Preface

*Dynamic Leadership Models for Global Business: Enhancing Digitally Connected Environments* is about how to become an outstanding leader in today’s emerging complex global business systems. The opportunities are all around us, but in a world where anything that can go wrong seems to be going wrong, where faith in leaders is essentially non-existent, and where large numbers of people seriously seem to believe that the world will end in 2012, taking up the challenge may seem futile. On the contrary, this is a book of hope for the future that illuminates a practical gender- and cultural-neutral path to success if you have the courage to follow it. The approach is consistent with any existing leadership development program, or it may be undertaken as an individual initiative. Your journey to success starts here.

The global leadership crisis is not new (see for example Smith & Peters, 1997) but grows ever more threatening as leaders and systems fail. The numerous business and investment scandals associated with the recent economic downturn underline a global failure to confront, or even keep pace with, the multifaceted changes threatening organizations. Although estimates of the extent of the leadership challenge vary, there is consensus that globally we face a major problem, not only for business organizations, but for all organizations and sectors of society. Marquardt (2000, p. 233), more than a decade ago, stated the problem with foresight “What has become increasingly clear to almost every organization is that our new century demands new kinds of leaders with new skills. Leadership styles and skills that may have worked in a more stable, predictable environment of the twentieth century will be inadequate in this new era of uncertainty and rapid change, where we can hardly define the problem, much less engineer possible solutions.” Unfortunately, confirmation that not much has changed over the intervening years comes from research recently released by a global talent management company (DDI), and reported by Newhall (2011). Based on a comprehensive survey by DDI of the attitudes of more than 12,000 organizational leaders and 1,800 HR professionals from across 74 countries, only one in three leaders reported that their quality of leadership was high, and only 18 percent of HR professionals reported strong bench strength to meet future business needs. Leaders rated themselves poorly, without the skills essential for future business (Newhall, 2011). Furthermore, between one half and three-quarters of leaders are not performing well in face of the ongoing economic crises, and consequently their tenure is decreasing (Hogan & Hogan, 2001; Hogan & Kaiser, 2005). It is reported that two out of every five new CEOs fail in the first 18 months (Ciampa, 2005), and four out of ten newly promoted managers and executives fail within 18 months of starting new jobs (Vollhardt, 2005).

These statistics underline the fact that organizations and leaders are facing unprecedented demands that they be successful in their given niches whilst operating in contexts of increasing dynamic complexity under ever increasing constraints. Unfortunately, according to Passmore (2010), many organizations use competency models to identify leadership requirements based on what worked in the past rather
than on requirements for the changing world. Certainly, “business as usual” is not a viable option, and organizations must change or die. However, as organizations continuously reinvent themselves to address constantly shifting unpredictable opportunities and constraints, new dynamic leadership models must emerge to keep pace. The practical drawback is that definitions of leadership are a much contested and often confused area of academic research and practitioner debate (Kets de Vries, 1993; Higgs, 2003; Ruettimann, 2011; Krohe, 2011). In general, definitions are either so broad that they become bland, or so narrow that little of any practical significance can be elicited. In addition, these definitions often seem to be based on versions of leadership that are out of touch with a globalized world of cloud computing, viral marketing, ecological disasters, and emotional contagion of flash mobs using social media to self-organize a form of collective leadership. This is not an issue when there is no intention to take constructive action, but it poses a difficult challenge for those in business attempting to put leadership into productive practice. In any event, transactional leadership and the “great leader” paradigm no longer dominate the field, and many now suggest that transformational leadership is the most appropriate leadership style to lead a diverse workforce in our contemporary business contexts (Jogulu, 2011; Eagly et al., 2003a/b). Transformational leadership therefore is the style with which most readers of this book will be familiar, and most importantly, this style is in harmony with the learning approach that is foundational to the leadership process set out in chapter two.

Micro-level changes in social norms and communication networks are powering new businesses and new ways of learning as well as novel organizational forms. Major institutions as diverse as universities, hospitals, regional and national governments, emergency services, and armed forces and major corporations, have been affected in various ways. Changes have involved the extension of individual rights and privileges or duties through access to information. In the global context, strategic webs of cooperation are the new trend, and joint ventures, market coalitions, and open innovation present potential new leadership challenges. One may also point to the enhanced abilities of pressure groups and lobbies to exert global influence through comments posted in on-line sites such as Twitter, Facebook, and YouTube. Such postings gather followers and precipitate action to support, reinforce, or resist change. The social media also undermine the ‘broadcasting’ approach used to ‘push’ messages outwards from the company to customers and instead move organizations towards an ongoing ‘conversation’ with customers (Gelles, 2012).

The final acts of many such emergent dramas have yet to be played out, but they demonstrate entirely new organizational forms and leadership models; for example, the establishment of armed civilian resistance from ‘flash mobs’ in Syria based on distributed leadership using mobile phone and VOIP communication systems for coordination and direction. The spontaneity of the Arab Spring, the 2011 Russian presidential election demonstrations, the Occupy Wall Street protests, resistance to Hungary’s new 2012 constitution in Europe, and other democratization movements in Asia generate questions regarding how leadership, pluralism and democracy, as well as business and bureaucracy, will develop in the age of instantaneous communication (Khanna, 2011).

In global contexts, the strength of integral business transformation lies in the capability to continuously create, connect, and execute strategy throughout the entire business system. Leaders must be conscious of the repercussions of their role as context creators in which a customer/employee emotional engagement occurs. Leaders must re-examine their organizations’ human and business systems to realize new key success factors for growth. Customer engagement must be created, maintained, and largely influenced by conversations and dialog on consistent customer experience with products, processes, and people (La Rotta & Herrera, 2011). Given that networking and collaboration between different organizations is a
critical success factor for achieving global competitive business advantage, today’s business environments demand updated managerial tools and practices at both organizational and network levels, focusing on knowledge sharing, leadership, and managerial procedures and systems (Hyypia & Pekkola, 2011). With relevance particularly to globalized environments, Harris (2011) draws attention to the work of Spillane (2006) claiming that this research has sparked renewed interest in distributed leadership practice, focusing particularly on the interactions between leaders, followers and their situation.

Leadership today and in the future must be achieved in face of organizational complexity, where as Yeo (2009, p. 67) states “If anything can go wrong, it will (Murphy’s Law).” Now and in the future leadership is all about having a vision with an uncertain path to its achievement that may normally only be navigated through flexibility and agility based on the collaborative wisdom of fellow stakeholders. Under these circumstances, leadership is a process of continuous optimization and adaption, where the next leadership action is based on what is happening now. In other words leadership is emergent, and is co-developed with the context in which the leadership is taking place. It is as if you and your colleagues were dropped in unknown territory and must somehow keep yourselves alive by collaboratively interpreting the signs around you and adapting appropriately, whilst everything around you was capable of interpreting your actions, and itself adapting appropriately to help or hinder your progress.

In Dynamic Leadership Models for Global Business: Enhancing Digitally Connected Environments we propose a dynamic foundation for understanding and practicing leadership based on proven ways to deal with complexity. For example, one may address complexity very successfully by basing one’s actions on intuitive decisions that in turn are based on extensive experience. When one does not yet possess extensive experience, another way to successfully make progress is by taking small steps in an experimental fashion, and continuously learning from what seems to produce the results one wants and what doesn’t. In this vein, we visualize leaders as members of a complex evolving system, where individually or in groups they are co-evolving with complexity and their own systemic contexts using a variety of dynamic leadership models. To this end, we set out integrated processes that facilitate this co-evolution without prescribing what the specific leadership models, behaviors, competencies etc. must be. In this manner, based on their learning and experience, each leader may continually tailor their activities and leadership models to address shortfalls perceived between what they are achieving and what they themselves or others expect them to achieve.

Close links between leadership and learning were established long ago by scholars in organizational behavior (Schein, 1972, 1992; Argyris, 1976; Argyris & Schon, 1978), and the links continue to be emphasized world-wide today. Grazier (2005, p. 360) in the USA emphasizes the connection between leading and learning, maintaining that “leaders […] have to have the insight to admit they don’t know everything but are willing to learn. They must be driven to do better tomorrow.” The leadership process described in In Dynamic Leadership Models for Global Business: Enhancing Digitally Connected Environments is designed to take into account the existing knowledge of an individual, and his/her colleagues and their organization, providing a framework to develop this knowledge further, or as appropriate, relinquish previous knowledge and skills that are proving counter productive. This latter activity is termed ‘unlearning’, and although it has not received as much attention in the literature as that of workplace learning (Becker et al., 2006), it is a significant factor in dealing with dynamic complexity.

Leadership has always been equated with authority and ‘power over’ – in this book we equate leadership with planning, performance-related learning, and ‘power to’. However, we recognize the lingering nostalgia for the ‘heroic’ paradigm in the minds of many leaders of organizations. Thus, despite some reservations about his alleged autocratic manner, Steve Jobs’ death has prompted many hagiographic
reviews crediting him with having merged and changed industries - or at the least initiated whole new products such as the combination of music and the mobile telephony, the iPod and now the iPad, catering to the ‘wired’ generation. For every Steve Jobs there are thousands of leaders who must tackle their complex environments without the experience and personal attributes that allow individuals such as Steve to make successful intuitive decisions – Dynamic Leadership Models for Global Business: Enhancing Digitally Connected Environments is for them.

CHAPTER ONE: LEADERSHIP

Chapter one covers in significant detail much the same ground as has been overviewed in this Preface. We outline the historical development of leadership theory and practice as foundational for our readers’ understanding of leadership and to contextualize the subsequent chapters.

CHAPTER TWO: DYNAMIC LEADERSHIP PROCESS

In chapter two, a systemic on-the-job integrated learning approach to leadership is described that provides the foundation for adopting a dynamic leadership model appropriate to you situation. Very briefly this involves following a four-step incremental leadership process:

1. The first step is to understand your leadership role – what are you expected to achieve? In sporting terms, this is your scoreboard, and the win, lose, or draw of your leadership will be judged on its results. Your role may be defined by those to whom you report, by various stakeholders, by yourself, or by some mixture of these actors.
2. The second step involves analyzing how to successfully perform your role. This is accomplished using a performance system model where your performance is viewed as dependent on three elements or fields that help you structure your activity. These three elements form a dynamic system. The performance level achieved by you depends on the interactions and interdependencies of these elements.
3. The third step involves your very frequent cycling through a succession of activities in an experiential leadership learning cycle (Smith, 2000) based on the work of Schewhart (2012), Kolb (1984), Honey and Mumford (1989), and Deming (2012). The activities in cyclic order are: “carry out your leadership role”; “see the results”; “think about the results”; and “develop enablers.” In the second and third segments, you review and reflect on your role-demands versus your actual results in terms of relevant aspects of the elements of the performance system noted in step two above. “Enablers” in segment three are simply whatever, on reflection, you feel might close the gap between role demand and role execution. Segment one then starts the cycle again.
4. Step four is concerned with operationalizing steps one through three to obtain the maximum value. Steps one through three are termed single-loop learning (Argyris & Schon, 1974) involving a simple feedback loop, where outcomes cause adjustment of behaviors, like a thermostat. A higher order of learning is realized when a leader, upon detecting a mismatch between the target leadership role and reality, questions the goal-structures and rules embedded in his or her role description. This is referred to as “double loop learning” (Argyris & Schon, 1974) and is the objective of Step four.
You are also counseled to:

• Face reality,
• Recognize your strengths and build on them,
• Start from where you are,
• Learn by leading in your particular context,
• Learn from both successes and failures,
• Continue to incrementally improve at your best pace, and
• Leverage the wisdom of learning partners.

Individuals adopting this approach will find that it meets their leadership needs in all contexts, including globalization, digitally connected environments, and dynamic complexity. It is also independent of organizational type or functional unit and is sufficiently adaptable that it may be embraced at any organizational level from shop floor to director level. Furthermore, the process may be adopted as part of an existing leadership development program or as a standalone individual initiative.

NOTE: CHAPTERS THREE THROUGH TEN

The remaining chapters (three through ten) in Dynamic Leadership Models for Global Business: Enhancing Digitally Connected Environments detail significant current and emerging complex environments and environmental factors with which all leaders must be very familiar if they are to successfully exercise leadership. These chapters are intended only to acquaint you with the general properties of such factors - these environmental factors are all systemically linked, and the results of their interactions will be dynamic and unique to your particular situation. The environments themselves will also typically be digitally connected, adding a further level of complexity. Chapter ten explores the significant current and emerging drivers of business change and the nature of leadership in connected (networked) environments as well as the critical characteristics of leadership in digitally connected environments. In the following sections, highlight-summaries of chapters three through ten are provided.

CHAPTER THREE: ORGANIZATIONAL CONTEXTS

Organizations are complex, confusing, irrational and inconsistent; chapter three begins by viewing organizations through the lens of metaphor to illuminate their variety. The remainder of this chapter examines in more detail the various elements – mission, strategy, structure, and culture – that make up the organizational contexts extant today and for the near future. In this way, their relevance to your leadership situation may be judged, and the leadership process of chapter 2 applied appropriately.

Although culture is an organizational stabilizer it must be viewed itself as learning oriented, adaptive, and innovative (Schein, 1992); in practicing the leadership process of chapter two, you should consider to what extent you can address your surrounding culture in this manner. In other words it is not sufficient to be aware of one’s surrounding organizational context but also it is important to consider how that context, including its culture, may change given the current and future needs of the organization and all its stakeholders, plus your own efforts.
The formidable global changes facing organizations will inevitably shape organizational strategy, structure and culture, and business as usual is not an option – organizations need new ways of thinking and organizing if they are to do more with less, and ensure ongoing business growth and renewal. Consistent with emerging movements such as open innovation, new architectures and services will increasingly involve decentralized, interdependent networks, or giving up control, and already social media has profoundly influenced strategically how products and services are marketed. The impact on organizational structure will be increasingly significant, and the positive or negative influence of culture on the organizational uptake of these technologies is already being studied (Smith, 2011; Ribiere et al., 2010; Siakas et al., 2010; Harris & Ogbonna, 2007).

Given the degree of organizational churn for the foreseeable future highlighted in this chapter, it will be prudent for leaders at any organizational level or functional specialism to stay up-to-date on progress in strategy, structure, and culture in general, and on their own organizational context in particular.

### CHAPTER FOUR: COMPLEXITY AND ORGANIZATIONAL LEARNING

Complexity overlaps with systems theory. A system is often seen as a combination of networked sub-systems involving various actors. Many researchers simplify systems in order to study them more easily. Organizational systems may operate at a number of levels; individual, team, firm or as member of a network depending on the focus of the observer.

Senge (1990) distinguishes between *detailed complexity* (i.e. a system with a complicated structure but relatively simple behaviour) and *dynamic complexity*, which may look simple but has unpredictable behaviour. The two forms are not mutually exclusive and may co-exist. Leadership is concerned with understanding the dynamic relationships, structures and configurations of interdependencies in their organization (Katz & Kahn, 1978; Senge, 1990; Campbell et al., 1994). We have adopted a performance model (outlined in chapter 2) to illustrate the three key ‘fields’ shown to operate as complex attractors consistently producing order from chaos across all levels of an organization in a fractal manner. Complexity might be viewed as a property of a system structure or of agents within the system acting in a self-organised manner. Complex systems may be further categorized as exhibiting deterministic or probabilistic forms of complexity. As the name implies, the final outcomes of deterministic complexity can be predicted, whereas the positive feedback on the initial state amplifies the system dynamics making prediction of the final state of probabilistic complexity a matter of ‘best guesses’ or statistical probabilities.

Organizational learning is the “detection and correction of error,” whereby an error is defined as the discrepancy between what members in an organizational context aspire to achieve and what they actually achieve (Van Grinsven & Visser, 2011, p. 379; Argyris & Schön, 1978; March & Olsen, 1975). Organizational learning is applied to address the systemic implications of harmonizing the various demands of the dynamic complexity of our global reality. In addition the organizational learning approach must redress the Titanic Syndrome (Smith & Saint-Onge, 1996) - a mindset of self-delusion that still grips the minds of so many leaders today, preventing them from taking timely remedial action. Such learning also presumes the will to change; to unlearn; and to relearn; as well as new *ab initio* learning-for the first time.

Staying afloat in the seas of complexity requires leadership predicated on open minds, continuous experimentation, organizational learning, and the ability to make successful intuitive decisions based on experience at each of three organizational levels - at the individual employee’s level, at the level of
an organizational team or cluster, and at the organization-wide level. That has been described as part of the ‘intelligence-in-action’ of individuals and includes the tacit knowledge or .”..kinds of knowing embedded in competent practice” (Schon, 1995, p. 29). However, we propose an extension of Donald Schon’s ‘intuitive artistry’ model of learning in organizations (Schon, 1995, 1996) whereby successful navigation of complex environments involves empowering and embedding this form of leadership ‘artistry’ in ongoing collaborative action research and action learning at each of the three organizational levels identified above.

CHAPTER FIVE: SUSTAINABILITY

Sustainability has traditionally implied viability based on shareholders’ acceptance of profitability and/or business longevity. Sustainability today in most developed countries is defined in broader triple bottom line (tbl) terms, where sustainable development means giving attention to the dynamics of environmental, economic, cultural and social system interactions. That is, meeting the needs of today without sacrificing future generations’ sustainability. It can be conceptualised as a process or pathway with transitional phases unfolding over a long time horizon.

Sustainability in the old paradigm has proven exceedingly complex if not impossible to maintain. Triple bottom line sustainability demands even more, necessitating recognition of the sustainability journey as a hugely dynamically complex system involving multilevel national and international protocols, agreements, and enforcement, as well as business specific rationalizations, strategies, and actions.

Given the opportunity organizations have to ‘appear good by doing good’, and the shifting of public and consumer opinion to value positive social and ecological efforts, sustainability must be viewed as an opportunity rather than a problem - complex and challenging, but worthwhile commercially or from a public policy point of view. Sustainability requires courageous leadership capable of successfully addressing multiple conflicting imperatives.

CHAPTER SIX: SOCIO-DIGITAL TECHNOLOGIES

Today there is hardly a corner of our every-day world and, to a large extent our organizational lives, that has not been impacted by socio-digital and mobile technologies.

Web 2.0 and Enterprise 2.0 are socio-digital innovations whose technology offshoots enable interaction and gathering of knowledge through experience and practice on an unprecedented local or global scale. For example, formal and informal learning of all kinds are facilitated and encouraged through the power of the Internet via browsers and Google. In organizations, knowledge and idea management systems abound, together with wikis for shared developments of all kinds. In addition these socio-digital innovations have ensured the predominance of social media as the person-to-person, and interactive organization-to-person, media of choice. The appearance of mobile technologies in the form of smart phones and tablets allied to existing socio-digital innovations has provided a tipping point in how and when people world-wide learn, share, and inform.

Such a ‘C’ change in the fundamental manner in which people socialize does not come without drawbacks and risks. The innovations touched on above may be used or misused to enable system security breaches, hacking, wiki leaks, rebellions, riots, and demonstrations, to name only a few issues.
Leadership in this socio-digital technology era must be well versed in, and committed to using and leveraging appropriately, the power that such technologies confer, both within the organization and in the organization’s products and services. As the technology is developed, this trend in networking seems set to dominate and to erode the boundaries distinguishing their ‘virtual’ and their ‘real’ worlds. The Corporate business sector is in catch-up mode to some extent.

CHAPTER SEVEN: KNOWLEDGE MANAGEMENT

For more than a decade Knowledge Management (KM) has been proposed as a means to optimize enterprise performance (Nonaka & Takeuchi, 1995; Davenport & Prusak, 1998; Choo & Bontis, 2002; Marqués & Simon, 2006; Karaszewski, 2008). During the early ‘90s KM essentially referred only to information systems (I/S) technologies related to informational databases and artificial intelligence. By the late-90s there was emphasis on treating KM in a more systemic organizational sense to include the social as well as the I/S technological aspects of any attempt to manage organizational knowledge (Davenport & Prusak, 1998). Since that time a broad-based acceptance of the inclusive nature of KM has developed and there has been increasing acknowledgement of the impact of organizational culture on the success or failure of KM initiatives (Smith, 2011; Guzman & Wilson, 2005; Pyöriä, 2007).

The emergence of Web 2 and Enterprise 2 socio-technological innovations has further impacted how knowledge management is addressed in organizations, and has energized the notion that knowledge sharing is not simply a process of transmitting data but rather one of sense making (Nosek, 2004) “... effecting the right cognition, in the right agents, at the right time” (Nosek, 2004, p. 54). Sense making here is interpreted as “... the process by which people interpret their world to produce the sense that shared meaning exists” (Leiter in Gephart, 1993, p. 1469-70). This is consistent with the current implementation of Web 2 and Enterprise 2 socio-technologies which facilitate knowledge management by engaging and empowering people, and by creating a collaborative environment for social interaction between those seeking knowledge and those holding the knowledge.

Leadership conducive to fostering knowledge management in an organization is concerned with cultural-trust building and the promotion of social interaction. The application of KM principles outside the organization as a basis for business and/or service has great promise, where leadership is based on clear vision, values and technical understanding.

CHAPTER EIGHT: INNOVATION

Koudal & Coleman (2005) conclude that although innovation may be difficult, without it companies eventually languish and fail. Innovative behavior has been attributed to many different determinants (Montalvo, 2006), including institutional arrangements, entrepreneurial behavior, economic opportunities, technological capabilities, and, perhaps the most important, organizational learning capability. It is important (Kodama, 2007) that the firm creates an environment where it can form a new product and/or service niche by integrating a diversity of new understandings as well as internal and external knowledge to support the new niche. The knowledge that is being newly created is ‘unique to the firm’ rather than associated with old or existing knowledge, and thus is less susceptible to rapid competitor adoption (Devanna & Tichy, 1990). The creation of this kind of new knowledge requires organizational
actors with different or special characteristics from those normally operating within organizational boundaries - Glynn (1996) and Howell (2005) term these individuals “innovation champions.” A number of authors (Pinchot, 1985; Thornberry, 2001; Zahra, 1995) have noted that without the presence of entrepreneurial activity to exploit opportunities as they arise within organizations, innovation remains little more than an aspirational destination rather than a sustainable tangible one. According to Coakes et al. (2011), organizing these champions and entrepreneurs in collaborative social learning groups called Communities of Innovation will successfully promote organizational innovation.

To date, innovation in organizations has been focused mainly on products and services. There is a pressing need for organizations to apply innovation to their strategies, business plans, organizational architectures etc. The environments that organizations face demand fundamental changes rather than tinkering with existing forms (Smith, 2011). That said, exploitable innovation requires leadership that understands the systemic nature of entrepreneurial and innovative activity, and promotes Communities of Innovation or the like.

CHAPTER NINE: GENERATIONAL DEMOGRAPHICS

Organizations today are populated by essentially four generational demographics - Traditional/Silent Generation (66-83 years); Baby Boomers (48-62 years); Gen Xers (30-47 years); Gen Y/Millennial (13-29 years). Each of these cohorts has distinctly different values, attitudes to work, degree of inclusion, communication preferences, rules, authority, work ethic, and beliefs about the organization. Once upon a time it was: “Thank you for the job opportunity, I’ll try to please you.” Today, it is: “Here’s what I want in order to stay with the company, and if I am not happy and if I am not having fun, I’ll take my skills elsewhere and I’ll tell the world all about your awful organization.”

Not only do organizations face the challenges inherent in adopting consistent and appropriate human resource strategies to harmoniously straddle these very different cohorts, questions related to talent management will also require careful resolution e.g. how to retain and mature entry level Millennials on a hi-potentials track, given Millennials’ impatience with, and lack of empathy for, existing Baby Boomer leaders and unsophisticated organizational architectures etc.

Understanding the impact of regional and global generational demographics upon organizations and the way they are organized, and the make up of client and/or customer communities is an imperative for leadership. In addressing very diverse global generational demographics in an era of a shifting balance of consumer power, leadership will need to be based on gaining influence through social interaction rather than from a designated formal position, and by demonstrating shared values.

CHAPTER TEN: LEADERSHIP, GLOBAL BUSINESS, AND DIGITALLY CONNECTED ENVIRONMENTS

Organizations today are facing the future with an evolving set of new relationships, new challenges, and new kinds of opportunities that were not available or envisaged even a decade ago. New skills are required by businesses, and leaders must be equipped with a much broader set of capabilities. Chapter ten illustrates, particularly in regard to digitally connected environments, that leadership is crucially concerned with not only understanding but communicating the organization’s vision, including the
impact and leverage associated with emerging technology. Leaders must seek to align people with their broader ideas of what their company should and could be, and with a coherent rationale as to why this vision and mission are better than alternatives. Excellent leaders must not only exhibit a clear focus, and demonstrate the required capability, but have the courage to follow through and persevere in meeting the challenges with their teams. Global leaders of the future are concerned with learning, motivating others, building trust, and engaging in the tasks and activities necessary to achieve the strategic global vision of their organization.

Our dynamic leadership models in chapter two encourage reflection on one’s leadership role, and the emergent balance and alignment of collective Focus, Will and Capability in addressing the complex dynamics of the global perspective, as well as the relevant costs versus benefits in each field, and action based on experimentation. Chapter Ten expands on this theme and adds practical supportive detail. Some of the underlying historical leadership-related global issues are reviewed in the Background section, and then in addressing them, we indicate the relevance of our Leadership Learning Process and action learning. Next, in “Main Focus of the Chapter,” we first explore today’s dynamic drivers of global business; we then delve into the nature of leadership in connected (networked) environments; and finally we examine the critical characteristics of leadership in digitally connected environments.

REFERENCES


