

Challenging Organisations and Society

reflective hybrids®

Leadership That Counts

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Journal "Challenging Organisations and Society . reflective hybrids® (COS)"

COS is the first journal to be dedicated to the rapidly growing requirements of reflective hybrids in our complex 21st-century organisations and society. Its international and multidisciplinary approaches balance theory and practice and show a wide range of perspectives in and between organisations and society. Being global and diverse in thinking and acting outside the box are the targets for its authors and readers in management, consulting and science.

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Tom Brown and Gary Wagenheim

Editorial Leadership That Counts

In August 2015 we gathered at the Segal Graduate School of Business in Vancouver for a provocative dialogue on 21st century leadership. Liselotte Zvacek was there with her camera to record our progress. Her photographs in this issue will help new readers “put names to faces” and give some sense of the dynamic nature of our day together.



Conference organizers: (L-R) Andrea Schueller, Gary Wagenheim, Maria Spindler, Tom Brown, Liselotte Zvacek



Welcome: (L-R) Debra Hoggan, Tamara Goddard, Michelle Cornfield



Discussion: (L-R) Liselotte Zvacek, Heesoon Bai



Discussion: (L-R) Tom Culham, Lorne Blackman



Discussions: (L-R) Maria Spindler, Debra Hoggan, Tamara Goddard, Gary Wagenheim



Small group presentation: (L-R) Debra Hoggan, Alice MacGillivray, Andrea Schueller, Tom Brown, Erica Groschler



Small group presentation: (L-R) Debra Hoggan, Tamara Goddard, Mark Selman

Our dialogue had a particularly controversial moment when participants disagreed about how to measure leadership results, and about what should or could be measured in leadership. We invited authors to continue and expand on that discussion by contributing an article that explored William Bruce Cameron's axiom, also attributed to Einstein, that "*not everything that can be counted counts, and not everything that counts can be counted.*"

It was our assumption that there were many ways to evaluate how well a leader, organization, or society is doing. Also, that these multiple ways could (should) be more holistic in nature in that they improved the organization and society beyond the bottom line.

We asked authors to focus on exploring 21st century leadership by considering these questions:

- How might leaders do well by doing good? Might a balanced scorecard measurement enable doing well (results) while doing good (means)?
- Is it important to measure leadership? Why?
- Do certain 21st century challenges change the nature of leadership and how leaders are measured?
- If we change our counting, do we change our leadership?
- If we change our leadership, do we change our counting?
- How do differences in gender, age, ethnicity, nationality, or profession change what we count, and our notion of leadership?

As is our tradition, we encouraged articles that were jointly authored, when possible, and that built and strengthened connections between colleagues from around the world. We encouraged authors to link theory and practice while utilizing a multidisciplinary reflective approach. In this way, we hoped to encourage new ways of working together, new perspectives on leadership, and new possibilities for future positive sustainable action in the world.

On all these dimensions we have succeeded. The five articles in this collection respond directly or indirectly to one or more of the questions posed above. Yet what is most remarkable about this collection is the degree of divergence these articles represent: they are, we might say, “all over the map” and the result manages to be both disconcerting and reassuring at the same time.

In the 21st century our maps locate us with uncanny precision in the physical world. Car navigation systems know before we do at which streets we must turn right or left, and they update our instructions in real time, responding to changes in traffic conditions. Our cell phones keep track of our altitude, our compass heading, how many steps we have walked, how many flights of stairs we have climbed, today, last week, on average. They extrapolate from our physical movements the implications for our health. We seem to know precisely where we are going, how to get there, and what it will be like when we arrive.

In seeking to map the landscape of 21st century leadership, we find ourselves a bit like explorers encountering the New World. There is much that seems familiar and accessible, while other territory feels different, even strange, and calls for new ways of seeing. In separate articles MacGillivray & Litwin and Jones & Hunter suggest that we needn't abandon all our survey instruments at the shore, provided we are careful about who does the measuring, what gets measured, and to what end the measuring is done. Maybe measurement itself is the problem, as Bai, Chang & Cohen suggest, and we need to experience this new world before we pretend to map it. If it is true that we find ourselves without maps, Green reassures us, we can find our way by following metaphors that connect the strange to the familiar. Or perhaps, extrapolating from Varley's article, we already have good maps, prepared long ago by those who arrived before us, and our task in the 21st century is to learn how to read them.

“Are We There Yet? Are Perceptions of Results Shaped by Gender?” by Alice MacGillivray and Anne Litwin explores how the perception of leadership

results may vary by gender. They use their own consulting experience and theory to investigate how workplace values and results are named and framed. They argue that masculine approaches to leadership may be more visible and more highly valued, whereas feminine approaches are presently less visible and less valued. While they found that leadership results are rarely explored through a gender lens, they conclude that embracing a diversity of leadership approaches and rebalancing what is valued may have implications for better leadership.

In “A Reflective Hybrid Approach to Connecting Leadership Style and Stakeholder Perspective” Huw Jones and Keith Hunter examine employee perceptions of leadership styles and perceived ‘results’ in terms of organizational culture towards three key stakeholder groups: customers, community, and employees. They conclude that leadership style (transformational vs. transactional) has a clear impact on organizational culture outcomes. While they conclude organizations seeking better alignment with stakeholders inside and outside the organization would be better served with a transformational leadership style, they find a surprising relationship between transactional leadership and the stakeholder dimension of social responsibility. Their article provides a basis for understanding the effect of leadership style on organizational culture results.

“When the Immeasurable Leads: A Pedagogical Dialogue” by Heesoon Bai, Dave Chang, and Avraham Cohen problematizes the modernist focus on measurement. Of course some things must be measured if we are to make sense of them, but it is equally true that some things must be experienced for them to mean anything at all, and the authors contend that the balance between what is measured and what is experienced—between objectivity and subjectivity—has become dangerously skewed. We measure what is easy to measure and then (over) value it simply because it has been measured. Their radical suggestion is that we deliberately shift priorities and privilege experience first.

In “The Metaphor as Stepping Stone: Navigating Postmodern Uncertainty” Larry Green argues that the 21st century represents a “sea change” for leadership. When former certainties have been revealed to be “contingent, even arbitrary”, managers must learn to navigate in response to emergent conditions, conditions for which reliable maps do not exist. In such a world, leaders are more like explorers, scanning for useful possibilities, rather than pilgrims who know the destination in advance. In such a world, metaphors may suggest useful ways to proceed and can empower leaders to take the first step into the unknown.

In her article “The Challenges of Indigenous Leadership within Mainstream Organizations” Leslie Varley explores her personal leadership journey navigating both cultural systems. Leslie reflects on her own challenges as an Indigenous leader in a mainstream organization seeking to remain true to her values while successfully managing projects and working to create a more culturally inclusive organization. Drawing on her personal experience and deep knowledge of Indigenous and mainstream culture, she offers suggestions for how mainstream organizations could be more culturally inclusive by incorporating critical reflection and listening skills.

Finally, in a short internal dialogue, Christian Stary uses the example of an externally imposed regulation to demonstrate how problems may become intractable unless the systemic view of the organization enlarges to include the intangible, socio-cognitive and socio-economic systems within which the organization itself is embedded.

We hope this issue on “Leadership That Counts” counts. Our goals—hosting an engaging dialogue, recruiting good authors and publishing their high-quality articles—were realized. But, does it count? You be the judge...if this issue provokes further reflection, discussion, research, learning or change, it counts.

About the authors

Heesoon Bai, Ph.D. is Professor of Philosophy of Education in the Faculty of Education at Simon Fraser University in Canada. She researches and writes in the intersections of ethics, ecological worldviews, contemplative ways, and Asian philosophies. She is also a practicing psychotherapist. You can find Professor Bai's published works at <http://summit.sfu.ca/collection/204>. Her faculty profile at SFU can be found at <http://www.sfu.ca/education/faculty-profiles/hbai.html>.

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Tom Brown holds an MBA and a Doctorate in Educational Leadership from Simon Fraser University. He has an academic and practical background in communications, program development and instructional design. His research interests are located at the intersection of university teaching and business ethics with a particular interest in online education. Since 1998 he has held a variety of senior administrative positions in the Beedie School of Business at Simon Fraser University. Currently he teaches business ethics and serves as Academic Director of the Part Time MBA and the online Graduate Diploma in Business Administration.

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Avraham Cohen, Ph.D., R.C.C., C.C.C. is Professor at City University of Seattle in Vancouver BC, Canada and serves as the Associate-Director for the Master in Counselling program. Since 1987 he has conducted a private psychotherapy practice in Vancouver BC. His recent book publications are *Becoming Fully Human Within Educational Environments: Inner Life*,

Relationship, and Learning, and Speaking of Learning: Recollections, Revelations, and Realizations.

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Larry Green is a psychotherapist in private practice and an Associate Professor at City University of Seattle, Canada. His doctoral dissertation (Simon Fraser University) explored the relationship between the prereflective (intuitive) self and the reflective mind. He believes that the prereflective self is more adept than the latter for registering one's immediate situation. The reflective mind often fails to recognize any phenomena that can't be integrated into its pre-existing conceptual categories. Given this orientation, Green's teaching and therapeutic approach emphasizes attending to one's immediate situation and then developing a symbol, image or metaphor that communicates an understanding of the team's situated challenges.

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Keith Hunter is an Assistant Professor in the Department of Organization, Leadership and Communication at the University of San Francisco's School of Management. A veteran of the US Navy, he earned his PhD in Organizational Behavior and Management at Carnegie Mellon University in 2011. His primary research interests involve leadership, organizational culture and social network dynamics. Dr. Hunter's teaching spans both the graduate and undergraduate levels, featuring courses in management, leadership, team dynamics and power and influence. A modeling and simulation enthusiast, Dr. Hunter also holds BS and MS degrees in computer science from the University of Central Florida.

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Huw Jones is a business and social research consultant and registered casual academic at the University of Newcastle (UON). Dr. Jones earned his Doctor of Business Administration at UON in 2014; his doctoral thesis examined the relationships between authentic corporate social responsibility

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Anne Litwin, PhD, is an organization development consultant, educator, researcher and executive coach. Anne has been a professional researcher and statistician, the CEO of her family retail business and is past-Chair of the Board of Directors of NTL Institute of Applied Behavioral Science. She is co-editor of the book *Managing in the Age of Change* and author of the recent book *New Rules for Women: Revolutionizing the Way Women Work Together* (2014), along with numerous journal articles. Anne received her PhD from Fielding Graduate University in Human and Organizational Systems in 2008. She lives in Boston.

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Alice MacGillivray is an independent consultant specializing in leadership and knowledge strategy. She began her formal education in the natural sciences and principles from nature continue to inform her work. Alice is also an Associate Faculty member with Royal Roads University and a Fellow with the Institute for Social Innovation at Fielding Graduate University. She has Master's degrees in Leadership and in Human Development and a PhD in Human and Organizational Systems. Alice lives on Gabriola Island on Canada's west coast.

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Christian Stary received his Diploma degree in computer science from the Vienna University of Technology, Austria, in 1984, his Ph.D. degree in usability engineering, and also his Habilitation degree from the Vienna University of Technology, Austria, in 1988 and 1993, respectively. He is currently full Professor of Business Information Systems with the University of Linz.

His current research interests include the area of interactive distributed systems, with a strong focus on method-driven learning and explication technologies for personal capacity building and organizational development.

Leslie Varley, a member of the Killer Whale clan of the Nisga'a Nation, is a social justice advocate. She recently became the Executive Director of British Columbia Association of Aboriginal Friendship Centres. Previously Leslie held the Indigenous health portfolio at Provincial Health Services Authority where she co-lead the development of San'yas Indigenous Cultural Safety Training, a facilitated, online decolonizing anti-racism training program offered to the health and social justice sectors in three Canadian provinces. Leslie's community work has focused on ending violence against Indigenous women and girls. She holds a Master's in Business Administration from Simon Fraser University.

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Gary Wagenheim is adjunct management professor at the Beedie School of Business at Simon Fraser University and Aalto University Executive Education and former professor of organizational leadership at the School of Technology at Purdue University. His research and teaching interests are reflective practice, leadership, and organizational behavior. He owns and operates Wagenheim Advisory Group that provides corporate training, coaching, and organizational development programs. Dr. Wagenheim received a Ph.D. and a M.A. in Human and Organizational Systems from Fielding Graduate University, and a M.B.A. in Organizational Behavior/ Organizational Change and Development from Syracuse University. He lives in Vancouver, Canada.

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