

**Developing Generative Change Leaders
Across Sectors:
A Global Exploration of Integral Approaches**

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Our **focus** today

How to best develop the **integral** capability of **change leaders** to address creatively – and collaboratively **across sectors** – the most challenging issues of our times?

Proposed **process** for today

- **Check in: what attracted you here today?**
- **Brief recap of the highlights of the exploratory study and questions of understanding**
- **Inquiry in small groups: what makes integral leadership development both essential and challenging at this time?**
- **Debrief and dialogue in the large group: what have you learned (insights, questions) through this inquiry?**
- **Lunch (12:30-1:30) in small groups: what inner work practices have you found most helpful to integrate in leadership development?**
- **Debrief and dialogue in the large group: what feelings, insights, and questions emerged from this inquiry?**
- **Check-out**

Generative leadership

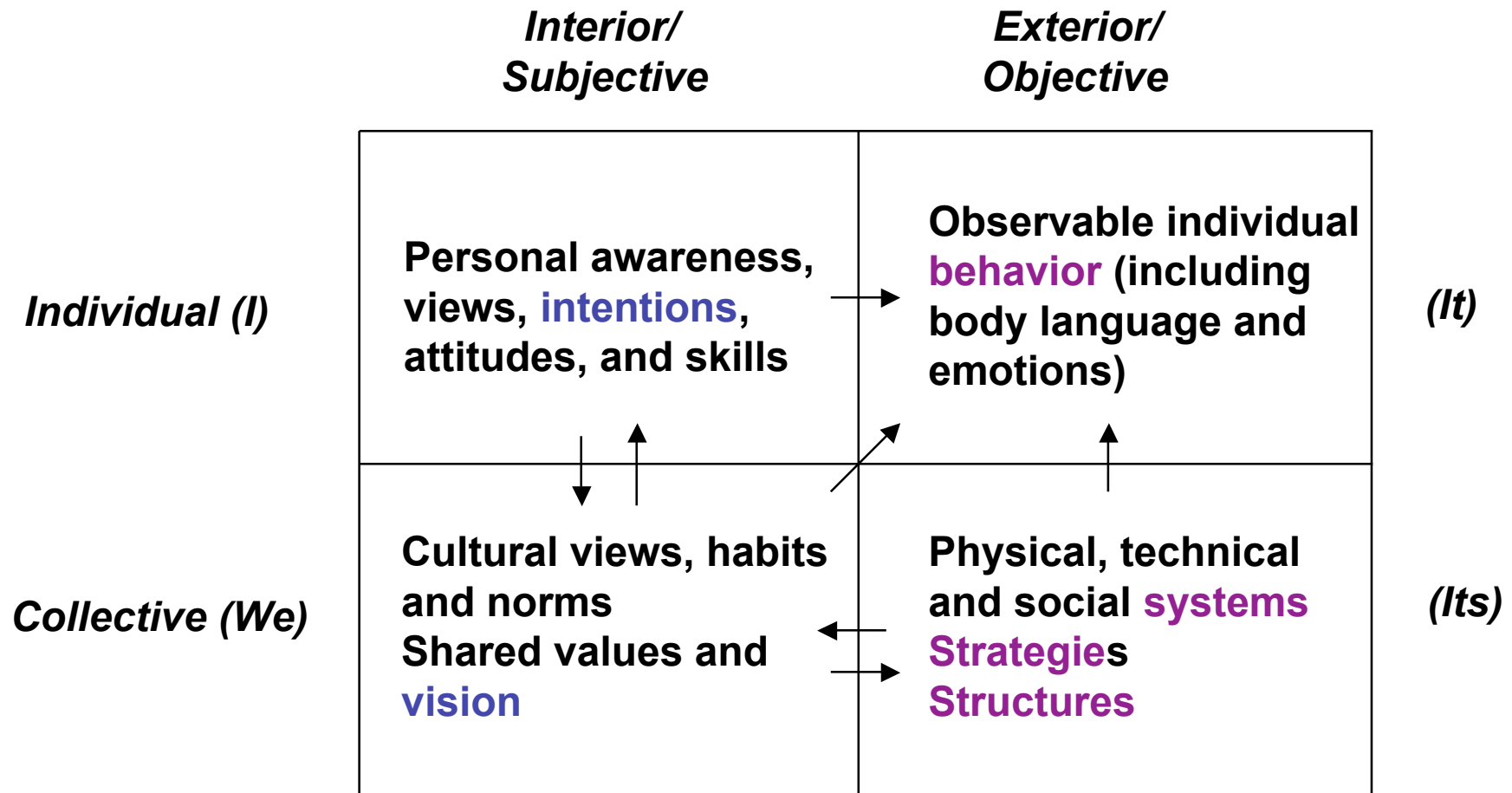
- Being **creative** and responsible for the whole
- Willing and able to **shift** the inner and interpersonal perspective from which they operate
- Willing to **transcend** widely-accepted worldviews and practices that not lead to sustainability
- **Enabling** people to accept personal responsibility for changing their own attitude and behavior

An **integral** framework for profound and sustainable change

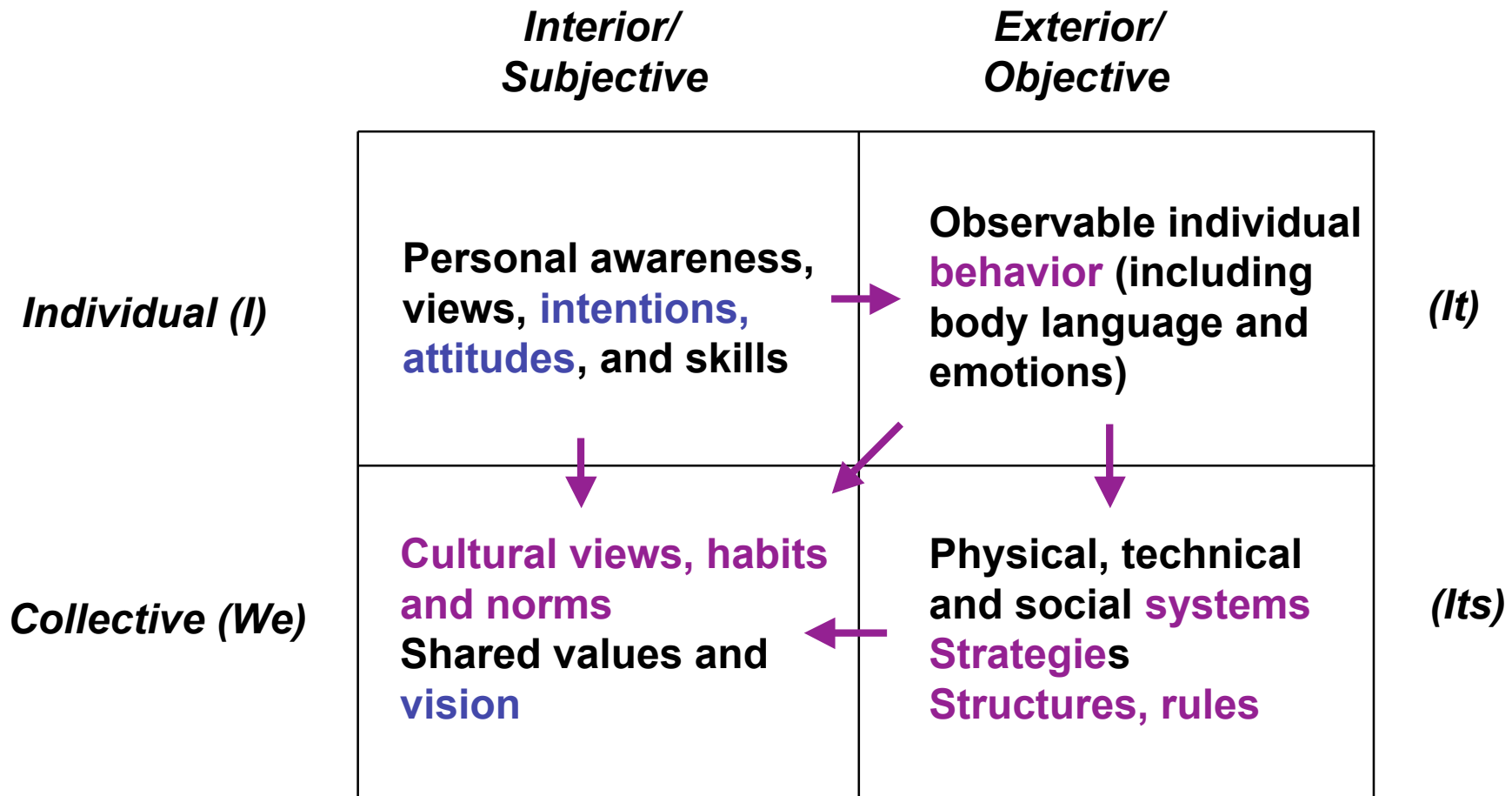
	<i>Interior/ Subjective</i>	<i>Exterior/ Objective</i>	
<i>Individual (I)</i>			<i>(It)</i>
<i>Collective (We)</i>			<i>(Its)</i>

Adapted from Ken Wilber "A Theory of Everything" Shambhala, 2000

Behavior is influenced by awareness and intentions,
cultural views and norms, structures and systems



Leaders influence culture through personal example and by changing strategies, structures and systems



Objectives and scope of the exploratory study

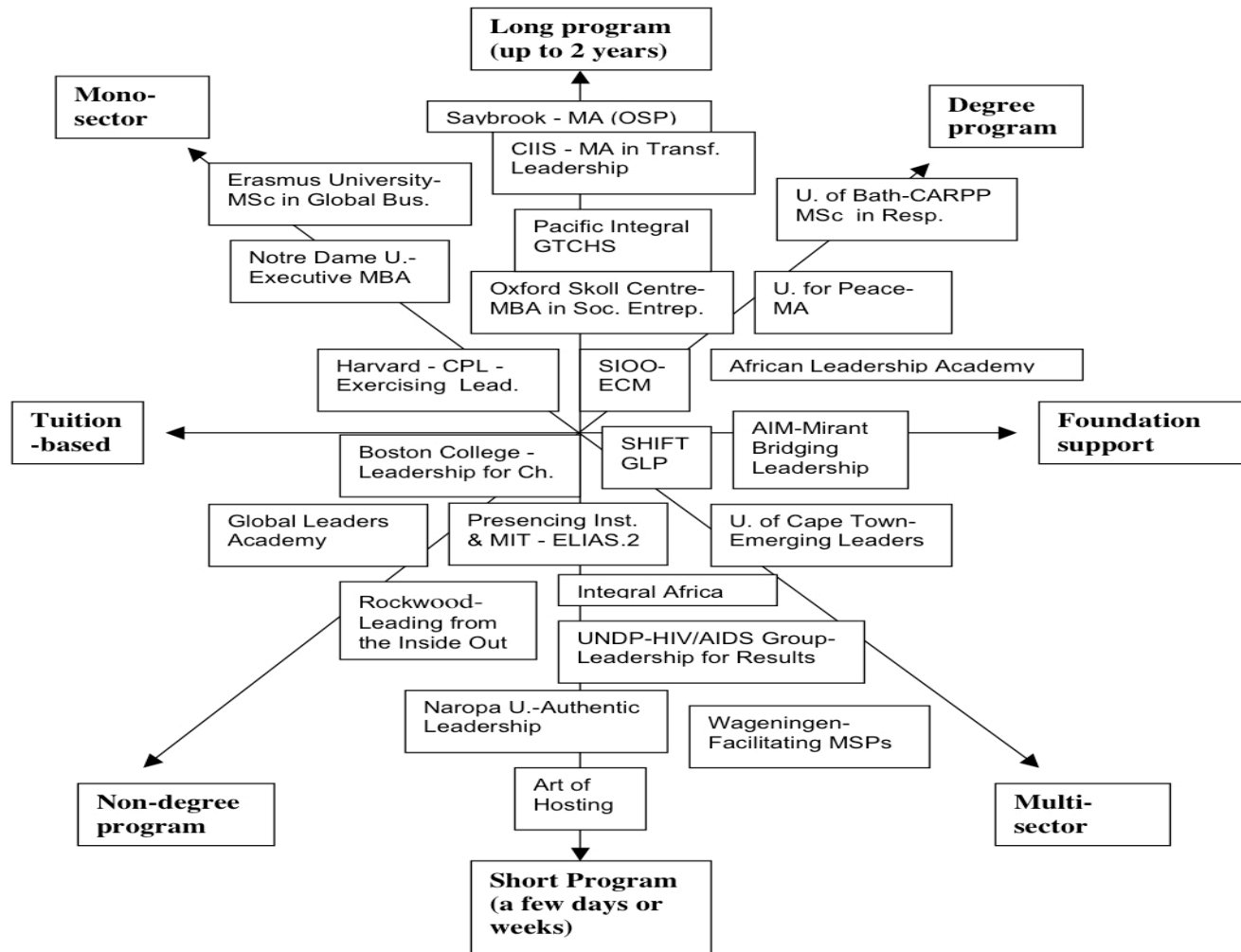
1. Identify which change leader development programs most effectively **integrate** transformational practices at all levels
 2. Understand some common characteristics, **questions, and unmet needs** among them
 3. Connect their directors in a **global learning community** to expand and deepen globally this emerging field
- > Focus on programs for **leaders and change process practitioners** across sectors
- > **Global scope**, with emphasis on both diversity of regional/cultural approaches and potentially universal principles, approaches, and practices

Criteria used for screening programs

1. **Primary audiences** of the program are leaders and other change agents who work in and across sectors
2. Substantial degree of **integration** among personal, interpersonal, and systemic components of the program
3. Design has some **innovative features** that differentiate it from traditional leadership development programs
4. The profile and experience of the designers and facilitators of the program indicate **both understanding and practice** of integration
5. The curriculum is at least **a few months long** to facilitate meaningful transformative outcomes
6. Post-program evaluation results are available

Appendix 2

POSITION OF SELECTED PROGRAMS ALONG DIMENSIONS OF THE LEADERSHIP DEVELOPMENT FIELD



Shared emerging views on change leadership development

1. Addressing complex challenges calls for **a new type of leadership** (post-heroic, collaborative social artists) and **new organizational forms** (living networks)
2. Developing this new type of co-leadership requires both **a congruent mix of methodologies and facilitators/coaches** who practice what they teach
 - > **Integrally-informed approach** putting equal emphasis on the 'interior' and exterior domains of experience
3. Developmental methods/tools and facilitators/coaches need to be **diverse** enough and be **culturally appropriate** to be truly effective
 - > **Combining East and West, North and South**
4. An **integral framework** is most useful in **assessing** both intangible and tangible results, at the individual and collective levels.
 - > **Mix of qualitative and quantitative indicators, including in the medium term**

Common characteristics of generative change programs

1. Length of at least 4 months to 2 years to facilitate inner and outer change
2. **Small cohorts** (15-25) for interactive and in-depth work
3. **Attentive selection** of candidates to ensure personal fit and build a rich learning field
4. **Alternating** individual, group and field learning activities (intensive retreat and coaching as key)
5. Emphasis on a **multiplicity** of approaches
6. Peer learning and community building
7. Variety of **innovative** personal and interpersonal practices for mind, heart, body and soul
8. **Evolving** design and program activities

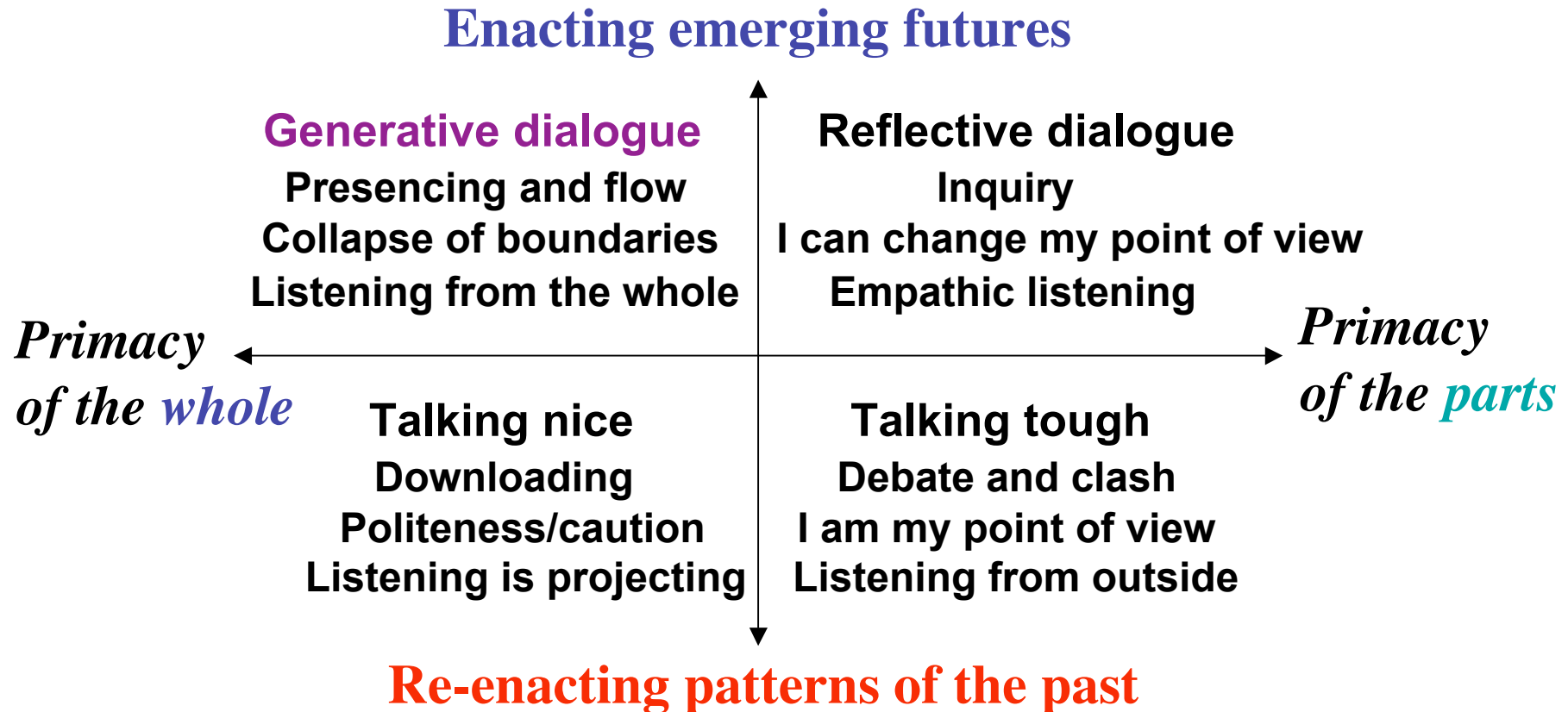
Key questions

1. How can time demands **be reduced** to make the program more accessible to busy leaders?
2. In what conditions can 'conventional' leaders benefit from such programs?
3. In what conditions can both **coaching and mentoring** be offered during the program?
4. How can an individual program be **complemented** by intact group work or capacity development within the organization/community?
5. Can the same program address the needs of both organizational leaders/social entrepreneurs and **change practitioners**?
6. How to best build a community of practice among various cohorts of 'graduates'?
7. How to **better evaluate** the program's impact on participants and their organization/community?
8. How can programs be **democratized** and adapted to local needs, especially in developing countries?

Unmet needs

1. **Connecting** the developers and directors of generative change leader development programs together **in a learning community**
2. Promoting a **more integral** leadership education **in mainstream** business schools and corporate executive education programs
3. Increasing the number of programs that attract emerging or confirmed leaders **from multiple sectors**
3. Identifying the integral leadership development needs of **future and young** leaders/social entrepreneurs through a periodic global survey
4. Connecting graduates of various programs – particularly social entrepreneurs, other cross-sector leaders, and social change practitioners – in **communities of practice**
5. Mapping out and enriching the processes and practices that **best integrate** four levels of development: intrapersonal, interpersonal, organizational, and societal
6. Devoting **more research and development** efforts to simplify and scale up programs, extend integral programs to future leaders, complement by informal education
7. Developing **new funding models** to make programs accessible to all potential participants and keep them viable when foundations shift their priorities

Four fields of conversation



Source: Otto Scharmer

Forces enhancing generative change leader development

1. Growing emphasis on developing 'human capital', individual and collective **creativity**, and attracting and retaining talent across all sectors
2. Adoption of the UN Global Compact's **principles for responsible management** education by more 100 business schools world-wide
3. Growing number and influence of **civil society organizations**, world-wide
4. Growing number and impact of **social entrepreneurs**, connected and supported by international networks (e.g. *Ashoka*, *Skoll*)
5. Growing emphasis on collaborative leadership and particularly on **multi-sector partnerships** as key vehicles for development
6. Movement toward co-generational and international leadership networks
7. Increasing **virtual** networking and educational possibilities
8. Growing proportion of '**cultural creatives**' and of '**post-conventional**' leaders (particularly in younger generations)
9. Beginning shift to a domination to a **partnership paradigm**, especially with the growing influence of women
10. Growing interest for meditation and other **spiritual practices** in some organizations and domains such as health care.

Forces opposing/constraining generative change leader development

1. Emphasis on **short-term** performance improvement
2. Increasing **time pressures** on leaders and other change agents (little time for reflection)
3. Majority of business schools emphasizing **financial and quantitative** approaches in last two decades
4. **Limited number and enrollment** of existing programs that truly integrate the four levels of change agent development work
5. Limited number of change practitioners/educators **capable of guiding** generative change work
6. Few generative leadership development programs available to or affordable by social entrepreneurs
7. Few leadership development programs focused on the development of **collective** leadership and collective intelligence
8. Increasing fragmentation of society and **growing individualism and materialism**
9. Growing fundamentalism in some societies
10. Domination paradigm' still firmly entrenched, particularly among middle-aged and older men

A variety of innovative practices

- **Self-reflection** practices such as journaling, action inquiry, meditation, contemplation, and solo nature retreats
- **Use of arts** for self-expression, communication and trigger for deep dialogue: drawing, interpretation of paintings, viewing of provocative films, body movements, improv.
- **Deep dialogue**: collaborative inquiry, circle rituals
- Use of cases emerging in the class as a **laboratory** in exercising leadership
- Hands-on '**prototyping**' and experimentation to seed and ground the practices learned and insights gained during the retreats and coaching sessions.
- **Peer shadowing and learning journeys**
- Wide menu of methodologies and tools (workbook or portal)