manage members' emotions;
> Create strong negative consequences for poor performance.

Conclusions

- Gang leaders exploit potential and current gang members;
- Both gang leaders and corporate leaders have the gift of being a leader;
- Gang leaders enter leadership roles earlier than their corporate counterparts, but both corporate and gang leaders engage in entrepreneurial leadership early;
- Effective gang and corporate leaders understand and adapt to multiple value systems and worldviews;
- All kinds of leaders can find value in embracing the lessons of criminal leaders.
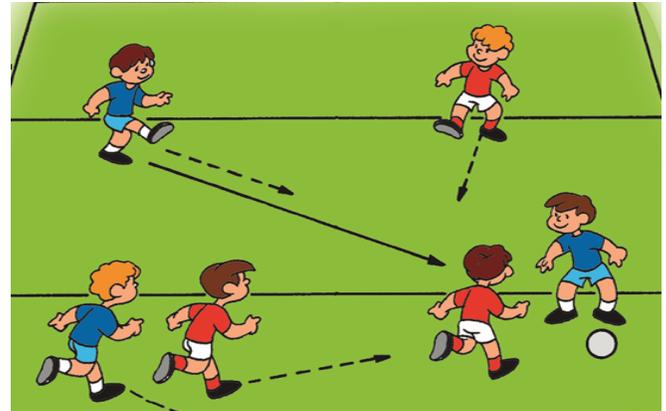
Chapter 9: Soccer Tactics and Complexity Leadership

This chapter tells the story that a CEO who spent three years turning an electric component company around and achieved success in the market exploits of soccer tactics in complexity leadership.

Four Reasons Why the Company Should Have Failed

- Poor commitment to learning;
- Lack of appreciation and rewards for innovator;
- Poor systems thinking;
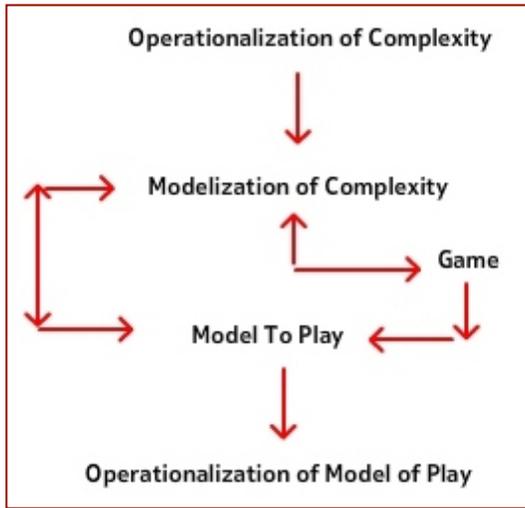- Low priority on training and technology upgrades.

Reasons Behind the Success in Year Three:

1. Nondirective possession and "moment of play". The CEO showed trust and empowered his VP team. This leadership dynamic is not top down but emerges from the bottom. In addition, the CEO delayed the excitement of movement toward the goal and his patience paid off when a richer range of options emerged.

2. Ironic delay and turnabout. The CEO believed that its US customer network was the company's greatest asset so that over three years the company sold products to keep their customers coming to them, even sometimes at a loss. For the turnabout, the company made long – term use of Asian assembly contractors because the CEO believed that the company could learn a lot from the process.

3. Nonchalance. The CEO's leadership encouraged his staff to enjoy the process even where the situation was urgent and in turmoil.

Conclusion

The study identified that these tactics are not only good strategies for business, but also demonstrate good complexity leadership. The CEO and his employees faced chaotic and uncertain situations, but appropriate complexity leadership established space for learning and timing for profit to occur.

Chapter 10: A Complex Landscape: Reflections on Leaders and the Places They Create

Carr believes that leadership is a place; people are attracted if it is comfortable and cool. This study explores places created by leaders and how they were created. Also, he describes what the impacts from these places have on followers.

The Idea of Virtual Choir

It shows that creating a place to invite people in to participate is an action of accepting people and demonstrates that their contribution is valued.

Leadership from Somewhere off to the Side

Leaders need to lead from different perspectives and to create a place where people could work well together.

Leading with Compassionate Welcome

Sound characteristics of a leader are: (a) benevolent thinking and action; (b) lead with compassionate welcome; (c) provide divine experience for staff; (d) offer encouragements.

Two Kinds of Places Leaders Create

1. Places diminish people's talent and identity.
2. Places allow people to accomplish work in an environment which sustains them physically, emotionally, mentally, and spiritually.

The Organization as Garden and the Leader as Gardener

Just as a gardener has an organic relationship with all plants in the garden, the role of leaders is to carry the organization into the future and their tasks are never ending.

The Call to Create Places Where People Can Flourish

Leaders need to create places to facilitate followers to succeed.

Storytelling is a powerful example of incorporation organizational play and fun at work for the benefit of the leaders and the group.
-- Kimberly Nehls

Part Three "The Complexity of Leading in a Globalized World" explores what leadership really means. The scholars emphasize that fluidity, adaptability, flexibility, negotiation, and acculturation are just the beginning of leadership.

Chapter 11: Global Leadership-How an Emerging Construct Is Informed by Complex Systems Theory

Darling attests that global leadership competencies will expand. During this process, leadership needs to transcend differences to achieve consensus.

Global leadership is described as leading effectively within an international context.

Four Kinds of Global Leadership Theories

- Integrated views of leadership
- Flexible leadership
- Distributed leadership
- Complexity leadership

Features of Complex Systems

(a) organizational learning; (b) unpredictability; (c) adaptation; (d) collaboration; (e) interdependency.

Leadership is Contextual and Situational

It focuses on: (a) information control; (b) knowledge exploitation; (c) organizational learning; (d) social interaction.

Global Leader Competencies

- More complex competencies based on individual characteristics;
- Ability to retain leadership abilities in completely unfamiliar situations;
- Cognitive complexity and synergized learning;
- Global perspective or mindset, and cross-cultural sensitivity.

Global leadership theories are related to chaos leadership, surprise management (p. 196), and fostering leadership.

Conclusion

1. A new leadership model based on the complex and dynamic environment needs to be created.
2. Effective leadership establishes a better environment for people.
3. A comprehensive perception for global leadership is needed.

Chapter 12: The Role of Culture and History in the Applicability of Western Leadership Theories in Africa

Vries provides and discusses the role of culture in leadership. She believes that understanding culture is imperative to understanding leadership; however, national culture is not a reliable way of understanding cultural differences and leadership differences. To understand culture, we must understand the history of the area first.

Three Periods of History and Their Effect on Leadership in Africa

Period 1: Traditional African leadership was just established. Leadership in this period was based on kinship, religion, age, and tribe.

Period 2: The colonial period. European leadership ideas and methods were imposed on the Africans during this period.

Period 3: Postcolonial period. Africans have been immersed in their own traditional leadership, colonialist leadership, and modern Western leadership theories, from the 1960s to the current time.

Western Versus African Approaches to Leadership

Seven differences between African values and those of Western business:

- Community above individualism
- External versus internal locus of control
- Supporting opposed to competing
- Employees as people first, then as workers
- The divergent definition of and sense of time
- Leadership through care and integrity versus power and status
- Wealth as something holistic, not just financial or material (p. 216)

Conclusion

Three steps to bridge the gap between African values and Western business practices:

1. Westerners must admit that their leadership models are not universal.
2. Africans must promote their own history, culture, values, and faiths.
3. New methods which are effective within an African context need to be developed by Western and African scholars and leaders.

Chapter 13: A Tao Complexity Tool-Leading from Being

This chapter is a narration of how to use the concept of Tao as a leadership tool in complex and chaotic situations.

Fu and Bergeon explore ancient philosophy to seek a basic perception of the complexity and eternal essences of leadership knowing.

Features of being were stated in Chinese ancient philosophy: (1) dynamic; (B) is the active energy causing chaos and complexities.

Tao's philosophical concept was rooted in the Chinese ancient theory of the energy-flow of Nature's five activating forces: water, fire, metal, wood (plant), and earth (soil).
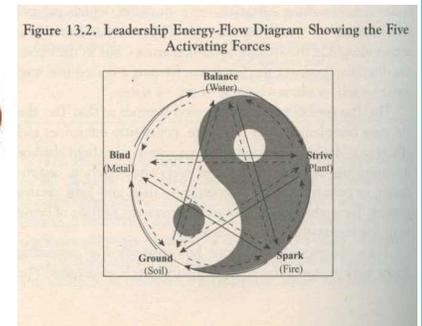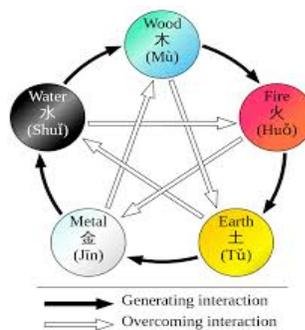
(P.238)

Based on Tao theory, changes start from a leader's or consultant's entry to a situation and that chaos means that in the situation all things are mixed together and have not yet separated.

The idea of four cycles at work derives from Nature's cycles of five activating forces:

1. Constructive cycle
2. Decay cycle
3. Destructive cycle
4. Challenge cycle

Fu and Bergeon believe that to enable us to identify appropriate interventions, the Tao complexity tool reveals the previous and present states of being and the tracks of causality.

Chapter 14: A The Leadership of Dr. Jane Goodall: A Four-Quadrant Perspective

Pappas views leadership holistically and adopts a multi-dimensional framework to better understand the dynamics of leading in a complex world. She depicts leadership in the following Four - quadrant diagram (upper right):

Figure 14.1. Four Quadrants of Leadership

(P. 255)

Pappas also describes Goodall's academic and career life and, as well interprets Goodall's Leadership in the Four-Quadrant framework (lower right):

Quadrant A: It identifies Goodall's life purpose. Goodall believes that: (a) individuals matter; (b) humans should respect and value nature; (c) humanity provides hope to save the earth; (d) humans have a spiritual connection with nature and all natural things.

Figure 14.2. Goodall's Leadership Interpreted Through the Four-Quadrant Integral Framework
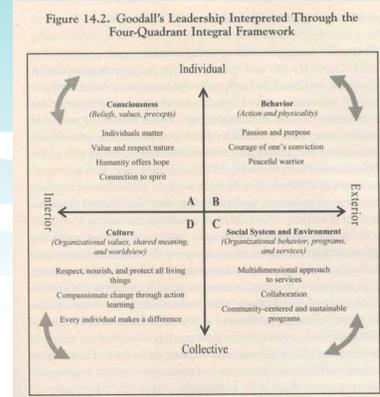
(P. 259)

Quadrant B: It summarizes how Goodall presents her leadership to the world. Correspondingly, she has a community of followers.

Quadrant C: It describes the organizational behavior of the Jane Goodall Institute (JGI) which is related to its programs and services. Three organizational characteristics of JGI are: (a) a multidimensional approach to services; (b) collaboration; (c) sustainable programs which are centered in communities.

Quadrant D: It embodies Goodall's life experiences, her mission in life, and her perspective of the world.
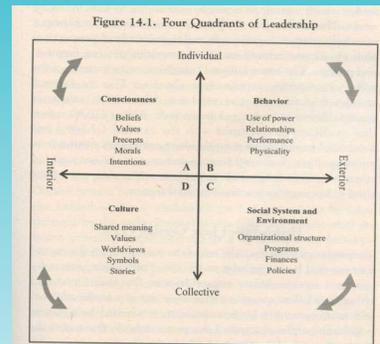
Leading in Complex Worlds provides us various perspectives and thoughts of leadership under a global context. In addition, the book enlarges our views and minds of how to make our world more peaceful, beautiful, and efficient. I believe that these are the true characteristics of leadership.

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