

Helsinki University of Technology
Department of Industrial Engineering and Management
Teaching Material 2008/1
Espoo 2008

**GLOBAL LEADERSHIP HANDBOOK 2007-2008
- THE START OF A JOURNEY**

Satu Teerikangas, Juuso Soininen, Olli Rusanen & Jarno Lappalainen (editors)

Helsinki University of Technology
Department of Industrial Engineering and Management
Teknillinen Korkeakoulu
Tuotantotalouden laitos

Helsinki University of Technology
Department of Industrial Engineering and Management
P.O.Box 5500
FIN-02015 TKK, Finland
Tel. +358 9 451 4811
E-mail: iblp@tkk.fi
Internet: <http://www.businesslinkage.net/>

ISBN 978-951-22-9617-0 (print)
ISBN 978-951-22-9618-7 (electronic)

ISSN 1797-3619 (print)
ISSN 1797-3627 (electronic)

The series deals with current teaching-related issues in industrial engineering and management.

Cover photo: Juuso Soininen

Multiprint Oy
Espoo 2008



LEADERSHIP HANDBOOK

“The 1980s will seem like a walk in the park when compared to new global challenges, where annual productivity increases of 6% may not be enough. A combination of software, brains, and running harder will be needed to bring that percentage up to 8% or 9%.”

Jack Welch

Developing Global Leadership Talent
International Business Linkage Program
Institute of Strategy and International Business

2007-2008

LEADERSHIP HANDBOOK

Developing Global Leadership Talent

International Business Linkage Program

Institute of Strategy and International Business

Helsinki University of Technology

2007-2008

LIST OF AUTHORS AND EDITORS

International Business Linkage Program (IBLP) students 2007-2008 are responsible for the articles. Articles are part of TU-91.2024 Developing Global Leadership Talent (DGLT) –course and they include spring- and fall-term essays, learning flashes and other essays from IBLP year. List of IBLP students 2007-2008 who have made a contribution to this book include:

Arianna Chiara Marrocco, Vicente Fort Ribes, Ninghui Gao, Valeria Gariboldi, Lars Göttmann, Elina Happonen, Miroslav Holan, Jan Knutzen, Juha Kännö, Antti Nuoranne, Guillaume Rambaud, Antti Ritala, Geraldine Maunier-Rossi, Olli Rusanen, Saverio Russo, Nicole Rybeck, Jani Starczewski, Jussi Valtonen, and Dirk Volland

List of IBLP personnel 2007-2008:

Satu Teerikangas (Program director & DGLT teacher)

Juuso Soininen (DGLT course assistant)

Lauri Tolvas (Fall-term coordinator)

Mikko Sjöberg (Fall-term coordinator)

Olli Rusanen (spring-term coordinator & student)

Jarno Lappalainen (spring-term coordinator)

Editors of this book:

Satu Teerikangas, Juuso Soininen, Olli Rusanen and Jarno Lappalainen

TABLE OF CONTENTS

1. PREFACE	9
1.1. TEACHER’S NOTE: WHERE IT ALL STARTED - THE COURSE JOURNEY	10
2. LEADERSHIP	13
2.1. DEFINITION OF GLOBAL LEADERSHIP	14
2.2. LEADERSHIP STYLES	16
2.3. LEADERSHIP VS. FOLLOWERSHIP	18
2.4. GREAT MANAGERS AND LEADERS – WHO ARE THEY?	19
2.5. CHANGE MANAGEMENT AND THE DIFFERENCE BETWEEN MANAGEMENT AND LEADERSHIP IN EVOLVING ORGANIZATIONS	27
2.6. MY VIEW TO GLOBAL LEADERSHIP, GLOBAL LEADERSHIP TALENT AND ITS DEVELOPMENT	32
2.7. MY LEARNING PATH ABOUT GLOBAL LEADERSHIP	35
2.8. REFLECTIONS ON GLOBAL LEADERSHIP TALENT	41
2.9. REFLECTION UPON “DEVELOPING GLOBAL LEADERSHIP TALENT”	46
2.10. GLOBAL LEADERSHIP TALENT	49
3. TEAMWORK	53
3.1. THE DIFFERENCES BETWEEN A TEAM AND A GROUP	54
3.2. WHAT ARE BELBIN® TEAM ROLES?	56
3.3. GROUPS’ EFFECT ON MEMBERS	60
3.4. MOTIVATION PROBLEMS IN A NVD GROUP	62
3.5. GROUP DYNAMICS OF THE DREAM TEAM	63
3.6. THE TEAM OF THE BUGS	64
3.7. HIGH PERFORMING TEAMS: IMPORTANT CONCEPTS AND ASPECTS	68
3.8. VIRTUAL TEAMS	80
84. CREATIVITY	85
84.1. LAWS OF CREATIVITY	86
84.2. LEARNING FLASH: FOUR LEVELS OF CREATIVITY	88
84.3. ESSAY ON CREATIVITY	89
5. COMMUNICATION	97
5.1. INFORMATIVE PRESENTATIONS	98
5.2. HOW TO RESTORE A GOOD REPUTATION FOR A COMPANY?	101
5.3. COMMUNICATION CHALLENGES IN LEADERSHIP	105
5.4. HOW TO SPEAK IN PUBLIC, A USEFUL TOOL FOR LEADERSHIP	109
5.5. GLOBAL LEADERSHIP AND MANAGERIAL COMMUNICATION	112
6. PERSONAL DEVELOPMENT AND LEARNING	120
6.1. TEAM ACADEMY PRINCIPLES IN COMMUNAL LEARNING	121
6.2. THE SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE	123
6.2. JUST DO IT!	124

6.3. NEURO-LINGUISTIC PROGRAMMING IN MANAGING YOURSELF AND OTHERS	125
6.4. WORK HARD, PLAY HARD – KEEP THE BALANCE!	128
6.5. LEARNING STYLES	129
6.6. VALUABLE TIME	131
6.7. MULTIPLE FACETS OF COGNITION	136
6.8. WILL PERSONALITY TESTS ALTER OUR PERSONALITY?	140
6.9. LAW OF ATTRACTION	141
6.10. PEMS-MODEL AND PIZZA OF LIFE	142
7. INTERNATIONALITY AND CULTURE	145
7.1. HOFSTEDE CULTURAL DIMENSIONS	146
7.2. OUR TRIP TO TALLINN (OCT. 4 TH UNTIL OCT. 6 TH)	147
7.3. UNDERSTANDING ESTONIAN MENTALITY	149
8. OTHER	151
8.1. DIFFERENT TRUTHS EXIST	152
8.2. MIND MAP – REFLECTION SESSION 12.12.2007	154
8.3. NON-PROFIT BUSINESS	156
8.4. IBLP: FINAL THOUGHTS	159
CREDITS FOR PICTURES.....	162
CREDITS FOR TABLES	164

1. PREFACE

This booklet presents a collection of articles that were done by the participants of International Business Linkage Program in 2007-2008. The articles discuss different aspects of leadership thoroughly. It is a collection of our learning during the International Business Linkage program. Most of the learning during the IBLP year was part of Developing Global Leadership Talent –course.

Some of the articles were written in teams, others were done individually. IBLP students in year 2007-2008: *Arianna Chiara Marrocco, Vicente Fort Ribes, Ninghui Gao, Valeria Gariboldi, Lars Göttmann, Elina Happonen, Miroslav Holan, Jan Knutzen, Juha Kännö, Cheng Luo, Antti Nuoranne, Guillaume Rambaud, Antti Ritala, Geraldine Maunier-Rossi, Olli Rusanen, Saverio Russo, Nicole Rybeck, Jani Starczewski, Jussi Valtonen, and Dirk Volland.*

We hope that you enjoy reading this booklet as much we did while we were doing it. We are sure that this booklet will be very useful for all of us in the future. Thank you for the great year.



Picture 1: IBLP class 2007/08 (Juuso Soininen)

1.1. TEACHER'S NOTE: WHERE IT ALL STARTED - THE COURSE JOURNEY

Satu Teerikangas & Juuso Soininen

1.1.1. INTRODUCTION TO IBLP AND DGLT

The International Business Linkage Program has been running since 1991. The program's success rate is good, judging (a) from the number of former students currently occupying global managerial and leadership positions, and (b) from the strength of within-year alumni ties and bonds. It thus seemed that the program has had the *implicit* aim of developing global leaders, and has been rather good in reaching this implicit aim.

In planning the program for the 2007 intake, I decided to make this aim explicit and termed the new IBLP core course "Developing Global Leadership Talent", with the idea of making this dormant, implicit, un-stated IBLP strength into an explicit one. Remained the question – how to utilize a year to develop the sleeping global leadership talent within the program students?

As a result, part of the International Business Linkage Program 2007-2008 - experience was to develop the 'global leadership talent' within the program students. This was done through the course TU-91.2024 Developing Global Leadership Talent. The idea was to utilize the best of the IBLP so far, and mix in novel factors.

Enters Juuso, an IBLP program 2006-2007 participant, who joins as the course's teaching assistant. Together with Juuso, over the summer 2007 and throughout the 2007-2008 academic year, we engaged on a journey developing the course further with the aims of (a) ensuring an unforgettable learning experience for the students on the course topic, (b) doing things differently.

It started with thinking – what is leadership, what is leadership talent, global leadership, global leadership talent, developing these? Many questions, many answers ...

1.1.2 THE COURSE AIMS

As a result of initial brainstorming, here is how the course was introduced to the students at the start of the year:

In a world characterized by change, increased international reach and exchanges, complexity, unpredictability and uncertainty in its many forms, you, as a future leader, need more than a traditional skill set. The aim of this course is to explore the challenge posed by the notion of 'global leadership talent', explore the kinds of skills you are likely to need as tomorrow's leader, and to start developing your talent and competence as tomorrow's leaders.

To reach this aim, this course will take on non-traditional forms as a means of shaping your thinking and actions on the long-run. The course has the following principles:

→ Principle 1 – Living with paradoxes rather than seeking exact answers. *Given the dynamic and complex context of today's world, one needs to be able to adapt to change, be flexible and think broadly vs. in silos. To help steer your mind in this end, the course will not aim to provide ready answers, but questions / paradoxes / queries. As a practical example, the course will not be organized along themes that follow one another, but interrelated themes that pop up throughout the year. It will be your task to summarize the learning content of the year. This will take place during monthly reflection sessions;*

→ Principle 2 – Form your view. *You are expected to form your own view of tomorrow's leadership as opposed to being fed a ready-made view. You are also encouraged to start reflecting upon what are your strengths and weaknesses as a future leader, who are you as a future leader. As an outcome of this learning experience, you will write a reflective essay about the course topic – global leadership talent. The essay is intended to be a moment for you, as a course participant, to reflect upon what leadership means to you and what you have learnt from this course. The students' essays will be published as a booklet and distributed within the IBLP group at the end of the fall and spring terms;*

→ **Principle 3 – Learn practical skills.** *The course teaching sessions aim to provide students with practical skills vs. theories only. Hence, the course teaching sessions will tend to be interactive and will encourage students to practice what they are being taught. The teaching content included in the course has been selected on the basis of estimated long-term practical value for the participants;*

→ **Principle 4 – Learning by doing – and reflecting upon your progress.** *Students are expected to learn about future leadership competences by putting these learnings into practice not only in the teaching sessions, but throughout the IBLP year. This is why IBLP Nationality Nights and domestic as well as foreign excursions form part of the course. This is also why for the purposes of this course, you will be organized into teams, each characterized by high diversity. Your team will form the home basis for your learning experience. It is in your team that, in monthly reflection sessions, you will pause to discuss whether, what and how you are learning, and set goals going forward.*

→ **Principle 5 – Lifelong learning.** *To be fair, to reach any level of ‘global leadership talent’ is a lifelong learning experience. We hope this course provides an important spark on your own learning journey on developing your leadership talent in a global context. In essence, the course intends to enhance the students’ personal, interpersonal, interactional, intercultural and leadership skills to successfully work in an increasingly complex, global and multicultural business environment.*

1.1.3 WHAT HAPPENED?

The course was implemented using different methods, including teaching/learning sessions, team exercises and reflection sessions to awaken and develop the students’ global leadership talent. During the year, the following topics were covered:

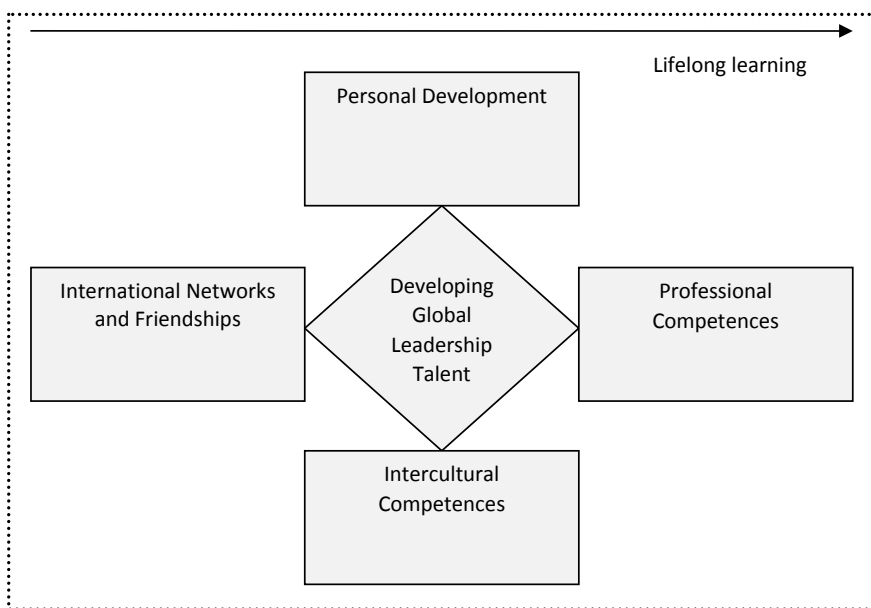
- 7.-8. September 2007 – Satu & Juuso: IBLP opening, DGLT definitions, personal goals
- 12. September 2007 – John Darling: Leadership styles, The Law of Attraction
- 27.-28. September 2007 – Mikael Hirvi from Team Academy: Teambuilding
- 2. October 2007 – Mike Manning: High performing teams, Experiential learning
- 3.-4. November 2007 – Daniel Sá Nogueira and Tapio Schrey from WeCreate: Creativity
- 16. November 2007 – Satu Teerikangas: Intercultural Topics
- 21. November 2007 – Annika Vatanen from Hunting Minds: Future of Leadership
- 12. December 2007 – Satu & Juuso: Reflection Session, Fall term learning map
- 29. January 2008 – IBLP Students: Revision of the fall term
- 4.-8. February 2008 – Sherron Bienvenu: Business communication
- 14. March 2008 – IBLP Students: Leadership Theories
- 18. April 2008 – IBLP Students: Emerging Leadership Theories
- 23. April 2008 – Satu & Juuso: Reflection Session, whole year learning map
- 23. May 2008 – IBLP 2007-2008: Closure, Next steps

In addition to these sessions directly linked to the course Developing Global Leadership Talent, the students attended numerous company excursions with topics ranging from emerging-market multinational companies to managing a cold rolling facility of a steel factory.

To pass the course, as learning assignments, students were asked to prepare (a) learning summaries of topics they felt as having been most useful to them during the year, (b) a personal essay on global leadership talent, and (c) a personal essay on a theme related to leadership. These were to be collected in the “IBLP 2007-2008 Handbook of Leadership” by one of the student teams. The result of this exercise is presently in your hands. The target was to make this handbook a handbook on leadership the students would later look upon “as the best handbook on leadership”.

1.1.4 THE OUTCOME

In the final reflection session of the year, the students were asked to finalize and summarize their year’s learnings into a learning map. After many reviews and round-ups, the learnings of the year were summarized along the themes in the figure below. The group did not agree on one model to fit the learnings. Instead, the conclusion was that the following themes portray the essentials of global leadership, and it is up to each future leader to consider what is the order s/he wants to place them into.



Picture 2: DGLT framework (DGLT class 2007/08)

On our behalf, we would like to thank the students for their activeness, perseverance, motivation, and most of all HARD WORK over the year. We wish you the best of luck in your future endeavors. “Chin up” – as Sherron Bienvenu would say 😊

We let the mystery of ‘global leadership’ remain, and hope this handbook opens up new ideas to you, its reader, on the fascinating topics of leadership, talent, life, engaging you on your lifelong learning journey on life, friendship, leadership...

Humbly yours,

the teaching team Satu Teerikangas & Juuso Soininen

2. LEADERSHIP

During this year, and as it is obvious according with the final purpose of the program, many of the activities in the Linkage Program have been related with leadership.

Many authors that made researches with the topic have been read and several presentations in groups to the rest of the linkage students have been made with the idea of having some knowledge about what has been done so far.

The second part of the year was directly related with leadership. Many lectures about leadership theories and many presentations have been made with in the second term of the year. As well as in teamwork, some readings and presentations were used to go deeper in this topic.

Many aspects related to leadership and managers have been studied, but specially the tendency of change, comparing traditional with novel practices. Of course in this novel practices, multicultural atmospheres have been taken into account.

Specially, those aspects related with International affairs have been strongly emphasized. Factors like cultural differences and its effects in managerial practices have been discussed with the final purpose of stimulating the cultural intelligence of all the Linkage students.



Picture 3: Chess-briefing (Olli Rusanen)

2.1. DEFINITION OF GLOBAL LEADERSHIP

Team: Ultrasonic

2.1.1. INTRODUCTION

Forming of the notion “Global Leadership” was the first task for the 2007 IBLP participants in the beginning of September 2007. The task was to find the definition of “Global Leadership” that everybody in the group agrees on. Our group was divided into 3 smaller groups of 4 to 5 persons in order to make the discussions and the process of forming of the definition in overall more effective.

2.1.2. THREE SEPARATE THEORIES

As the groups naturally didn't communicate between each other, the presentations of the definition were in each case rather different as every group had their own point of view at the problem depending on the various composition of personalities, their knowledge, previous experiences, and maybe some other relevant factors.

The first group saw the Global Leadership as a set of capabilities of a global leader, who uses these in order to achieve the objectives. These capabilities are *knowledge*, *skills* and *personality*. Each of the capabilities consists of further factors, which have impact on the whole. Important areas of knowledge are not only financial and technical, but also cultural, social and knowledge of global environment surrounding the leader. Between the most important skills of the leader can be assigned negotiation, communication, empathy and argumentation. Finally, the personality of the leader should consist of self-confidence, open mind, tolerance, ability to persuade and others.

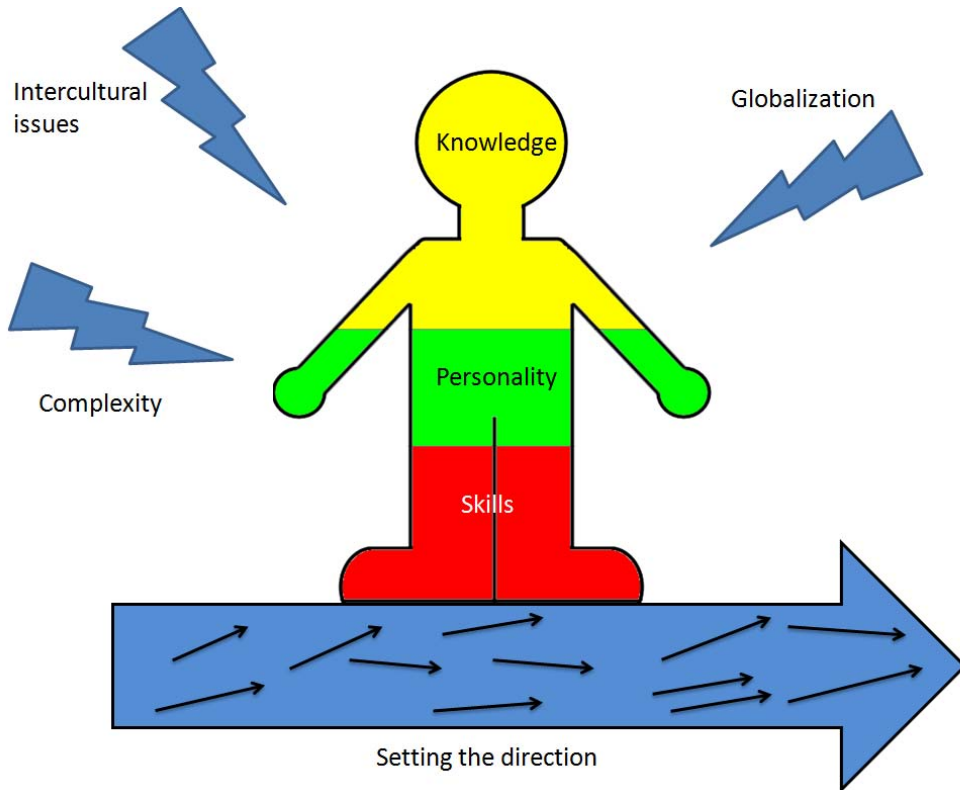
The second group had considered the Global Leader as a person, who is working in particular environment dominated by *intercultural issues* (values, beliefs and traditions), *complexity of environment* (in terms of different laws and rules at different places) and *globalization*, and is also influenced by this environment. At the same time they do not perceive the Global Leader only as a manager - in terms of responsibility for organizing, decision making etc. - but also as a leader who is able to motivate people correctly according to their expectations, attitudes and, of course, cultural origins.

The third group adopted again a bit different perspective by dividing the term of Global Leadership into two separate terms: *leadership* as “setting the direction” on one hand and “state of mind” on the other hand. Firstly, *Global* meant from their point of view breaking the boundaries – in terms of culture, language, ideology and religion. Secondly, they perceived “globality” as something, which brings benefits from a heterogeneous team.

2.1.3. THE PUZZLE

As it can be at the first sight not very evident that these three different theories are complementing each other, we can put them together as we put together the pieces of puzzle and by that we are able to form the final definition of the notion “Global Leadership”.

If we take the *capabilities* of the Global Leader from the first group, put him into *environment* defined by the second group, and let him *set the direction* for his team – as indicated in theory of the third group – we get the definition we were looking for as depicted below.



Picture 4: Global leadership (DGLT class 2007-2008 and team ultrasonic)

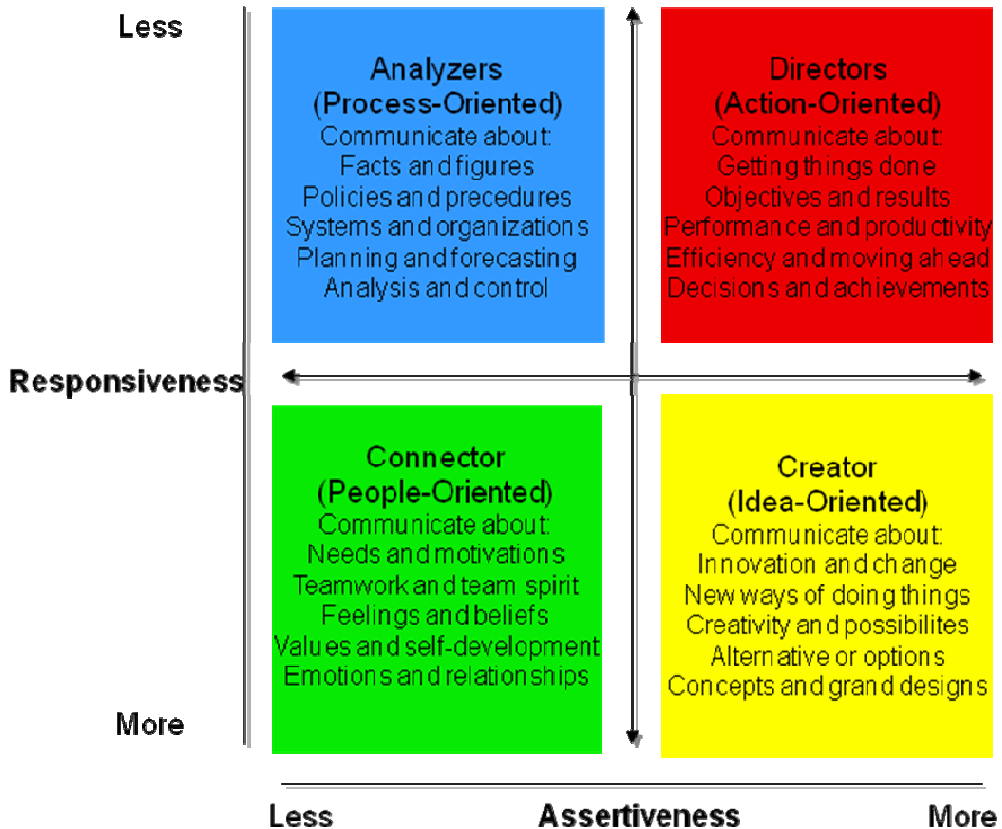
2.1.4. THE DEFINITION

Finally, we can claim that Global Leader is someone with optimal knowledge, skills and personality, working in environment dominated by intercultural issues, complexity and globalization, and setting the direction for his team in order to achieve the objective of being successful.

2.2. LEADERSHIP STYLES

Team: Bugs

Based on John Darling’s teachings, leadership styles can be mapped with two axis; responsiveness and assertiveness. Effective teams made up and value all four styles.



Picture 5: Leadership styles (John Darling & Team Bugs)

2.2.1. STRENGTHS AND WEAKNESSES

Style	Strengths	(can become)	Weaknesses
Connector	Supportive Easygoing		Conforming Permissive
Analyzer	Precise Systematic		Exacting Inflexible
Director	Determined Objective		Dominating Insensitive
Connector	Enthusiastic Imaginative		Undisciplined Unrealistic

Picture 6: Leadership styles - strengths and weaknesses (John Darling & Team bugs)

2.2.2. FLEXING FOR EFFECTIVE LEADERSHIP

	<p>If an Analyzer, DECIDE</p> <p>Don't let fact-gathering and review of various alternatives be a hindrance to the progress of others. Once a decision has been made, act on it.</p>	<p>If a Director, LISTEN</p> <p>Try to clearly understand the others' ideas. Listen until the nature and strength of their feelings are understood and clearly perceived.</p>	
	<p>If a connector, STRETCH</p> <p>Demonstrate self-direction. Set and strive to achieve attainable goals. Don't dodge the issues in question. Be sure to communicate important points of view.</p>	<p>If a Creator, RESTRAIN</p> <p>Be sure to restrain impulsiveness. Also, restrain talkativeness, and when others start to speak, don't try to talk over or louder than them.</p>	

Picture 7: Leadership styles - flexing (John Darling & Team Bugs)

2.3. LEADERSHIP VS. FOLLOWERSHIP

Ninghui Gao

2.3.1. IT'S A WORLD OF LEADERS

- Leadership is encouraged and trained everywhere
- Being a leader somehow is considered as equivalent to success
- Capable and outstanding people are expected to be leaders
- Followers are considered as copycats
- ***Too many chiefs and not enough Indians***

2.3.2. MORE FOLLOWERS, PLEASE!

- This world needs more followers than leaders
- Few people are by nature suitable to be effective leaders
- Being good followers is as challenging as being good leaders
- ***Be comfortable and confident if you don't want to be a leader***

2.3.3. WHAT MAKES A GOOD FOLLOWER?

- Willingness to accept the direction set by others
 - Responsible and proactive
 - Loyal
 - Resourceful
 - Supportive to leaders and other team members

2.4. GREAT MANAGERS AND LEADERS – WHO ARE THEY?

Elina Happonen



Picture 8: Checkmate Chess (Patrick Nijhuis)

"Leaders are not born nor made - But they must have opportunity, organizational support and self-determination." (Douglas Ready¹)

The world is full of great leaders who create excellent results in managing their companies and leading their employees. In this essay I present some findings that different leadership authors, consultants, and psychologists have found in their research work and then presented in literature.

Great leaders have certain character and personality. They have a good self-knowledge and they are authentic in their leading behaviors. They aim for personal growth and leadership as well as for effective self-management. Great leaders have charisma and passion, and they are aware of their imperfectness. Trust, humility and servant leadership are also part of good leadership. In addition to these things great leaders have good knowledge about people and business. They are also good at mastering the context and visioning, mastering politics, and networking. And finally all these competences lead for effective leadership, and the best ones become Level 5 leaders. In the following chapters I will go through my literature findings topic by topic.

2.4.1. CHARACTER AND PERSONALITY

Literature is full of different definitions of good leadership and great leaders. Like all people, also great leaders differ from one another. They may have some common characteristics, behavior, and mental models, but still they are individuals.

John Adair² is named as one of the forty people worldwide who have contributed most to the



Picture 9: Action-centered leadership concept (John van Maurik, 2001)

¹ **Doug Ready** is Founder and President of The International Consortium for Executive Development Research. He is a Visiting Professor at London Business School, has written more than 25 articles on leadership development, change management and top team effectiveness, and has also authored the book *Champions of Change*.

² **John Adair** is a leadership guru and an author of books on business leadership. His book *Effective Leadership* is regarded one of the key modern works on the subject.

development of management thinking. He states that personality and character are essential elements of leadership. The most important leadership qualities are those that can be applied to all the circles in Adair's well-known three circle diagram: achieving task, developing the individual, and building and maintaining the team (Picture 9). The three-circle concept forms the basis for action-centered leadership. (John van Maurik 2001)

Leadership characteristics are qualities that may be perceived as helping or hindering the achievement of the task. According to Adair the essential list of leadership qualities is made up of initiative, perseverance, integrity, humor, tact, compassion, efficiency, industry, audacity, honesty, self-confidence, justice, moral courage, and consistency. (van Maurik 2001)

In addition to before mentioned characteristics Daniel Goleman³ highlights the importance of emotional intelligence. According to him the most effective leaders are alike in one crucial way: they all have a high degree of emotional intelligence. Without it, a person can have the best training in the world, an insightful analytical mind, and endless supply of smart ideas, but he or she still won't make a great leader. According to Goleman emotional intelligence consists of self-awareness, self-regulation, motivation, empathy, and social skills. He states that this emotional intelligence can be learned, although the process is not easy and it takes time and commitment. (Goleman 1998)

2.4.2. SELF-KNOWLEDGE AND AUTHENTICITY

"Candor about our own strengths and weaknesses is the key to self-knowledge and then to 'inventing yourself'". (Warren Bennis)

In order to be great leaders, people need to know themselves. Self-awareness is an ability to recognize and understand your own moods, emotions and drives as well as their effect on others. (Goleman 1998)

According to Warren Bennis⁴ a leader has a clear idea of what he or she wants to do, and the strength to persist. In his many discussions with leaders he has noticed that they all agree that self-knowledge and self-invention are life-time processes. Although no one can teach you how to achieve them, there are some things which others have done that are helpful. Bennis lists these as the four lessons of self-knowledge. (Bennis 1989)

Lesson one. You are your own teacher. This is expressed as achieving a personal transformation.

Lesson two. You need to accept responsibility and blame no one. Denial and blame are major stumbling blocks on the path to self-knowledge.

Lesson three. You can learn anything you want to learn. Bennis defines this as "seeing the world simultaneously as it is and as it can be, understanding what you see, and acting on your understanding". It is also important to spot new things and not to be afraid of failure.

Lesson four. Understanding comes from reflecting on your experience. This means having a dialogue with yourself, asking yourself tough questions at the appropriate time in order to seek out the truth, and acquiring or recovering knowledge. Reflecting is important because it leads to understanding, and when you understand you know what to do.

As well as knowing oneself leaders must be genuine in their leadership. No one can be authentic by trying to imitate someone else. Good leaders learn from others experiences but are definitely themselves. They gain trust through genuine and authentic leadership. (George et al. 2007)

The journey to *authentic leadership* begins with understanding the story of your life. Life story provides context for experiences and can help in finding the inspiration to make an impact in the world. In addition to great understanding of life, authentic leaders have good self-awareness, clear values and principles, and they are constantly aware of the importance of staying grounded. (George et al. 2007)

³ **Daniel Goleman** (born March 7, 1946) is an internationally renowned author, psychologist, science journalist, and corporate consultant. His international best-seller book was *Emotional Intelligence* (1995) that spent over 1.5 years on the New York Times Best Seller list. Goleman's most recent best-seller is *Social Intelligence* (2006).

⁴ **Warren G. Bennis** (born March 8, 1925) is an American scholar, organizational consultant, and author, and is widely regarded as a pioneer of the contemporary field of leadership studies.

2.4.3. PERSONAL GROWTH AND LEADERSHIP

"We all have the capacity to inspire and empower others. But we must first be willing to devote ourselves to our personal growth and development as leaders." (George, Sims, McLean, and Mayer – Discovering authentic leadership, HBR 2007)

Like self-knowledge and self invention, self leadership is not a singular experience. According to Stephen R. Covey⁵ self leadership is an on-going process, keeping both vision and values alive and aligning one's life to be consistently harmonious with them.

Covey introduces two human attributes that can help in personal growth and in becoming a leader. He states that imagination and conscience allow the individual to visualize the unexploited wells of potential within, as well as to check the morality of the goals envisioned.

According to Covey the best way to start is by devising a personal mission statement. This statement focuses on what you want to be (your character) and on what you want to do (contribution), as well as on the principles on which both the being and doing are based. Holding a changeless sense of who you are and what you value is important. Covey points out that it is necessary to centre one's life on correct principles that are deep fundamental truths that run through the life. People who have seriously undertaken to identify what really matters the most in life start to think larger terms and start to become leaders. (van Maurik 2001)

In order to grow and develop oneself a leader must have curiosity and be brave. In addition to this, he needs perseverance. He must wonder about everything, be willing to take risks and embrace error as a basis for learning. He is a lifelong learner. (van Maurik 2001, Beckhard et al. 1996)

Ram Charan⁶ has concluded that increased leadership ability and personal leadership growth come through experience, feedback, practice and self-correction. People who have talent for leadership must develop it. Leaders will not be prepared to lead large companies unless each job is much more complex than the one before. They must be wrapped up in complexity repeatedly in their careers. (Charan 2008)

2.4.4. SELF-MANAGEMENT

Self-management is a critical part of leaders' lives. Leaders have a great responsibility and thus they need to be able to manage all the aspects in their life – family, work, tight schedules, and relaxation – in order to succeed and make astonishing results. It is also good to remember that self-knowledge is a prerequisite for self-management.

According to George et al. (2007) integrating their lives is one of the greatest challenges leaders face. To lead a balanced life, leaders need to bring together all of its essential elements – work, family, community, and friends – so that one can be the same person in each environment.

Leaders are busy all the time, but still they need to find time for themselves. Howard Gardner⁷ points out that essential part of a leader's self-management is having a certain rhythm in his life. He states that the leader must not only maintain contact with his or her own community and followers but also find time to achieve distance from the mission or action. He refers this as "going to the mountain top" – much needed time for reflection and introspection. (van Maurik 2001)

⁵ **Stephen R. Covey** (born October 24, 1932 in Utah) wrote the best-selling book, *The Seven Habits of Highly Effective People*. Other books he has written include *First Things First*, *Principle-Centered Leadership* and *The Seven Habits of Highly Effective Families*. His latest book, *The 8th Habit*, appeared in 2004. Covey holds a BS degree in Business Administration from University of Utah, an MBA from Harvard University, and a Doctorate of Religious Education (DRE) in Mormon Church History and Doctrine from Brigham Young University.

⁶ **Ram Charan** (born Ramcharan in 1939 in India) is a business consultant, speaker, and writer. He is the coauthor of *Execution* and the author of *What the CEO Wants You to Know* and many other books. He has also worked behind the scenes at companies like GE, KLM, Bank of America, DuPont, Novartis, EMC, Home Depot and Verizon, helping them to develop, shape and implement their strategic direction.

⁷ **Howard Gardner** (born July 11, 1943 in Scranton, Pennsylvania) is an American psychologist who is based at Harvard Graduate School of Education. He is best known for his theory of multiple intelligences.

Leading is high-stress work and great leader can manage that load. There is no way to avoid stress when you are responsible for people, organizations, outcomes, and managing the constant uncertainties of the environment. The higher leaders go the greater their freedom to control their destiny but also the higher the degree of stress. (George et al. 2007)

Good leaders know how to manage this highly stressful life - they know how to wait and they do not give up easily. With this staying power they can go beyond simply being visionaries and become positive 'doers' - with the doing itself based on a realistic knowledge of the organization and how it works. (Ancona et al. 2007)

2.4.5. PEOPLE AND BUSINESS ACUMEN

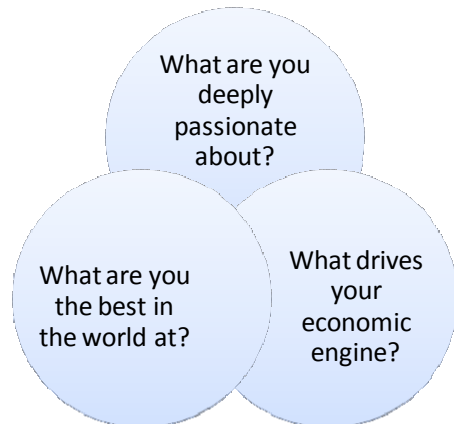
"In a good to great transformation, people are not your most important assets. The right people are." (Jim Collins – Good to Great 2007)

Leadership is predicted on the ability to mobilize others to accomplish vision, a goal, or a task. Leaders can't do everything and they increase their capacity through delegation combined with methodology for ensuring follow-through. According to Ram Charan real leaders exhibit an enthusiasm for selecting people who are better than they are – whether or not they have worked with them before – and then using those subordinates to lift the organization and themselves to new levels of accomplishment. Leaders with people acumen get the most out of their people by setting goals, and then by giving feedback and coaching with care to help in achieving the goals. In addition, they have good instincts to anticipate problems among individuals who must work together and also to get them resolved. (Charan 2008)

Although the leaders must have a love of people, they also need a capacity for aloneness. Great leaders have to walk alone from time to time, and it is not always possible to share one's worries with anyone else. They also have to live vicariously, deriving their satisfaction from the success of others and giving those others the recognition that they themselves are often left without. (Beckhard et al. 1996)

Every successful business person - whether a street vendor or the CEO of a global enterprise - has a basic understanding, how the business makes money. Charan states that managing the profit and loss within a business requires that a person take numerous factors and pieces of information – much of which is incomplete or distorted – that contribute to either a profit or a loss, connect those various conflicting things, and make trade-offs among them with the clear goal of making money and generating cash on a sustained basis. As the scope of a leader's job increases also the complexity grows exponentially. This requires a greater mental breadth and depth in order to make the connections between the complexities of the outside world and the details of moneymaking. (Charan 2008)

According to Jim Collins⁸ (2001), to go from good to great requires a deep understanding of three interesting circles translated into a simple, crystalline concept – the Hedgehog Concept (Picture 10). This concept is not a goal to be the best, a strategy to be the best, an intention to be the best, or a plan to be the best. It is an understanding of what you can be the best at, what drives your economic engine, and what you are deeply passionate about?



Picture 10: The Hedgehog Concept (Collins 2001)

⁸ **James C. "Jim" Collins**, (1958, Boulder, Colorado) is an American business consultant, author, and lecturer on the subject of company sustainability and growth. Jim Collins frequently contributes to Harvard Business Review, Business Week, Fortune and other magazines, journals, etc. He is also the author of *Built to Last: Successful Habits of Visionary Companies*, and *Good to Great*.

2.4.6. IMPERFECTNESS

"No leader is perfect. The best ones don't try to be – they concentrate on honing their strengths and find others who can make up for their limitations." (Ancona, Malone, Orlikowski, and Senge - In praise of the incomplete leader, HBR 2007)

Great leaders ban the myth of a complete leader. No one person can possibly stay on top of everything. The sooner leaders stop trying to be all the things to all people, the better off their organization will be. Only when leaders see themselves as incomplete persons – having both strengths and weaknesses – will they be able to make up for their missing skills by relying on others. Incomplete leaders know when to let go and they also know that leadership exists throughout the organizational hierarchy – wherever experience, vision, new ideas, and commitment are found. (Ancona et al. 2007)

2.4.7. CHARISMA AND PASSION

John Adair concludes that charisma is a personal magic or aura which attracts a special kind of personal loyalty and enthusiasm from followers. While all leadership is in the gift of the followers, the charismatic phenomenon is a special kind of gift whereby the followers endow the leader with some superhuman characteristics. (van Maurik 2001)

A passion for the job provides the energy and focus that drive the organization and that act as an example to others. Warren Bennis states that the leader who communicates passion gives hope and inspiration to others. Effective leaders are passionate about the cause they are promoting and about their commitment to the greater or public good. They are also conviction driven - they stand for something. This means doing the right thing for right reasons. Sharing one's beliefs, convictions and reasons for wanting something will provide the boundaries as well as the directions people need in order to release exceptional performance. (van Maurik 2001, Beckhard et al. 1996)

2.4.8. TRUST, HUMILITY AND SERVANT LEADERSHIP

"Integrity is the basis of trust. This, however, cannot be acquired; it must be earned." (Warren Bennis)

Great leaders need to be humble and they must gain their employees' trust. This can be gained by being truly honest. High integrity as well as clear and straightforward interaction with people is extremely important aspects of fruitful leadership. Good leaders treat everyone around them with kindness, respect and honesty, in the same way that they would like to be treated. (van Maurik 2001, Beckhard et al. 1996)

In addition to the leader's charismatic appearance Adair deals with a concept of the servant leader. He states that the emphasis on humility in leadership is unmistakable. A leader therefore is one who listens and meets the needs of the followers. Looked at this way, it's easier for leader's behavior to arouse real admiration than a loud aggressive approach would stir up. Leaders who separate themselves from the artificial symbols of office are much more powerful than those who cling on to them, for leadership at its most sublime touches people's spirits.

Good leaders must place themselves on an equal footing with others without losing the respect that stems from their inner leadership qualities. Followers will come to sense the real person within the leadership role and start to respect that person's genuine desire to reflect the equality of all team members in their function of working for the common enterprise. (van Maurik 2001)

2.4.9. MASTERING THE CONTEXT AND VISIONING

Warren Bennis states that the very first step in becoming a leader is to recognize the context as a trap for leaders rather than a launching-pad. It is also important to declare independence from it. *"Leaders must be different and wear sombreros."*

To master the context, as opposite to being its slave, leaders need to become self expressive, listen to the inner voice, learn from the right mentors, and give oneself over to guiding vision. Guiding vision means having a clear idea of what he or she wants to do and the strength to persist. (Bennis 1989)

Visioning involves creating compelling images of the future. Leaders skilled in visioning use stories and metaphors to paint a bright picture of what the vision will accomplish, even if they don't have a comprehensive plan for getting there.

Fundamentally, visioning gives people a sense of meaning in their work. Leaders who are skilled in this capability are able to get people excited about their view of the future while inviting others to crystallize that image. (Ancona et al. 2007)

2.4.10. MASTERING POLITICS

An important role of both leadership and politics is to introduce change. Power and politics make things happen and enable those who are adept at them to get to the top of the organization. According to John W. Hunt⁹ success in the political arena depends on person's diagnostic, tactical and interpersonal skills. Diagnostic skills are used to develop the necessary database for developing political tactics. They include for example listening, "wandering around" and networking. Tactical skills include predicting outcomes of different tactics and choosing the best in order to gain desired results. Listening and prediction are skills in this category. Interpersonal skills mean ability to influence others. (van Maurik 2001)

2.4.11. NETWORKING

Networking – creating a fabric of personal contacts that will provide support, feedback, insight, resources, and information – is simultaneously one of the most self-evident and one of the most frightening developmental challenges that aspiring leaders must address. (Ibarra and Hunter 2007)

Creating strong networks is important because leaders cannot succeed on their own; even the most externally confident executives need support and advice. Without strong relationships to provide perspective, it is very easy to lose the way. Genuine leaders build extraordinary support teams to help them stay on course. (George et al. 2007)

Networking plays a vital role in leadership transitions that are inflection in leaders' careers that challenge them to rethink both themselves and their roles. Three distinct but interdependent forms of networking can be defined as follows. Operational networking helps to manage current internal responsibilities, personal networking boosts personal development, and strategic networking opens eyes to new business directions and the stakeholders that need enlisting. (Ibarra and Hunter 2007)

2.4.12. EFFECTIVE LEADERSHIP

"Being a leader is something that you do, rather than something you are. It is the ability to bring out number of talents and to operate efficiently through other people making them gladly accept your goals while still having the freedom to do things their way. A good leader therefore understands and meets other people's positive expectations of how they wish to be led." (John van Maurik - Discovering the Leader in You)

John van Maurik¹⁰ has made research on different leadership theories and has been trying to develop a definition for good leadership. He has also defined a set of competencies for effective leadership. (van Maurik 2001)

Wisdom. Effective leaders are able to create visions of the future and pursue them in a wise and intuitive way. In addition, they have thoughts and opinions on the future business methods and the nature of work, as well as being able to see the big picture and to recognize the trends. When it comes to people, these leaders are inspiring when needed, and they also are able to skillful at influencing and persuading others. Effective leaders are also capable of dealing with organizational politics as being communicators and networkers.

Integrity. Effective leaders demonstrate their trustworthiness to others. They can be open and honest in dealing with others – they do not operate on hidden agendas. In addition they are able to give bad news.

⁹ **John W. Hunt** is Plowden Professor of Organizational Behaviour at the London Business School. He has also held positions in industry and in business schools in Europe and the USA, all of which has given him a wealth of experience and research to draw on.

¹⁰ **John van Maurik** is an expert on leadership and has written several books on the subject including *The Portable Leader*. He is a director of the PA Management Centre, one of the UK's foremost executive development centers.

Sensitivity in approach. Effective leaders can operate as coaches. They are good listeners and are able to empower and develop others. Understanding the power of team and how to work with them as well as understanding what constitutes a good process and how to achieve it are important in effective leadership. In addition effective leaders are capable of continuous learning, and are facilitators of learning and of situations. They look for future opportunities in everything that happens - they look for opportunities for motivate others.

Sensitivity in thinking. Effective leaders are conforming in approach when necessary but are also capable of non-conformity. They are able to challenge the conventional wisdom of situations to bust paradigms. In addition, they are able to handle diversity of approach and opinion, and understand that different things motivate different people. Being creative and thinking out of the box is also important. Effective leaders can think strategically and communicate the strategies by forcing an overarching direction for the organization, and they are also familiar with a number of strategic tools. Taking risks when necessary – being adventurous and courageous – is also an essential part of effective leadership.

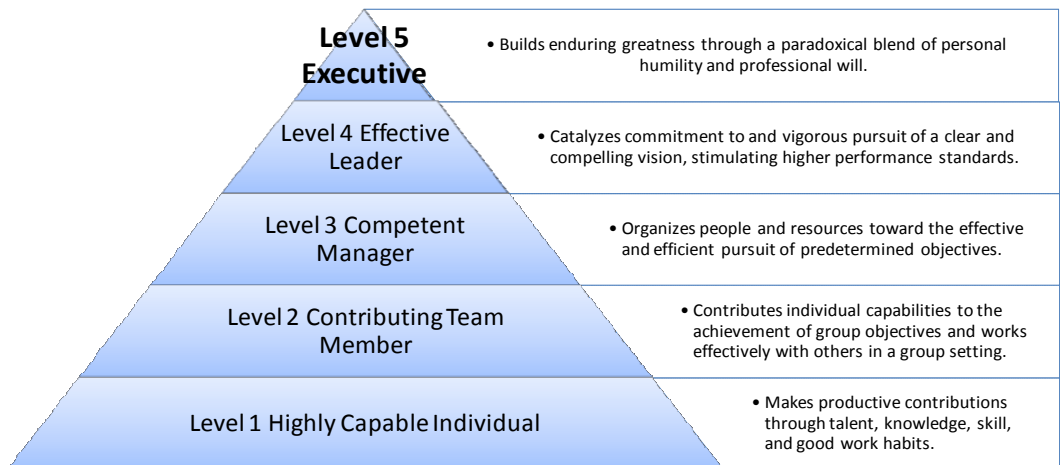
Tenacity. Effective leaders are dynamic, energetic and hard-working, yet able to balance home and work life. They can handle their own stress as well as that of other people. They are able to handle failure and setbacks (disciplined approach), and they do not give up. In addition, effective leaders understand and cope with the pressures of power, and they are able to handle uncertainty and also help other to do so. They also demonstrate optimism and can handle change well – they plan it and make it happen.

2.4.13. LEVEL 5 LEADERS

“Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice.” (Jim Collins - Good to Great 2001)

“Level 5 leaders never aspire to be put on a stand or become unreachable icons. They are seemingly ordinary people quietly producing extra-ordinary results.”

The term Level 5 refers to the highest level in a hierarchy of executive capabilities. Leaders don’t need to move in sequence from Level 1 to Level 5 - it might be possible to fill in some of the lower levels later. Fully developed Level 5 leaders embody all five layers of the pyramid (Picture 11).



Picture 11: Leaders from level 1 to level 5 (Collins 2001)

Compared to high-profile leaders with big personalities who make headlines and become celebrities, the good-to-great Level 5 leaders seem to have come from Mars. They are modest, quiet, reserved, and even shy - They are a paradoxical blend of personal humility and professional will through which they build enduring greatness. They are more like Lincoln

and Socrates than Patton or Caesar. They are ambitious, to be sure, but ambitious first and foremost for the company, not themselves.

Level 5 leaders with *professional will* create superb results and are a clear catalyst in the transition from good to great. They are fanatically driven, infected with an incurable need to produce results, and demonstrate an unwavering determination to do whatever must be done to produce the best long-term results, no matter how difficult. They also set the standard of building an enduring great company and will settle for nothing less. Level 5 leaders look in the mirror, not out the window, to assign responsibility for poor results. They never blame other people, external factors, or bad luck.

Personal humility demonstrates a compelling modesty, and shunning public adoration. Level 5 leaders are never boastful, and they display workmanlike diligence being more plow horses than show horses. They act with quiet, calm determination, and rely principally on inspired standards, not inspiring charisma, to motivate. Their ambition is channeled into the company, and they set up successors for even greater success in the next generation. When things go well, Level 5 leaders look out the window, not in the mirror, to apportion credit to factors outside themselves. If nothing is found they credit good luck.

One example of Level 5 leader is Coleman Mockler, CEO most responsible for of Gillette's transition from good to great. According to Collins, Mockler's placid personality hid an inner intensity, a dedication to making anything he touched the best it could possibly be – not just because of what he would get, but because he simply could not imagine doing it any other way. (Collins 2001)

2.4.14. REFERENCES

- Ancona, D., Malone, T., Orlikowski, W, and Senge, P. (2007). In praise of the incomplete leader. *Harvard Business Review*, 85(2), 92-100.
- Beckhard, R., Goldsmith, M., and Hesselbein, F. (1996). *The Leader of the future: New visions, strategies, and practices for the next era*. San Francisco: Jossey-Bass Inc., Publishers.
- Bennis, W. (1989). *On Becoming a Leader*. Addison-Wesley Publishing Company.
- Charan, R. (2008). *Leaders at all levels: Deepening Your Talent Pool to Solve the Succession Crisis*. San Francisco: Jossey-Bass Inc., Publishers.
- Collins, J. (2001). *Good to Great*. New York: HarperCollins Publishers Inc.
- George, B., Sims, P., McLean, A., and Mayer, D. (2007). Discovering Your Authentic Leadership. *Harvard Business Review*, 85(2), 129-138.
- Goleman, D. (1998). What Makes a Leader? *Harvard Business Review*, 76(6), 93-102.
- Hill, L. (2007). Becoming the Boss. *Harvard Business Review*, 85(1), 48-56.
- Ibarra, H., and Hunter, M. (2007). How Leaders Create and Use Networks. *Harvard Business Review*, 85(1), 40-47.
- van Maurik, J. (2001). *Writers on Leadership*. London: Penguin Books Ltd.

2.5. CHANGE MANAGEMENT AND THE DIFFERENCE BETWEEN MANAGEMENT AND LEADERSHIP IN EVOLVING ORGANIZATIONS

Guillaume Rambaud

2.5.1. AGENDA

First I will try to define management and try to be very rigorous in my definitions because the differences between management and leadership are not as easy as it seems. I will use John Kotter's definitions and the Collin's definitions. I will also and briefly define organizational change management.

Management definition

1. What is management ?
2. What is change management ?
3. organizational change management

Then I will try to explain the differences between management and leadership. I will base my work on John Kotter's work. Differences between leaderships and managers, how they act, think and how difficult it is to combine those two qualities. I will conclude this part with the differences between a leader and a strategist; what does it take to be good leader, a good strategist

Management different from leadership

1. Leadership is a component of management
 - Incrementally VS radically
 - Rationality against emotion
 - Loyalty's issue
2. John Kotter's main work: why is management different from leadership?
 - Interaction
 - What does it take to be a good leader / strategist?

I will conclude my essay with leadership in change management. Why leader is not needed in a stable organization, and he can even be a plague because leaders cannot stand stable organizations. The 8 steps and 8 reasons to fail in a changing environment are provided by Kotter's work. This illustrates the necessary steps and reasons why leader can fail. Usually they do not respect those steps or fail in applying them.

Leadership in change management

1. Why leadership is important in change management
2. 8 steps and 8 reasons to fail

DGLT sessions were very interesting because for the first time in my academic lessons, we tried to develop a quality supposed to be innate: leadership. It never came to my mind that one could develop and work in order to increase his leadership capabilities. Thus I was very surprised trying to learn how to enhance those capabilities and to be given some tips to develop new skills.

I really enjoyed lessons about change management because to my mind leadership is never as central as in evolving organizations when a leader and a good one is needed. But at the same time one can mistake a leader and a manager very easily. I say "one" because I used to make this mistake before attending those courses and I wanted to work on it to make it clearer.

Thus I want to devote my essay on change management and the difference between management and leadership in evolving organizations.

First I will give a definition of management and change management in order to have a solid basis to begin my reflection. Then I will try to distinguish management and leadership through John Kotter's work and I will conclude with the role of leadership in change management.

2.5.2. DEFINITIONS OF MANAGEMENT

What is management?

Management is really easy and difficult to define at the same time. Indeed it is a word with very large definitions. One can say that management is the way to build a framework for employees, management is the way to get things done through other people, and management is a new way to make people work together with someone who gives the right direction. Well as I said there are many different definitions of management and for some people management does not mean anything, it just a driver of capitalism because you get things done through other people.

I will use a very simple and understandable definition to build my essay. **Management is the technique or practice of planning budgeting organizing and controlling.** Those four words sum up the role of a manager or I should say how I see the role of a manager. Thus management has been defined and one can say that it seems very easy to understand but now I will try to define another notion but not static this time, change management.

What is change management ?

Change management refers of course to management but not in a static version. This is management in changing and evolving organizations.

Change management is a structured approach to the change in individuals, teams, organizations and societies that enables the transition from a current state to a desired future state. In other words change management does not refer only to people but to organizations themselves and aim at changing people and organizations at the same time. But this idea of changing organizations through management is defined by the organizational change management

Organizational change management

Indeed Organizational change management includes processes and tools for managing the people side of the change at an organizational level.

2.5.3. MANAGEMENT IS DIFFERENT FROM LEADERSHIP

Leadership is a component of management

The main difference between a leader and a manager stems from their behavior the way they see an organization a framework the future, in fact who they are.

Incrementally VS radically

"Managers do things right, while leaders do the right thing". Richard Pascale [*Managing on the Edge*, Penguin Book, pp 65, 1990]

This quotation sums up perfectly the difference between a leader and a manager. A manager is not asked to be brilliant or to have new ideas every day. They are more or less asked to do things right in order to respect the process. But leaders usually do not care about the process and do the right thing. They have THE idea and now how to implement it.

There behaviours differ a lot. A manager is expected to be patient tolerant open minded to do things step by step and consensual. A leader is radically different! He is expected to be a kind of genius and usually is not patient with people who do not understand him. He will do things radically regardless the process and other people. He knows he is right (or at least he thinks so) and then could not care less about what people think.

Thus leadership is just a component of management even if managing and leading are very different and can lead to two different goals!

Emotion VS rationality

The leader is usually driven by his emotion, his feeling about a situation. He does not need to analyze it because he trusts his senses and his action are always based on what he feels. The manager is everything but emotional. His actions are based on rationality. **The manager is expected to follow orders and to apply them.** I know it can seem simplistic but more or less this is the idea. The manager will then analyze the external environment in order to fulfil the organization's goals. The leader will do it for his own purpose.

Loyalty's issue

The loyalty issue is also central in the difference between a manager and a leader. The leader is loyal to him and can be loyal to people who think the same way he thinks. But this is not a rule. Usually the leader trusts him and that is all.

The manager is loyal to his organization his employees the process and etc.

Thus people are often more loyal to a manager than to a leader. The manager will judge their work and then will take care of their issues problems and will try to bring solutions. The manager is responsible for his employees whereas the leader is not. The leader is emotional and impulsive and this is very tough to be loyal to someone who can change his opinion in all of a sudden.

John Kotter's main work : why is management different from leadership ?

Interaction

This is uneasy to combine both management and leadership. As we saw in the previous paragraph, leaders and managers differ a lot. John Kotter asks the question of interaction between leadership and management.

But once again this is not that easy to define, to understand. Indeed **management and leadership are not mutually exclusive**, there is not the leader on one side and the manager on the other, those both notions can overlap and even **overlap all the time**. Everyone gathers leadership and management skills but some people are more managers than leaders and vice versa.

The challenge is of course to gather qualities from the two sides to be understood by both. And today the main problem is not to understand the difference between a manager and a leader but between a strategist and a leader.

What do you need to be a good strategist / leader ?

First strategy refers to the long term issue. A good strategist must have his own **vision of the future**. Short term issues do not interest him because he is always working on forecasts in order to predict the future. Of course **strategy** is central for a strategist. It can sound trivial but it is not. Strategy refers also to the long term issue. **Network** is compulsory for a good strategist because he must gather his resource as fast as possible and must know the future things before the others. Like the manager he needs **committed and motivated group** who will understand his purpose and his objectives. Of course his **personal values and reputation** are mandatory to be credible towards the others.

Thus the strategist is really focused on the long term issue but needs help of the others. His qualities are more or less based on rationality and intelligence. The leader is really different and his qualities as well.

Everything is based on **his capacity to be followed** and trusted by his co-workers or subordinates. He must **energize** his people to get the things done, to **inspire** them and therefore that they share his vision and trust his judgment. He must also **motivate** them to be as efficient as possible. And of course he must have a **dissatisfaction with status quo**. Indeed the leader cannot stand a situation where everything is planned and known.

To conclude on the difference between a leader and a strategist, qualities required are very different. A leader requires human qualities to motivate his troops but the strategist must analyze the situation and be able to understand it at every time. Feelings against rationality.

2.5.4. LEADERSHIP IN CHANGE MANAGEMENT

Why leadership is important in change management

Leadership is a central term in change management. Indeed **in prosperous time there is no need for a leader**. Everything is under control; there is a need for stability and order. The leader with his dissatisfaction for status quo would change it and bring uncertainty in a situation which does not need it. Thus a leader in prosperous time is not needed and even not wished, because he would bring something new that could lead to chaos. But in wartime or during changes, the situation is very different. Leadership is the key.

In wartime, **all you need is someone able to gather** and give the right direction, someone people will want to follow. Thus the leader with his capacity to mobilize and convince people will be the needed person and the only one able to give the right direction.

Change management: 8 steps and 8 reasons to fail

Sense of urgency

Change management refers to evolving organizations but not only. It refers to an evolving and therefore a non static environment. Thus one must create a sense of urgency to achieve one's goals and a problem might stem from not establishing a great enough sense of urgency. In other words without urgency you cannot reach our goal or at least not as fast as possible. People need deadlines and to be given the impression that everything is very urgent.

Strong team

As far as change management is concerned, a strong team with charisma is needed. If this team is not able to guide the coalition, the project is doomed to failure.

New Vision broadly

The vision is of course necessary. If people within the organization do not share this vision, they cannot understand the end game and thus will not be efficient enough. Everyone needs to believe in his own action and to understand the purpose of it.

Communication

But if the vision is mandatory, being able to communicate is at least as much important. Indeed does it really matter to be a genius if you are not able to communicate and share your vision, your plan?

Communication to employees

This is the same with your employees in order to be committed to a project and to share with the leader his vision, and ideas for the future.

Short term results

Even if we are talking about strategy, management and long term issue, short term results are compulsory, especially for employees. If you want people to be committed to a project they must see the results and as fast as possible because otherwise they will not believe in it longer. And when short term results are absent people get discouraged and it becomes really hard to re-motivate them.

Build a momentum

One must also build a momentum and being very humble even when success occurs. This is pretty easy to declare victory too soon and then people stop working making some efforts and commitment becomes an old reality.

Anchor the behaviour

And finally the last step is to anchor the new behaviour in the organizational structure. If you do not do this, the new behaviour will not last and will be seen as temporary instead of structural. This new behaviour must become one part of the new identity of the society.

To conclude I would say that management, leadership, strategist, evolving organizations are very connected even if it is uneasy to define and separate those notions. What is really interesting is to understand how one can combine qualities from a leadership point of view and from a management perspective.

Of course there is not one answer to those questions. Not one good way and one doomed to failure. The complexity of this topic refers to the substance of it: human nature. This topic is based on the most unpredictable and non understandable element!

What I tried to explain was simply an overview of the situation and moreover I tried not to be too simplistic. But I cannot deny that I was biased as a human and therefore this essay is full of personal elements that I am not even sure that I can communicate them!

Modesty and humility are mandatory when talking about those subjects and I hope I was able to make the situation clearer.

2.6. MY VIEW TO GLOBAL LEADERSHIP, GLOBAL LEADERSHIP TALENT AND ITS DEVELOPMENT

Jan Knutzen

The importance of global leaders in the 21st century is getting more and more important in different fields in the whole world. Companies are making business upon their geographic boundaries, the rate of trade is growing, countries are getting closer to each other, the world is growing as one piece and we are all living on the same planet. Due to this we need some leaders who are able to contribute to the process of globalization on the very top level. Being and acting as one of those, certain rules and guidelines of this process has to be respected, otherwise the world will get out of control and get even worse as it is already at some time nowadays.

The world has still lots of things to improve at the current stage of globalization. While talking about global leaders of international acting companies and organisations, not only the fact of getting as much profit as possible has to be taken in consideration. Talking about companies who are making business globally, the fact of environmental responsibility has to be pointed out as well, especially in the time of global warming. All companies in the world should increase the corporate social responsibility. We need to ensure the control of pollution in order to maintain the nature's quality and the quality of life of all creatures on the planet. Thus the mindset of some global leaders has to be changed to contribute to the process of less pollution. This topic leads to the first relation to the student organisation ESTIEM¹. The annual seminar series Vision² has the current topic called Vision of Responsibility. This topic will deal with questions like:

- What does the industry do to avoid the producing of unnecessary and dangerous waste?
- How do companies make sure that their products are easily disposable?
- What are the drivers for companies to fulfil their social responsibility?

In order to become a leader as mentioned above on the global basis, you have to have some certain criteria. This is related to the talent you should have to become a global leader in the future. Concerning this topic I had a brief brainstorming and a further going discussion with some of my friends from different countries about leadership at the statutory meeting of ESTIEM. We came up with a list of points a person should have in order to lead the global future. In the following list the most important points are mentioned:

- empathy
- charisma
- experience
- understanding of life
- personality
- open-minded

- gaining trust
- taking responsibilities
- receiving/giving feedback
- creating a common strategy
- taking risks
- delegating tasks

- analysing
- problem solving
- communication
- presentation
- good spokesman
- active listening

While comparing the criteria a global leader should have, we came to the conclusion that within ESTIEM the potential of future global leaders is very high. Being in an international organisation and holding some leading positions helps people enormously in developing their global leadership talent. You already get the early chance to find out about your strengths and weaknesses in terms of leading an international team of students. The possibility to attend trainings in order to grow your skills is also very important. In my eyes there is no such thing as the perfect born global leader. You should have certain talents but you also have to practise them and learn more about your abilities. Exactly for this, organisations like ESTIEM have been created to be a huge playground for all potential future global leaders.

The importance of finding out about everyone's global leadership talent is getting more and more important in these days. The demand of leaders who have gained already international experiences in their early stage of development is highly increasing. All bigger companies in the world are facing the need of well educated leaders to represent and work for their

companies. Therefore programs like the International Business Linkage Program are also very important. With the course Developing Global Leadership Talent the contribution to this aspect is very high. I believe that in the near future more of these opportunities for students will appear in order to prepare the future leaders for their international careers.

2.6.1. MY PERSONAL EXPERIENCES OF WORKING IN VIRTUAL TEAMS AND ITS IMPORTANCE FOR COMPANIES AND ORGANISATIONS IN TERMS OF GLOBAL LEADERSHIP

According to *wikipedia.org* a virtual team *“is a group of individuals who work across time, space, and organizational boundaries with links strengthened by webs of communication technology. They have complementary skills and are committed to a common purpose, have interdependent performance goals, and share an approach to work for which they hold themselves mutually accountable.”*

The globalization process comes along with working in international teams. This also includes working with people which are located all over the world. In the following I will reflect on my personal experiences while working in a virtual team which is leading an international student organisation as well as problems, opportunities and benefits for companies and organisations using the work in virtual teams.

Currently I am in the board of ESTIEM which consists of five people coming from three different countries (France, Finland and Germany). Thus I am facing the problem of communication across boundaries every day. Meeting face-to-face only happens around once a month with the members of our team. In companies and organisations it might even happen that the team members never meet during their entire work together. Meeting face-to-face has certainly some benefits compared to virtual meetings. Building up a real team which works together both on the personal as well as on the professional basis is much easier. You can faster gain trust within the team and react on comments and discussion directly. This is very important in organisations like ESTIEM. It is necessary that a leading team grows in those two dimensions, the professional as well as the personal level. For both the importance of trust is very high in order to work more efficient. This trust can be built up better while meeting physically in the way of doing some teambuilding exercises and social activities. It also prevents from misunderstandings due to communication problems which easily can occur while communicating only on electronic channels. Especially the language barrier increases while talking just on virtual environment.

The communication in virtual teams can be based on several tools. Nowadays the internet is mostly used for conversations. Within ESTIEM we are using different kinds of communication tools. For having chats and conference calls with many participants, the usage of programs like Skype or Windows Live Messenger is easier and more effective rather than traditional landlines for calls and emails for written communication. Besides this we have the possibility to use software with which we can share the desktops of our personal computers. This helps when technical problems occur, which someone cannot solve on his own. You have the unique opportunity to talk and explain the person who needs help while being locked in his system through the internet. This basically means that you are working on a computer which is independent in terms of space and the other user can watch you while he is explaining procedures.

Another useful tool is available from companies like Google, Yahoo and others. They are offering free software for sharing documents and timetables. With those you are able to share information in documents and work with different persons on the same document in real time. You also can create different calendars which you can share with your team member so that they can always see how your schedule looks like and at what time you are reachable and when not. The best point of these tools is that you can use them for free and do not have to install any software on your personal computer. This means that you can reach the documents wherever and whenever you want. The only requirement is an internet access, which is nowadays almost everywhere available.

While working in virtual teams you will face some communication problems especially when the team becomes too big. It is getting harder to express your own opinion because only one person can speak or write at the same time. Therefore you have to implement certain rules of communication. It becomes easier for the participants to say if they agree or disagree on certain points or want to make a comment on the discussion.

Another problem which can occur in global organisations is about the difference of the time zones in the world. If there are members in a team from the USA, central Europe and China, for instance, it becomes harder to find a proper time for a

meeting. Therefore a normal working day can easily be extended. Not everybody is reachable at any time and communicating via email is not always the best solution. Also has to be pointed out that written messages may have a different meaning to different people. While just reading them you may miss the deeper meaning of certain sentences.

But not only problems occur while working in virtual teams. Being not reliant on geographical closeness of the team members enables companies and organisations to increase the level of highly skilled people in the potential teams. Virtual teams also give the possibility to amplify the flexibility which increases the competitiveness towards other global companies and organisations. On the one hand time can be saved due to less travelling but the time spend during discussion can be longer than meetings face-to-face.

European Students of Industrial Engineering and Management (ESTIEM) was founded in 1990, and it is the only Europe-wide network linking 65 Industrial Engineering and Management (IEM) universities, representing more than 45,000 students in 25 countries. ESTIEM's aim is to establish and foster relations among IEM students. As the demand for internationalization is constantly growing in the uniting Europe, young people with both a European orientation and experience will be most needed.

ESTIEM offers to its members a wide scope of Europe-wide activities such as exchanges, conferences, case competitions, lectures and workshops. The members can work in multinational project teams. This makes ESTIEM a unique network connecting people with different cultural backgrounds and experiences.



Picture 12: Estiem & Vision logos (Estiem)

The Vision Project is a Europe-wide series of seminars organized annually by ESTIEM. Each year a new topic is chosen to study the current trends and substantial phenomena that appear to have a great effect on the European economy, business and industry. The Vision seminar series explores innovative approaches and useful tools to understand emerging issues. It also encourages communication between students and business world. Individual seminars are organized by different local groups throughout the Europe, and each of them has a unique approach to the general theme.

2.7. MY LEARNING PATH ABOUT GLOBAL LEADERSHIP

Arianna Chiara Marrocco



Picture 13: Students working (Juuso Soininen)

2.7.1. THE THEME OF LEADERSHIP AND THE GLOBAL ENVIRONMENT

Leadership is today and has always been a matter of great importance. In every field, leaders can influence the flow of happenings and have a central role in motivating people around them. When we think about leaders, we consider, among others: political leaders, who have the task of guiding nations and the strong responsibility of being an example and of representing their citizens; company managers, who give the guidelines for firms' missions, thus contributing to collective welfare; other charismatic individuals who are able to influence the crowd with their ideas and creativity.

The ones described may be the most common images regarding leaders and leadership. But is this all leadership is about? Or are there other aspects that need to be considered in order to have a comprehensive view of the concept?

It is difficult to think about the topic of leadership without taking into consideration the environment in which leadership needs to be exerted. The environment, indeed, is not unrelated to the work of leaders. On the contrary, it adds element of complexity and increases the number of variables that a leader has to take into account. Today's leaders have to deal with people coming from different nations, have to manage and coordinate multicultural groups, must operate in several and maybe not well known countries. For all these reasons, leadership today cannot be well analyzed if we consider just a local reality, but it can be understood just in relation to a global context.

The following reflection will try to consider the notion of leadership in a broad way and to include the different dimensions and implications of the term. It will then give a personal view of the concept, focusing on personal experiences and subjective evaluations.

2.7.2. A STARTING POINT TO REFLECT ON LEADERSHIP

The course “developing global leadership talent” and the other IBLP experiences have been an opportunity to reflect upon the theme of global leadership and its implications in my personal experience.

The aim of the course, in fact, is not to provide a definitive answer or an exhaustive knowledge on the topic, but to give a set of tools for understanding the concept and to start a learning path that will last for the next years. This principles have been specified in the opening session of the Program: it was underlined in that occasion that more than a common definition, the course will give everyone the opportunity to form his or her opinion on the topic.

Moreover, leadership is not just an issue that needs to be analyzed and understood, but it is a practical matter. Objective of the course and of the related activity is to give an opportunity to develop skills and attitudes that are typical of a leader.

One of the first and impressive ideas I gained from the opening session of the course is how a leader needs to deal with the uncertainty and change: nothing is stated and fixed, the rule is evolving situations. This powerful concept suggest that a leader must be more than a planner or an organizer: it must be a creator of patterns to deal with the novel and unknown.

2.7.3. A LEADER AND HIS TEAM

An amazing occasion to reflect on interesting topics related to leadership was Darling’s lecture: some concepts in particular gave me an opportunity to think about a leader in a different perspective. A leader is the person to whom a team looks at as a source of inspiration. He has the great power of giving an example to the people surrounding him. For this reason, it is extremely important for a leader to give his best, to be always active, to have great expectations from the team, so that the team can feel motivated to give its best as well. The process anyway is not unilateral: a leader has to learn from his team to improve himself, and to collect the team members’ feedback in order to evaluate the quality of his work.

A leader does not need to respond to a predetermined set of characteristic. Each person is different from the others and, in the same way, each leader has a unique way of doing his work. The great variety of leadership styles can be simplified and described using two dimensions: assertiveness and responsiveness. The former is related to the level on which people express opinions and take control of situations, while the latter refers to the degree of emotional expressions. None of the four styles resulting from the classification is better than the others, but interested conclusions can be traced regarding the interaction between a leader and his team, and the behavior of different individuals.

Each person can have characteristics of different styles, but normally one of them is predominant in his personality. In every style we can recognize strengths and weaknesses: if a leader know the style of the team members, he can easily exploit the strengths and work on the weaknesses of the team. Moreover, it is proved that people with the same style will face more easily conflict, while a variety of styles is required to a team in order to work effectively: these conclusions can give precious hints to a leader when he has to build a team. Even if a person is much more complex than what a simple model can suggest, knowing the style of team members can help to face the stressful situations in which the team will inevitably occur: every style, in fact, is more likely to assume a certain behavior under difficulties. An extremely interesting conclusion also regards how a leader should behave in order to be effective towards all kind of people he meets. If a leader sticks to the style that is more natural to him, he will be very effective with certain kind of workers but will face communication problems with others. A good leader needs to be flexible and adopt his style to the task, and in particular to the audience that he has to lead.

An interesting reflection on the meaning of leadership rose from Darling’s lecture. Different leadership styles fit different professions: a person can find himself more comfortable in a role than in another, due to his personal leadership style. This does not mean that certain kind of people cannot do specific professions, but they may have to develop specific aspects of their personality. This suggests that leadership does not only regard some kind of jobs (politicians and top

managers have been mentioned above as an example): in other words, it is more strictly related to personal behavior and attitude than to a person's career.

2.7.4. WORKING IN A TEAM

As it has been said, being a leader is strictly related to team dynamics. A leader is the person who guides a team to reach its objectives; for this reason, a good leader is aware of team mechanisms.

Several theories have been written about team dynamics, but in order to be a good team member it is essential to acquire practical skills, and these can only be obtained with the experience. A meaningful activity to develop our team-work skills and thus our leadership talent has been the Team Academy cottage trip. During that time, I had the rare opportunity to live and work in strict contact with a group of people and with my team in particular: this was a good chance to experience both group behaviors and my personal reactions under stress.

The leading role in the teams was not fixed: I could then notice how each of the group members was naturally taking a leading role in some situations, while was more comfortable in following the group's decisions in other situations. Seeing the different behaviors under time constraints and when decisions needed to be taken was also of extreme interest: some of the people were focusing more on the harmony within the group, others on the completion of the tasks, others on the correct procedure to follow.

The group in which I have worked had a very interesting discussion around team roles. I personally reached the conclusion that there are predominant roles in every person, so that each individual is more comfortable in taking a specific role, while he does not like to be in another one. Anyway, I think that roles are not fixed, but they largely depend on two dimensions. First, they depend on the situation the team is facing: under time constraints and when it is important to reach a task, for example, I tend to stress the results already reached and to present the next problem, trying to avoid the work to stick at a certain stage. Second, I believe roles depend on the characteristic of the rest of the group: if someone has certain strong characteristics or assumes a specific position in the completion of a task, for example, I tend to turn to the role that I feel the group is missing in the specific situation.

The cottage weekend has been particularly interesting also regarding the ability to manage stress in a team. Dealing with stress is a very common situation for a team: this situation, if well managed, can be really productive, since everyone will give his best to accomplish a task. On the other hand, I believe that stress can cause the team to stick on its own conflicts instead of concentrating on the work, thus becoming totally ineffective. The situation described can be one of the moments in which a good leader can interact with his team to give the right commitment and obtain the required results.

Manning's lecture gave me an additional opportunity to reflect on the practical experience in the cottage and, in general, about the work in a team. First of all, we reflected about the need of having a balanced team: as already assessed for the leadership style types, it is important to have the broader possible team roles in a certain team. Each individual, in fact, will contribute to the work with different strengths and weaknesses: a good balance will enable the work to be effective in different situations. I think a leader is not just a guide: in other words, he is not only the person who takes the necessary decisions. I believe one of his crucial tasks is to put every person in the best possible condition to give the top results: this can be best achieved if a leader is aware of the personal behavior of the team members, and the team roles can constitute a useful tool toward this achievement.

Finally, I would like to underline a reflection about the balance between the importance of a strong leader and the space to be given to the team. The leader needs to be able to take decisions when required, and drive the team towards certain objectives. But leading does not mean overcoming the team: a good leader is also a good listener, and is able to change his own opinion if necessary. During Manning's lecture we reached the conclusion that a team always outperform single individuals in problem solving (the subarctic survival problem gave a clear example). For this reason a leader cannot consider just his own arguments and points of view, but has to balance them with the team's outcome to obtain better results.

2.7.5. WHAT IT MEANS TO BE A LEADER

Great emphasis was put from the opening events of the Program to the meaning of leadership and the importance of acquiring leadership skills.

As mentioned earlier, the common understanding of leadership relates the concept to the guides and chiefs of our society. In this perspective, acquiring leadership skills should be a matter of interest for people who aim to obtain leading positions, for example in the economic or political field.

However, leadership is not all about having power in a certain sphere. It is an issue that includes every human being. Every individual, indeed, has a responsibility, at least toward himself: gain the best from his own possibilities, be the best possible person, take the best from people around him. These, in my opinion, are characteristics of a leader. And they are characteristics that every human being should develop.

In this perspective, every individual is interested in disserting about leadership and acquiring leadership skills. It does not matter if a person chooses one career or another, what role he or she has in society: he/she will be a leader if able to manage his/her life and time, obtaining the best from his/her possibilities and thus realizing him/herself.

My view of leadership does not include merely the ability of managing a team of people or fitting a position of a certain responsibility. Leadership is about being a realized person, able to fulfill his objective and goals.

For this reason, I do not think that the world is divided into two categories, leaders and followers. One may think that people who have high-responsibility jobs and brilliant managerial careers are leaders, while the others are not. But I think that managing one's own family or even just one's own life, if this is the fulfillment of one's ambitions, means being a leader.

I had the chance to think about what being a leader really means to me after the creativity weekend. Nogueira had an interesting and moving speech about leadership. Some of the points were really touching. I agreed that a leader is a person who is present to himself: he is not just a spectator, but active participants in his own life. A leader lives his existence trying to be every day at his best, telling himself every morning that he will live his day at the top of his possibilities. Personally, I think this does not mean having strong visible public behaviors, or saying necessarily something on every topic. I do not believe that, in a group of people, a leader will undoubtedly talk more than people who are not leaders. But for sure a leader is not a person who watches from a corner while events take place: he interacts with happenings and try to obtain his goals.

2.7.6. CULTURE MATTERS

In our experience as a group of international students, leadership and global environment are tightly related concepts. In fact, the context of our work (and also that of our daily life) is pervaded with the challenge of communication between people coming from different nations and backgrounds. Cultural diversity is something with which we have to deal, and so our analysis of the concept of leadership is related to the understanding of different cultures.

During the last months and thanks to several IBLP events, I have learnt much about culture. A culture rises from one's family and scholar education, from one's nationality and religion, from one's working environment. Thus we can talk both about national cultures and firm's cultures, and a lot of variables need to be considered in order to analyze cultural diversity. Culture can be analyzed at different levels: there are visible aspects, such as practices and behaviors; there is also a hidden level, composed of values, beliefs and accepted assumptions. We do not know how much of what we call culture is inherited by every human and how much is acquired, but undoubtedly one's family, education, nation and religion have a huge influence on its development.

It is not easy to understand a person's culture, due to the different aspects that are included in it. Moreover, it is not possible to have knowledge and experience on all the different existing cultures. It is useful, anyway, to have general tools for describing the main cultural groups. These tools can be at least of practical utility to deal with the most common and

most evident diversities one can face when he has to work in a multicultural group: among the others we can list the perception of time, the communication styles and the decision making styles.

A new and powerful idea about how a culture is built and developed came from the IBLP's lecture about cultural diversity: culture is not a static concept, something that can statically be related to a certain group of people. On the contrary, it is an evolving collection of beliefs and behaviors, constantly made and changed by the dynamics of the group.

A lesson that I learn during these months and that I will undoubtedly remember is that we cannot learn everything about cultural diversity, but we can learn to be open-minded and to respect other cultures. We can learn that our behaviors and habits are not better or worse than the ones developed in other regions of the world, just different. Even if it is useful to learn more and more about existing cultures, I consider this awareness to be of even greater importance.

An open question for me is how much our personal relations can be influenced by cultural diversity. During these months spent abroad, I have experienced misunderstandings and difficulties due to different backgrounds with people coming from different nations. But I have the feeling that this diversity is bigger at the surface than in deep questions. In other words, after having accepted different behaviors, different ways of communicate, and even different values, there is still something that links me to certain persons, independently from their nations or backgrounds. Beyond cultural differences I have found incredible common perceptions with people coming from different cultures: this makes me think that, even if it is helpful to examine cultural differences, there is a common ground (maybe human nature) that seems to go more in deep.

2.7.7. ME AS A LEADER TODAY

The view of leadership I could build so far relates the concept to the fulfillment of one's personal goals and objective.

At this point of my studies, I start to select subjects in which I am more interested and on which I would like to learn more. Anyway, I am still curious about different fields and I would like to keep myself open to different possibilities. My personal goal in the next months will be keep my attention on the subjects I am interested in and evaluate how I can spend my knowledge and skills in the future. I would like to understand what contribution I can give and in what fields I can best feel realized.

Being a leader for me is not all about my future job and career, but it is also about my personal attitude to myself and what happens around me. My ambition is to manage my own life in a way that make me feel satisfied. I would like to gain a lot of targets, and in particular to reach a good balance between my work, the persons I care about, and my passions. If I reach these goals I will feel that I have obtained the best from myself.

For me, today, being a leader means gaining the best from myself, constantly improving myself and searching for my own path. Being a leader for me means also putting all my effort in what I want to achieve.

2.7.8. WHAT I GAINED FROM MY EXPERIENCE AS EXCHANGE STUDENT

My exchange experience in Finland has been so far extremely positive and helpful both under the personal and the academic perspective; in this sense, it has been an involving and motivating step towards the goal I have set for my near future. This is due to several reasons.

When my home University gave me the possibility to ask for an Exchange Program with a foreigner University, I thought it was an unrepeatable opportunity and I left for Finland with great expectations. So far, I have not been disappointed, but, on the contrary, positively surprised. First of all, I have put myself in a different and unfamiliar environment, and so I had the opportunity to learn more about myself, my strengths and weaknesses. I consider very important to be able to change and adapt to new situations.

Greater than the challenge, anyway, I see the beautiful opportunity of staying in contact with different people and sharing my experience in Finland with foreign students as well as local students. Being an exchange student implies living in a intercultural environment: having to deal not only with the culture of the hosting Nation, but also with people coming from a broad variety of countries means doing a huge effort in terms of openness and adaptability. This intercultural

experience is doubtless a good background for a future career that will require frequent mobility, but also, and maybe more importantly, it is an occasion of personal enrichment.

2.8. REFLECTIONS ON GLOBAL LEADERSHIP TALENT

Saverio Russo



Picture 14: Tallinn Excursion (Juuso Soininen)

The point is always the same: what is leadership, and in particular, what is global leadership talent? Everybody – or maybe this is too strong, let's say every member of the program – knows that there are no unique definitions of leadership. What I am going to do now is trying to explain how I developed a better understanding of this topic through the program.

"Leadership is part of the management, but not all of it.

A manager is required to plan and organize, for example, but all we ask of the leader is that he gets others to follow...

Leadership is the ability to persuade others to seek defined objectives enthusiastically.

It is the human factors which binds a group together and motivates it towards goals.

Management activities such as planning, organizing, and decision making are dormant cocoons until the leader triggers the power of motivation in people and guides them toward"

(Davis, 1967)

2.8.1. DEFINITION OF GLOBAL LEADERSHIP

Trying to find a definition for global leadership was also the first group task we had at the beginning of the program. The outputs at that time were great and not so bad, but I hope and know that our comprehension has furthermore improved; otherwise the program would have been in part meaningless.

Within my team we initially focused on the ability to lead people coming from different cultures and realities, and we broke up this difficult definition issue in smaller and simpler ones, splitting the two words.

Talking about “global”, we thought that the two most interesting points are to break the boundaries among differences, and try to benefit from this heterogeneity. I am not the first one who states that national cultures and values have an impact on workplace attitudes and behavior. Furthermore, not only the country’s difference should be considered, but also the individual and organizational one.

Regarding to the “leadership”, the main duties of a leader are to set the direction for the team (what in business terms, is called Vision, Mission, Strategy and Goals) and to create the right “state of mind” for enhancing people’s performance and make them act at their 100% potential. Leading is a process that transforms heterogeneous groups of individuals from different cultures and backgrounds in operational teams that can successfully achieve the mission and the strategic objectives of an organization for which they were formed. The difference between management and leadership is that to lead means to influence, to guide in direction, not only to have responsibility, to conduct, and to accomplish.

This is really a good start, in my humble opinion.

During the first two days, we also had a presentation of the developing global leadership talent paradigm. I would like to give my personal interpretation to each single point, even if I do believe that all of these are strongly interrelated:

- *Living with paradoxes*: paradoxes are powerful inputs for reflection, and not issues. Two conflicting statements can exist at the same time, and they can be analyzed and justified. The truth beyond this is just that no unique point of view exists, and reality is not simple, but complex and multifaceted;
- *Form your view*: I would connect this to my learning flash about different truths. Since one correct point of view, one unique definition and solution, one absolute truth do not exist, the best way of behaving is to form our own view, after having carefully considered all the feedbacks provided by the others. Do not adopt others’ view as Gospel truth, but try to build your own one based upon your assumptions, ideas and credentials. I can still remember that at the beginning of the program it was stated “We are not providing you a view but we help you forming your own one”;
- *Learn practical skills*: the main difference that I found between my home university and TKK is the practical approach. While I would say that in my home university we receive a better theoretical background, especially during the lectures, here the focus is more on the practical aspects, leaving the forming of the theoretical background to the student’s own willingness and delegating this to all the reference books;
- *Learning by doing – and reflecting upon your progress*: since mistakes are unavoidable, the only path for a full learning experience is to analyze our own errors and learn from them, together with the stress on the practical aspects rather than remaining in the abstract world. I figured out that this approach is really useful in developing and implementing our personal development plan. The suggested approach is that you should write it down to a paper, and periodically check and review your progress in two steps: first of all try to rebuild your plan from greenfield without looking at the previous one. Then, look at the previous one and check if you forgot something or added something new, and analyze the progression of the common goals between the two papers. It could happen that you changed your priorities, that new ones emerged, or that you forgot to put enough commitment in one of your long term goals;
- *Lifelong learning*: as any employer knows, but also all the other normal people in the world do, you learn something new every day and you cannot ever give up learning (and sometimes studying). Coming back to the

personal development plan, at each reflection point two activities are present: looking back and looking forward. The former reviews goals' achievement, while the latter tries to update the goals and find new ones. Splitting the goals and setting them in different time horizons can be of great help.

2.8.2. MANAGEMENT LEADERSHIP STYLE

Management leadership style is based upon a pervasive and enduring set of interpersonal factors. One person's style can be observed in the way he/she acts: of course there are no better or worse styles, but only different ones. Instead of focusing on the two axes of the framework (assertiveness and responsiveness) that determine the four quadrants and leadership styles (Analyzer, Director, Creator and Connector) I would like to underline a few considerations.

As already stated, all the styles are good in the same way, even if they will suit better different professions and situations, since they have different strengths and weaknesses (usually the opposite of the style diagonally across the grid). Each person has a dominant style, influenced by all the factor conditions of growing up like family, education, mentoring, etc. Nonetheless, that is just the dominant one, and there is no strict separation among the different styles. Furthermore, each person can change his/her basic style, moving from quadrant to the other and adapting himself/herself to the situation. If flexibility is the key to success in adapting ourselves to the situation, we should also keep in mind that it creates stress. An overflow of stress makes people unconsciously shift to their backup style that is a worse, rigid and non-negotiable behavior, depending on the person's nature.

In forming a team it is very important to provide a carefully studied mix of all of the different styles, according to the available people and the context. In fact, since the different style embed/carry different perspectives in seeing problems, thinking, interacting, seeking for solutions, etc., we should succeed in developing a supportive, mutually beneficial and interactive group that helps to facilitate the accomplishments of the team to be greater than the sum of its parts. Effective teams are made up of and value all the different styles, with a balance depending upon situational variables. This means that a true leader of a team has to play with other people' strengths and tendencies, for benefiting from each person dominant style and switching capability while at the same time avoiding their switch to the backup style. In fact the understanding of one's own leadership style and communication preferences among the team is a key element for success.

Last but not least, one's management leadership style transpires not only from tests, but also in his way of behaving and relating with the others, especially in verbal and nonverbal communication, that is the primary reflection of our style. For success we have to perceive what people think our strengths and weaknesses are.

If we want to sum up all of this, John Darling's major teaching were:

- Understand your style and the one of the others;
- Think positively (according to the law of attraction).

The last curiosity provided by John Darling was that we tend to love people in the opposite corner. And, by the way, my leadership style is Creator, as most of the other IBLPers, if I remember correctly!

2.8.3. THE EFFECTIVE LEADER

I would like to point out three possible criteria for effective leaders that I learnt during another course, that in part summarize and integrate what I have been talking about so far:

- *Leadership traits*: common traits include problem-solving ability and results orientation, energy and initiative, self-assured leader, perspective, communication and negotiation ability;
- *Leadership styles*: effective leaders can adopt four different styles, that are laissez-faire, democratic, autocratic or bureaucratic;
- *A contingent approach*: even if many leaders have a preferred style, research shows that their style should be adapted to suit the circumstances (like different phases or team's characteristics);

2.8.4. TEAMBUILDING

The ability to build up teams and make them work effectively is one of the leader's most desirable skills. Managing people (both in a team and an individualistic sense) is crucial for succeeding. Action-centred leadership states that for being able to achieve the task, you should manage both group maintenance and individual needs: building and maintaining the team and meeting individual objectives. As already analyzed before, forming a team is not easy, because you have to bring together a group of people with different characteristics and styles and to develop among them a perceived common identity, so that they can work together using a set of common values or norms to deliver the task.

The process of forming a team identity and a set of values takes time and effort. Teams typically go through five stages of formation called forming, storming, norming, performing and mourning. Without focusing too much on the explanation of the different stages, I can say that during these stages the team's motivation and effectiveness goes through a cycle in which it first decreases, before increasing to reach a plateau, and then either increasing or decreasing towards the end. The leader's role is to structure the team formation in such a way that this plateau can be reached as quickly as possible, the effectiveness at the plateau is as high as possible, and the effectiveness is maintained right to the very end of the task. Indicators of team effectiveness include attendance, goal clarity, high outputs and strong group cohesion.

Some of the most difficult points that a leader has to manage in a team include conflicts between individual and group goals and consensus decision making process.

For making a team perform well there should be a clear, elevating but reachable goal, with a result-driven group task and well-defined standards of excellence. The team should benefit from the different individual fields of competence in a collaborative climate. In addition, it should not be forgotten that task completion builds commitment to a team and external recognition should be given.

As a conclusion I would like to underline that the most important and common thing that emerged from all the tests that we had during the program is that people have different personal characteristics, learning styles, management leadership styles, etc... and a leader that wants to emerge in a team has to manage them and benefit from all these heterogeneity.

2.8.5. REFLECTIONS ON MY PERSONAL LEARNING JOURNEY (TOWARD GLOBAL LEADERSHIP) THIS TERM

The International Business Linkage Program has helped me in getting closer to the goals of my personal development plan. Relating with the IBLers and the entire program's staff helped me in two complementary ways. Firstly, interacting with people I improved my soft skills, my English and my communication skills. Secondly, working with multicultural teams I both improved my teamwork ability and my understanding of different cultures and behaviors. The two different teams, the big "family" one with all the IBLers and the "task" one with my teammates, helped me thinking as a team, rather than in a pure individualistic way.

Furthermore, looking at others' characteristics, behaviors and perspectives, together with all the tests that we had during the program helped me in understanding my peculiarities and the different traits of my personality. I think that the best way to discover yourself is to listen to and ask for what the others perceive about you, and determine your strengths and weaknesses compared to the others'.

The other goal that I had at the beginning of the program was making new friends and creating a social network. Even though the Finns do not participate too much to our evenings, I think that with most of the IBLers a strong friendship has been born. The link among all the foreign fellows has become really strong and tight, and I am quite sure that it will not dissolve after the program. It is quite weird that I had to come in Finland for finding some of my best friends. In addition, I am really looking forward to all the international meetings and visits that we are planning to do; I hope that they will not be only vain promises, because I do really believe in them.

The only goal that I did not achieve through the program is to play Uppopallo, but I do not think that it has the same importance of the others. I also had two private goals that I wanted to achieve and I did not, but they are not connected with the program, so, it does not matter.

As a conclusion, I would like to sum up what I gained from this experience:

- Developing an improved understanding and curiosity about different cultures and personalities;
- Improving communication, soft skills and teamwork ability;
- Developing a better understanding of myself: my traits, personal characteristics and goals;
- Learning through shared experience, tasks, seminars and lectures.

2.8.6. REFLECTIONS ON ME AS A LEADER

Getting right to the point, all the different topics, lectures, tasks, seminars and reflections that we had during the program helped me in understanding if I was behaving like a leader, if I really wanted to become one, of which kind, and how.

During this program I must admit that I think that I behaved like a leader only a few times. The main problem that I experienced during this program is that I tend to behave like a follower when I am not too much interested in the main topic or the task that I and my team have to solve. As this is a something that I want to overcome, for developing myself and achieving this personal goal two different paths are possible. The former, or the easiest one, is to get more often involved in tasks where I know that my leadership will emerge because I am really concerned with them. The latter, and the most difficult one, is trying to force myself in putting commitment in things that I dislike or I believe useless, for the team's best. My goal for the future becomes thus to improve my willingness and commitment in situations when I dislike the goal and it is not motivating me, since I know that if I take it seriously and with commitment, my leadership's capabilities and skills will definitely improve. In addition, I unfortunately know that most of the times people have to face disliked tasks that have to be solved in the best way possible, but I do also know that in a work environment everything will be different, and first of all my motivation.

Talking about other aspects of my personal leader development plan, I know that the skills I am likely to need as tomorrow's leader include for sure a further development of soft skills, without of course forgetting the developing of my talent and competence. As lifelong learning states, you cannot give up learning, since you learn something new every day. What we want to become in the future is up to us!

To become an effective leader I will also need to know a lot about myself, and I think this program, its multicultural context and all the different tasks and exercises helped me a lot in the understanding and discovering of my personal characteristics like, for instance, how I behave in stressful situations (teambuilding event). The tests were also of great help for me sometimes, but as the wise Juuso said: *"if you get something that you do not agree with, forget it, instead if you get something out of it, it is good for you!"*

As a conclusion, the program made my understand that yes, I want and I can become a leader, the only point is that I should but more commitment and interest in what I am doing, since I am little bit lazy and sometimes not determined. But all of this was really great for motivating myself and enhancing my capabilities! And I should not forget the lifelong learning and improvement!

2.9. REFLECTION UPON “DEVELOPING GLOBAL LEADERSHIP TALENT”

Valeria Gariboldi

2.9.1. MY VIEWPOINT ON GLOBAL LEADERSHIP TALENT

We can hear talking about leadership almost everywhere, each time in a different contest, with a different meaning and a different focus. Generally we link the concept of leadership with management, team working, communication, globalization and so on without being able to give a definition of it without considering its specific field of application.

The point is that it is almost impossible to give a clear, unambiguous, fitting-every-contest definition of leadership, since it is a very soft skill dealing with the deepest part of the individuals that is difficult to categorize according to strict rules.

Given this great difficulty in defining what leadership is, I think that the expression *developing global leadership talent* - used for naming our course - is particularly useful to try to establish some common points among the several possible contest-related definitions of leadership we can have.

First of all, the word *talent* suggests us that the leadership is a personal characteristic, ability, a quality that a person may have or may develop (and here the word *developing* comes to our expression) or improve through teaching and training. And then, as the core of our definition, we have the words *global* and *leadership* tightly linked together. On one hand, we can use *leadership* in the most general way as the personal ability - independent from authority - to lead people in achieving their goals. On the other hand, we can try to characterize this general definition with the adjective *global* in order to achieve a sort of refinement of the initial concept. Basically, with *global* we mean that leadership should be shaped so that to be able to face an ever changing environment, characterized by increasing uncertainty, complexity, unpredictability, internationalization and cultural convergence.

But still this way of looking at leadership is not deep enough to our purpose. Hence, we can try to take a step back and anchor our definition of leadership to the specific (but still general in order not to lose the power of a wide definition) business environment. Here we can concretely link management and leadership and try to see the implications between them.

First of all, we need to point out that a manager is not necessarily and automatically a leader, but he/she *can* be a leader according to his/her personal characteristics. A manager to be a leader should combine the skill set of a manager with the mindset of a leader. We can spend more attention in defining these requirements since they are very crucial to build up the leader we all have in our mind when we think about leadership.

The skill set of the manager

Our ideal leader should build up upon a strong managerial background. In fact, in order to be able to inspire people, persuade them to pursue their tasks, motivate them in reaching their goals and the company's objectives, a leader should have credibility. And this kind of credibility can only come from strong technical/functional competences. Only a competent person can manage a business coping with the numerous environmental challenges and, in the same time, justifying his/her authority and organizational position.



Picture 15: Valeria Gariboldi (Juuso Soininen)

The mindset of the leader

Other than being a manager, a leader should have a particular mindset. He/she has to be open minded and used to value diversity (cultural, demographics...) recognizing it as a fundamental source of richness both for people and organizations. Furthermore, he/she is required to have a clear personal view of him/herself, be self confident, know him/herself so well to understand also the others. Only in this way he/she can understand their potential and use it in the way that best fits their abilities, desires and aspirations. He/she also needs to have a positive attitude towards the others in order to act his/her crucial role of creating trust and get the best out of everyone. In addition, since the leading process is a two-way process, our leader should be able to learn from the people he/she is leading/inspiring. In the end, he/she has to be active, create a positive atmosphere where people can work better, give the example than “doing your best is more important than being the best”.

Only combining the skill set of the manager with the mindset of the leader we can have that kind of manager-leader who can drive the business to success in a changing global environment and people to their personal growth, empowerment and satisfaction.

In this way we can conclude that the essence of leadership linked to business is this kind of harmonious combination of technical and business skills with soft and people skills taking place in the figure of manager-leader.

2.9.2. MY LEARNING JOURNEY

Since the structure of the course was quite challenging, comparing the learning experience it represented with a journey is definitely appropriate. The appropriateness I am talking about is in a sense two-fold.

On one hand, learning about a sensitive topic like the leadership one is a real journey in itself: a journey in your thoughts and feelings discovering every day more things about you, your way of behaving, thinking, learning and interacting with people, that you could not even imagine it was possible to decipher.

On the other hand, the unusual teaching method makes the learning experience a journey: a journey on an uneven path, where everything is new, partially clashing with what you knew, requiring effort and willingness to find your personal interpretation of things. The open structure of the course, its not providing any fixed answer and its forcing you to reflect on topics that sometimes you were not comfortable at reflecting on definitely contribute to make this journey an adventurous journey of those that leave a mark in your human (and professional) experience.

In particular, the indirect use of the so called *experiential learning model* we saw with Dr. Mike Manning was definitely beneficial. Starting with the *concrete experience* in the workshops, going through the *reflective observation* in the reflection sections and then passing by the *abstract conceptualization* of the learning flashes have been the fundamental starting point for the last *active experience* that we have had here only a bit and from which we can benefit in our future.

Of course, not only the structure of the course was challenging in a positive way, but also the contents were emotionally touching. It was not just practising team working in order to acquire flexibility and awareness of the richness coming from diversity among the members, or trying to interpret your behaviour, leadership and learning styles in the light of famous psychological tests.

It was above all, discovering the need of knowing yourself well enough to try then to understand the others and, at the same time, reaching the awareness that not so much can be achieved only by yourself. It was also trying to write your personal development plan remembering that setting too high goals is just cheating yourself in order not to have the feeling to fail (since you will not reach them for their intrinsic nature). It was also about feeling uncomfortable sometimes in reflecting about certain topics you were not used to think about. But also that initially bad feelings have been useful and educative for me: not always you are required to do things you are comfortable at, but that is not a good reason to avoid doing them, you just need to train yourself in doing them overcoming the initial feeling.

For all these reasons I need to thank in a special way all the people who made it possible for me to participate to this edition of the IBLP (Satu, Juuso and the coordinators) and all the participants who made my learning journey the most pleasant learning experience ever.

Participating to the program not only gave me several interesting opportunities (firms excursions, presentations, important lecturers, meeting smart people and getting in contact with international oriented Finns) but also provided me since the beginning with that fundamental social network without which it would have been definitely hard to overcome the first period of my stay here in Finland.

2.9.3. MY LEADERSHIP

The course and the program helped me a lot in deepening my knowledge of myself. I had time and occasions for reflecting on me, my life and my future; for questioning about what I reached so far, what I should have done differently, how I can recover what I have not done and what I want in my future. But the point is that not only abstract reflections and questions have come out from this experience, but also facts, answers and recommendations.

Facts

I realised that I am not a leader: I mean not a natural leader - the charismatic one - because my personality does not fit at all with that model of leadership. But now I also know that this is not a problem - it does not mean that I am doomed to be a loser in my life - and I should not worry about that because I can become a kind of "conscious leader" through education, training and tactics. In fact, not everyone is a natural-born leader, but anybody can find their way in the world with a little bit of work on themselves.

Answers

Thanks to the goal setting exercise I had the opportunity to think about my future. And, as a result, now I know what I want, which are my priorities, what should I do to achieve my goals. Of course I am only at the beginning of this long journey to reach what I want and to become what I want to be, but I think that for the moment just knowing where I want to get is an extremely important starting point.

Recommendations

From the point of view of the recommendations for becoming the future leader you want to be, the lecture held by Dr. Annika Vatanen from *Hunting Minds* has been particularly enlightening. According to the guest lecturer, for becoming a leader you should focus on the future and train yourself and your mind to build your positive attitude. In addition, you should build the right vision of yourself, the others and the environment to see (and trust) your potential and the others' one as well. You should also accept occasional failures as an important part of your learning process, see possibilities instead of threats, but especially always enjoy what you do!!! And this is what we try (and manage) to do during this unforgettable experience of the IBLP 2007/2008 edition!

2.10. GLOBAL LEADERSHIP TALENT

Ninghui Gao

2.10.1. INTRODUCTION

Leadership has been the subject of literally thousands of books, papers and other publications over the last century and new works continue to emerge at an astounding rate (Maurik, 2001). Yet, if you ask one hundred people what makes good leadership, you may get one hundred different answers. Indeed, leadership is such an intriguing topic that every individual person can form his/her individual opinions about it. On the other hand, leadership plays an essential role not only in organizations but also in personal life—regardless you want to be a leader or a follower. Hence, leadership is too important a topic to be ignored and it has been the subject of study for different people such as academics, company executives, consultants, political leaders and community workers.

Based on classroom studies, various team-work activities in the linkage study year, and author's personal observations from the ten years of working experiences in a global company, this article intends to identify the necessary competences for leadership under today's increasingly globalised circumstances.

The article is composed of three main parts. The first part gives a brief review of the leadership studies in the last century; the second part discusses the special challenges for leadership in the global context; the third part then formulates the view on the most important and necessary competences for global leadership. The article is by no means a research based on sophisticated survey or quantitative study on the subject, but rather it is a reflection of the author's personal view which has been developed during the past one year of study.



PICTURE 16: Singsling (Andi Braun)

2.10.2. RESEARCHES ON LEADERSHIP

There have been all kinds of studies on leadership in the last century. John van Maurik collected and briefed the “key landmark”-works on leadership from around forty writers in his book *Writers on Leadership*. According to him, the development of leadership thinking can be broadly defined as four generations: 1) Trait theory; 2) Behavioural theories; 3) Contingency theories; 4) Transformational leadership theories. Hereunder we would review them briefly one by one.

Trait Theory

Trait theory was prevailing in the twenties and thirties in last century. It believed that leaders were born rather than made and so the studies were focused on finding the common inborn traits of good leaders. Recently trait studies indicate that there is existence of the leadership genes.

Critique: Trait theory does try to explain why some people seek leadership positions and why they act in the way they do when they achieve them (Maurik, 2001), nevertheless, it ascribes all to the inborn factors, which is predetermined. I agree that some leaders like Kennedys are from families with notable tradition of leadership and that something “inborn” may play a role in their leadership, however, I disagree that inborn or intrinsic factors are the only reasons for becoming leaders and the leaders can be pinpointed as such. Many of the identified traits for leaders such as tolerance of stress, integrity, self-confidence, and emotional maturity are not all born but can be cultivated in one's lifetime.

Behavioral theory

Behavioural theory was popular during 1940s to 1960s. It thinks that leadership could be taught and that good leadership was a matter of adopting the right sort of behaviour when attempting to lead other people (Maurik, 2001).

Critique: Behavioural theory acknowledges the role of training and learning in leadership and analyses leaders' behaviours with some measures. On the other hand, it easily makes people think that leaders should always follow one certain leadership style.

Contingency Theory

Contingency theory claims that success in leadership depends on the leader matching his or her style to the demands of the situation. It becomes a matter of making the right choice of attitude and behaviour, and in illustrating judgment and flexibility in so doing. (Maurik, 2001).

Critique: Contingency theory acknowledges the importance of the actual situations for leaders. Personally I especially agree with John W. Hunt's observations that leaders tend to be "*the first son, a high achiever, the possessor of high energy level, goal directed, able to operate in a longer time span, politically active, loners and field-independent*"--Maybe because these characteristics are quite aligned with the conceptions of leaders (either in families or organizations) in Asian societies.

Transformational Theory

Transformational theory considers leader as the agent of change. Depending on the focuses of research, transformational theory can be divided into three subgroups: 1) Team leadership which concentrates teams and different team roles and tasks, 2) Leader as a catalyst of change, meaning leader shall drive the change ,3) Leader as a strategic visionary, meaning the leader should have the ability to create and communicate visions of what is possible in the future (Maurik, 2001).

Critique: Transformational theory looks at leadership from a diversified point of views and it emphasizes the proactive roles leader plays both in teams and organizations.

Comments

The above four generations of theory studied leadership from different perspectives and manifest the diversity and complexity of the topic. It is important to emphasize that none of the four generations are mutually exclusive or totally time bound; and it is quite possible to find elements of more than one generation or perspectives cropping up in the work of a particular writer (Maurik, 2001). In fact, my personal view of important elements for leadership covers both transformational theory and contingency theory:

- Having a vision (Transformational theory)
- Goal directed (Contingency theory)
- Able to drive the changes in an organization (Transformational theory)
- Politically active (Contingency theory)
- Motivate people (Transformational theory)

2.10.3. GLOBAL LEADERSHIP CHALLENGES

In last chapter we had an overview of previous researches on leadership. Now the question is: what specific challenges does it incur when leadership is put in a global context, i.e., a global organization? We think there are at least the following challenges—

Balance Between Global vs. Local

For global organizations, one of the key success factors is to balance well the global integration and local needs. On the one hand, the organization needs to gain the economies of scales to drive the cost of production or service down. On the other hand, it has to respond to the needs and preferences of the local customers. Leaders in global organization should have the ability to decide what would be integrated globally and what remains to be under the subsidiaries' control.

Multicultural Challenges

Working in global organizations usually means to work in a multicultural environment. The ability to understand cultural differences and being able to interact with people from different cultural background—the Cultural Intelligence (CQ)—is of

crucial importance for global leaders. In face, exposure to different cultures is quite helpful for leaders' CQ. This is also why international experiences are more and more appreciated for people at leadership positions in global organizations. In some cases, international experiences even become the requisite for becoming global leaders.

Global Knowledge and Learning

In today's global environment, the competition is more on the resource and knowledge layer than on the production efficiency layer. As the leader of a global organization, a broad knowledge base (i.e., technical, business and industrial insights) is vital. Additionally, as the global environment is constantly changing, it is impossible for anybody to know everything, so embracing changes and continuous learning is also needed in global leaders.

When Nokia's previous CEO Jorma Ollila joined Nokia, he called his technology people to his office and said "Educate me, what is in the mobile phone?" It is a good example of top leaders who are humble and are willing to learn new things.

English/Foreign Language Communication Skill

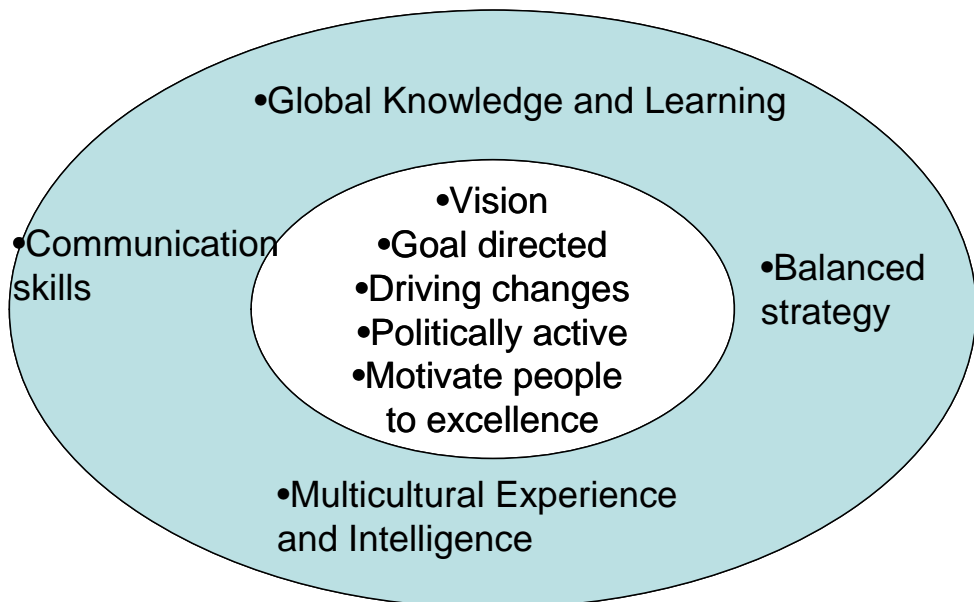
This skill is indeed very basic. But without a good language skill, leaders cannot possibly communicate their visions, strategies and objectives through to their followers efficiently and effectively. In today's world, English is de factor the "global" language. To be global leaders English communication skill is also often needed.

2.10.4. GLOBAL LEADERSHIP TALENT

Now that we have reviewed the important factors as well as the global challenges for leadership, we can start formulate our own view of global leadership talent—what are needed to become a global leader. It can be illustrated in Picture 17: in the center are the traits for being leader in general and in the outer-layer are competences required in global environment.

Traits for Leadership

Many other characteristics have been identified in various studies and surveys on leaders, however, I see these five traits the most relevant ones based on my observations at work. Furthermore, they are the ones that can distinguish leaders from followers.



Picture 17: Global Leadership Talent (Ninghui Gao)

Competences for Global Leaders

To be a global leader, in addition to the five leadership traits, one needs to have the competences required by global challenges: 1) A global view and knowledge as well as the continuous learning spirit is becoming increasingly important success factors; 2) Communication skill, or in particular the English communication skill, is a must for global leaders nowadays. No matter how capable you are, without a solid English communication skill, it is unlikely for you to become a senior leader in organizations; 3) Multicultural experiences and intelligence (i.e. the ability to interact with people from various cultural backgrounds) are getting more and more appreciated for global leaders; 4) There is always the dilemma of global vs. local for global leaders, hence the ability to balance between the two is also essential.

2.10.5. CONCLUSION

To become a global leader, one needs to develop two aspects of competences: one for leadership in general and one for meeting the requirements of global challenges.

2.10.6. REFERENCES:

1. John van Maurik, *Writers on Leadership*, 2001
2. Christopher Bartlett, Sumantra Ghoshal, Paul Beamish, *Transnational Management*, 2008 International Edition

3. TEAMWORK

The first part of the course Developing Global Leadership Talent was strongly related with teamwork and all the aspects related with it, like how to build it, how to operate efficiently, how to achieve good atmosphere. It has been differentiated quite clear what are the differences between a group and a team and therefore their differences in their performance.

Regarding to the events linked with these topics we have enjoyed of many of them, from traditional lectures to weekend excursions. We had a teambuilding weekend as well with Team Academy and the Linkage group was divided in teams that have been together along the year working in several tasks.

This section contains learning-flashes on theories of teamwork, our own opinions of team work and analysis on performance of our own teams during the IBLP year.

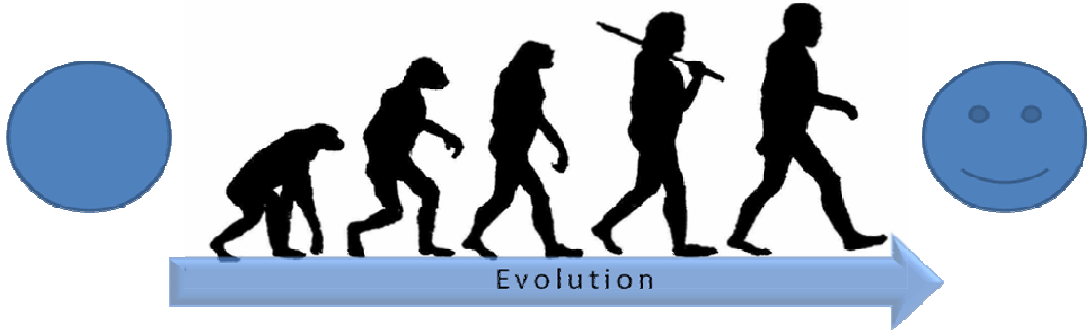


Picture 18: Global Team ("B S K" from SXC)

3.1. THE DIFFERENCES BETWEEN A TEAM AND A GROUP

Team: Bugs

Are there differences between a team and a group? When to use a team and when to use a group?



Picture 19: Evolution (Team Bugs)

	Team	Group
Goals	Commonality of purpose Common understanding	Personal or leader’s
Commitment & Decision making	Enhancing creativity and participation, feeling of ownership Shared approach	No involvement in planning or expression of opinions Just carrying out commands
Leadership	Facilitator Democratic	Autocratic Uncoordinated group
Coordination / Communication	Interconnectivity Mutual Support	No interactions/contacts Individualistic approach
Skills	Complementary and aimed	Similar or random
Values	Trust, honesty, open mind-set, responsibility, pro-activeness	Conformity more important than positive results
Efficiency	Output more than sum of individuals Higher quality	Maybe faster results
Time	Long time before performing	No storming stage, just forming

Table 1: The differences between a team and a group (Team Bugs)

3.1.1. REFLECTION – WHEN TO USE A TEAM AND WHEN A GROUP?

- Is the context important in choosing between the need for a team or a group?
- How much effort is required to build a team?

- Is time a critical factor?
- Are decisions and processes already determined?

3.2. WHAT ARE BELBIN® TEAM ROLES?

Elina Happonen

Dr. Meredith Belbin's work at Henley Management College in England has identified 9 clusters of behavior. Each one of these so-called team-roles has a combination of strengths and allowable weaknesses. Belbin defines team role as *a tendency to behave, contribute and interrelate with others in a particular way*. The team-role theory enables an individual or a team to benefit from self-knowledge and adjust according to the demands being made by the external situation.

3.2.1. THE STUDY OF MANAGEMENT BEHAVIOR

Belbin studied the behavior of managers from all over the world. Managers taking part in the study were given a battery of psychometric tests and put into teams of varying composition, while they were engaged in a complex management exercise. Their different core personality traits, intellectual styles and behaviors were assessed during the exercise. As time progressed different clusters of behavior were identified as underlying the success of the teams. These were named "Team Roles" (Table 2).

Table 2: Team Roles (Meredith Belbin)

Action-oriented roles	Shaper, Implementer, and Completer Finisher
People-oriented roles	Co-ordinator, Teamworker and Resource Investigator
Cerebral roles	Plant, Monitor Evaluator and Specialist

3.2.2. SELF-PERCEPTION INVENTORY

The Belbin Team Role Inventory is a system that identifies the team roles that each individual in a team is best suited to take. By doing Belbin self-perception inventory a person will receive a 'fingerprint' of his or her preferences for each of the 9 Team Roles. Very few people display characteristics of just one team role. So the result may show that 3 or 4 roles are person's natural roles that can be used appropriately depending on the situation.

Team roles develop and mature. They may change with experience and conscious attention. Different team roles may come to the front in response to the needs of particular situations. This means that ideally the self-perception inventory should be re-completed as one's career progresses. Each report is only a snapshot of one's behavior at a given time.

3.2.3. TEAM ROLES

Literature defines characteristics, functions, strengths and allowable weaknesses to all team roles. They are presented in a Table 3 below.

Table 3: Team role characteristics, functions, strengths and allowable weaknesses (Meredith Belbin)

Team Role	Characteristics	Function	Strengths	Allowable Weaknesses
Plant	<ul style="list-style-type: none"> ❖ Individualistic ❖ Serious-minded. ❖ Creative ❖ Imaginative ❖ Unorthodox. 	<ul style="list-style-type: none"> ❖ Generates new proposals and solves complex problems. ❖ Often needed in the initial stages of a project or when a project is failing to progress. ❖ Founder of new company or originator of a new product. 	<ul style="list-style-type: none"> ❖ Genius ❖ Imagination ❖ Intellect ❖ Knowledge 	<ul style="list-style-type: none"> ❖ Ignores incidentals ❖ Too pre-occupied to communicate effectively ❖ Up in the clouds ❖ Inclined to disregard practical details or protocol
Resource Investigator	<ul style="list-style-type: none"> ❖ Extrovert ❖ Enthusiastic ❖ Curious ❖ Communicative ❖ Relaxed personality 	<ul style="list-style-type: none"> ❖ Explores opportunities. ❖ Best person to set up external contacts, to search for resources outside the group, and to carry out any negotiations that may be involved. 	<ul style="list-style-type: none"> ❖ Capacity for finding useful people and promising ideas or opportunities, and a general source of vitality 	<ul style="list-style-type: none"> ❖ Over-optimistic ❖ Loses interest once initial enthusiasm has passed
Co-ordinator	<ul style="list-style-type: none"> ❖ Mature ❖ Calm ❖ Confident ❖ Controlled. ❖ Good delegator ❖ Inclined to clash with Shapers due to the contrasting management styles. 	<ul style="list-style-type: none"> ❖ Clarifies goals. ❖ Promotes decision-making. ❖ Motto might well be "consultation with control". Tackles problems calmly. ❖ Is a good chairperson. 	<ul style="list-style-type: none"> ❖ Welcome all potential contributions on their merits and without prejudice, but without ever losing sight of the main objective 	<ul style="list-style-type: none"> ❖ Can be seen as manipulative ❖ Offloads personal work ❖ No pretensions as regards intellectual or creative ability

Team Role	Characteristics	Function	Strengths	Allowable Weaknesses
Shaper	<ul style="list-style-type: none"> ❖ Challenging ❖ Outgoing ❖ Dynamic ❖ Highly motivated and goal oriented ❖ Thrives on pressure ❖ Has a need for achievement. ❖ Has drive and courage to overcome obstacles 	<ul style="list-style-type: none"> ❖ Is a good manager because generates action and thrives on pressure. ❖ Is useful in groups where political complications are apt to slow things down. ❖ Tries to impose some shape and pattern on group discussions or activities. ❖ Probably the most effective member of the team in guaranteeing positive action. 	<ul style="list-style-type: none"> ❖ Drive and readiness to challenge inertia ❖ Ineffectiveness, complacency or self-deception. 	<ul style="list-style-type: none"> ❖ Prone to provocation ❖ Tendency to offend others ❖ Irritation and impatience
Monitor Evaluator	<ul style="list-style-type: none"> ❖ Logical ❖ Sober ❖ Analytical ❖ Strategic ❖ Discerning ❖ Serious-minded and prudent individual. ❖ Sees all options, ❖ Judges accurately ❖ Slow decider. 	<ul style="list-style-type: none"> ❖ Analyses problems and evaluates ideas and suggestions. ❖ Occupies key planning and strategic posts. ❖ Good at weighing pro's and cons of options. ❖ May seem to be dry, boring or even over critical. ❖ When becoming managers, other people may be surprised. 	<ul style="list-style-type: none"> ❖ Judgment ❖ Discretions ❖ Hard-headedness 	<ul style="list-style-type: none"> ❖ Lacks drive and inspiration or the ability to inspire and motivate others
Team Worker	<ul style="list-style-type: none"> ❖ Co-operative ❖ Caring ❖ socially oriented ❖ Perceptive ❖ Diplomatic ❖ Rather mild and sensitive ❖ Good listener ❖ Builds and averts friction 	<ul style="list-style-type: none"> ❖ The role is to prevent interpersonal problems within the team and allow everyone to contribute effectively. ❖ Diplomatic and perceptive skills become real assets, especially under a managerial regime where conflicts are liable to arise or to be artificially suppressed. ❖ Morale is better and people seem to co-operate better around team worker. 	<ul style="list-style-type: none"> ❖ Ability to respond to people and situations ❖ Ability to promote team spirit. 	<ul style="list-style-type: none"> ❖ Indecisive when faced with tough decisions

Team Role	Characteristics	Function	Strengths	Allowable Weaknesses
Implementer	<ul style="list-style-type: none"> ❖ Disciplined ❖ Organized ❖ Reliable ❖ Conservative ❖ Efficient 	<ul style="list-style-type: none"> ❖ Turns ideas into practical actions. ❖ Senses what is feasible and relevant. ❖ Does what needs to be done. ❖ Progress to high management positions by virtue of good organizational skills and efficiency in dealing with all necessary work. 	<ul style="list-style-type: none"> ❖ Organizing ability ❖ Practical common sense ❖ Hard working style ❖ Self-discipline 	<ul style="list-style-type: none"> ❖ Inflexibility ❖ Slow response to new possibilities ❖ Resistance to unproven ideas
Completer Finisher	<ul style="list-style-type: none"> ❖ Painstaking ❖ Conscientious ❖ Anxious ❖ Reaches out errors and omissions ❖ Delivers on time ❖ Attention to detail 	<ul style="list-style-type: none"> ❖ Is invaluable where tasks demand close concentration and a high degree of accuracy. ❖ Fosters a sense of urgency within a team and is good at meeting schedules. ❖ In management, excels by the aspired high standards, and by the concern for precision, attention to detail and follow through. 	<ul style="list-style-type: none"> ❖ A capacity for fulfilling promises ❖ Working to the highest standards 	<ul style="list-style-type: none"> ❖ Reluctance to delegate ❖ Tendency to worry about small things ❖ Reluctance to “let go”
Specialist	<ul style="list-style-type: none"> ❖ Single-minded ❖ Self-starting ❖ Dedicated ❖ Motivated by pursuit of knowledge 	<ul style="list-style-type: none"> ❖ As a manager, commands support because knows more about their subject than anyone else and can usually be called upon to make decisions based on in-depth experience. 	<ul style="list-style-type: none"> ❖ Provide knowledge and skills in rare supply 	<ul style="list-style-type: none"> ❖ Contributes on only a narrow front. ❖ Dwells on technicalities.

3.2.4. REFERENCES

Team Role descriptions given in Team Building –cottage trip.

Belbin, M. (1981). Management Teams – Why they succeed or fail. Oxford: Butterworth-Heinmann.

3.3. GROUPS' EFFECT ON MEMBERS

Antti Nuoranne

As Maslow (hierarchy of needs) has stated, being a part of a group is the next most vital thing in our life after physiological needs and safety. Thus we are gregarious and try to stay with our herd nearly regardless of the price. We adopt the habits of the group and follow them with vim, vigor and enthusiasm.

Groups' rules and habits help it to stay together, act harmoniously and cooperate. In case of a hierarchically structured group, it is also easier to control. This conformity is not just a blessing however. The outspoken ones are silenced and the creative ones are ridiculed. Individual initiative may become rare and change can be strongly opposed.

Belonging to a group makes a person sensitive to the influence of other member of the group. Thereby the actions of the members become congruent due to the same influential persons and information in hand. The constant uniform influence makes also newcomers adopt the habits and beliefs of the group rapidly. And the will of a newcomer to become an esteemed member makes his adoption curve even steeper.

Being a part of a group becomes an individual blessing and burden. The support from the group is counterbalanced with guilt of not behaving as member should and unconsciously realizing the group habits, also outside the group.

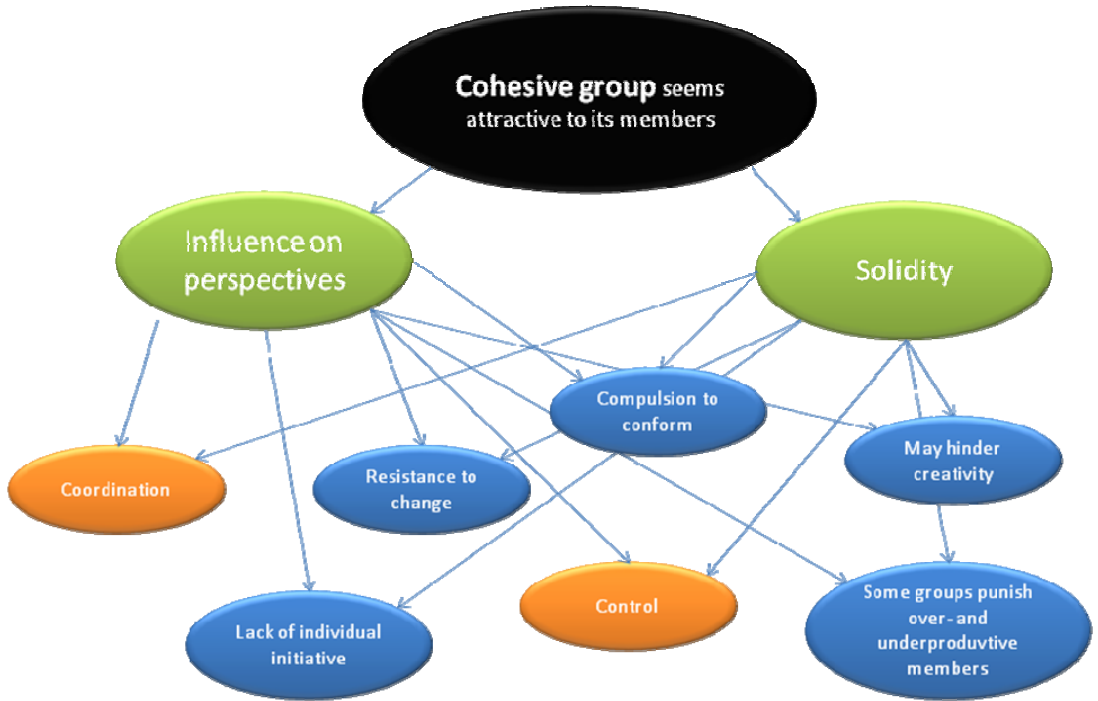
Groups also produce internal standards. E.g. working groups have their own expected working hours and other similar more or less tacit norms. The rules are not there to maximize the productivity etc. but to help the members to act accordingly. And techniques to punish under producing and overproducing members are developed and executed (persuasion, practical jokes, subtle threats etc) to keep members in line. In addition, the members who live by the norms of the group are often rewarded. These maneuvers further reinforce solidarity of the group.

Negative attitudes, i.e. prejudices, are also an offspring of groups. The groups we belong to include the persons that are important to us. Thus they have a huge impact in our thinking and they can indoctrinate various beliefs into us, including negative attitudes towards other people.

However, the group itself is not a totally open-minded, supportive and internally flawless body either. Group's internal structure makes the members to pursuit to leadership of the group, which creates manipulation and lying. And even without giving deliberately twisted information, the group may distribute incorrect information without purposefulness.

We often belong to several groups, which creates balancing between the needs and norms of those groups. There doesn't have to be a conflict between the interests of the groups, but if there is it requires psychological sleight of mind, i.e. fooling yourself to believe that there is no conflict. Otherwise the conflict has to be faced, which often leads to resignation from one to the groups.

3.3.1. FLIPSIDE OF THE COIN OF TEAMS



Picture 20: Flipside of the coin of teams (Antti Nuoranne)

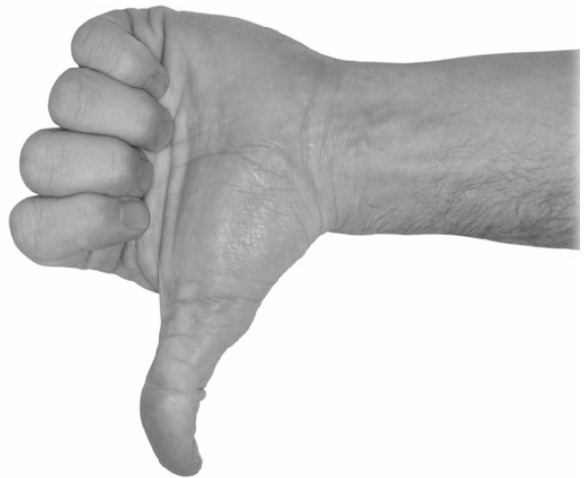
3.4. MOTIVATION PROBLEMS IN A NVD GROUP

Lars Göttmann

One of the courses I took in my linkage year was “New Venture Development”, lectured by Peter Kelly. In this course we had to write two personal assignments and one big group assignment. Being allowed to form the groups on ourselves, I decided to join a group consisting only of German exchange students. I thought this would be helpful if everyone speaks the same language fluently. Discussion, work and decision making should be easier and faster. Having enough other courses and possibilities to get into contact with Finns and other cultures enabled me not to have a bad conscience because of hanging around with Germans. So, let’s get the work done!

Some days later we met for lunch and discussed about the work and our expectations for the course. As I realized our expectations have been very different. I was the only one who was interested in having a good grade, because I needed the course for my studies in Germany. The others did not care about the grade and would be fine with just passing the course.

So it seemed that I was the only one who was motivated to put effort in this assignment and I doubted to reach a good grade. Some days passed without getting anything done for the assignment. Finding a suitable business idea was the most important thing in the beginning. I had some ideas, but was not really convinced of them. At our first meeting one of my colleagues presented his idea and was really enthusiastic about it. His presentation was really convincing and we decided to work on this business idea. This was very important; now the one whose idea we agreed with was highly motivated and wanted to make the best out of his idea, even if he didn’t need the course at all. But what about the other three group members? How could they be motivated?



Picture 21: (Craig Jewell)

Now we had to separate the workload so that everyone was responsible for some part. It turned out that it was possible to find a perfect part for everyone. So one groupmember was responsible for the technical part because he studied computer science, one girl did the financials due to the fact that her major was finance and another girl was happy caring about the marketing because her father worked at a big marketing company. Now we had a really great situation; everyone was motivated and had some interest or knowledge in his part of the work.

After this day it was great fun to do that assignment and everyone could see a real progress in every following meeting. And at the end we all have been happy with our work and got a 5 for it...

In my opinion the most important thing to reach motivation is to have some responsibility for your work. The reason for our motivation was very different. I was responsible for my grade, one felt responsible to make the most out of his idea and the others felt responsible for their work because they had some knowledge in their part and wanted to show this. I am convinced that we would not have reached this good result without having personal responsibility.

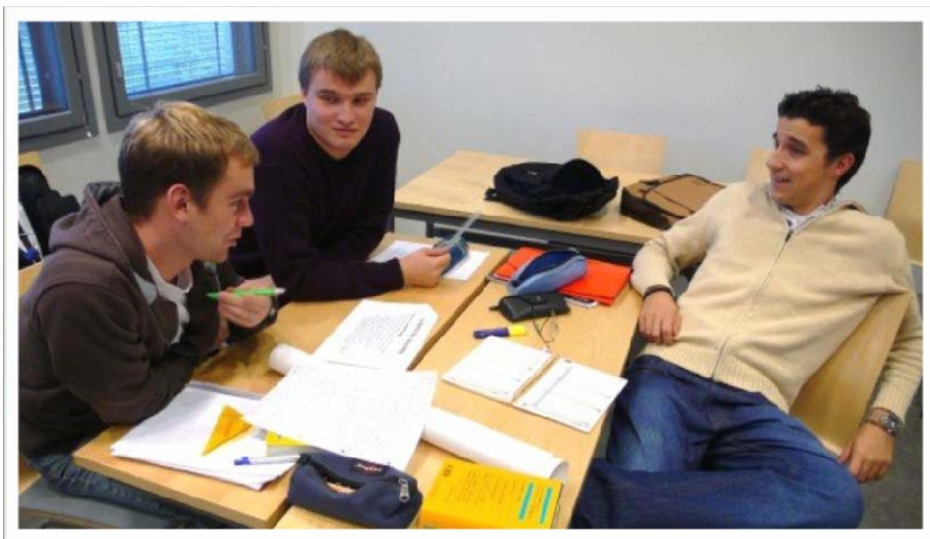
3.5. GROUP DYNAMICS OF THE DREAM TEAM

Olli Rusanen & Antti Ritala

Our group was full of energy when the semester started. We were very enthusiastic about working together and getting to know each other better. Thus, we agreed on meeting regularly. The aim of these meetings was to have fun but also to get valuable feedback from other members of the team. We have had only one unofficial meeting as a team, so something must have gone wrong. It was quite hard to figure out anything relevant to talk about in that meeting. Although we had fun, it was clear for everyone that our second objective is not going to be easy to reach. This, of course, had negative influence on our team. In fact, it had devastating influence on our team spirit. Everyone seemed to think that meeting again is almost useless, since we could not give any relevant feedback due to lack of relevant group work content. Furthermore, we could always have fun with the whole IBLP group instead of just focusing on having fun inside our team.

After the learning flash project was given to us, we had something concrete to work with. This was a significant improvement, but since we did not meet each other as a team before, we have had troubles coordinating the group lately. Thus, we have had problems with timetables, and our project has not advanced much. Now we really need someone to connect the group in order to start really doing something for our project. Spring term is going to be more intensive in terms of teamwork content than what was the fall term, thus we can still achieve our goals.

In reflection session of October, we had to set some general goals for our team. Our first goal was to learn. We wanted to learn DGLT topics: leadership & teamwork skills and knowledge. We also agreed that we mentor each other in university courses. We had personal goals to learn English, so we also set the goal that we learn more English. Our second major goal was that we have fun. As a concrete suggestion we decided that we will meet quite often. We also decided that we will go for example to a bar as a team (fun). Did we meet our goals? No. We have learned DGLT topics and English, but it wasn't because of Dream Team. It was because of IBLP in general. We have not had a working mentoring program and we haven't done pretty much anything extra fun as a team.



Picture 22: Groupwork of Lars, Olli and Vicente (Juuso Soinen)

As we concluded, we need some concrete improvements. As reaching deadlines, one idea is that we will set a “deadline-hunter” whose task is to take care that our team will reach all the deadlines. We could also set a “fun-master” whose task is to take care that we will do something fun as a team. How do we improve learning-objectives? Well, we need something concrete to work on. If we have courses, our team members should form a team if it is necessary. In our opinion, mentoring will work in basis that if someone has a question he/she should ask it from other team members.

3.6. THE TEAM OF THE BUGS

Team: Bugs

- First there were some goals
 1. Get to know different culture
 2. Develop team-working skills
 3. Better understanding for the goal of life
 4. Update the goal monthly
- Then there were not
- ...Now we need to **reset a clear goal** for the team



Picture 23: (Sigurd Decroos)

3.6.1. TEAM OR NOT – CHECK POINTS

"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable." (Katzenbach and Smith, 1993)

- A small number of people
- Complementary skills
- Common purpose, performance goals and approach
- Mutually accountable
- We are almost a team once we agree on our goals.



Picture 24: (Sigurd Decroos)

3.6.2. LEARNING FROM EXPERIENCE

- A sensible common goal is a must for a team
- When a clear goal was given in class, we were a great team
- Communication is very essential
- Individual interest in and commitment to the team tasks are very important
- Mutual support is necessary

3.6.3. WHAT TO BE DONE DIFFERENTLY?

- Reset the goal(s) for the team
- Weekly or by-weekly face-to-face meeting to...
 - improve the mutual understanding
 - update the status
 - exchange information
 - Have fun together!



PICTURE 25: (Ruth Livingstone)

3.6.4. COLLECTIVE LEARNING MAP

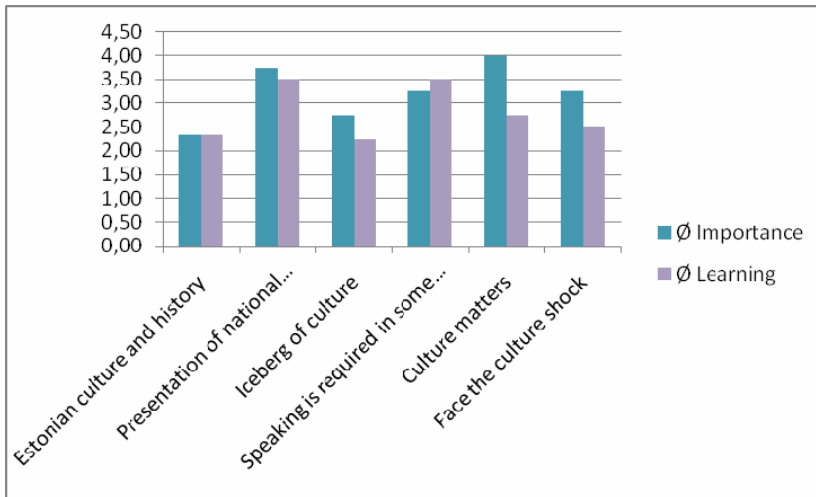
- Things we have learned in spring term

- We explained and compared the learned things in small groups
- finally putting up framework with the axes
 - academical/practical (continuous)
 - themes/categories (categorical)
- Surely categories overlap, since some learning are e.g. useful in the leadership and in the personal as well as in the teamwork context (interwoven)

3.6.5. HOW DO WE RESONATE WITH THIS?

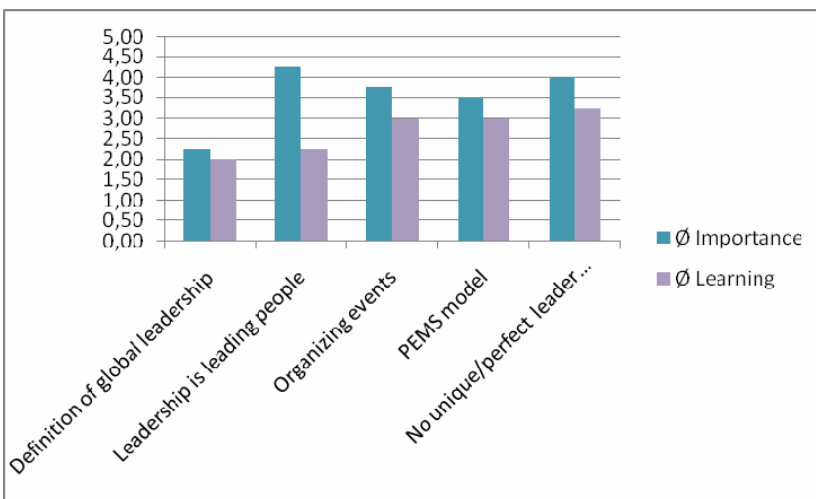
- Each of us rated each the learnings from the collective learning map according to:
 - Importance to me on a scale from 1 to 5 (5 being very important)?
 - How much did I learn on that on a scale from 1 to 5 (5 meaning having learned very much)?
- The learnings were put in 4 categories: culture, leadership, personal and team

Culture



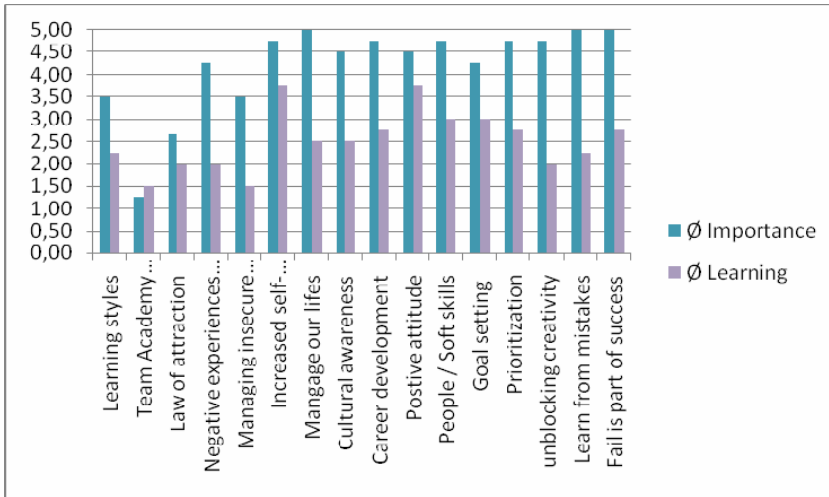
Events that were most valuable: Satu's lecture, intercultural workshop, Tallin and Linkage in general

Leadership



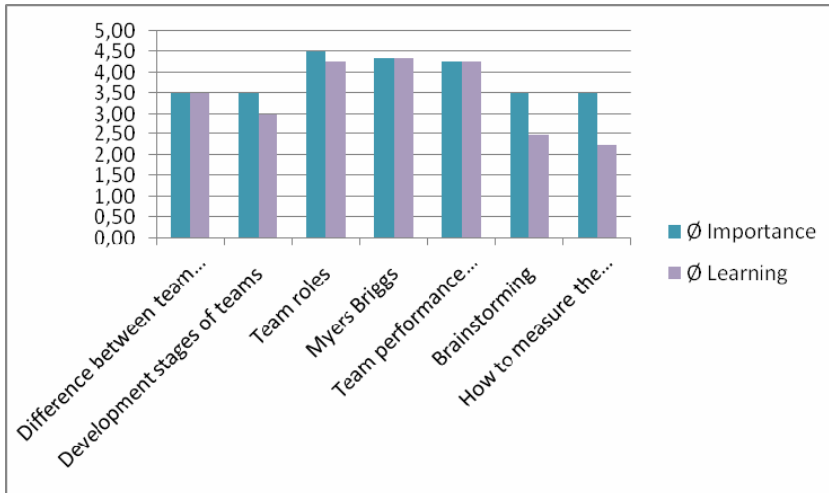
Events that were most valuable: Leadership / Creativity Event, Annika's lecture, Linkage in general

Personal



Events that were most valuable: Leadership / Creativity Event, Annika’s lecture, Linkage in general, Satu’s lecture, Team building

Team



Team events that were most valuable: Mike Manning, Leadership / Creativity Event, Savenger Hunt Day

3.7. HIGH PERFORMING TEAMS: IMPORTANT CONCEPTS AND ASPECTS

Dirk Volland

3.7.1. INTRODUCTION

One essential part of leadership is working in teams and building and facilitating efficient high performing teams. In this writing I want to present the findings concerning team building, teamwork and the use of teams that I gathered during the International Business Linkage Program 2007/2008. More specifically I introduce (1) aspects that distinguish a team from a group, (2) concepts that provide useful insight in team-building and finally (3) a comprehensive framework which captures some of the learnings from the courses as well as some insights from an additional literature review and experiences during the academic year in general.

3.7.2. DIFFERENCE BETWEEN A TEAM AND A GROUP

The use of teams has become ‘the solution’ of the 1990s for many of the ills of the workplace (Amason et al 1995). We realized though a practical exercise provided by Mike Manning how important the use of teams is and what significant difference it can make. The results from the ‘Subarctic Survival Problem’ can be seen in **Virhe. Viitteen lähde ei löytynyt.** in the appendix. Nevertheless the words ‘teams’ and ‘groups’ are often used interchangeably, as though they were distinctions without a difference. Words that mean everything, however, often end up meaning nothing. Teams and groups are not the same.



Picture 26: Helping Hands (Sanja Gjenero)

For managers to make better decisions about whether, when, or how to encourage and use teams, it is important to be more precise about what a team is and what it isn't. (Katzenbach & Smith 1993b)

So I will start by presenting our findings about what exactly distinguishes a team from a group.

First of all ‘Goals’ might make a difference. In a team there is a communality of purpose and more over a common understanding of the goal. In a group there might only be the goal of a certain leader or the members even have different goals. Second, ‘Commitment and decision making’: In a team there is shared approach, all members of the team feel really committed to the task. Contrarily in a group, members are usually only doing what they are told to do. Third, ‘Leadership’: In a team there should be a facilitating leadership style. Although there might be a certain leader, other team members are encouraged to participate. In a group leadership style is usually rather autocratic. Fourth, ‘Coordination and Communication’: Because team members feel a kind of ownership for the team’s task, there is mutual support in a team, including a high level of communication and interconnectivity between persons. Fifth, ‘Skills’: In a team there are complementary skills. Combined with the mutual support, the overall level of skills rises. In a group skills of members are rather random or very similar. Sixth, ‘Values’ that describe a team are: Trust, honesty, open mind-set, responsibility and pro-activeness. Controversy in group conformity is more important than best possible results. Finally, ‘Efficiency and Time’: In a team, because members feel ownership for the task, there is an ambition for best results. Performance of the team is in general higher than the sum of individuals. But in a group there might be faster results, because the time for building a team is saved.

This compilation is not claiming to be complete; there are many more different aspects, but the aspects stated here, are some major ones that I want to point out. Table 4 summarizes the most important findings. (Team Academy Weekend, Mike Manning lecture).

	Team	Group
Goals	<ul style="list-style-type: none"> • Commonality of purpose • Common understanding 	<ul style="list-style-type: none"> • Personal or leader's
Commitment & Decision making	<ul style="list-style-type: none"> • Enhancing creativity and participation, feeling of ownership • Shared approach 	<ul style="list-style-type: none"> • No involvement in planning or expression of opinions • Just carrying out commands
Leadership	<ul style="list-style-type: none"> • Facilitator • Democratic 	<ul style="list-style-type: none"> • Autocratic • Uncoordinated group
Coordination / Communication	<ul style="list-style-type: none"> • Interconnectivity • Mutual Support 	<ul style="list-style-type: none"> • No interactions/contacts • Individualistic approach
Skills	<ul style="list-style-type: none"> • Complementary and aimed 	<ul style="list-style-type: none"> • Similar or random
Values	<ul style="list-style-type: none"> • Trust, honesty, open mind-set, responsibility, pro-activeness 	<ul style="list-style-type: none"> • Conformity more important than positive results
Efficiency	<ul style="list-style-type: none"> • Output more than sum of individuals • Higher quality 	<ul style="list-style-type: none"> • Maybe faster results
Time	<ul style="list-style-type: none"> • Long time before performing 	<ul style="list-style-type: none"> • No storming stage, just forming

Table 4: Aspects of teams and groups (Team Academy weekend, Mike Manning lecture & Dirk Volland)

Team communication is maybe the most crucial aspect. Conflict should not be taken personally, rather as an essential part of shared responsibility. Constructive team members communicate in a way that they

- routinely demonstrate all the skills of active listening
- will actively seek feedback as well as provide constructive feedback (positive and negative)
- facilitate discussion
- listen for unspoken assumptions
- listen for and respond to underlying feelings
- help others to express themselves; and clarify nuances in meaning.

Katzenbach and Smith's definition of a team is:

A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable. (Katzenbach & Smith 1993a, p. 45)

3.7.3. USEFUL CONCEPTS FOR TEAM-BUILDING AND LEADERSHIP

Next I will introduce useful concepts learned from the course concerning team-building. These include (1) Belbin's team roles, (2) Hermann's whole brain model, (3) the 'Forming – Storming – Norming – Performing model' by Tuckman and finally (4) 'System Intelligence'. These are rounded off by personal insights I gathered during the courses and several case and assignment preparations.

Belbin's team roles

Belbin's book *Management Teams* presented conclusions from his work studying how members of teams interacted during business games. Amongst his key conclusions was the proposition that an effective team has members that cover nine key roles in managing the team and how it carries out its work. This may be separate from the role each team member has in carrying out the work of the team. The following team roles result from the behavior patterns of team members, which are determined by personality and character traits. I don't want to discuss these team roles in detail; I just want to point out that being aware of the players that constitute a team, respectively are needed when building a team is an essential part of team-facilitating leadership.

Based on Belbin's model of nine team roles, managers building working teams would be advised to ensure that each of the roles can be performed by a team member. Some roles are compatible and can be more easily fulfilled by the same person; some are less compatible and are likely to be done well by people with different behavioral clusters. This doesn't mean that a team needs as many as nine people, but probably it should be at least three or four.

An individual may and often does exhibit strong tendencies towards multiple roles. Belbin himself asserts that the team roles are not equivalent to personality types. Tests exist to identify ones' ideal team roles, but this does not preclude an extravert from being a Completer Finisher, nor an introvert from being a Resource Investigator. So let me just point out one role as an example:

The complete finisher: The 'Completer Finisher' is the detail person within the team. They have a great eye for spotting flaws and gaps and for knowing exactly where the team is in relation to its schedule. Team members who have less preference for detail work may be frustrated by their analytical and meticulous approach, but the work of the Completer Finisher ensures the quality and timeliness of the output of the team.

Table 5 describes the different team roles and their most significant behaviours. Additionally **Virhe. Viitteen lähde ei löytynyt.** (appendix) points out strength and weaknesses of each role. (Belbin 1999, Manning lecture, Leadership theories I, Reflection sessions)

Plant	<ul style="list-style-type: none"> • A source of ideas for the group; introverted but intellectually dominant and imaginative. • Contributing ideas.
Resource Investigator	<ul style="list-style-type: none"> • Popular, sociable, extrovert, relaxed; source of new contacts but not an originator. • Introduces ideas from outside; Negotiating.
Shaper	<ul style="list-style-type: none"> • Extrovert and passionate about the task itself; highly strung and dominant. • Shaping roles and objectives; Pushing the group towards agreement.
Monitor-Evaluator	<ul style="list-style-type: none"> • Analytically (rather than creatively) intelligent; dissects ideas, spots flaws; possibly aloof. • Analysing the situation; Assessing the contributions of others.
Co-ordinator	<ul style="list-style-type: none"> • Presides and co-ordinates; balanced, disciplined and good at working through others. • Stating objectives; Helping to establish roles; Summing up group achievements.
Implementer	<ul style="list-style-type: none"> • Practical organizer, turning ideas into tasks through scheduling and planning; not a leader but a strong administrator. • Transforming discussion into practical steps; Considering what is possible.
Teamworker	<ul style="list-style-type: none"> • Most concerned with team maintenance; supportive, understanding, diplomatic; popular but uncompetitive. • Giving support to others; Seconding another persons ideas; Drawing quieter people into the discussion.
Complete-Finisher	<ul style="list-style-type: none"> • Finisher 'Chivvies the team to meet deadlines, attends to details and follows things through; not always popular. • Emphasizing the need to meet the deadline; Looking for errors and oversights; Getting others to take the necessary actions.

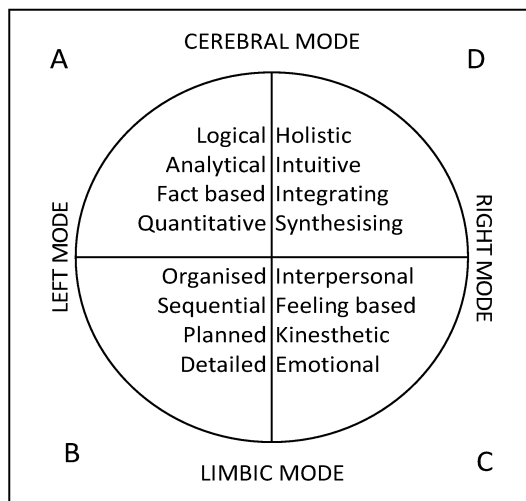
Table 5: Belbin team roles - Description and behaviours (Belbin)

Herrmann's whole brain model

The Whole Brain Model from Ned Herrmann is a metaphor, which can be used to analyze personal and organizational thinking preferences. As a result of his research, recognizing that people have different ways that they perceive and assimilate information, make decisions, and solve problems, Herrmann came up with this model that describes thinking preferences.

The four quadrants of thinking are based on the physiology of the brain as well as on a business-based concept of the organizing principle. Here are all actions and behaviors involved in business divided into four blocks. From this metaphor Herrmann developed the Brain Dominance Instrument (HBDI) by which an individual's thinking preferences can be identified and measured. The four styles are:

- The A brain: preference for logic, analysis, facts. Herrmann described this as the rational self.
- The B brain: preference for planning, organizing, establishing procedures, being precise. Herrmann called this the organizing self.
- The C brain: quality of interpersonal interaction, feelings, music, being expressive. Herrmann called this the feeling self
- The D brain: breaking rules, imagination, speculating, what if questions. Herrmann called this the experimental self.



Picture 27: Whole Brain model (Herrmann)

We have the ability to think and act in any of the quadrants, but we have preferences which can cause tensions between people. A brain people will see things different from C brain dominated people. Once an individual understands his or her thinking style preferences, the door is open to improved communication, leadership, management, problem solving, decision making and other aspects of personal and interpersonal development. An understanding of the different thinking style preferences provides you a new perspective of oneself and other people and in turn can improve individual and team

effectiveness, productivity, communication and conflict resolution. There is a need for mental diversity to have a creative and productive team. The model highlights the value each member can contribute to the team and helps analyze if you have a rather homogeneous or heterogeneous team. (Leadership theories I)

Forming - Storming - Norming - Performing model

This model describes four linear stages that a group will go through in its unitary sequence of decision making. It is frequently used to describe the behavior of existing teams.

In the first stage of this model, the **forming (awareness)** of the team takes place. The team comes together and learns about the opportunities and challenges, and then agrees on goals and begins to tackle the tasks. Awareness of each other is the starting point. Team members tend to behave quite independently. They might be motivated but are usually relatively uninformed of the issues and objectives of the team. Team members are usually on their best behavior but very focused on themselves. Sharing the knowledge of the concept of the model can be beneficial for the team.



Picture 28: Global team ("B S K" from SXC)

After that the group will enter the **storming (conflict)** stage in which different ideas compete for consideration. Generating alternatives is essential, total agreement in the initial stages is not possible. Team members open up to each other and confront each other's ideas and perspectives. Only after having a pool of ideas, consensus seeking and conflict resolution starts. Issues are addressed and the team agrees on how to solve the problems, how they will function independently and together and what leadership model they will accept. Tolerance is essential during this stage.

At some point, the team might enter the **norming (cooperation)** stage where team members adjust their behavior to each other as they develop work habits that contribute to teamworking. They often work through this stage by agreeing on rules, values, professional behavior, shared methods, working tools and even taboos. Trust is built and motivation increases as the team gets more acquainted with the project. Norming behaviours need to be balanced, because they can hinder creativity if they are too strong.

Some teams will reach the **performing (results)** stage. In this stage, high-performing teams are able to function as a unit, finding ways to get jobs done smoothly and effectively without inappropriate conflict or the need for external supervision. Focus can now be on performing and problem solving. Team members have become interdependent and are motivated and able to work autonomously.

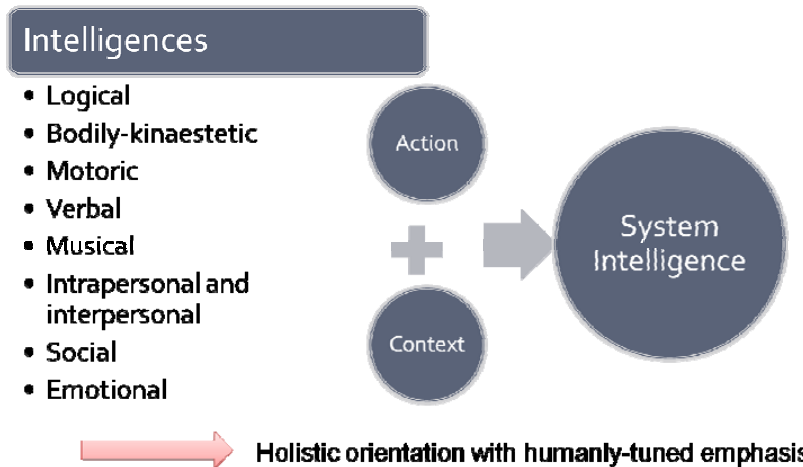
The team may come back to the initial stages, if the tasks or team behaviours demand it. (European Youth Parliament Visit, Tallinn)

System Intelligence

The term 'System Intelligence' was coined by Saarinen and Hämäläinen who defined it as

'[...] intelligent behaviour in the context of complex systems involving interaction and feedback. A subject acting with Systems Intelligence engages successfully and productively with the holistic feedback mechanisms of her environment. She perceives herself as part of a whole, the influence of the whole upon herself as well as her own influence upon the whole. By observing her own interdependence in the feedback intensive environment, she is able to act intelligently.' (Saarinen & Hämäläinen 2004, p. 3)

System Intelligence is more than just the different kinds of intelligences that we possess. It gives leadership a holistic orientation with a humanly-tuned emphasis (see Picture 29).



Picture 29: System Intelligence (Saarinen and Hämäläinen)

Systems Intelligence is action-driven and context-bound intelligence with respect to wholes which are on the move and irreducible to any objectified representations. It is best illustrated by one of the examples mentioned in the book *'Systems Intelligence in Leadership and Everyday Life'*, where Martin Luther King is quoted:

'... in which I used the phrase 'I have a dream.' I had used it many times before, and I just felt that I wanted to use it here. I don't know why. I hadn't thought about it before the speech. I used the phrase, and at that point I just turned aside from the manuscript altogether and didn't come back to it.' (Hämäläinen & Saarinen 2007, p. 16)

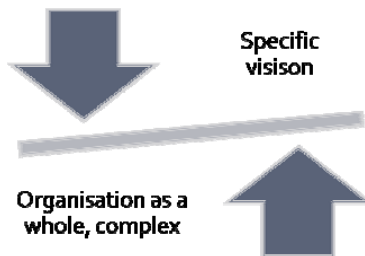
Due to his sudden decision to use an unplanned phrase, King gave rise to one of the most popular speeches ever. He felt what Saarinen and Hämäläinen describe as the 'In-Between' of people, being sensitive to the context. He decided to step away from the rational and much less risky approach to go along with his pre-written speech and go with that spontaneously emerging phrase.

The authors propose that everybody possesses this kind of intelligence and that it stems from an intuitive and sense-like grasp of what they believe is the system. The most important aspects of systems are pointed out in Table 6.

Outcomes	Moulding people	In-Between
<ul style="list-style-type: none"> • A system intelligent leader is concerned with the outcomes of the organization also in the „human“ respects. • Critical role of microbehaviours • We do have a choice, even if we do not realize it • Regulating negative effect 	<ul style="list-style-type: none"> • „Wisdom of the crowd“ • Systems define your actions and your microbehaviours, and craft a you-for-others and a me-for-yourself which you might not want. • „Structure generates behaviours“ 	<ul style="list-style-type: none"> • People influence on another beyond what is visible • People are fine-tuned

Table 6: Systems (Saarinen and Hämäläinen)

Systems emerge, change and are subject to human choice and generate feelings of being overwhelming. Most important is that they create possibilities of self-supporting spirals of uplift in which people generate positive energy, excitement, encouragement and excellence through connectivity of the kind that sparks human flourishing. Reinforcing loops of systems enforcing mutual support, encouragement, excitement and energy can be created. This can lead to what they authors call ‘superproductivity’. For a leader that means while keeping focus on one side is important, he has to try on the other hand to stay in tune with the possibilities and requirements of whatever is emerging. Little intervention might have a huge impact.



Picture 30: Emerging perspectives vs focus

3.7.4. COMPREHENSIVE FRAMEWORK OF TEAM-BUILDING

Finally, after having presented some of the most important concepts concerning team-building and leadership, the objective of this section is to build a comprehensive framework that points out how exactly the introduced concepts apply and contribute to what needs to be considered in team-building.

It has been pointed out what makes the difference between a team and a group. Nowadays team-building and being a facilitating team-member are essential parts of leadership. But to get there, a leader needs to be aware of concepts that add value by looking at leadership and team-building from different perspectives.

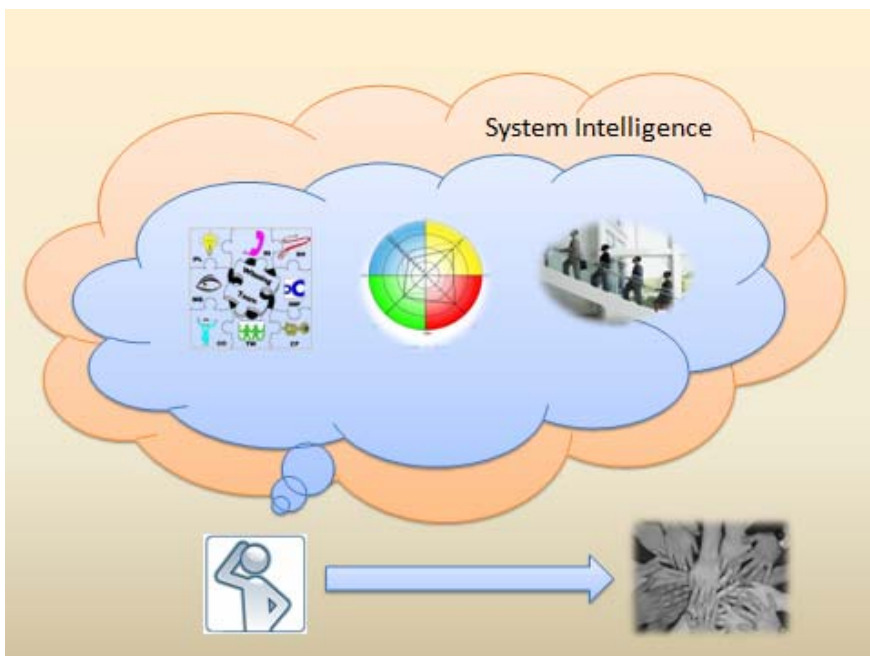
The concept of Belbin’s team-roles adds an understanding to the constitution of a high performing team. Different roles can be fulfilled the best by team-members that have different and diverse strength and weaknesses. Hermann’s whole brain model states that people have different thinking preferences. It can be assumed that members in a team that fulfill

different roles have different thinking preferences, which can cause conflicts between them. Thus assessing other's thinking preferences can be an essential part of leadership, because it makes you appreciate what others contribute to the team, even when your personal thinking preference might emphasize on other aspects. Being aware of your own thinking preference is crucial to assess one's own behaviour and acting. Having diverse cultures in a team can be very useful, because it seems somehow more accepted when persons from other cultures have different thinking styles and behaviours.

The forming-storming-norming-performing model draws attention on the process a team needs to go through on its way of decision making. Different team-roles will have different strength and weaknesses in different stages. Also a mutual awareness of each other's thinking preferences can help to see conflict in a productive way and to ensure progress. Different team-members may have lower or higher contributions to the team in different stages, but by being aware of the importance of diverse thinking styles and roles this doesn't cause frictions among team-members.

Finally system intelligence can provide useful insights in seeing each of the concepts in a certain context and turning them into action. Recognizing small things can make a big difference. One team-member that facilitates by contributing ones skills at the right time and place can create a big impact on the whole team-progress due to reinforcing cycles of participation which are created by showing ownership for the team's task and contributing in a useful way.

An understanding of one's own contribution as well as appreciating the contributions of people with different thinking styles is the basis for a facilitating leadership style. By being aware of the context and being action-oriented ('Just do it'), you can do the right thing at the right time, which can make a big contribution to your team, although it might only be a small move. Watching out for this opportunities that emerge in 'systems' and knowing that systems can be changed opens new perspectives. Having the presented topics in mind, while building teams or working in teams can make a significant difference in improving your team and yourself. But all these concepts need to be applied in an 'intelligent' way. Systems change and so do people – so acknowledging changes and adjusting and developing one's own concepts and perspectives is a continuous process ('lifelong learning').



Picture 31: Framework of team building

3.7.5. REFERENCES

- Amason, A.**, Thompson, K., Hochwarter, W., and Harrison, A. (1995). Conflict: An important dimension in successful management teams. *Organizational Dynamics*, 20-35.
- Belbin, R.M.**, 1999. *Management Teams: Why They Succeed or Fail* New Ed., Butterworth Heinemann.
- Hämäläinen, R.P.**; Saarinen, E. (2007). *Systems Intelligence in Leadership and Everyday Life*. Systems Analysis Laboratory, Helsinki University of Technology, Espoo.
- Katzenbach, J. R.**, & Smith, D. K. (1993a). *The wisdom of teams: Creating the high-performance organization*. Boston: Harvard Business School.
- Katzenbach, J. R.**, & Smith, D. K. (1993b). The Discipline of Teams, *Harvard Business Review*, 71(2): 111-120.
- Leadership theories I**, International Business Linkage Program 2007/2008, Presentation of leadership theories.
- Manning, Mike**, International Business Linkage Program 2007/2008, Lecture 02.10.2007.
- Reflections Sessions**, International Business Linkage Program 2007/2008.
- Saarinen, E.**; Hämäläinen, R. P. (2004). Systems intelligence: Connecting engineering thinking with human sensitivity. In *Systems Intelligence: Discovering a Hidden Competence in Human Action and Organisational Life*, Systems Analysis Laboratory Research Reports A88, Helsinki University of Technology, pp. 9–37.
- Team Academy**, Teambuilding event, International Business Linkage Program 2007/2008, 27. -28.9.2007.

3.7.6. INTERESTING SOURCES

Educators Corner, Team & Culture,

<http://edcorner.stanford.edu/authorMaterialInfo.html?topicId=3>.

Fisher, V.K., *Leading Self-directed Work Teams: A Guide to Developing New Team Leadership*,

<http://books.google.com/books?id=-hz3u0oXAWAC&printsec=frontcover&dq=team&sig=g0kUpjJy1IHNaKAVbGIMIWjHzG4#PPA5,M1>.

Maddux, V.R.B. & Wingfield, B., *Team Building: An Exercise in Leadership*,

http://books.google.com/books?id=fBDxUA2eVtMC&printsec=frontcover&dq=team&sig=9i_5zHWzEAnc39IzcdF-4AfkUIM.

Mulcahy, V.D.G. u. a., *Team-based Learning: A Transformative Use of Small Groups*,

<http://books.google.com/books?id=8S8efQkqeqlC&printsec=frontcover&dq=team&sig=XrhFs5VrxLwa2rnPoeq3LIC8UvA>.

Newstrom, V.J.W. & Scannell, E.E., *The Big Book of Team Building Games: Trust-building Activities, Team Spirit*,

<http://books.google.com/books?id=mjDkG1VtxP8C&printsec=frontcover&dq=team&sig=avmsFrOg78oIhRrQu4UxqNwdvfA#PPP9,M1>.

3.7.7. APPENDICES

	Bugs	Dream Team	Ultra Sonic
Average individual scores	51.2	57.6	53
Group scores	28	40	32
Difference (improvement)	+23.2	+17.6	+21
Best individual scores	39	44	44

Table 7: Survival Problem results from Mike Manning's lecture: the lower, the better

	Team Role	Strength	Weaknesses
Action-oriented	Shaper	<ul style="list-style-type: none"> Challenging dynamic, thrives on pressure The drive and courage to overcome obstacles 	<ul style="list-style-type: none"> Prone to provocation Offends people's feelings
	Implementer	<ul style="list-style-type: none"> Disciplined, reliable, conservative and efficient Turns ideas into practical solutions 	<ul style="list-style-type: none"> Somewhat inflexible Slow to respond to new possibilities
	Complete Finisher	<ul style="list-style-type: none"> Painstaking, conscientious, anxious Searches out errors and omissions Delivers on time 	<ul style="list-style-type: none"> Inclined to worry unduly Reluctant to delegate
People-oriented	Co-ordinator	<ul style="list-style-type: none"> Mature, confident, a good chairperson Clarifies goals, promotes decision-making, delegates well 	<ul style="list-style-type: none"> Can often be seen as manipulative Offloads personal work
	Teamworker	<ul style="list-style-type: none"> Co-operative, mild, perceptive and diplomatic Listens, builds, averts friction 	<ul style="list-style-type: none"> Indecisive in crunch situations
	Resource Investigator	<ul style="list-style-type: none"> Extrovert, enthusiastic, communicative Explores opportunities Develops contacts 	<ul style="list-style-type: none"> Over – optimistic Loses interest once initial enthusiasm has passed
Celebrity roles	Specialist	<ul style="list-style-type: none"> Single-minded, self-starting, dedicated Provides knowledge and skills in rare supply 	<ul style="list-style-type: none"> Contributes only a narrow front Dwells on technicalities
	Plant	<ul style="list-style-type: none"> Creative, imaginative, unorthodox Solves difficult problems 	<ul style="list-style-type: none"> Ignores incidentals Too pre-occupied to communicate effectively
	Monitor evaluator	<ul style="list-style-type: none"> Sober, strategic and discerning Sees all options Judges accurately 	<ul style="list-style-type: none"> Lacks drive and ability to inspire others

Table 8: Belbin's team roles (Belbin)

3.8. VIRTUAL TEAMS

Lars Göttmann

3.8.1. WHY ARE VIRTUAL TEAMS OF GROWING EVIDENCE?

Today's business world is changing rapidly and moving toward globalization. This new environment forces organizations to find new and better ways to plan and carry out their business. If there is one thing that today's global markets demand from a company that is truly set to succeed it is flexibility. Teamwork became of growing importance during the last ten years and is becoming more and more the standard. Also the digitalization process has influenced the everyday working life in all kinds of working places. So virtual teams are a response of the growing importance of teamwork and the possibilities technological development offers.

3.8.2. WHAT ARE VIRTUAL TEAMS?

In general virtual teams are groups of people who are separated by distance and/or time, yet have common tasks to perform. They interact using electronic communication media such as e-mail, video conferences or web-based tools. Of course, a virtual team must perform at least as good as a traditional team.

The virtual team members often don't originate from the same organization. In fact, virtual teams often facilitate collaboration between different organizations, located in different buildings, cities or even continents. The ability of virtual teams to bring together a variety of individuals with different backgrounds can deliver the agility an organization needs to respond the requirements of the fast changing market demands. The far-reaching network of the team will cross organizational, cultural and functional boundaries to deliver the combined skills and knowledge required for any job. The outcome can be new levels of productivity and creativity provided through the increased flexibility of collaborating partners.



PICTURE 32: ("ilker" from SXC)

3.8.3. WHAT ARE THE GAINS FROM VIRTUAL TEAMS?

A number of arguments support the implementation of virtual teams. High on the agenda is the agility that they deliver to an organization – the ability to quickly and effectively react to fast-changing market conditions and demands. Because location is not important in assembling the team, only the best person for the job will be chosen. More creative and innovative working can be achieved through the connection of people from diverse backgrounds. Variety in team members stimulates diverse and fresh conversation, ideal for brainstorming innovative solutions. The outcome of this virtual teamwork can be outstanding.

The potential improvements to the working life of an virtual team member cannot be overlooked. Pulling expertise into an existing project in non-virtual teams means that an employee has to travel to the team's location and spend a period of time there, often feeling as an outsider. Any personal reasons why this employee might have preferred to stay at home have to be ignored in order to achieve the project's success. Virtual solutions can deliver to employees the flexibility to design the way they work around other commitments and preferences they might have.

The very nature of virtual teams means that progress and results have to be documented, for sharing and collaboration purposes among the team, so the project's history is also saved as knowledge for future applications. This enables both actual team members and other employees in the company to constantly learn of mistakes and new improvements.

A broader view of virtual teams sees them as flattening organizational hierarchies, by promoting communication between employees based purely on the skills they possess and irrespective of their formal position. Flat organizations are increasingly benefiting greatly from the virtual team structure as it fits well with the values they have set for themselves – namely, that all people interact based purely on the expertise they possess and the need to find synergy between themselves.

3.8.4. FINANCIAL ASPECTS

Although the co-location of team members may often be viewed as the most straightforward way of running a project, it may not always be the most cost effective solution. A company that relies solely on co-locating its employees when a project brief demands a selection of expertise to respond to customer demands may be losing more than money in the process. Such indeterminate costs, for which a monetary value may not be easy to identify and apply, are very real in their effects on an organization and its employees. Potential tangible costs for virtual teams and co-located teams can be found in the following table:

Potential tangible costs for virtual teams:	Potential tangible costs for co-location:
Training of employees in ICT use and new work methods	Disturbance allowances
Upgrading IT infrastructure capital and labour costs	Overseas living allowances
Creation of IT support service labour costs	Local tax assessment costs
Security infrastructure capital and maintenance costs	Travel costs within temporary locations, as well as subsistence expenses
Travel costs for relationship developing meetings	Consultant travelling and accommodation costs on top of daily charge
	Rents while on secondment
	Business removal expenses
	Intercontinental travel and subsistence costs
	Lost time costs whilst travelling

Table 9: Potential tangible costs

Virtual teams are especially suited to projects that require the best use and extended use of an organization's human resources without being restricted by location. Otherwise, companies are faced with the choice of either making do with the competencies they have near the problem or project source, or else supporting an expensive travel and subsistence budget. The establishment of an infrastructure to support virtual team interaction may be a costly process if it is not already available. In today's modern global organizations this infrastructure exists, offering many sophisticated tools that may not in fact be currently fully exploited. Although certain new software purchases may be necessary at the outset, after the first application of a virtual solution the ensuing projects can cost the company little or nothing as the tools will be available.

Of course, there are also intangible costs which are more difficult to quantify. These costs are not one-off costs for the organization, they have to be repeated and revisited when introducing new employees to virtual team working. They are shown in the following table:

Potential intangible costs for virtual teams:	Potential intangible costs for co-location:
New challenges for communication between team members	Work can be less efficient at the start due to changed surroundings
More effort required to build team spirit and identity	Loss of possibility for 24-hour working
Potential for more misunderstanding, which reduces efficiency	Loss of flexibility to access all the expertise required, which is only available if physically accessible
Time zones may constrain the communication window	Less opportunity to introduce experts for short periods
Possible customer dissatisfaction – for instance, if there is impaired data security	Less focus on communications and the processes of interaction
Possible over-reliance on technology if team members 'forget' their interpersonal skills	

Table 10: Potential intangible costs

Whilst there are arguments against co-located and virtual teams – in particular circumstances of application, if not in general – and some difficulties and disadvantages to face, nonetheless there are increasingly powerful arguments for organizations to at least consider virtual teamwork for relevant employees in the future.

3.8.5. VIRTUAL TEAM COMPLEXITIES

If we think about the effort required to select team members from all over the globe, sourced from any organization, and then to link people via communication technology, operating from any location, it is very clear that the choice to function as a virtual team can be a daunting one. It is worth bearing in mind that exposing a number of individuals to a virtual team scenario can be a very steep learning curve and any dissatisfaction can quickly spread throughout an organization. The approach could be to start small and limit the complexity until certain skills have been obtained. The team sponsors should also promote the early cases when virtual working is selected as a strategic direction for the company, and ensure that any pilot projects are given a high profile and suitable recognition by senior management.

The number of team members is one of the complexity factors. In newly formed virtual teams it is recommended to have less than eight members. This ensures that the team is able to meet more often and that everyone's voice can be heard. It is important for virtual team novices that each feels that they are participating and are being heard. In established teams not more than twenty people are recommended. Of course, also the number of languages spoken in the team is important. In newly formed teams it is important that there is only one language and that everyone has sufficient skills in it. So they can concentrate on improving the communication process instead of understanding the dialogue. Experienced teams should also use one single operating language. But it is possible to use a different language to facilitate the dialogue between specific team members.

The number of organizations represented in a team should be limited to one in newly formed teams. This ensures that everyone has the same communication equipment and that they are all exposed to the same working methods. This minimizes frustration and increases efficiency. In general it is recommended to have people from different organizations in a team. This ensures that the team has the best resources available. The diversity in thinking can lead to difficulties, but also enable the team to find the best solutions. For newly formed teams it is important to limit the virtual working to the same time zone – or at most within two hours of each other. This gives the team the opportunity to work synchronous

which is a necessity for inexperienced virtual team workers. Experienced workers can easily manage boundaries of time. The time spent communicating will be efficient and focused on the problems. They will even be able to make good use of being on other sides of the globe, effectively delivering a 24-hour working day where the work on the project never rests.

3.8.6. SUCCESS STRATEGIES

Virtual team success, as for traditional teams, relies on effective communication and collaboration mixed with the correct expertise to complete work tasks and achieve performance goals. Virtual team success will come from:

- Generating clear and concise goals and objectives
- Enabling the free flow of communication
- Diagnosing problems early and acting on them
- Developing the team's own culture

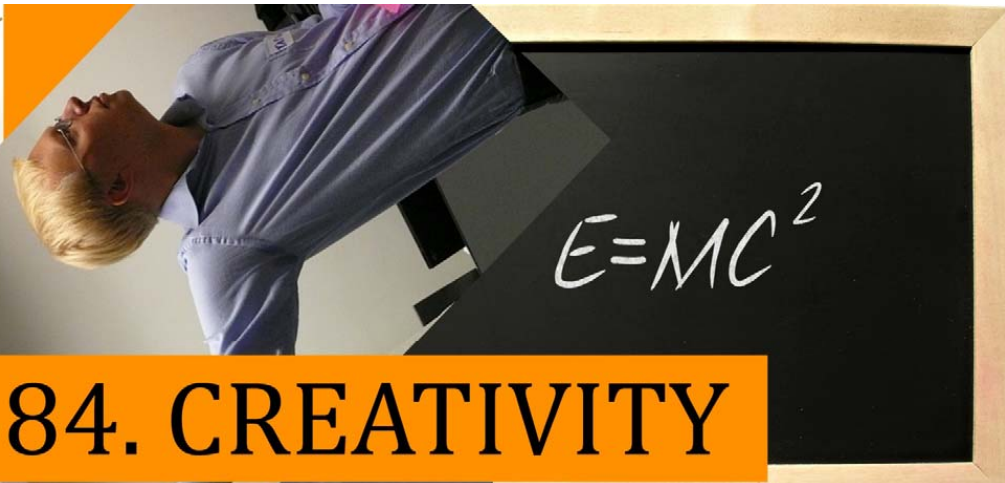
Although at odds with the concept of a purely virtual operation, the best thing a manager can do for a newly established virtual team is to facilitate a physical gathering of the members at the outset. Meeting face-to-face sows the seeds, from which bonds and trust of the team can grow. It is much harder to feel comfortable with people with whom you have only communicated, at best, on the telephone. The detailed planning of team actions is critical to the success of a virtual team. Because of the lack of regular direct contact, team members must be able to continue in a direction of work that they know to be in line with the team's goals. To do this, the team must have a clear purpose and set of objectives. These should be generated by the team at the outset, in response to the requirements of the team sponsors and customers. These objectives can then be translated into detailed action plans, complete with related success criteria and measures that the team can track to make sure that they are delivering the required business results.

Having provided the tools for communication and the action steps to achieve certain milestones, the team's manager or facilitator must also adopt the role of coach. Each team member must be fluent in the use of each technical and organizational tool, ensuring that communication can take place as fluidly as possible, unhindered by the technological the team use in lieu of face-to-face dialogue. In addition to the technicalities of the communication technologies, training in problem-solving, conflict resolution, project planning and communication are as essential to a virtual team as to a co-located group, if not more so.

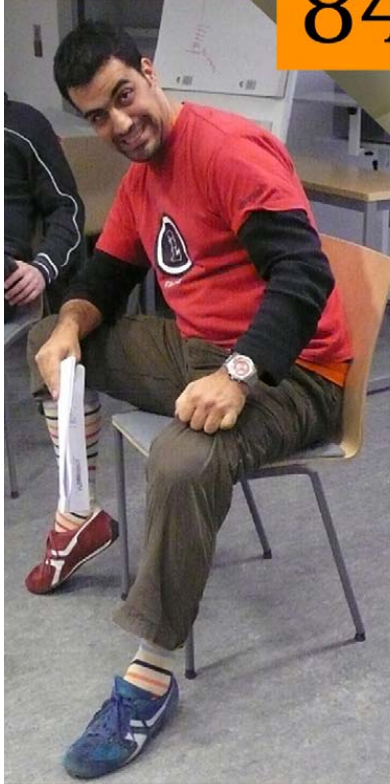
Most virtual working problems will manifest themselves in frustration and, ultimately, team fragmentation if not tackled early. The confrontation of problems is more critical than in a co-located situation as the potential to do hidden damage to the team's moral and effectiveness is far greater than in traditional teams, who can wind down over lunch or can forget the morning's arguments in the rush to complete tasks in the afternoon. Problems between people who meet infrequently, if ever, have the potential to fester. The team manager may appear to be the best person to identify the symptoms of problems, as they are often removed from the day-to-day workings of the team and therefore dispassionate. However, establishing the root causes of the issues is better done by the team members themselves, as not only do they have a better understanding of their interactions, but also the process of analyzing their problems will lead to a more open environment in which problems are faced rather than relying on fire-fighting.

Team culture can be described as the shared principles and behaviors of the members. Culture impacts every interaction and every assumption made, and for this reason deserves considerable attention as it has the power to make or break a team's collaborative success. Each individual will bring with them specific expectations about how the team will operate, communicate, be managed and behave. This is unlikely to be the same for each person – although previously working at the same location as someone else often affects these expectations in the same way, thus closing the cultural gap. Although this cultural divide can be very wide between people coming from different functions and locations, managing it successfully can deliver many more innovative results than those to be gained from a group of very like-minded individuals. The team will benefit most from acknowledging the fact that they are all individuals, and then drawing on their individual strength to create a microcosm within the wider organization that embodies shared culture and operating principles that they believe will enable them to deliver the best results as a team. Such operating principles will allow the group to begin identifying themselves as a team, and accelerate the trust-building process that is vital to their success.

This awareness of `culture` among the team members will also help them to be more tolerant of the fact that they are working within a diverse group and will make them stop and think before making assumptions about other people's actions.



84. CREATIVITY



Don't be a banana

84.1. LAWS OF CREATIVITY

Miroslav Holan

In the beginning of November 2007, our IBLP group took part in so called Creativity Weekend organized by Portugese company called WeCreate. During the weekend, we became acquaint with ten “laws of creativity”. These laws should be taken into consideration by everyone, who would like to become more creative in any way.



PICTURE 33: (Jarno Lappalainen)

LAW 1 - FAITH

In creative way, you can never run out of the ideas or solutions to the problem, because there is always another one. In order to follow this law, you must always keep in mind that. Have faith, there is also another square!



Picture 34: (Asif Akbar)

LAW 2 – ATTITUDE

To have competence in creativity, you need not only skills or tools, but also attitude. In other words, without attitude, your skills and tools are practically worthless. In that sense, you need to first assess, whether you have the right attitude towards solving your problem. If so, you can do next step by finding the right skills and tools.



Picture 35: (Sanja Gjenero)

LAW 3 – PERSONALITY

There are four types of creative personality. Emotional dimension encompasses wide range of emotions, often with huge depth. Sensorial dimension means being pragmatic, using common sense. Mental dimension can be characterized by terms such as analytic, rational and logical thinking. Finally, spiritual dimension means seeking a higher purpose. Find who you are.



PICTURE 36

LAW 4 – ASKING 100 QUESTIONS A DAY

Next law is actually a famous statement by Leonardo DaVinci. “Ask 100 questions a day” – do it just like when you would be 4 years old. By asking this big amount of questions every day, you keep developing and practicing creative thinking.



PICTURE 37: clock (Dan Shirley)

LAW 5 – FLUENCY

Developing fluency (or promptness) allows you to use you current neurological pathways (the way you are used to think, behave, etc..) quicker. To develop such a skill, practice by doing things you are used to fast. The speed is what is fluency about. For example, make al list of something (names, car brands, etc..) fast.



PICTURE 38: Spring
(Peter Huys)

LAW 6 – FLEXIBILITY

Flexibility means, that you are able to look at things from completely different perspective. To develop flexibility, look at problems from perspective of someone else, explore entirely your home-town or explore the whole world.



Picture 39: Pyramid
("duchessa", SXC)

LAW 7 – ORIGINALITY

Being original means that you do things in a ways, you have never done before. By doing so, you will create new neurological pathways in your brain. You can practice originality for example by doing once a week something you are afraid of or something what is strange for you. Furthermore, once a month do something completely crazy.



Picture 40: (Craig
Jewell)

LAW 8 – DETAIL

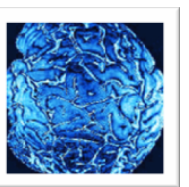
Being able to see details is giving you more potencial when being creative as you create dense net of small neurological pathways at some small spot in your brain. To develop this skill, take a strange object and try to examine every detail you can find. Try to see small things, that no one else can see.



PICTURE 41:
("scouba", SXC)

LAW 9 – BEING A CHILD AGAIN

There is perhaps no child in the world, which is not creative. So to be creative, be just like a child again. Try to free yourself from all constraints of an adult person.



Picture 42:
Brainstorming

LAW 10 – BRAINSTORMING

Ideas can be divided into four groups. Obvious, interesting, creative and innovative. To find creative and innovative ideas, you need to brainstorm. To do so, you need to follow several rules when thinking out the ideas: don't judge the ideas – make huge quantity of ideas (at least 200 in group brainstorming) – hitchhike on previous ideas (create new idea using the previous one in similar, but not the same way) – be crazy – take notes.

84.2. LEARNING FLASH: FOUR LEVELS OF CREATIVITY

Olli Rusanen

This learning flash is based on Creativity weekend by Daniel Sa Noguiera from WeCreate.



Picture 43: IDEA (Kriss Szkurlatowski)

There exist four levels of creativity: obvious, interesting, creative and guru/innovative. The easy ideas that everyone can create are obvious. When trying to create something, these ideas are at first realized. It is important to move from obvious ideas to interesting ideas. Because of that, it is important that everyone is comfortable to tell even obvious ideas. Question: what can you use scissors for? If you thought that you can cut paper with it, you have come up with an obvious idea.

An idea that is not obvious but has been done before is interesting. An interesting idea is for example to build a big scissor which can cut steel – and use it in an industrial company. Most people do not realize that you can use scissors for cutting steel but there exist large scissors that can do that, so it has been done before. Why you didn't realize that? Well, you made an assumption. Creativity is all about breaking assumptions. Brainstorming is invented so that people can tell all their obvious and interesting ideas. Maybe someone realizes something from another person's idea and breaks an assumption. It is important that you don't satisfy for an interesting idea. If you satisfy only to interesting ideas – you will never create anything original!

An idea is creative if no-one has ever invented it yet. Creative idea does not need to be feasible, it just must be original. Everyone must feel safe to tell creative ideas (that are not feasible). Where can you use scissors? Well I can kill my annoying neighbour with it!

If a creative idea is implentable or feasible, it is a guru/innovative idea. Do you remember my example of scissors that was only creative? An action movie director might break the assumption that murder happens in real life and put a scissor-murder scene to a movie. The first movie where scissors were used as a murder weapon was innovative.

It is very important that everyone feel safe to tell every wacky (creative) idea in a brainstorming session. Maybe someone looks at the problem from a different point of view and combine multiple obvious, interesting and creative ideas. Maybe someone will break an assumption of your idea. The result might be a guru idea!

Guru ideas are those ideas that are hard to come up with. In a brainstorming session you don't usually come up with guru ideas. Immediately after you implement an innovative/guru idea, others will see it as an obvious or interesting idea. *"Wow! Why didn't I invent it?"*

84.3. ESSAY ON CREATIVITY

Olli Rusanen



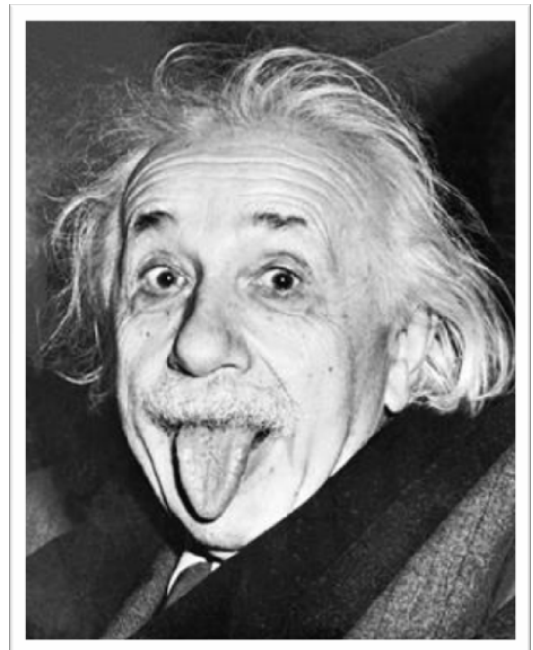
PICTURE 44: Light bulb

This essay focuses on creativity. I assume that you have read other learning flashes on creativity. I will go through couple of theories that Daniel Sa Noguiera told us on creativity weekend which are not in previous learning flashes [1]. I will also present other theories. This is not a complete theory presentation on creativity but I hope that theories on creativity will give you some ideas. I will also present trait theories on creativity, discuss about creativity in organizations and tell you about theories of new product development. I will also try to analyze the theories and tell you about my view on the theories and creativity.

83.3.1. A TYPOGRAPHY OF A CREATIVE PERSON

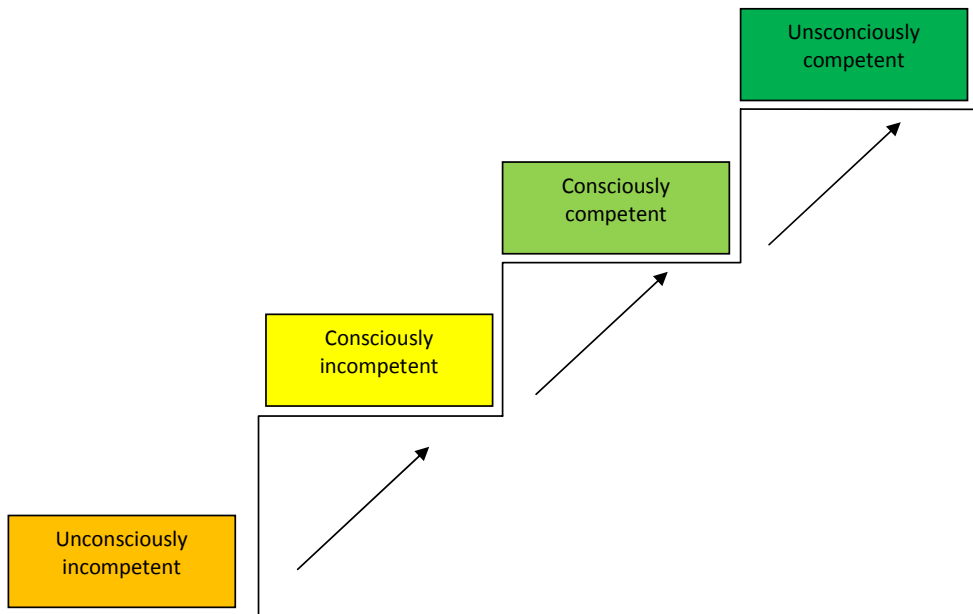
This chapter focuses on trait theories of a creative person. I will try to answer to question: *“What kind of person is creative?”* In leadership trait theories are pretty much useless – at least in my opinion. However in creativity they are actually useful. The reason is that you can actually train creativity and some day you might have the traits of a creative person. Many of the traits describe attitudes of a creative person so they should be relatively easy to learn.

Daniel showed us a trait theory of creativity on creativity weekend. The ladders of creativity are in the (Picture 46). Worst kind of creativity (Unconsciously incompetent) is that you are not creative and you don't even know it. In this situation you might think that you are creative but you are not – or you might not even want to be creative. At the second phase you know that there is a problem in your creativity (Consciously incompetent). You can actually start to improve your creativity from the second phase because you know that there is a problem. At the third phase you are creative and you know it (Consciously competent). At the third phase you need to make an effort to be creative. The best kind of creativity (Unconsciously competent) is that you're creative when you don't even realize it. At this phase creativity is your another nature. If you stay in third phase long enough, the creativity will start to be natural to you. When it's natural, you will move on to fourth phase. [1]



Picture 45: Albert Einstein

In my opinion ladders of creativity is a great theory. The focus of that theory is on attitude of a person. If you realize at some point that you are not creative (phase 2), you can start working on that. If you train long enough, you will advance to fourth phase. The theory also has an important leadership implication. It is outsiders' job to help someone to second phase. In the first phase you are not creative and you don't realize it. A competent leader will try to get everyone to realize that creativity is important and they must constantly develop it. The bad side of Ladders of creativity is that it does not describe how you can train creativity so that you can actually move from second phase to fourth phase.



Picture 46: Ladders of creativity (Daniel Sa Noguiera)

Change forces people to do things differently and create new things. Change makes you to look things from a different point of view and makes you to develop yourself. In other words change makes you to be creative. [1] In my opinion change enables you to move on at ladders of creativity. Nokia and many companies train their employees by changing their job assignments and sending them to different countries. I believe that this is one reason why Nokia is creative as an organization.



Picture 47: Waves (picture without text courtesy to Thomas Boulvin)

According to Daniel curiosity is the key to creativity and success. You have to be a four year old again! Chaos is something you cannot control. What is crisis? Crisis is when you cannot handle chaos. Creative person can manage change and avoid crisis. [1]

According to psychology studies, creative persons try to actively solve environment's problems. They have daring and they accept differences between people. Creative persons have higher self confidence level and they believe more on their talent than normal persons. Creative persons also have long-term focus and they are risk-takers. Usually creative persons' sense of humor and sensitivity is higher than normal persons'. [2]



Picture 48: Box & question mark (Svilen Mushkatov)

A creative person has the ability to play with new ideas and thoughts. A creative person can think outside the box. He does not try to force the solution and takes the necessary time to incubate the ideas. A creative person does not satisfy to normal and safe ideas but try to find new ideas. He also asks a lot and questions things. [2] In Daniel's vocabulary a creative person does not satisfy to obvious and interesting ideas. A creative person keeps developing creative ideas as long he finds an innovative idea.

"A creative person is at the same time mad and normal, primitive and sophisticated." [2]

A creative person needs to have basic knowledge on matter in hand [2]. However expert knowledge is not necessary – in my opinion. Expert knowledge can help you to be creative in detailed level, but if you are not expert it is easier to be flexible and create totally crazy ideas. A creative person needs an average IQ. According to researches, a high IQ is not connected to creativity. [2]

One study found that creative persons have the basic knowledge on the field of creativity. They are curious and more interested in problems than solutions. They also question assumptions and they question the previous work in the field. A creative person seeks global solutions rather than local solutions and is a generalist in nature. [4] Does this sound familiar? It should. Daniel constantly told us to break assumptions. Daniel also talked about curiosity. Need for a basic knowledge is mentioned also in other trait theory.

84.3.2. CREATIVE PROCESS

Creative process is always a personal process. Some people go back and forth; others finalize their work several times and write notes. For some people creative process is the moment when you have your guru idea. [2] Naturally this means that you need to find your own way to be creative. Try different things and be active!

What prevents creativity? Self-satisfaction and smugness prevents creativity. If you downgrade other peoples' ideas, you will also prevent your own creativity. A self-satisfied person cannot see new solutions and opportunities. Perfectionism and pessimism also prevent creativity. [2]

How can you assist creativity? You can give positive feedback and support, create a safe environment and create a positive work-environment. You should encourage people to study basic knowledge of the matter and to have "sisu". People need feel safe and try to find different and weird solutions also. [2]

A study of creativity found that exceptional creativity is scarce. Less than 1 percent of studied men and women were exceptionally creative. 10% were highly creative and 60% were somewhat creative. The main founding of the study was that almost everyone has creative potential and it is leaders' responsibility to unleash it. [3] It is obvious that the study handled a static situation. Study did not have say anything that can you improve your creativity level. In my opinion, you can.

During the 1950s and 1960s a science-push approach was dominating R&D projects. The basic assumption was that innovation proceeds linearly from scientific discovery to invention and from there to engineering, manufacturing activities and finally marketing. Later in the 1960s the demand-pull model of R&D was developed. In this model perceived demand of potential users push the innovation process. Customers have problems and they give suggestions and feedback. Research staff reacts only to this kind of feedback and do innovations. The demand-pull model was also criticized of being too simplistic. [4]

Current research states innovative companies have multiple sources of information and ideas. They have in-house R&D and basic research. They listen their customers and other stake holders, such as suppliers and competitors. Successful

innovators also have external sources of scientific and technical information. They might work together for example with universities. [4]

The innovation funnel is a study of quantity of ideas. The innovation funnel is shown in Picture 49. It basically says that in a company you need 3 000 raw ideas to create one successful new product. [4] Later I will tell you about brainstorming rules. Second rule discusses about quantity. In the light of innovation funnel the goal to have a huge quantity of ideas makes actually sense.



Picture 49: The innovation funnel (Schilling)

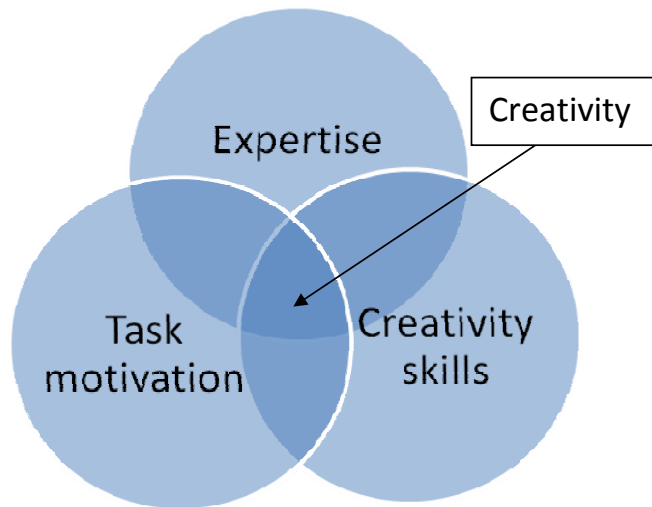
84.3.3. THREE COMPONENT MODEL OF CREATIVITY

Three component model of creativity is focused on organizational creativity. Main question is what can leaders do to stimulate employee creativity? [3]

According to the three component model individual creativity requires expertise, creative thinking skills and intrinsic task motivation. The three component model is described in Picture 50. [3]

According to the three component model expertise is the basis for creative work. You need to be an expert of the field before you can be creative. For example Einstein needed extensive mathematics and physics knowledge in order to be creative. [3] In my opinion you can also be creative if you aren't expert of the field. For example Einstein thought of flying with sunbeam when he was five. In my opinion that was really creative and laid the foundations for his later work.

Creativity skills are pretty much the same thing that was taught in creativity weekend by Daniel. In the text of three component model especially flexibility was highlighted. You need to be able to view things from a different view – like Einstein did when he was five years old. [3]



Picture 50: The three component model of creativity (Robbins)

Motivation is the final part of three component model. The work needs to be “interesting, involving, exciting, satisfying, or personally challenging”. Expertise and creativity skills form the creative potential. Motivation component turn this potential to actual creative ideas. [3] For me this sound like basic leadership challenge – creativity and leadership simply go hand-to-hand.

There are five factors can destroy motivation in work environment – and destroy creativity: expected evaluation, surveillance, external motivators such as rewards, competition and constrained choice. [3] Especially the constrained choice makes sense if you compare it to Daniel’s presentation. If you limit your options, you cannot break any assumptions and find another square.

84.3.4. HOW CAN YOU TRAIN CREATIVITY?

Daniel taught us many ways to train creativity. A leader can actively push team workers to be creative by open looping. In open looping you create a problem but you don’t give a solution to it. [1]

Laws of creativity are described in article 83.1. Laws 5-8 are called as four pillars of creativity. Daniel described methods to train your four pillars of creativity [1].

In **fluency** speed is the most important thing. You can practice fluency by generating ideas in fast way. You can also practice fluency by doing ordinary things faster than normal and by making lists quickly.

Practice fluency:

- Write as fast as you can 100 times: “I’m a leader”
- Make right now a list on topics:
 - Great leaders
 - Ways I can sell my shirt
 - Films
 - Actors
 - Ways I can impress/surprise my boss



Picture 51: Dashboard (Gary Tamin)

In **flexibility** you must be able to take another view. In business context this could mean understanding your client's perspective or your client's customers' perspective.

Practice flexibility:

- Take a strange object and tell a story from that object's perspective. The idea is to create a new mindset for you.
- Pick another person. Think how is he/she like? Is he happy? What does he think? What would he do with a product?

In **originality** you have to create and do things that you have not done before. This is the "fresh view". You can practice originality by doing things that are new to you and repeating them. You can for example take your notes with your "wrong" hand for one day.

In **detail** you must be able to see little and small things that no-one else sees. In new product development detail means improving old products by adding small improvements. You can practice detail by taking a strange object. Study the object for a moment. What is interesting? How would you improve it?

In my opinion these exercises that Daniel taught for us are of limited value. For example if you practise fluency by washing your teeth very quickly (Daniel's example), you will eventually become a fast teeth washer. However it probably won't help you to become a fast idea-generator. Naturally these exercises will help you at least a bit since they train your brains, but I think there might be better ways to train your creativity.



PICTURE 52: Lens (Jay Simmons)

84.3.4. BRAINSTORMING

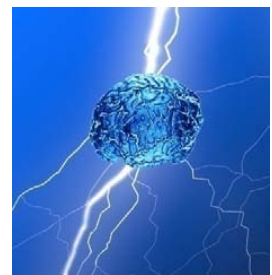
This chapter is based mostly on Daniel's views [1]. Brainstorming is the event where a group of people try to be creative together. Brainstorming is a method for teams so it's an organizational form of creativity.

Brainstorming rules:

1. No judgement
2. Quantity, quantity, quantity
3. Hitchhike
4. Be crazy
5. Take notes, write down everything

The rule number one guarantees that people are comfortable to tell their ideas. Creative ideas are usually strange so you need to create an environment where people have courage to tell their ideas. You usually need a lot of ideas before you will have an innovative idea. The second rule states that the quantity of ideas is what matters the most. The quality of ideas is not as important as quantity. In Daniel's opinion you will eventually have an idea which will be great and innovative. The third rule states that you must use other team members' ideas when creating your own ideas. In other words, you must hitchhike with the other idea. You need to use previous ideas as leverage and come up with new ideas. The third rule focuses on the fact that you need to act as a team. The fourth rule is connected to rules 1-3. You have to be crazy and tell all your bizarre ideas.

"A pink elephant" is usually a crazy idea! When there is no judgement, people are comfortable to tell crazy ideas. Crazy ideas enable quantity. Other people might take your crazy ideas and hitchhike to a new feasible solution – which is an innovative idea. The fifth rule makes sure that the brainstorming session does not be a complete waste of time. In creative process usually you need many brainstorming sessions before you can create an



Picture 53: brainstorming

innovative solution. Notes help your team in the next brainstorming session. Notes will also help in hitchhiking. You can also perform individual brainstorming. However I think that is not as useful as team brainstorming because it's harder to hitchhike.

Six tips for brainstorming

- Create enthusiasm and give a purpose to the session
- Environment must be fun and safe
- Warm up the right side of the brain
- Big & visual: objective & rules
- Set time quota
- Have fun!

Before of brainstorming, you should activate your team's brains. Team members need to be comfortable and in a creative mood before starting brainstorming. There are three roles in brainstorming. There is one stimulator, one or two notes takers and 4-10 thinkers. Stimulator is the leader of the brainstorming session. Stimulator's job is to make sure that rules of brainstorming are followed. Stimulator can help thinkers to take a different view by giving assignments.

According to psychology research, brainstorming usually creates a lot of ideas. Usually brainstorming also creates goofy ideas. However usually the ideas generated are not useful. Also the group pressure can weaken the results from brainstorming. [2] Naturally this has also leadership implications: how to reduce the group pressure?

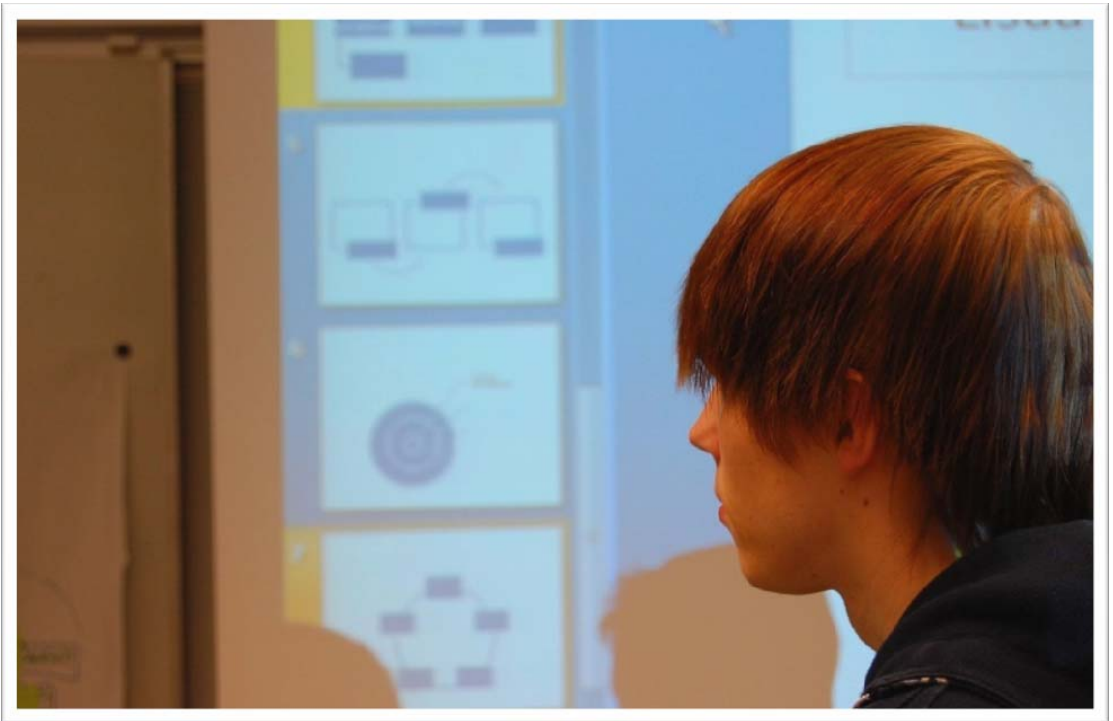
84.3.5. REFERENCES

1. My notes of creativity weekend. The teacher was Daniel Sa Nogueira from WeCreate.
2. Vilkkö-Riihelä A., 1999, Psykyke – psykologian käsikirja, 1-2 edition, WSOY
3. Robbins S., 2003, Essentials of organizational behavior, Prentice Hall
4. Schilling M., Strategic management of technology and innovation

5. COMMUNICATION

During the spring-term we had a professional management and communication workshop. The workshop was organized by Sherron Bienvenue. The core of this workshop was straight talk –model. In addition to this she provided us material and teaching to various communication topics such as crisis communication and differences between men and women. During the week we completed practical assignments such as two minute speech and team presentation. The week proved to be really great in terms of learning. We created a new term during the week: sherronize. Are you sure your presentation is sherronzied? If it is, it is done by following the rules of the straight talk model.

The learning flashes in this chapter are mostly based on Sherron weekend. The topics of this section are presentations, crisis communication, communication challenges in leadership and public speaking.



Picture 54: Antti Ritala (Juuso Soininen)

5.1. INFORMATIVE PRESENTATIONS

Dirk Volland

5.1.1. INFORMATIVE VS. PERSUASIVE PRESENTATIONS

Presentations that inform	Inform/Persuade	Presentations that persuade
Teach or explain a new concept	Teach or explain a new concept and urge audience to take action	Convince audience to take action
Explain how to perform a task	Explain how to perform a task and promote a particular viewpoint or method	Promote a particular viewpoint or method
Update audience's existing knowledge	Update audience's existing knowledge base and recommend a plan to take action	Recommend an action plan
Describe a technical concept	Describe a technical concept or phenomenon and suggest same approach to a similar problem	Suggest an approach to a problem

Table 11: Informative vs. Persuasive Presentations

5.1.2. HOW TO DELIVER A FOCUSED, EFFECTIVE, INFORMATIVE SPEECH:

1. Link your speech to audience goals
2. Avoid telling the audience what it already knows, but do not overestimate audience knowledge
3. Avoid information overload
4. Capture audience attention at the start of your speech
5. Hold audience interest
 - a. Be novel and vivid
 - b. Use examples to make facts come alive
 - c. Use visual aids
 - d. Involve your listeners in the presentation
 - e. Ask rhetorical questions
6. Make your information accessible to the audience (avoid technical jargon, define terms and concepts, enumerate)
7. Reinforce your message through repetition
8. Show trends
9. Select an appropriate pattern of organization
 - a. Spatial
 - b. Topical
 - c. Chronological

d. Cause-and-effect

10. Strive for clarity
11. Answer questions if there is time
12. End with a strong conclusion

5.1.3. THE THREE SECTIONS OF AN INFORMATIVE PRESENTATION:

Introduction	<ol style="list-style-type: none"> 1. Capture audience attention 2. Establish credibility 3. State purpose 4. Preview structure of talk
Body	<p>Follow main points in your preview, and use transitions: (Let's now take a look at Point 1)</p> <ol style="list-style-type: none"> I. Main Point 1 (Now that we've discussed Point 1, let's discuss Point 2) II. Main Point 2 (Having looked at Point 2, we can now turn to Point 3) III. Main Point 3 <p>Provide clear transition statement into conclusion.</p>
Conclusion	<ol style="list-style-type: none"> 1. Signal close of your speech 2. Summarize main points 3. Restate your main idea and purpose 4. Challenge your audience to take action 5. Give resources for further information

Table 12: The three sections of an informative presentation

5.2. HOW TO RESTORE A GOOD REPUTATION FOR A COMPANY?

Géraldine Maunier-Rossi

I have decided to focus on the reputation theme for my essay after Mrs Bienvenu intervention in January. Her speech really made me think about what is involved when speaking about reputation. Who are the people who can influence me? Which people am I able to influence? Does my audience see me as I would like to? Does my reputation change the relations I have with my environment?

I thought this theme was really interesting and above all when applied to the corporate level. Sherron Bienvenu spoke more about the process of the reputation and I thought it was interesting to address one big issue: how to restore a good reputation for a company?

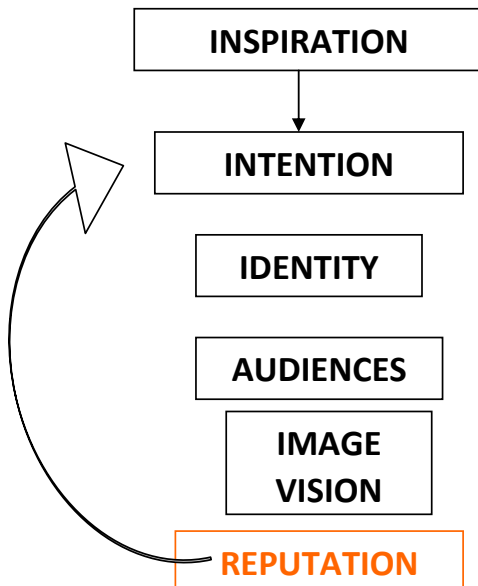
Actually, there are so many examples of companies which suffered from a bad reputation in the past. The Enron scandal is maybe one of the most famous: questionable accounting practices, help of Andersen Cabinet in destroying documents... mainstream opinion was shocked and Enron went bankruptcy.

But is it possible to survive from a bad reputation? How managers should behave after a crisis to recover a good reputation and save their business?

I will try to answer these questions in this essay.

5.2.1. THE REPUTATION PROCESS: MRS BIENVENU'S THEORY

I think it is interesting to first speak about the **reputation process** before explaining how reputation crisis can be solved (to have every parameter in mind).



Here is the scheme which explains how reputation can influence our vision.

The first step is **Inspiration**: who inspires me and why this person inspires me. My **Intention** then emerges from my inspiration. Intention means what are my personal and professional objectives, goals... and in this process, I am trying to deliver my intentions to my **audience** (customers for example for the business aspect). My **identity** then translates also my intention. But before obtaining a clear vision from my audience, how does the audience see me, the image the audience has... , my **reputation** intervenes in the process. And the whole process starts again after the image delivery because the image people have will influence me... At the end of the process, if the way I am perceived matches my intention then it means that I have a good reputation.

This process can be exactly applied to companies too. Managers have to play an important role in this process in order to develop a clear strategy to improve and maintain a good reputation. Because if the company has a bad reputation, it will influence customers and partners' opinions and acts. While Mercedes failed in its tests for the new car Class A, of course customers were not willing to buy this type of car. Therefore sometimes, unpredictable events happen which jeopardize the good reputation of a company. What can managers do to cope with a bad reputation? How can they restore a good reputation for the company?

5.2.2. HOW MANAGERS CAN SOLVE A REPUTATION CRISIS?

In case of a reputation crisis, the idea for managers is to focus on a good communication and on defending its good reputation.

When a company faces a reputation crisis, there are four possible steps to follow :

1. **To stand out**: the company has to avoid any rumour and disinformation. The company has to communicate as soon as possible the truth not to enable media or "enemies" to divulge wrong information. Being silent during a crisis could be very fast associated as being guilty.
2. **Get organized**: investigate on the crisis within the company and outside the company to be able to clearly establish what had happened, why and to have all the possible information on the crisis. Mainstream opinion always looks for truth and will expect answers on what happened. I had a seminar about how to manage crisis in my business school, and one point was really important and makes things different is to have an **outsider** who is taking care of the investigation. Actually, an outsider is totally objective and nobody will be able to blame the company of tampering information.
3. **Anticipate**: in time of crisis, communication is essential but difficult. A strategic communication plan has to be anticipated before divulgation. The communication should be **perfectly well-prepared and controlled**. Because in time of crisis, media and public will remember each details of a company speech and if there is any mistake, they will notice it.
4. **Act**: after having communicated about the crisis, trying to preserve in the same time the reputation of the company, some decisions and above all implementations have to be taken. The idea is to prove to media and public that they can still trust the company and that the company is ready to rectify its mistakes. A company which is doing nothing after a crisis won't save its reputation.

These four points will help a company to cope with a crisis. When a reputation is stained, the best way is to **have a clearly well-prepared communication and then act**.

The idea is to make people understand that everything is under control, that you know what happened, why and that you are acting to solve the problem. A **confident and responsible company** in case of a reputation crisis is the best way to solve the problem and to restore a good reputation.

Let's check if this theory is applicable in real business life with an French example.

5.2.3. GOOD EXAMPLE OF HOW TO SAVE A REPUTATION

There are so many examples of companies which had to face a reputation crisis on the past. I have chosen **Total Company and the Erika scandal** because how Total coped with this crisis is a real good example of what to do.

Total is a wealthy, trustful company and is leading the market in terms of gas. In 1999, one of Total's boat, called Erika discharged petrol in the Atlantic Ocean. It was a huge scandal because of the pollution of the sea. Very soon media and mainstream opinion were spread the rumour that the boat was not following the official norms. Total lost in one day its good reputation and had to cope with a reputation crisis.

Actually, Total managed very well the crisis.

Thierry Desmarest, Total CEO organized ASAP a **press conference** to make the rumours stop (step number 1). This press conference was really well-prepared (step number 3) and the CEO knew exactly what to do, how to explain the situation to media and public and to show people that Total was taking care of the problem.

Just after the accident, Total began **enquiries** to check for the deficiency of the Erika boat. Of course, it was not only Total teams which investigated but also outsiders like teams from Government... (step number 2). Thanks to these enquiries, Total was able to give proof during the press conference show its good will and its will to solve the situation.

What was the content of the speech?

- First, Thierry Desmarest told about these enquiries and brought proof that Erika was not guilty, that the boat passed with success all the controls before it left. That is the result of step number 2.
- Second, to reassure people, Total explained that it will reinforce its controls in matters of boats in future to avoid any doubts. (step number 4 : act)
- Third, The CEO said what Total will do to solve the environmental problem in short-term: Cleaning of the seacoasts, pumping of oil boatload, eliminates the wastes... Then for the long-term environmental issue: restore the environmental stability; help this important tourist region to recover its image...

All the theoretical steps were covered during Total's CEO intervention:

1. Total made a speech very quickly to make an end to rumor and to inform both media, public opinion, government, stakeholders...
2. Total made investigations
3. Total well-prepared its speech , with investigations for proof, the mastering of the divulgation of information....
4. Total proved that it is able to react fast and to take decisions to solve the problem.

The reaction was very good from media and public opinion. There was no Total gas station boycott and the **value of Total increased by 10%!**

I really think that Thierry Desmarest's reaction was the most effective one. His speech made people trust Total and maybe even more reinforce their trust. Because even in time of crisis, where the whole good reputation of Total was in cause, Total succeeded in proving to public that it was a **responsible** company, who was taking care of their citizens, and willing to repair the accident. **Total perfectly took charge of everything.**

5.2.4. WHAT DID I LEARN?

I wanted to add this part to my essay to clearly underline what were the most important points I learnt while working on this essay.

- The first point will be the fact that **a good reputation can be lost in a second**, and that it is clearly not always because of bad will. Actually, it is most of the time, because of misfortune or human mistakes like the accident for Total. Mrs Bienvenu and working on this essay really emphasize for me how important is a good reputation.
- My second point, is **how hard is to recover a good reputation**. It is sometimes easy to obtain a good reputation at first, but while losing it, it is so hard to make people change their mind and make people trust you a new time. And sometimes, the situation is so tricky, that it is just impossible to recover a good reputation, like Enron example.
- The third point is the **importance of good communication** in reputation crisis. These steps were really interesting to consider. I think most of the time, in everyday life situations, we don't really understand how important is a good communication to serve our image or restore a good reputation. Usually, people prefer to answer directly to a crisis, without thinking so much about what they are going to say, what can explain the situation, what they are going to do to solve it.... And if in everyday life this non-strategy can sometimes cope with a crisis, it will never work for the professional world. Therefore, I consider that it is an important issue for managers to understand how important is communication, in time of crisis, to restore a good reputation. It is all the more a big issue considering the fact that nowadays, public opinion feels more and more concerned by companies behaviour and **responsible/ ethics management**. Managers would never forget how important is to prepare communication not to let any chance to their enemies to make them failed and lost their reputation.

5.2.5. CONCLUSION

I would conclude this essay with a wonderful quotation from Montesquieu in French first to make it authentic and for the brave readers !

"Pour acquérir la réputation il ne faut qu'un jour, et le hasard peut donner ce jour. Mais pour la conserver, il faut payer de sa personne presque à tous les instants". (Montesquieu - Discours de Bordeaux).

It means :

To acquire a good reputation, only one day is necessary, and the fortune can bring this day. But to preserve it, personal sacrifice is required, almost each second.

5.2.6. SOURCES

Mrs Sherron Bienvenu intervention + website www.chinup.net

Total website : www.total.com

Le monde website : www.lemonde.fr

Les échos : www.lesechos.fr

Organon consulting newsletters, Christian Durand, Sorbonne University

Montesquieu

5.3. COMMUNICATION CHALLENGES IN LEADERSHIP

Miroslav Holan

5.3.1. INTRODUCTION

Throughout my studies of different aspects of leadership during my “linkage” year, I have learned that no matter what kind of team is the leader managing – from leading a sports team to leading a project-based team at work or to leading a big corporation – the leadership is crucial for the success of the team. As one can guess, leadership has many aspects and forms and one of such aspects is communication. Despite it is more than clear, that communication is important – as without communication one can hardly get each other’s point – it is often disregarded by people, as they are confident about their ability to communicate and do not perceive fostering of communication skills to be valuable. However, when considering a leader, such an attitude can lead to total disaster and can be perhaps also a cause of the fail of team.



PICTURE 55: Gossip (“scol22” from SXC)

The purpose of this essay is to elaborate on model of strategic communication – introduced to our linkage group by Mrs. Sherron Bienvenu – with regard to different leadership styles. I do not intend to only review the model of communication, but more elaborate on what stages of strategic communication model are from my point of view suitable or difficult for different kind of leaders.

In the first part of the essay, I will briefly recapitulate on what actually is the “model of strategic communication” and what is the basic idea of the model and how it can be used with regard to leadership. Furthermore, I will state basic leadership styles we know and I will try to use as little of theory as possible. As we will see below, the model is divided into five sequential steps. Therefore, I will divide the body of the essay into five consequent parts, where I will address the issues stated above, such as where do I see the challenges with different leadership styles. Finally, I will conclude the essay with key findings of this essay and learnings one could use for the future.

5.3.2. STRAIGHT TALK MODEL AND LEADERSHIP STYLES

The model of Strategic communication is in a sense based on very simple principles. Its main purpose is to help the person who is “sending” a message – in our case it will be leader – to effectively and efficiently deliver the message as it was intended, therefore to make his or her message clear for it’s audience. The model is constructed in a systemic fashion – it is a plan built-up of certain steps, which are supposed to be followed in order to fulfill the purpose of the model. However, it is important to note, that even though the model might seem unnecessarily complicated, once it is learned, it is quite easy to use.

The first step is about understanding the environment. Emphasis is here on what is the situation, who is the leader communicating with and what do we know about the people, who are we communicating with, i.e. the leader’s subordinates, etc. Finally, it is important to realize, what impact does leader intend to leave – what is the objective of the message. In the next step, the leader should decide, how will he deliver the message. Is it leader himself, who will be talking or is he going to choose somebody else? Time is also important here. The third step is consist of organizing the information. Basically, it is about choosing the right words and right order of the words. The next step is about actually

delivering the message. Verbal and non-verbal skills, as well as the right situational attitude play its role over here. The last step is feedback. Feedback is important in order to know, whether the message fulfilled its purpose.

Before we will have a closer look at each of the steps of the model, let's review what different leadership styles are. As one can guess, there is no clear way, how leadership styles can be divided. This is because leadership is about people and people are so different that trying to sort them into certain groups is very difficult. As somebody wise said, there is as many leadership styles as there are leaders. Moreover, it is against people (yes, also scholars are people) who are trying to make this diversification, which basically means (with a bit of exaggeration) that every scholar has a bit different opinion. Despite I wanted to use the very basic diversification of leadership styles by Kurt Lewin (autocratic, democratic and delegative) just for the reasons stated above, I will consider a bit wider spectrum of 10 most frequently talked styles.

To keep it very brief and easy to follow, the basic idea is as follows. Autocratic leader has absolute power over his or her employees or team. Bureaucratic leaders work "by the book", ensuring that their followers follow procedures exactly. Charismatic leader drives others forward by his enthusiasm and energy. Democratic leader invites other members of the team to contribute to the decision-making process. Laissez-faire leader will let his team to do the task by themselves without any guidance. People-oriented leader is totally focused on organizing, supporting and developing the people in his team. Servant leader, despite often not perceived as leader is leading simply by virtue of meeting the needs of his or her team. Task oriented leader focuses only on getting the job done, and can be quite autocratic. Transactional leadership means that members have to obey the leader and leader have a right to "punish" the team members if their work doesn't meet the pre-determined standard. Finally, transformational leader inspires his or her team constantly with a shared vision of the future.

5.3.3. UNDERSTAND

The first thing, that leader should realize in communication is, what situation is he or her in. This means to find out, what is the real problem in the first place. It is also important to think about what is going on in the team, what is the roles and responsibilities of the members, what is their attitude towards the leader, what culture are they representing, what concerns do they have etc. Because we are elaborating on communicating between the leader and his team member, the team members are his primary audience. However, there is also another audience – hidden – which is also powerful. It is the audience which has the power to influence acting of the members from outside (e.g. families and friends of the members). To learn also about this audience is important. Another important thing at this phase is to define the objectives, or goal. This basically means to understand, what the leader wants to achieve in the communication.

Basically all types of leaders should not have a problem with understanding what context are they in, except charismatic leaders, who tends to believe more to him or herself than into its team and also laissez-faire type of leader, who actually might not really care about the context. As the idea is to understand the audiences, the best performance should have the types of leaders who prepare themselves well, as bureaucratic leaders, or the ones who are primarily focused on the team members, as it is the case of people-oriented leadership style.

5.3.4. DECIDE

In the next step, the task is to decide, how, who and when to exactly approach. Is the issue important enough to set the meeting with the whole team, or is it enough to make a phone call to one of the members, or write an email to the whole group? Furthermore, it is important to decide, whether it will be leader himself (or not), who delivers the message. The timing is also important. By this I don't really mean, whether the leader should set the meeting before or after lunch (of course – this also plays some role). Sometimes it is just too soon or too late to discuss some problems.

This stage is not very much interconnected, or dependent on which leadership style the leader is using. Therefore I will not elaborate on what kind of leadership style would be appropriate here.

5.3.5. CHOOSE

In the following, the leader should select the information and organize it. Here we will swerve from the model a bit, because the model is made more for making presentations. However, as we are talking now generally about the communication, we need to adjust the model a bit. Either way, the idea here is to choose the right words and tell them in the right order. Here comes the interesting part, as the order of what the leader is saying should depend on what purpose the communication has. Is it informative communication? Or is the leader trying to persuade or motivate the members? Does he want to tell bad news? Everything matters. As it is not the point of this essay to elaborate too much on the theory, I will not go deeper here.

As it was the case in the first stage, bureaucratic leaders and also task-oriented leaders, who adore structuring and planning would prepare here well. On the other hand, autocratic leaders and transactional leaders might be weak at this point, because they exert practically absolute power, so they don't bother themselves too much with what are the right words to say and what is the right order.

5.3.6. DELIVER

The message delivery is perhaps the only tangible part of the whole model. This stage is about verbal and nonverbal skills (or writing skills in case the communication is conducted e.g. in a virtual team via emails or messenger programs). This can be learned only by doing. But still, there are some hints, which a leader should keep in mind, if he wants to communicate effectively. Right articulation, speaking with expression and emphasis, using the appropriate volume and maintaining eye contact are the most important. A second important thing is to be ready to receive the feedback. The leader should always remember what he wants to achieve in the particular communication and act in accordance with that for the whole time.

The deliver stage is actually also not very well connected with the leadership styles, because this stage is more about the verbal, non-verbal or even writing skills. Any leader, independently from his style of leading is supposed to excel in this point. If not, changing the leadership style (or flexing towards a different leadership style) will bring no effect here.

5.3.7. EVALUATE

This stage is important, because it is often forgotten. This stage is as the name suggests about evaluation, namely about the feedback. The leader should always give the feedback, to keep things clear among the team, and should emphasize on the team members to give the feedback back. This helps to make the communication process more effective. It is extremely important to develop a receptive attitude when receiving feedback, to ask for specifics and to accept responsibility. Trust is pivotal here.

In contrast with the previous stage, this stage is highly dependent on the leadership styles. Autocratic leaders, as well as transactional leaders are having according to my guess very weak performance in this stage. Moreover, an autocratic style would probably excel only in giving the feedback and most probably mostly only the negative one. This also might be the reason, why there is a higher level of staff turnover under leadership of these leaders. Laissez-faire style might also not work here very well, with thanks to the attitude of this leadership style. On the other hand, people-oriented style and transformational style would probably excel here, as these styles are very much about the people insight of the team – not only about the leader. Finally, bureaucratic and task-oriented styles might not work the best. They might perform well in giving feedback, but not very well in gathering it.

5.3.8. CONCLUSION

The purpose of this essay was to elaborate on the model of straight talk – the model of strategic communication – and find ties to the different leadership styles we know. The prime focus of the model is on delivery of messages – a pivotal role of communication. In the essay, I used the model for elaborating on the communication process between leader and his team. The model is consisting of five stages. In the beginning, it is important to understand the context, and then consider how, who and when to deliver the message. After that is following choosing of the right words and their order. Then comes the actual delivery of the message, followed by the feedback and evaluation. As mentioned in the essay, some stages of the model are not dependent on the leadership style used, in particular the stage of decision making and message delivery. On the other hand, some other stages are highly dependent on the leadership style used, and this might influence the effectivity of the communication. As the conclusion, the worst leadership style in terms of communication is probably autocratic and transactional styles. As the best leadership styles I rate the people-oriented and transformational style. The advice for the leaders would therefore be – in order to heighten the performance in the communication with their teams – to flex in the direction of people-oriented or transformational style at best, or to try avoid to act in autocratic and similar ways.

5.3.9. REFERENCES

Bienvenu, Sherron. 2008. *Straight Talk: Introduction to a Strategic Communication Model.* 2008.

Mind Tools. 2008. Leadership styles: Using the right one for your situation. *Mind Tools.* [Online] 2008. http://www.mindtools.com/pages/article/newLDR_84.htm.

5.4. HOW TO SPEAK IN PUBLIC, A USEFUL TOOL FOR LEADERSHIP

Vicente Fort Ribes

5.4.1. INTRODUCTION

About the topic chosen for the essay, it is obvious that is directly linked with leaders, since the communication is one of the main tools used to put in practice leader's skills. Trying to spread knowledge within your team, company, organization is totally connected with the ability you have to transmit the messages.

One can have the best ideas ever but if he or she is not able to explain them to the rest of the members of the organization, these ideas are useless.

Specially, I am interested in this theme because I have faced some difficulties during this year when trying to make presentations, speak in public or trying to give my opinion to a person with an status higher than mine (for instance to a professor). This year I have realized how important is to be clear when expressing yourself, giving your opinion, and so on.

So far, I had not faced these problems (or maybe I do not remember, anyway the important thing is that I have realized about them now!) because with Spanish I feel quite comfortable. On the contrary, with English I always somehow feel nervous, because I have not everything under control, and this affects some other parts of you. The snow ball is getting bigger making you to be less self-confident day after day.

For this reason, in order to provide some good insights and tools to the reader regarding to this problem I will try to approach the topic from a psychologist prospective. All the contents of the essay will have an intentional strong study focused on the psychological part of the topic.

In addition is the aim of the writer to be able to give some hints to the reader for being able to argue, persuade and discuss in a very successful way. Reader will see that is possible to talk in a calm way and be convincing at the same time.

Nonetheless, the reader has to keep in mind that this is strongly related with ability of leaders to communicate and persuade in their task of leading.

If you have to speak in public, or you have an important meeting, job interview, i.e. all those situations that you need to express yourself in a very clear way with the consistent pressure and the nervous feelings, is the aim of this essay to try to help you, being a helpful tool to have in those moments. The contents will try to give insights and key learnings to the reader in order to provide with some methods to fight against these feelings.

5.4.2. UNDERSTANDING THE FEAR: CAUSES AND CONSEQUENCES.

The idea of this section is to discover what fear is and with what kind of signs could be present in our speeches, what are the causes that create this fear to speak in public and what are the consequences of not being able to have it under control.

First, is important to stand out that fear to speak in public, like the rest of the fears existing, is created in our brain through our thoughts. The mechanisms start when we order something to ourselves, and by "order" is meant to ask about something that we need to accomplish or something that could not happen.



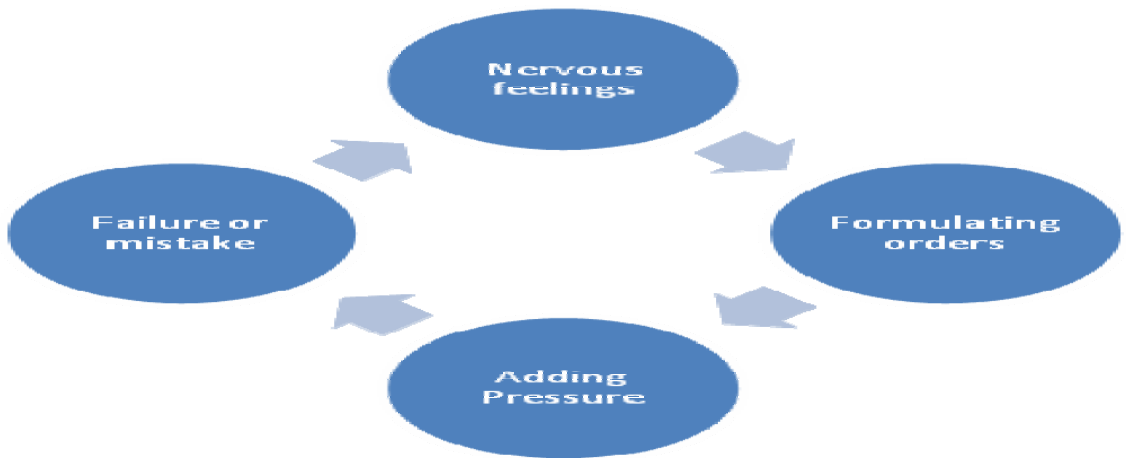
PICTURE 56: Presentation of Lars Göttmann (Juuso Soininen)

What happens then is that through this kind of orders we create pressure and stress that tends to make us feeling nervous, which ends up with a strong feeling of panic to do the actions originating this circle.

When investigating about the topic, many researchers have found the same consequences, many of the persons investigated ask to their selves the same kind of orders, even more, most of these persons agree that they are following always orders with the final objective of guiding their lives somehow.

The question then is, do we need orders to have a successful life? Obviously the answer is NO. We could give a sense to our lives without using orders, we could think in putting in practice our intentions using a “target accomplishment” method, working with our wishes, beliefs and values at the same time.

Just to clarify a bit, formulating some orders and trying to accomplish them causes bad consequences, this will increase the pressure suffering at the moment, which at the same time will increase the nervous feelings which will cause the future failure in the speech, which will affect directly the next time trying to speak in public.



Picture 57: Public speaking

5.4.3. DEVELOP SERENITY: SOLUTIONS.

At this point, the aim of the section is to show some practical hints about how could be possible to overcome this fear when you have to express yourself or give a speech in public.

For this, there is a golden rule: trying to avoid the fear only leads to the reinforcement, instead of this, to confront it leads you to the elimination.

Trying to avoid the situations that cause this fear is not the solution; for instance, trying to avoid making speeches, trying not to think about difficult situations, trying to do only things that are under control, and so on are only hiding the reality.

On the other hand, there is one reason that leads people to act in this way, and this is that acting as mentioned earlier gives to the individual a pleasure in the short term that is a big temptation.

But in the long term, the only thing observed is that fear remains stable, it has been avoided many times but if it is necessary to act in public this fear will appear again.

For this reason, the solution to this problem, like was previously commented is to confront the fear, and this practically means to delete the orders that one is making to his/herself continuously.

To achieve this, there is one method used by the psychological experts in this field, the idea is:

- Try to detect the order. Sometimes these orders are that fast that is impossible to recognize them.

- Secondly, try to confront the order, i.e. try to imagine yourself doing the contrary of what your order is telling you.
- And last, imagine the consequences of doing that, what could happen? Is it that bad?

5.4.4. SOME HINTS TO PERSUADE THE AUDIENCE.

The aim of this section is to provide some key points that will help to achieve self- confidence in order to persuade the audience.

For this, some previous preparation could help to feel more comfortable while speaking in public. Some of the actions could be:

- Have a clear objective for your speech.
- Organization of the structure of the speech.
- Composition of the text.
 - Should be easy to you!
 - Try to remember some key words; this could help following the flow.
- Try to emphasize in what you consider more important and do no waste time in some details.
- Pay attention to your corporal movements.
- Try to find your own style, avoid imitating. Everyone has his/her own style.
- Welcome your feelings. Do not focus on them; it is normal to feel a bit different.

On the other hand, it is quite important to be flexible while speaking. Experts agree that it is beneficial to prepare the speech but at the same time not being so strict could help the speaker to be more natural, which is one of the targets to accomplish. In addition, this will help to avoid getting block if something goes wrong.

5.4.5. REFERENCES

Barbara Berckham, Carola Krause, Ulrike Röder.kösel-Verlag GmbH & Co, München, 1999.

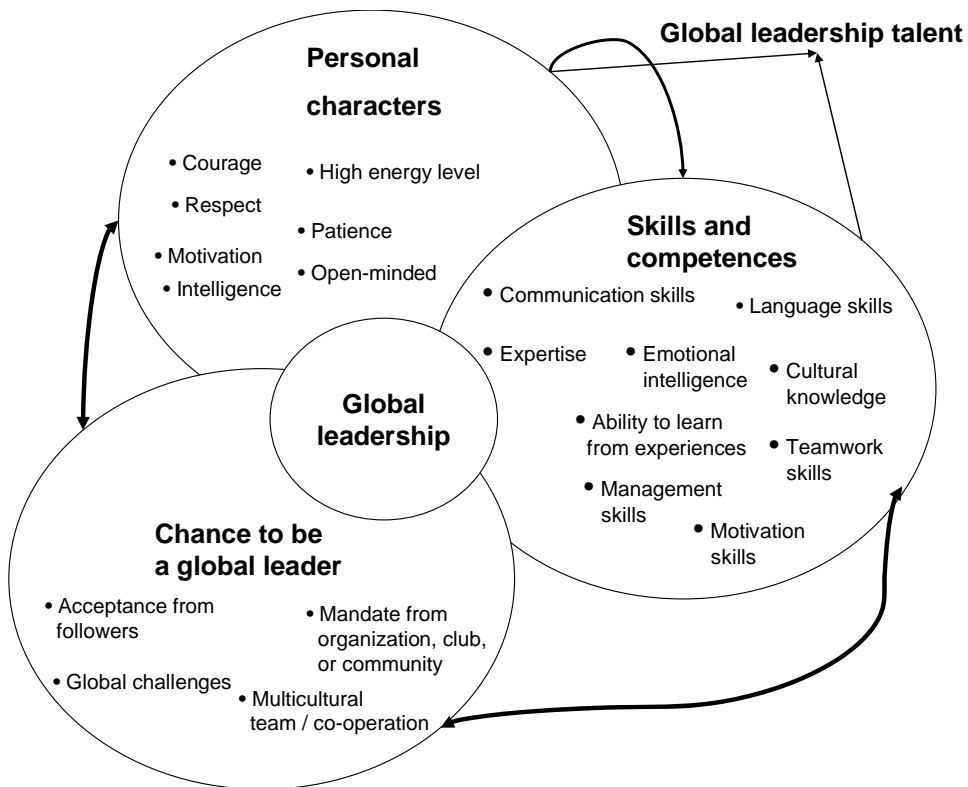
5.5. GLOBAL LEADERSHIP AND MANAGERIAL COMMUNICATION

Antti Ritala

5.5.1 MY VIEW OF GLOBAL LEADERSHIP

I was writing about my view of global leadership in the fall essay of DGLT. The way I think about global leadership talent has not changed much since then. I still think that a global leader is a person who is leading people successfully through global challenges towards shared vision with the help of global leadership talent. Thus, according to my view, leadership has two components: a chance to lead, and leadership talent. In literature leadership is said to be a complex phenomenon involving the leader, the followers and the situation (Hughes et al, 2006). I do not believe that my definition contradicts this, since followers and situation are included in a chance to lead.

Furthermore, I still believe that global leadership talent is a result of complex set of learned skills and personal characters. I mentioned earlier that it is impossible to list all of these but I provided a figure to give some insight into what it requires to be a global leader (Picture 58).



Picture 58: Defining global leadership (Antti Ritala)

The core message of the picture was that personal characters, skills and competences, and leadership opportunities are highly interconnected, and because it is possible to develop each sector independently, it is possible to learn about global leadership.

The objective of this essay is to only consider the impact of communication skills on global leadership and to discover efficient ways to develop leadership skills through improved communication skills.

5.5.2. THE ROLE OF COMMUNICATION SKILLS IN GLOBAL LEADERSHIP

Communication is generally considered to be key component of leadership skills. It is easy to agree considering that 50 to 90 percent of managers' working time is spent in communication tasks (Munter, 1992). Buharist, Seppänen, and Virtaharju go even further in their article (Buharist et al, 2005); they state that communication is the core of leadership. According to them, a good leader can perform effectively to a big group, master personal conversations, bring out his ideas clearly, and take others' opinions and feelings to account.

According to Harkins (Harkins, 1999) the primary job of a leader is being in touch with those around him, which is done through communication. Simply being in touch with people around the leader is seldom enough. Leaders always have to motivate key employees to achieve decided business targets (Kotter, 1991), and ability to motivate is directly related to communication skills. Thus, in order to achieve their leadership goals, managers have to communicate effectively and efficiently.

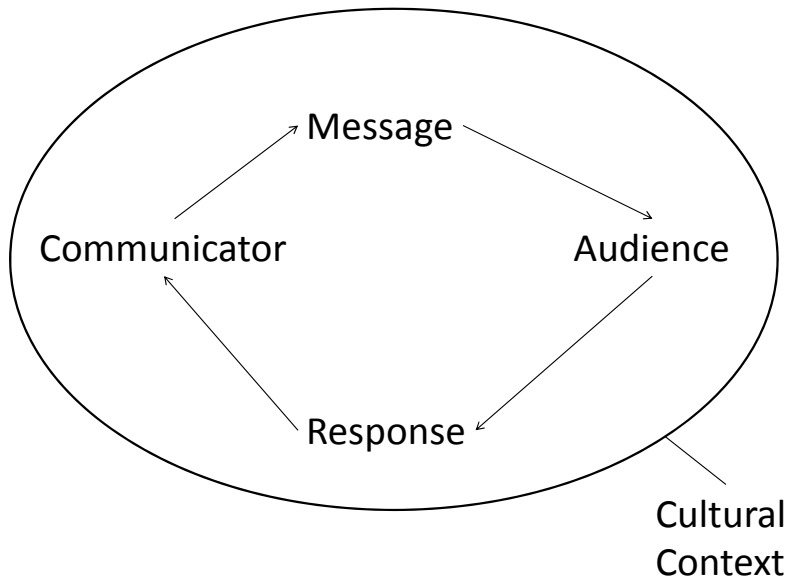
Multicultural environment increases the importance of efficient managerial communication even further. Language barriers, different values, and social norms make considerate communication essential and challenging. In today's globalized business world communication skills are more important than ever.

5.5.3. DEVELOPING MANAGERIAL COMMUNICATION SKILLS – THEORY: STRATEGIC COMMUNICATION

5.5.3.1. Introduction

Managerial communication is successful only if you can get desired response from your audience. In order to this, you need to take strategic view to communication. (Munter, 1992) (Bienvenu, 2008)

Strategic view to communication requires that communication is considered as an interdependent system of five elements: communicator, message, audience, response, and cultural context (Picture 59). Separate strategy is needed for communicator, message, audience, and culture. (Munter, 1992)



Picture 59: Communication strategy (Munter, 1992)

5.5.3.2. Communicator Strategy

Communicator strategy is built on three elements: objectives, communication style, and credibility. (Munter, 1992)

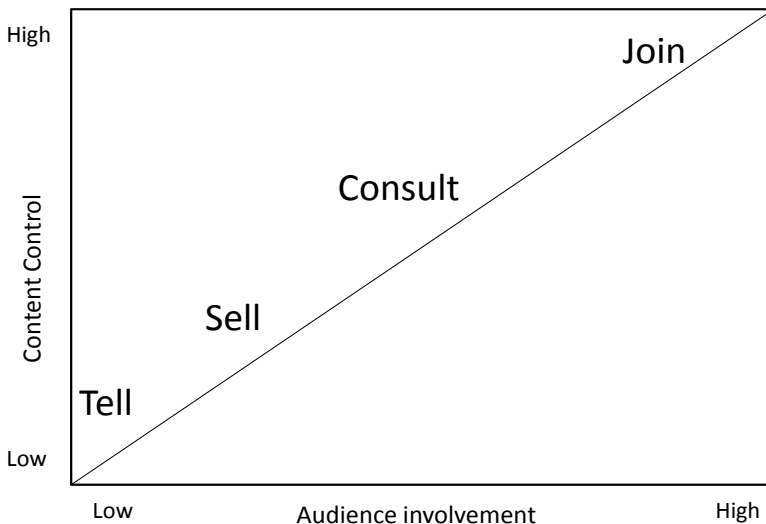
Clearly defined objectives help you to communicate more clearly and disregard unimportant communication situations. You should define objectives in three levels: general, action, and communication. General objectives are statements about what you are doing, hope to do, or which problem you are trying to solve. Action objectives are specific, measurable, time-bound steps that will help you to achieve your general objectives. Communication objectives consider the desired actions from audience. (Munter 1992) You should usually define different communication objectives to different audience groups (Bienvenu, 2008). (Table 13)

General	Action	Communication
Communicate departmental results	Report X times per X time period	As a result of this presentation, my boss will learn what my department accomplished this month
Increase customer base	Contact with X number of clients per X time period	As a result of this letter, the client will sign the contract

Table 13: Examples of objectives (Munter, 1992)

Keep also in mind that you usually have hidden agendas (personal goals – which you do not want to talk about – that you want to achieve) behind your communication. If you acknowledge this, you have a better chance to work toward these goals in your communication. (Bienvenu, 2008)

Different objectives require different communication styles. Communication styles can be classified according to audience involvement and content control (Picture 60).



Picture 60: Communication styles (Munter, 1992)

Use tell style when you just want your audience to learn your point without involvement. When you want your audience to do something different, you need to persuade them to do so. Selling style is appropriate in these kinds of situations. When you want to learn from your audience but still somewhat control the situation, consultive style is the best choice. When you really need to collaborate with your audience in order to achieve something together, you need to use partnership style. (Munter, 1992)

The way your audience perceives you has a tremendous impact on your communication (Bienvenu, 2008). Because of this, your credibility matters. Five factors of you affect your credibility: rank, goodwill, expertise, image, and shared values. Rank refers to your hierarchical power. Goodwill describes your personal track record. Expertise is all about your knowledge and competences. (Munter, 1992) Remember that you can often improve your credibility along these dimensions by relating yourself to someone else who has solid credibility. If your credibility is not enough and you are unable to acquire credibility from someone else, you have to recognize that you cannot deliver your message and that you need credible source to mediate your message. (Bienvenu, 2008)

5.5.3.3. Audience Strategy

Tailoring your communication to your audience's need is the single most important factor in professional communication. In order to do this, you have to know who your audience is, what do they know, their attitudes toward you and your ideas, and how to appeal to them. (Munter, 1992) (Bienvenu, 2008)

It is not enough to know your primary audience (those who receive your message directly) you have to know your secondary audience (those who receive your message indirectly), gatekeepers (through whom you need to route your message), and decision makers, since they influence on your objectives. Try to analyze audience members individually for example according to their education, age, gender, ethnicity, cultural background, and education (Bienvenu, 2008) but do not forget to analyze your audience as a group. (Munter, 1992)

In order to avoid boring your audience with the facts that they know or get them frustrated with complicated things, you have to pay attention to your audience's knowledge level and needs. Include background information only if your audience really needs it. Focus on things that are relevant to your audience - avoid information overflow. (Munter, 1992)

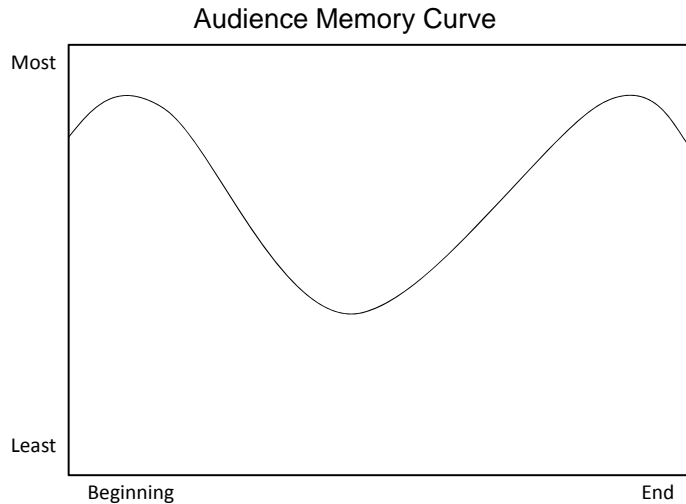
Paying attention to audiences' knowledge is not enough. You have to pay attention to their attitudes (Bienvenu, 2008). If they are interested in your message, you can go directly to the point without wasting time in attention grabbers – things that relate to your topic and audience, and which upraise the interest of your audience (Bienvenu, 2008). On the other hand, if they are not interested in your message, you should use attention grabbers and adopt either consultive or collaborative communication style. If you think that your audience has positive attitude toward your ideas, you should emphasize the benefits in order reinforce these attitudes. If you think that they have negative attitude toward your ideas, you should go through possible counter-arguments in your presentation. (Munter, 1992)

Audience appeals are based on their benefits from your presentation. You have to make sure that they know why they should pay attention to your communication. Especially in business life you can often appeal to tangible or career benefits. Appealing to shared values is especially efficient method. If possible, start your communication by stating opinions that are held in common with your audience – this can be even something unrelated to your to your subject. (Munter 1992)

5.5.3.4. Message Strategy

In order to structure an effective message, you need to differentiate your thought process from your message structure (Munter, 1992). If you are presenting the whole idea process, you are not only making your audience bored but you will make it more difficult for them to follow your communication.

Because audience is most receptive in the beginning and in the end of your communication, you should emphasize your most important ideas in these parts (Picture 61).

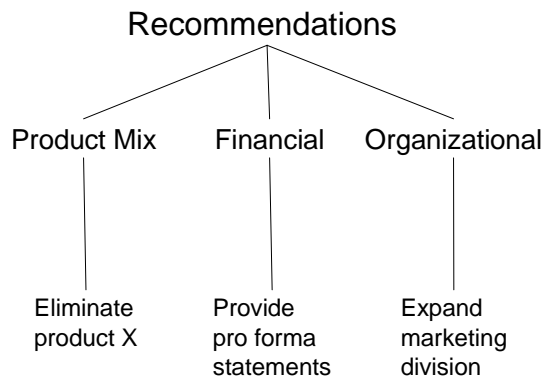


Picture 61: Audience Memory Curve (Munter, 1992)

Stating your main ideas in the beginning – direct approach – helps your audience to follow your presentation as they know your main conclusions from the beginning (Munter, 1992). If you decide to use direct approach, you should summarize the essence of your main points in the end and finally request for action. Remember that you should never leave questions & answers part to the end; rather you should finish with request for action. You can have the questions & answers part before your summary or before your request for action. (Bienvenu, 2008)

Since direct approach is easier and faster way for you audience, you should use it in most of the situation. State your main ideas in the end only – indirect approach – if your message is sensitive and you need to convince your audience. (Munter, 1992)

It is easier for you audience to understand your ideas and their interdependencies if you structure them visually to idea charts instead of simply listing them (Picture 62).



Picture 62: An example of idea chart (Munter, 1992)

5.5.3.5. Culture Strategy

Since global leader is often communicating in multicultural settings, adopting communicator, message, and audience strategies according to cultural context is crucial success factor for communication.

For example you cannot use same communication objectives in tradition-oriented cultures than in future-oriented cultures. In group-oriented cultures you should use consultive and cooperative communication styles; in individualistic cultures tell and sell styles are probably more appropriate. In relationship-oriented cultures, relationships form a big part of your credibility, but in task-oriented cultures your expertise is more important source of credibility. In Western cultures you can often appeal on material wealth or career advancement opportunities, but in Eastern cultures appealing on shared values is more important. Furthermore, in some cultures slow negotiations are valued, and thus indirect communication is likely to be more efficient. (Munter, 1992)

5.5.4. PRACTICE: MY OWN EXPERIENCES

I knew very little about communication before Dr. Bienvenu's workshop at International Business Linkage Program. My approach to communication was miles away from strategic; rather, my communication was non-systematic, sloppy, and self-centred. I was lucky to realize my communication deficiencies two years ago. Being aware of my deficiencies I was finally motivated to develop my communication skills, but in my case, this did not bring any noteworthy progress in the beginning.

At first, I tried to develop my communication skills without any knowledge about the theory of communication. I reasoned that if I can just learn how to be a confident communicator it would be enough to make my communication efficient. I learnt how to be more confident communicator, but after Dr. Bienvenu's workshop I realized that it did not make my communication effective and efficient. Being confident on the spotlight is a good start but it is not even close enough to make your communication effective and efficient. Communication is not that much about you; it is much more about your audience. This was the key insight that I learnt during the workshop – even though it sounds very self-evident, I never really paid any attention to it.

During the second day of the workshop we had to give a short selling presentation about why other people should select us to their project group. The formation of project groups was based on these presentations. The presentation that I gave was the best that I have ever given. It was the first time when I really considered my communication objectives, message structure, and audience. Tailoring communication according to audience really worked well, and surprisingly, it also gave me lots of confidence as well.

Nowadays, I always try to tailor my communication to my audience. Once I have time to prepare my communications thoroughly, I can give good presentations without any confidence problems. I am still having problems when I have to present something suddenly without preparation. In these kinds of communication situations I am still not convincing enough – although I think that this is problem for the majority of people. I believe that the only way to learn how to maintain systematic approach in these kinds of situations is through experience. I think that by following the strategic approach to communication always when it is possible, you can learn how to do needed preparations faster. This can have tremendous impact on performance in sudden communication situations.

5.5.5. REFERENCES

- Bienvenu, S. 2008. Communication Workshop: Handout. Helsinki University of Technology.
- Buhanist, P., Seppänen, L. and Virtaharju, J. 2005. Johtajuus. Teknillinen korkeakoulu.
- Harkins, P. 1999. Powerful Conversations: How High-Impact Leaders Communicate. McGraw-Hill.
- Hughes, R, Ginnett, R. and Curphy, G. 2006. Leadership is Everyone's Business. McGraw-Hill.

Kotter, J. 1990. Johtajuus menestystekijänä. Weilin & Göös

Munter, M. 1992. Guide to Managerial Communication. Third Edition. Prentice Hall.

6. PERSONAL DEVELOPMENT AND LEARNING

The aim of this section is to collect all those learnings related not only with academic but also with social and emotional aspects that we all have had during this year. As we all discussed during the year, especially those of us living the experience of being abroad as an exchange student, this time has been really rich and has brought to us many insights to keep in mind for the rest of our lives.

All these experiences have contributed to the personal development of all of us, helping to know about ourselves a bit more and helping to discover our behaviors and performances under different atmospheres. Moreover, it has to be emphasized that those situations with high level of uncertainty are especially useful for this purpose of getting to know oneself.

About the events that have contribute to these, could not be one in special, since in every activity the potential learnings have been quite important. However, there have been plenty of excursions, where the interactions among us have been more intense, and where many of the topics commented bellow was placed.

Just as an advice for all of us, keep in mind that there is always a potential learning in everything you do, so try to seize as much as possible your life and learn from everything you are experiencing!

Last but not least, remember that there are always positive aspects in everything!! So, **FOCUS IN POSITIVE THINGS AND WORK TO OVERCOME THE NEGATIVE ONES!!**

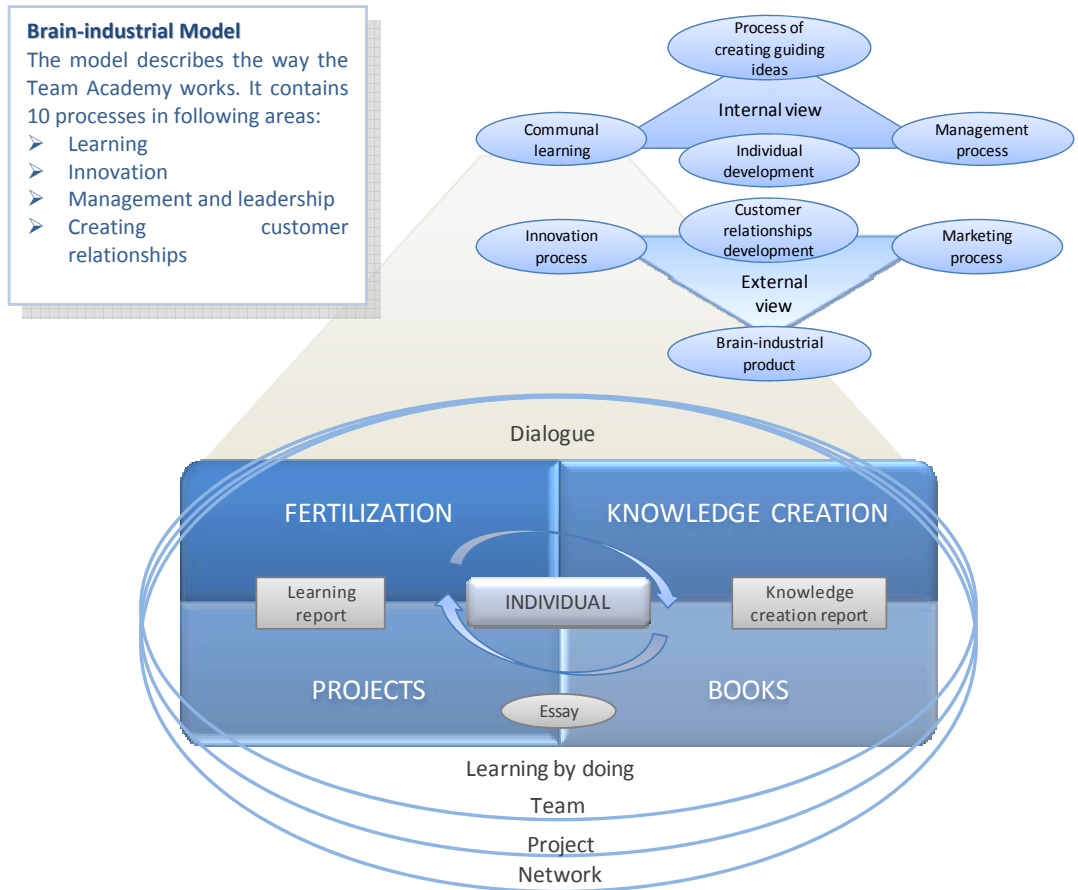


Picture 63: Writings on the Wall (Juuso Soininen)

6.1. TEAM ACADEMY PRINCIPLES IN COMMUNAL LEARNING

Jani Starczewski (Ultrasonic)

This essay is based on Team building cottage weekend with Team Academy, September 27-28th, 2007 and book by Leinonen, Partanen and Palviainen: The Team Academy – A true story of a Community That Learns by Doing, 2004, PS-Kustannus



Picture 64: summary (Cottage weekend, Leinonen et. al. and Starczewski)

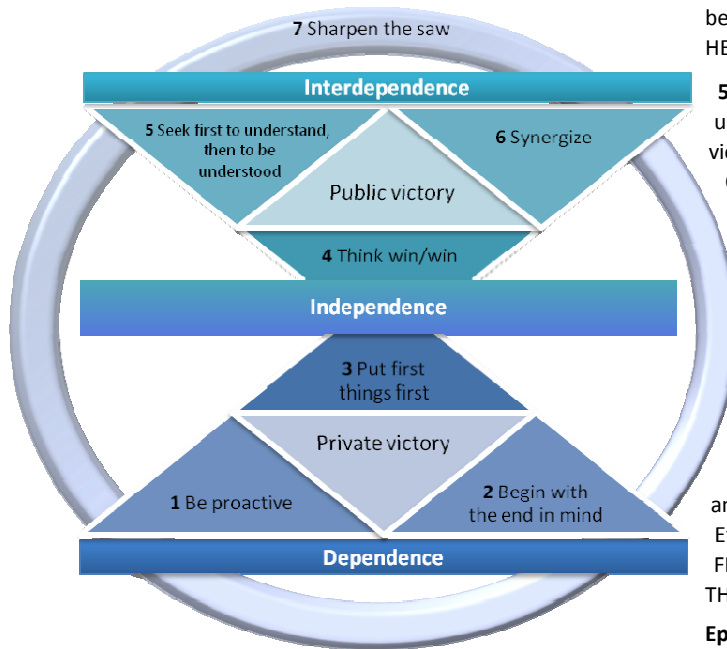
TEAM ACADEMY TERMINOLOGY	RELATED COTTAGE WEEKEND HAPPENINGS
<p>Fertilization session Training session in which the team members share information through dialogue</p>	<p>Preliminary dialogue Discussing in the teams and finding a definition for “group” and “team”. A team has a common purpose and interconnected members: there must be at least two, maximum is limited by efficiency. A group is just a collection of people with some common denominator.</p>
<p>Knowledge creation session Session where an individual or a group shares knowledge with each other and creates new knowledge</p>	<p>Birth giving sessions – preparing and presenting Setting team goals and defining how to measure them; presenting them through an interactive show for the other teams.</p>
<p>Cross-fertilization Exchange of knowledge, information and experiences between teams and departments; implemented through projects, shared fertilization sessions or unofficial communication</p>	<p>Crash into other teams Visiting the other teams and sharing experiences: problems, challenges and strategies to accomplish our tasks (e.g. how to heat the sauna).</p>
<p>Dialogue Basic tool in team learning: listening and creating shared thinking</p>	<p>Dialogue after the birth Discussing about the goal we stated in the teams and the need of measuring them. The shared thinking is Work in Progress.</p>
<p>Team Group of students who study together: they define their learning and performance goals, acquire shared learning experiences, are responsible for their own and each others’ learning, and help each other to find individual core competencies</p>	<p>How did we perform as a team? We did unusual and very intensive teambuilding tasks in the woods and saw how we reacted in new circumstances. Following morning, we discussed and gave feedback about our behavior in the teams and team roles according to Belbin’s model.</p>

Table 14: Connection between team academy terminology and the cottage weekend '07 (Cottage weekend, Leinonen et. al. and Starczewski)

6.2. THE SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE

Jani Starczewski

The topics related to personal development and leadership have frequently been in the focus of the DGLT course during the fall semester. One day, I came across a book called “The Seven Habits of Highly Effective People” by Stephen R. Covey. I found that it offered an alternative perspective on the themes of the DGLT—i.e. another cook book-style formula alongside with the 6 C’s, PIMS(?) or whatever, someone might think. Anyhow, the book became an international bestseller soon after it was published in 1989. The author presents in a down-to-earth manner a **framework for understanding more about the process of personal development and effectiveness**. It is based on an “inside-out” approach meaning that the change starts within oneself, not in the circumstances or environment. The author discusses the following seven habits in the book:



Picture 65: A framework for the process of personal development and effectiveness (Covey)

From dependence to Independence – Private victory

1 Take the responsibility for yourself and your personal development. Think beyond the immediate results and focus on the things that you can affect, things within your circle of influence. **TAKE INITIATIVE!**

2 Live your life with clear understanding of your desired direction and destination. Formulate a personal vision statement. **LEAD YOURSELF!**

3 Manage and organize your time and tasks around your goals. Distinguish short and long term objectives. **PRIORITIZE AND DELEGATE!**

From independence to interdependence – Public victory

4 Collaborate with people and seek mutually beneficial solutions. Learn interpersonal leadership. **HELP PEOPLE!**

5 Before taking a stance and communicating it, understand empathetically other person’s point of view. “Diagnose before you prescribe.” **LISTEN TO OTHERS!**

6 Leverage on team work. Develop the best alternative through dialogue from the original proposals. **COLLABORATE CREATIVELY!**

Continuous improvements

7 Feed and develop yourself comprehensively in four dimensions—spiritual, mental, physical, social/emotional. **RENEW YOURSELF!**

[8] The eighth habit complements the seven habits and it is described in the sequel called “From Effectiveness to Greatness” from the same author: **FIND YOUR VOICE AND INSPIRE OTHERS TO FIND THEIRS!**

Epilogue: This was a rather short description of the extensive message of the book, so if you feel inspired by those ideas, I would recommend doing some googling. Alternatively, you could even grab the book and read it. That is something I haven’t yet done by myself either—due to applying the habit number three in practice.

6.2. JUST DO IT!

Vincente Fort Ribes

Of course everybody has had the same feeling sometimes, the need of having things done, but at the same time is feeling so lazy that don't want to do anything, this is called "to pass over, to delay, to postpone", whatever you want!!

I have (Vince, your dear and lovely Spanish friend!) this feeling so often, so I decided to write this learning flash just for me, but then I realized that maybe it was going to be also useful for you, so here you have!!!

Of course there are no magic recipes, so I just will point out some of the things that help me, some behaviors I put in practice when I realize that I am delaying some work. Waiting the best results also for you!!

Like previous comments... It is important to understand that this might happen when we have a lot of things in our heads, when we are so busy that we need too much time for having things done, but also could happen with a lot of free time and only this "little thing " needed to be accomplished. In this last case it is very important to start working, otherwise you won't enjoy your free time due to you are going to be thinking all the time in your task, and most probably you won't finish it, since you can find yourself involved in a spiral of delaying continuously.

For me it is quite often to have the feeling that I am so tired and that I need to go to sleep, but that is false!!! Do you know that we spend more than one third of our lives sleeping? So do not lie yourself telling that it is good for your body to go to sleep, that is healthy(at least for me this is the reason) because of course it is, but no more than 7-8 hours a day!!!

One more thing is that is forbidden to start thinking about the task you have to do before you start working on it, otherwise you will start thinking (without any criteria) how difficult it is, and then it becomes more easy to delay the start of the work!!

And last but not least, it is very crucial to think in the things that you are doing at that time, do not start thinking in the rest of task you have left, be concentrated in what you are doing, is the only way you can do the things in the correct way and do not start feeling so busy that you even can find yourself blocked.

6.3. NEURO-LINGUISTIC PROGRAMMING IN MANAGING YOURSELF AND OTHERS

Antti Ritala

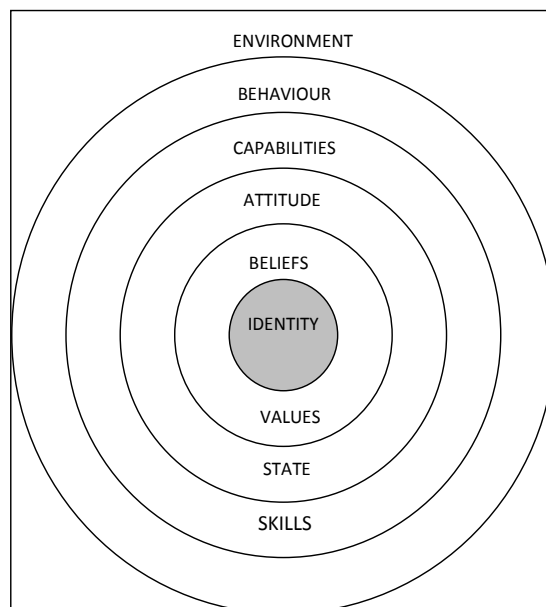
6.3.1. THEORY

Neuro-linguistic programming (NLP) was developed by psychologist Richard Bandler and linguistic John Grinder during the 70's. The principle idea of NLP is captured in the name of the theory. 'Neuro' relates to the way how we process and think about things. 'Linguistics' considers the words and clues within those words. 'Programming' is considering the patterns within ourselves that we have created which continue to affect our behavior. In essence NLP can be interpreted as a "set of guiding principles, attitudes and techniques that enable you to change behavior patterns as you wish." (Yemm, G. 2006). In practice, NLP was developed for testing whether it is possible to replicate the success of some especially successful people by following their behavior carefully.

NLP is not generally accepted theory, and lots of evidence has been presented against it (Sharpley, CF, 1987). Despite this, it has been widely used in many fields, also in business.

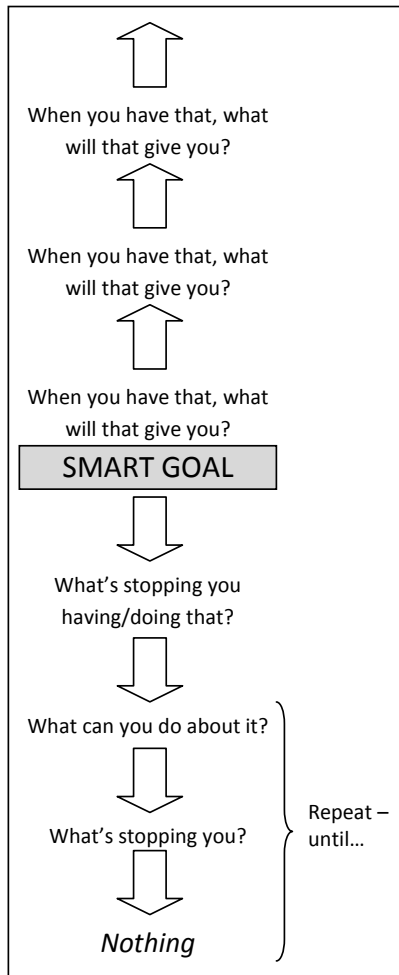
6.3.2. APPLICATION AND OPINIONS

NLP can be useful tool in managing yourself and others if it is properly used. Especially knowing the concept of 'Neurological Levels of Alignment' can be useful. (Yemm, G. 2006). According to the concept, lasting changes in behavior can be achieved only if a person can change his beliefs or even his identity. The further center of the Picture 66 the source of change is, the more lasting it is. On the other hand, changes are might harder to achieve at the core levels of Picture 66. In any case, the message is clear: if you really want to change your own or someone else's behavior, you cannot just focus on skills; you have to be able to affect values and even change identities little. I believe that changing someone else's identity is impossible but it might be possible to change your own identity partially, although it is extremely hard. If identities can be partly changed, it might have great influence – positive or negative, depending on how NLP is used – on behavior.



Picture 66: Neurological Levels of Alignment (Yemm, 2006)

NLP can be very useful also in goal setting and in the creation of motivation. Rather than just stating goals and analyzing whether those calls were met or not, one should dig deeper in order to find out what were the reasons why the goal was met or why it wasn't. If it wasn't what the reasons were for this, and how are they preventing reach the goal now (Picture 67). One should work one's way down until it is clear that actually the goal could have been achieved. This can motivate the person to start working harder on reaching the goal.



Picture 67: Goal setting and motivation (Yemm, 2006)

I think that NLP is fascinating theory and I would definitely like to learn how to use in my life. It is too bad that the academic world has so lukewarm attitude against NLP.

6.3.3. REFERENCES

Yemm, G. 2006. Can NLP help or harm your business. *Management Services*

Sharpley, CF. 1987. Research Findings on Neurolinguistic programming, Nonsupportive Data or Unstable Theory. *Journal of Counseling Psychology* 34 (1): 103-107, January.

6.4. WORK HARD, PLAY HARD – KEEP THE BALANCE!

Jan Knutzen

The following text is only my personal opinion. You maybe do not agree with the statements I am going to make but you can read it anyway and think about it.

“If A equal success, then the formula is A equals X plus Y and Z, with X being work, Y play, and Z keeping your mouth shut.”

- Albert Einstein -

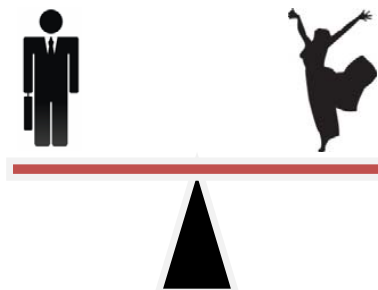
It is not only a stupid saying of several student organizations and clubs. It is a lifestyle; it is a mentality; it is an obsession. Keep the balance and you will receive happiness.

Nowadays the world is ruled by money. Many people have an unbalanced way of life. Mostly the fun part of life is way too little celebrated. You should not solely focus on the business and money issue. You cannot buy everything with money. It might help in some cases but not only money makes you happy. In order to be happy it is important to keep the balance between working hard and playing hard. Keeping the balance means in my eyes firstly to be happy whatever you do. Secondly it means neither to focus only on the working hard life nor only on the playing hard life. Having a good mixture of both is crucial to live life in happiness.

But what is exactly meant by working hard and what by playing hard? In this context working hard is meaning to do things in a very professional and serious way. This could be, for instance, working for the purpose to earn money or the unsalaried and honorary work for an organisation.

On the other hand playing hard is meaning to enjoy the leisure time. Do whatever makes you happy in your free time and enjoy it. Do it as intense and long as you want. The only restriction for both parts is not to do them too intense so that you cannot fulfil the other parts requirements. Find the right balance between them and enjoy both of them.

Being an exchange student in Finland gave me a great opportunity to live this lifestyle. On the one hand I had so much fun with my friends from all over the world. On the other hand Finns are really motivated when it comes to working for assignments and exams. I really appreciate that part as well while working together with them in a team. Both parts of life were a very good experience.



Picture 68: Joy [dancer] (Patricia Dekker)

6.5. LEARNING STYLES

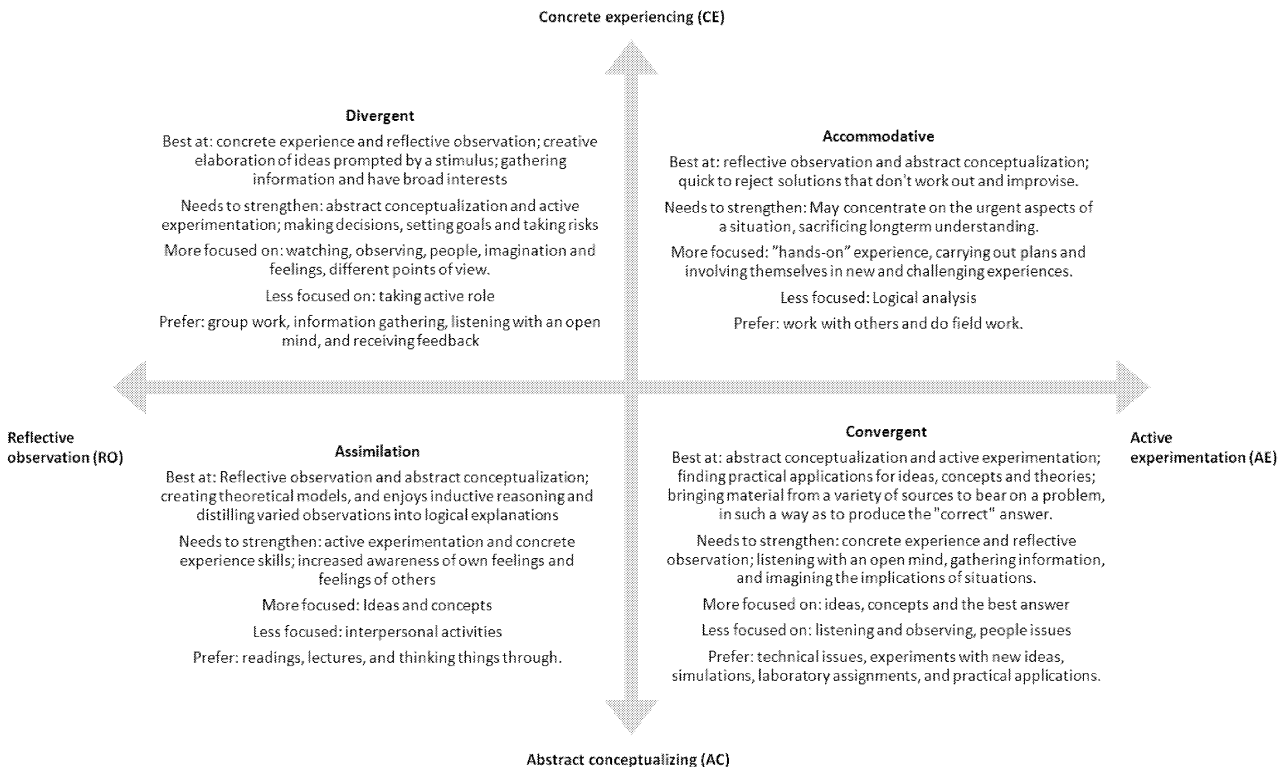
Elina Happonen and Jussi Valtonen

This learning flash is about the different learning styles that were introduced to us during the Mr. Manning lecture. How can learning style information help us? By understanding our own learning styles, we can begin to understand our own strengths and limitations as learners.

The concept of learning style can be best understood by taking a closer look at the process of learning itself. According to Kolb (1984), this process consists of four basic steps: Concrete Experiencing (CE), Abstract Conceptualizing (AC), Reflective Observation (RO) and Active Experimentation (AE). Learning can be difficult because each step in the learning process requires the use of different skills.

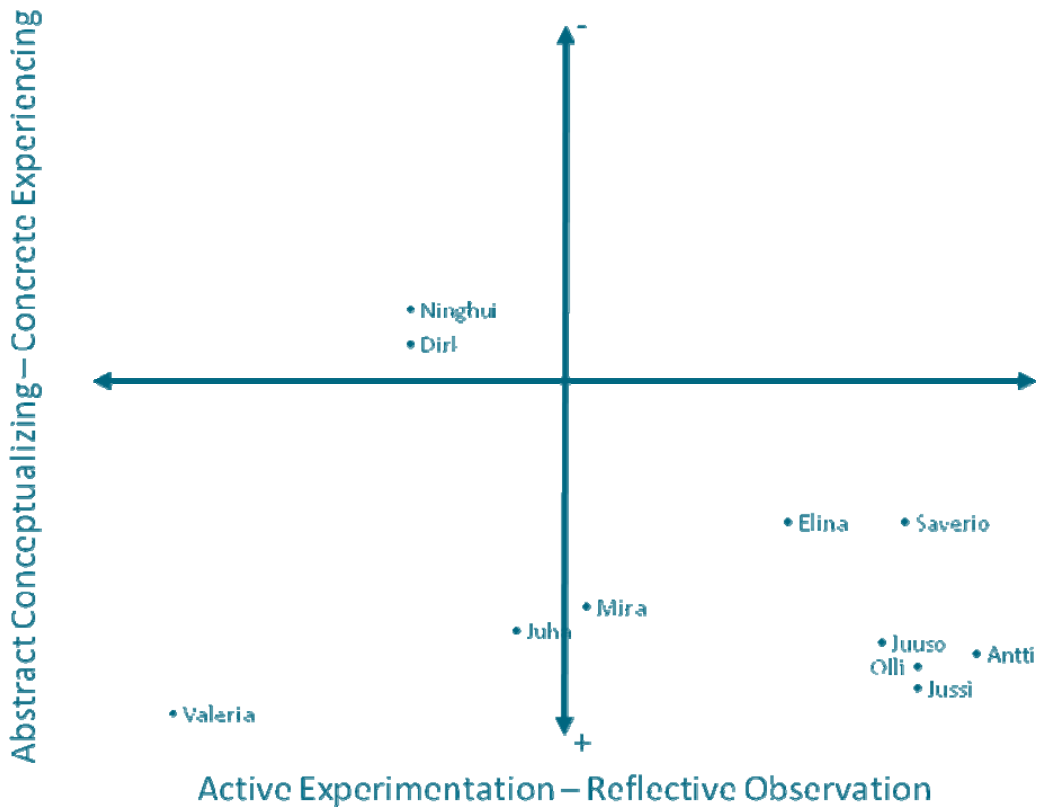
These learning modes combine to form two learning dimensions: Concrete/Abstract and Active/Reflective. The theory states that while almost every individual utilizes all learning modes to some extent, each person has a preferred learning style, determined by obtaining scores on these two dimensions and mapping them on a grid. The result is four learning styles: Divergent (CE/RO), Assimilative (AC/RO), Convergent (AC/AE), and Accommodative (AE/CE).

6.5.1. DIFFERENT LEARNING STYLES



PICTURE 69: Different learning styles (Manning's lecture)

6.5.2. IBLP 2007-2008



Picture 70: Learning styles of IBLP students (DGLT class 2007-08)

6.6. VALUABLE TIME

Antti Nuoranne

I CLAIM THAT TIME IS OUR ONLY BOTTLENECK RESOURCE. WE MIGHT BE YOUNG AND INDIGENT, AND THE FEAR OF TIME WEARING THIN MIGHT SEEM RIDICULOUS IF BOTH FRIDGE AND WALLET ARE EMPTY, BUT IN THE END TIME IS THE FACTOR THAT WILL RUN OUT FOR GOOD. ACCORDING TO MY UNDERSTANDING NEARLY EVERYTHING ELSE WOULD BE ATTAINABLE IF WE JUST HAD MORE TIME. THUS I HAVE DEDICATED THIS ESSAY FOR SHOWING WHAT MY CLAIM IS ALL ABOUT AND FOR PROVING THAT WE SHOULD APPRECIATE OUR TIME A LOT MORE THAN WE DO IN OUR CONSTANTLY ACCELERATING WESTERN WAY OF LIVING.



Picture 71: Pocket Watch (Benjamin Earwicker)

Tick tock. Your time is running. Do something with it. You just lost a second, and another, and another. If you live to be a hundred years old you have about 3,2 billion of such small pieces of time in total. It seems like an infinite number, but the problem is that once you lose a second it is gone for good. But there's no reason for despair. As Michael Altschuler put it, "The bad news is time flies. The good news is you're the pilot. " So use your finite number of seconds wisely.

In our exchange-based-culture money can give you almost anything. We can change money to foodstuff, transportation and a roof over your head. Money may even attract the opposite sex. But no-one can buy more time, even if one was a

sheikh from Dubai. But interestingly the exchange is possible to the reverse direction. Time can give you money. That's what employment is based on, selling your time to your employer. Some people might claim selling their knowhow, but proficiency without contribution is just an abstraction. Nobody wants your knowhow; they want what you can do with it. So if you get money with your time and money gives you almost anything, you should get almost anything with your time.

At this point an intellectual might state that money or its derivatives are not what we ultimately want. We want happiness and joy, and those things money cannot buy. I admit that the intellectual would have a point there. However, he should not be all that naive. "Money makes no-one happy, but I rather cry in a Jaguar than in a bus", as Françoise Sagal once said.

The follow-up question is why can we change time to other things like money? Why are others willing to pay for my time? The answer is scarcity. As aforesaid, we all have only 3,2 billion seconds. And even though we seem to have plenty of such little pieces of time, the amount is still limited. So if we give away some of them, we normally want something in return. And on the other way around, by buying time from others, we can get the others to do things for which we don't want to spend our own seconds.

Scarcity of time is a similar pest to all of us. Expectedly we all have about the same life span. That is, everyone's time is equally scarce from the beginning. Why do some people have bigger wages than others then? Can your time be valued more than mine? Weren't we all supposed to be worth the same? Those are essential questions, and no exhaustive answers can be given. We have different starting points and living environments, which may cause some differences. But on my opinion, one can also affect on the value of one's time, at least in monetary terms (And remember, money is not what we want at the end of the day. It is just a medium of exchange, what you can exchange to the things or experiences you desire). The way to affect the value is investing, investing in oneself. Let me explain a bit about the concept behind that thought.

In Finland we start school at the age of seven. Before that age we all have it about the same: playing, eating and sleeping. We live dog's life. In that age no-one is willing to pay for our seconds. But from that point onwards we start investing in ourselves by cold sweating in school. And we have an obligation by Finnish law to keep on investing until the age of 15. During that obligatory investment period law limits our possibilities to exchange our time to anything else. And trading in the time then would not give us much anyhow(at least not in the legal labor market). But after the obligation is over, we have liberty to start selling our time. Another option is to continue investing. If one chooses to start selling one's time directly after school one gets probably enough goods via salary to have a snug life right away. However, by investing more, one might get much bigger rewards later on. But on the other hand that option means staying in school.

There is also one gospel truth that makes the investing even more interesting. It is the possibility to lose one's life in a young age. If that happens, then there has been no change to enjoy the fruits of investing. That is to say, bigger stakes mean bigger risks, as in financial markets.

To sum it all up, it is impossible to tell how we should act. "Carpe diem" is an admirable way to enjoy life day by day. But by taking the risk of doing something as unexciting as reading books for years one may get a lot more in the end. Maybe exactly because of that obscurity we choose to go different paths.

If you now feel that my train of thought is a too economic way of looking at things, I have to admit that there is economic theory behind it. But it is simply the way things go round. I am not saying that it is the way it has to be. Maybe we are just raised to a world of competing and measuring, in which we only swear to money and winners. This question has actually already been discussed in the literature. For example Rosamunda and Benjamin Zandler asked the question in their book *The Art of Possibility*. They wrote that we learn already as a child to compare and measure everything we do, which leads to a bloodthirsty instinct to compete. As a solution they propose an open mind and alternative perspectives to be able to see the insanity of constant competition. However, even if we were unable to see how ridiculous we are trying to make our time worth more than others', it cannot be contested, that each and everyone has a limited life and we don't want to waste it. It is everyone's own responsibility to use the given time wisely.

6.6.1. THE RESULT OF SCANT TIME

The words stated in the previous chapter are nothing revolutionary. I believe the knowledge of limited time has been guiding our lives from the beginning, either consciously or unconsciously. For that reason the importance of time has had time to impact forcefully on our living. People have learned to optimize their time spending. We have started to strip off our lives from waste to make more space for valuable things. We are also willing to invest more in ourselves, because we are aware that it will likely pay off some day. All the optimization and investing is, however, starting to create some problems.

"I can't make it. I'm just too busy at the moment." Does it sound familiar? The reason for such excuses is hurry. Hurry, as we call the lack of time, has become a common problem in our society. And even though it is a true problem, it has gained a glorious position in our lives. It is pop to say that I have a million projects running at the same time and that I am expected to be in five places simultaneously.

Based on researches, the reason for glamorizing hurry is technology. People love high-tech. And computers, mobile devices, Internet and e-mails have raised the pace of living too high and now people have difficulties to follow. Side-effects are already visible. In the past viruses like Black Death needed years to swipe over the globe, but nowadays viruses spread in few seconds through cables. And according to one American research, an office worker has 11 minutes effective working time on an average before she is interrupted by e-mail, phone or equivalent. Technology, which was supposed to raise overall effectiveness, is starting to have negative impacts on efficiency.

In addition to technology, also structure of work has changed. Tasks used to follow one another: First you ate your porridge in the morning. Only after that you started reading the material for you work. On these days you read the articles while you eat your porridge. Things are overlapping, because otherwise there is not enough time for all the things. Time has become like flat surface, where everything is mixed, making it difficult to stay in control. Too many things are happening too fast all the time and human physiology cannot properly cope with it anymore. E.g. cardiovascular problems are killing people with an accelerating pace, because stress raises blood pressure too high and heart cannot deal with it.

In addition to indirect consequences of hurry - like mentioned side effects of technology and health problems - hurry has also direct negative consequences. Hurry has become a reason for pride. Thus it is often used as an excuse to negligence, even of friends and family. That is unfortunate, because skipping things with the excuse of hurry is just a matter of preference. As a famous Finnish consultant, lecturer and coach JariSarasvuo put it in one his books: "I always have time for the most important things, even if I hadn't always time for all the things." That is, you choose the ones that are of highest priority to you and just skip the others with the excuse of hurry. Handy, isn't it, and unfortunately totally acceptable these days.

6.6.2. PERSPECTIVE OF AN INDIVIDUAL

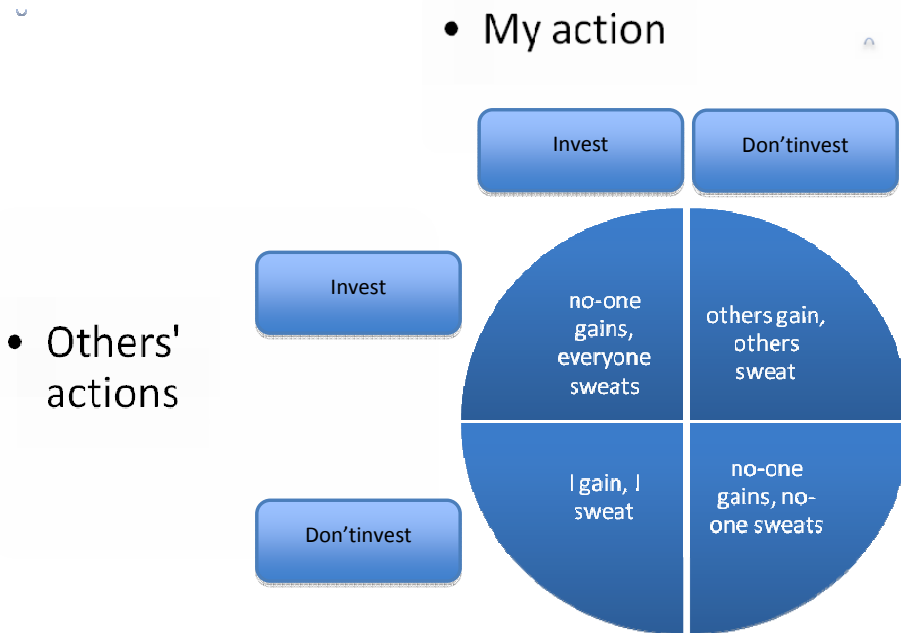
How should one handle the above-described glitch? On one hand, investing in yourself increases your possibilities to get most out of your life. On the other hand, investing is risky and it has negative side effects. Solving the glitch is a difficult topic indeed.

Time's value is relative, just like everything else. Making your life more valuable is only possible if you invest in yourself differently as an average person. If everyone could do what you can, no-one would pay for your time. Thereby investing in you is optimized if you end up being able to take advantage of your time with a way that no-one else can. Then others would be forced to use your virtues, if they wanted to have access to the unique capabilities. In business terms you have monopoly in that respect, which is followed by corresponding benefits. However, being the only one with the same capability would probably not last for long. Someone would certainly notice that your time would be valued high and would invest in herself as you did. With business terms you wouldn't be the only player in the market anymore. You would have a competitor.

All the terminology, like competitors and capabilities etc. makes the story sound awfully familiar. First of all, it sounds like we individuals were comparable to companies. Like we would be trying to find our own place in the market, in which competition is not between products but people. Secondly, it makes it all sound like Zandlers' perception. We learn to and have to compete from an early age. And only death relieves us from that menace. It's no surprise that increasing stress is starting to cause heart problems.

So let's sum things up a bit: You utilize your life maximally if you invest in yourself for several years after your birth. Awaiting benefits drive people to increase the average amount of investing in themselves. Investing, however, is useless if you do not do it long enough and with the right way to make sure you get comparative advantage. The aiming for comparative advantage in turn leads to arms race. The race then brings along the side effects, which are already starting to be relatively severe.

Basically there are the possible benefits gained by investing on the others side and the risk and bother of investing plus the side effects on the other side of the scales. In the past the benefits of long term investing have weighed quite little on the scales. The benefits of investing were low or unknown and the risks and bother of investing were considered high. Thus many chose not to invest in themselves. But as the snowball starts rolling, its momentum grows. The benefits of investing have been growing as the economy has developed. In addition, people are getting more and more aware of the benefits. Hence average investing time has risen year by year. But at the same time the downside of investing has risen, because longer investing time brings death closer to the end of investment period and the side effects have proliferated. Where does this evolution finally end? Let's take a perspective of a game theorist:



Picture 72: What are the odds to win if I raise?

Picture 72 collects the results of investing if the actions of others are known. The picture implies, that if others decide to invest, I should not, unless I find my own way of investing. That is, by investing with the others I would only end up sweating without gains, because I could most likely not reach a comparative advantage. But if I do nothing when others

sweat, I also end up gaining nothing. But at least I am losing nothing either. So generally the best way is not to invest if others are investing (unless I knew how to invest differently than others).

If others decide not to invest, the whole situation is naturally different. In that case investing would make me sweat alone, but would also enable me to collect the benefits alone. On the other hand deciding not to invest would make me lose nothing but benefits would be zero too. Basically to result of this scenario depends on the balance of sweating and gaining. Probably investing would be favorable, because I would be the only one collecting the benefits.

Gathering the results of these scenarios shows that our optimal actions are totally dependent on others' actions. Others' actions in turn are not entirely predictable, but still more or less calculable. As already mentioned, actions on an average have changed during the years. People did not invest that much in the past, but are investing more and more all the time. And if the situation keeps on moving as this far, there will be some consequences in the future. We might eventually reach the point where most of the people are highly educated and also ready to fight for the awaiting benefits (i.e. the first scenario in the

Picture 72). At that point the downside of sweating in school and the level of required investing has risen so high, that people will, or at least should, start thinking if the (non-existing?) benefits really are worth all the suffering.

I am not implying, however, that people should now start skipping school or forget going to the university. We are still quit far from the point when the expected upside of investing is smaller than the downside. But I am indeed implying, that we should notice the change. The time spent in investing rises and the awaiting benefits will start to decline at some point.

6.6.3. CONCLUSIONS

Before you start packing you bags and booking your flights to Hawaii, I would remark a few things.

- First of all, investing is still beneficial. And it will be that for a long time. So don't quit school just yet.
- Secondly, it will always be risky not to invest at all. If you cannot do anything, your time can be considered worthless for sure. So investing in some extent is and will be advantageous.
- Thirdly, there will always be niches for intelligent people. Even if everyone went to university, some people would still be specialists. You just need to pick the right way of investing to collect the gains.
- Fourthly, investing is not just pain and suffering. Believe it or not, school can be quite fun... Ponder your individual pains and gains of investing.
- Fifthly, forget the black-and-white perspective. Investing is certainly not the only way to influence your future.
- Sixthly, whatever you do, value your time high. It is your only bottleneck resource.
- Seventhly, dedicate(some) time to your family and friends. No career is worth being left alone.
- Eighthly, the aim of this paper was to make you think, not to change the way you act. You are already on the right track.
- And finally, thank you for your time! I will miss spending time with each and every one of you. Hope to see you soon again.

6.7. MULTIPLE FACETS OF COGNITION

Jani Starczewski

The theme of leadership has been viewed from several different perspectives throughout the DGLT sessions. Whichever the viewpoint, cognition has basically always been involved in the topics discussed, either directly or indirectly. This essay pursues to enlighten the different aspects of cognition and their implications on managerial behavior and preconditions for leadership. I also discuss how themes of some DGLT lectures are linked to the topic of this essay.

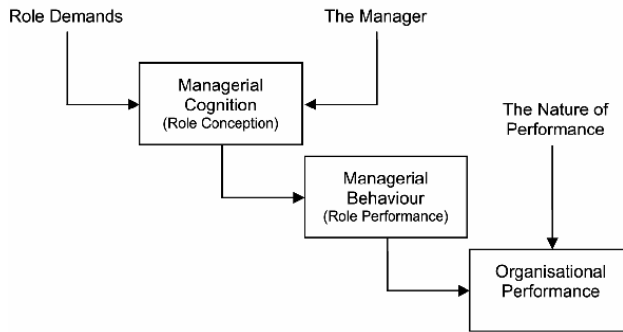
To start with the definition, the term 'cognition' is used differently in various contexts. In psychology, cognition refers to information processing based on psychological functions of an individual. Cognition is also used when the ideas or meanings are developed into 'concepts'. These could be, for instance, different levels of cooperation in societies (levels of an individual, a group, an organization etc.). In addition, cognition is linked to "understanding and trying to make sense of the world". [1] Regarding the topic of managerial cognition, all these definitions for the concept of 'cognition' seem to be complementary to high extent and could be applied when viewing the topic in managerial context.

One definition for managerial cognition is to understand it as managers' acquisition, processing and use of knowledge and experience. Cognition is represented, developed and finally used in terms of different processes, styles and structures. These cognitive structures can be described as cognitive maps, i.e. templates of organized knowledge. Consequently, an individual applies these templates more or less consciously to information received giving the abstract information form and meaning. [2]

The cognitive structures are especially important to managerial actions as it has been said that management is for the most part about information; managers absorb, process and disseminate information. Besides, this information is more often than not extremely complex and ambiguous in nature. By applying their knowledge structures, managers strive to make sense of massive information flows, which gives them grounds for decision making and problem solving. All these actions have a tremendous effect on organizations and their performance. Observed managerial behavior is based on the cognitive structures. However, only some of the reasons for actions are rational while others are on the unconscious level and deeply inherent in the actions of individuals. [2]

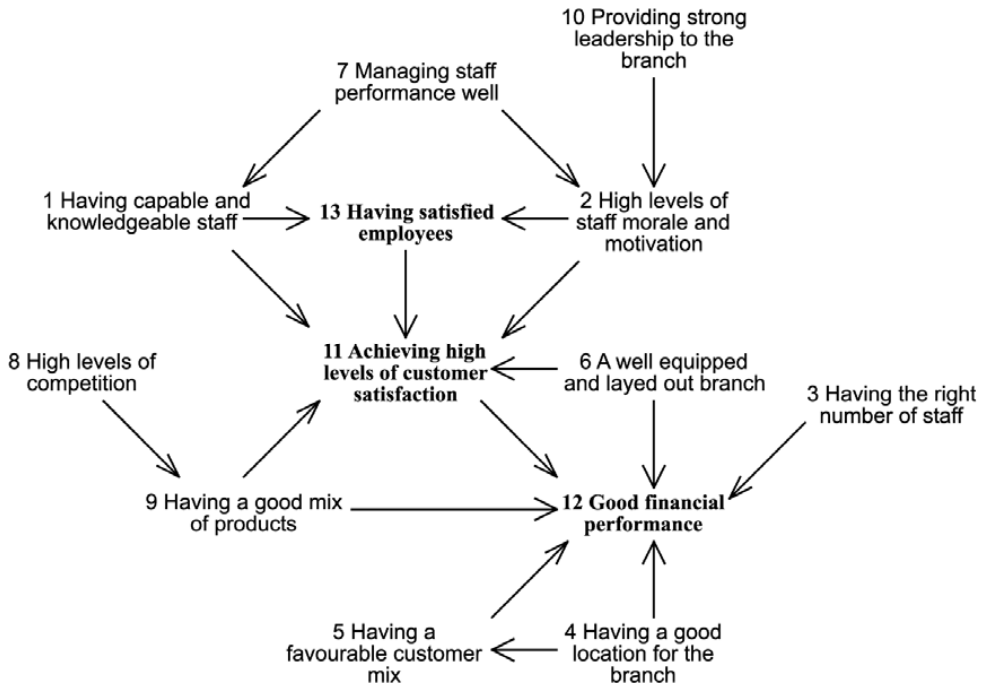
Relationships between different aspects of managerial cognition and their impact on the performance of organizations have also been examined in several studies. Cognition has been identified as one factor which could explain how managers actually increase or decrease the value of firms. For example, some findings indicate that managers who owned small or middle sized enterprises and whose companies performed better in longer term had wider and more complex cognitive maps. Another study found out, on the contrary, that managers performed better when their cognitive maps were simpler and constructed with fewer concepts and links between them. [2] It seems, thus, that different levels of complexity in cognitive structures can be useful depending on the actual context: On one hand, there could be need for understanding the holistic view with smaller details. On the other hand, sometimes it is more necessary to simplify the complex systems of phenomena as much as possible in order to make them more manageable and understandable.

Considering the effect of managerial cognition on performance, it is useful to separate the demands of a role and the actual definitions of a role. The role demands are situational factors affecting managers and their work. The role definition is linked in turn to manager's adaptability to the situation. The role definition has been still divided into two separate factors: role conception and role performance (Picture 73).



Picture 73: Managerial cognition and performance (Goodhew et. al., 2005)

Role conception is understood as an essential way how the managers actually perceive their position and its demands. The role conception reflects the actions and choices of a manager, and it is constrained by the demands of the role and the personal characteristics and attributes of a manager. Managers’ performance in their roles is based on their managerial behavior, which is linked to role expectations. The outcomes of this process affect directly the organizational performance. The whole impact mechanism of managerial cognition on organizational performance is illustrated in Picture 73 as managers’ role conception can be understood as a product of their cognitive structures.



Picture 74: Scheme of a cognitive map (Goodhew et. al., 2005)

Picture 74 presents an illustration of manager’s hypothetical cognitive map constructed around financial performance of a company. First different factors affecting financial performance have been identified and then the scheme has been

constructed based on the cause-and-effect relationships of these factors. This kind of analysis helps managers to structure their conception of important factors in financial performance. It also provides a way to detect the potential root causes for performance changes.

The schematic figure around financial performance of a company is still a rather simple example of a cognitive map. It is based to some extent on formal role definitions and expectations that are natural parts of managerial work. The task of constructing a map becomes a lot harder, for example, with factors number 7 and 10 in *Picture 74: How a manager should behave in order to manage staff performance well?* What measures should be taken or avoided in order to provide strong leadership to the branch? These questions are not so easy to divide to sub factors and to map according to different effect mechanisms. Every manager has a conception of good leadership—at least on subconscious levels—according to which he or she takes any leadership initiatives. Ultimately these cognitive structures define the actions that are taken within a company and, consequently, they affect organization's performance, employees, customers, and other stakeholders as well.

Cognition was a central topic also on the DGLT lecture given by Research Director Annika Vatanen from *Hunting Minds* (November 11th, 2007). She emphasized that mind functions as a filter; stimuli from other people and environment must first penetrate through this filter before we become conscious of the things transmitting those impulses. We receive multitude of impulses constantly through process of interaction with other people and environment. However, our minds as filter mechanisms affect our interpretations of these impulses as our minds operate more or less selectively and may as well distort the original impulses. Based on the interpretations, we react to impulses determining our behavior and patterns of communication.

Because our perceptions of reality are affected by the filter mechanism of our minds, people perceive same things differently and reactions to them might be totally opposite. Ultimately, our minds as cognitive filters and our internal cognitive maps are strongly linked. They affect each other basically determining our internal cognitive processes and interaction with other people and environment. Renée Mauborgne has stated: "The environment is not given. I can change it. It's a product of your mind." Therefore, the more conscious we are about these cognitive maps and the limitations of our perceptions the better we are able to refocus ourselves and develop our behavior.

Another learning session of DGLT that dealt with the theme of cognition was the lecture by Distinguished Visiting Professor John R. Darling (September 12th, 2007). He introduced the somewhat controversial concept of the Law of Attraction that really tested the receptive limits of the cognitive filters of the IBLP group. Darling summarized the Law of Attraction so that "the universe provides to an individual based upon the nature (positive or negative) of his/her thoughts and feelings". According to this "Great Secret" (a.k.a "The Secret") our thoughts are sent to the universe and they attract all like things that are on the same frequency. All these thoughts return to the source creating our future lives. According to the principles of the Law of Attraction, the person transmits her thoughts and dreams radiating the magnetic frequencies to the universe around her. This creates vibration energy fields conveyed by the impulses through which she communicates with the universe on unconscious level. As the Law of Attraction responds to these vibration energy pulses, she just needs to receive from the abundance of the universe according to what she was vibrating and wait until the object of her thoughts appears in her life. However, one should be careful with these energy fields and emit only right kind of vibrations as it must be borne in mind that the Law of Attraction is a law of nature and as impartial as the law of gravity. After all, hardly anyone would like to see objects vibrating with incorrect frequencies to become parts of their lives.

Although someone might regard the principles of the Law of Attraction as just moonshine, a small grain of pure common sense can be found behind the universal abundance and new-age-like vibration energy fields of "The Secret" (a.k.a "Great Secret"). The principles of the Law of Attraction are essentially based on the idea of influencing consciously our internal cognitive structures and reshaping our cognitive maps. We simply tend to see and perceive things that our minds are most focused on and our cognitive structures are directed to. Where our conscious attention lies has an impact on the unconscious level of our minds as well. This applies equally regardless of the context and there is no difference, for example, between dreaming about a Maserati MC12, aiming at catching the last bus on a Saturday night or aspiring as a corporate leader to detect the critical weak signals in turbulent business environment; if you never come to think of the thing, you will barely ever receive it or succeed in it.

What do these ideas about mind filters, perceptions, and cognitive structures and maps actually mean from managerial and leadership point of view? In managerial context, cognition refers especially to verbal and non-verbal behavior indicating internal mental processes, such as thinking, perceiving, decision making, and problem solving. Personal cognitive styles are based on cognitive maps that people have internally almost about anything. Some of the maps are more innate and stronger, some more alterable and weaker. Different styles can be categorized according to preferences that people use in perceiving things and processing information. These lead to different approaches on practical actions when managers and employees analyze work tasks, judge performance, manage projects, develop products and services as well as formulate visions and strategies. [3]

In order to develop as a manager or a leader, it is important to know not only your personal cognitive style but also the cognitive styles of people you are working with. This is a way to expand both personal and organizational management and leadership practices because different cognitive styles affect communication, thinking, problem solving, learning, and team work. The perceptual preferences and internal rules can be organized around three sensory organs through which we gather and receive information: the eyes (visual preference), ears (auditory preference), and the body (tactile/kinesthetic preference). [3] These dominant cognitive styles have been discussed also on several DGLT lectures. They have been originally developed through the theory of neurolinguistic programming (NLP), which is an interpersonal communication model and represents also an alternative approach to psychotherapy [4].

Different cognitive styles can be put to use especially in communication and learning. According to neurolinguistic communication, it would be important to recognize the dominant style of other person and to match his or her style. This means that instead of only listening and responding to words of other person, it would be possible to respond to the structure of whole verbal communication and non-verbal cues of that person. Then the chances of developing rapport and succeeding in communication increase as individuals are able to develop more flexible responses through understanding and matching the cognitive styles. In addition, understanding these communicational cognitive maps may help to clarify what has been left out or distorted in communication process. [3, 4]

Taking into account different dominant learning styles is important for facilitating learning at workplaces. So, a manager should know the dominant styles of individuals he or she is working with. Each employee and team member would optimally be provided with possibilities to learn according to their preferred style increasing the speed of learning and retention as well. Cognitive styles can also be brought into play in various other situations in work environment, such as conflict resolution, negotiations and sales, interviewing, project management, and creating high-performing teams. [3]

Our internal cognitive maps are reinforced in the course of time as ways how we think and organize our experiences become more and more habitual. To apply them effectively, cognitive styles and structures should be first recognized and their strengths and limitations understood. [3] However, changing or developing deeply habitual behavior requires altering the underlying cognitive structure and breaking out of the particular cognitive biases. This demands not only some self-knowledge but also enough motivation and flexibility to change. Consequently, understanding the principles of the multiple facets of cognition provides some tools that may turn out to be of use in several curves on the path of developing global leadership talent of the future.

6.7.1. REFERENCES

[1] Wikipedia. Cognition. 04/16/2008. <http://en.wikipedia.org/wiki/Cognition>

[2] Goodhew, G, Cammock, A and Hamilton, T. 1. Managers' cognitive maps and intra-organisational performance differences. *Journal of Managerial Psychology*, Vol 20 (2), 2005. Emerald Group Publishing Limited.

[3] Eicher, J. Cognitive Management. *R&D Innovator*, Vol 5 (6), 1996.

[4] Wikipedia. Neuro-linguistic programming. 04/16/2008.

http://en.wikipedia.org/wiki/Neuro-linguistic_programming

6.8. WILL PERSONALITY TESTS ALTER OUR PERSONALITY?

Juha Kännö

The Greek myth about Oedipus has fascinated writers and social scientists throughout history. At his birth it was prophesized that he would kill his father and marry his mother. To avoid this peril, the child was given to a herdsman who was supposed to kill him. He couldn't take the life of an innocent child and let him live. Oedipus grew. Through a series of unlucky incidents he eventually met his real parents and fulfilled the prophecy, causing one of the greatest family tragedies in history.

Self-fulfilling prophecies have fascinated storytellers for millennia. It is also a concept studied by social scientists. Robert Rosenthal, Distinguished Professor of Psychology at University of California, Riverside, claims in *Experimenter Effects in Behavioral Research* that experimenters in social psychology have a tendency to influence their test subject. No matter how many precautions they take, the influence shifts results towards a direction favored by the experimenter. Why does this happen? According to Rosenthal, the experimenters communicate their expectations in an unintended way, by gestures and other non-verbal communication.

Results get biased both with human and animal subjects. In the late 19th century Germany was struck by awe by "Clever Hans", a horse that could do math and understand German. Psychologists revealed later that the horse had no idea about numbers or language. Hans presented the answers by tapping his hoof. He was extremely skilled at reading non-verbal expressions of his trainer, and thus knew when he had made right amount of taps.

I want to use these examples as a primer for discussion about self-fulfilling prophecies in personality tests. Widely used tests, such as Belbin's Team Inventory and Myers-Briggs Type Indicator (MBTI), employ large sets of multiple choice questions. But do the answers reflect on what kind of characteristics we have in reality, or are they telling what do we ideally want to be? Even if the latter was true, the tests still give a framework for comparison of different types. Some people get similar results, while some people get different results. Realistic results require, that the tests are supervised and analyzed by professionals.

MBTI is used by many employers, career counselors and consultants. How should we relate us to the results? Regardless of our conscious acceptance or criticism, we should also think about subconscious effects. In psychology it is called "confirming bias". Simply put, people tend to make choices that confirm positive expectations. This suggests that if Belbin's test characterized you as a team worker, you would work harder to match these expectations. That could actually have positive effects.

Rosenthal studied also the effect of expectations on performance. If teachers set high expectations on their students and communicate the expectations to them, the students will work harder to be worthy of the expectations. He called it "Pygmalion Effect" after a play written by G. B. Shaw. We can make use of this, when we are working in a team:

Appreciate what you are doing, set high expectations and share them!

6.9. LAW OF ATTRACTION

Dream team

6.9.1. INITIAL IDEAS

- The Universe is a system of abundant energy controlled by a supreme mind.
- All elements of the Universe are interrelated and are interdependent.
- Each person makes a choice to be an active (or passive) participant in the Universe.
- A person's positive (negative) transmission then attracts a positive (negative) response from the Universe.

6.9.2. EFFECTIVE USE OF THE LAW OF ATTRACTION

Definition: *You attract into your life whatever you give your attention, thoughts, energy and focus to, whether positive or negative.*

The *Law of Attraction* responds to whatever vibration you are sending by returning more of it to you, whether it's positive or negative.

Positive and negative thoughts cannot occupy your mind at the same time. One of them must dominate. As a consequence you can only send one type of vibration.

Formula for positively using the law of attraction:

- Identify your Want/Desire.
- Give your want/desire attention.
- Allow your Want/Desire to occur.

6.9.3. WHY IS LAW OF ATTRACTION USEFUL?

For individuals:

- Determines priorities that one sets for his/her live.
- Determines what one attracts into his/her life.
- Determines happiness and fulfillment in one's life.

For managers:

- Determines the respect for, and commitment of, individuals in the organization to the manager.
- Determines the nature, quality and success of the planning organizing, directing and controlling skills and responsibilities of the manager.

For leader:

- Determines the support and willingness of individuals in the organization to follow the leader.
- Determines the appropriateness and responsiveness of the leader's abilities in visioning, acting, communicating to, and influencing individuals in the organization.

8.6.4. SOME IDEAS THAT SHOULD BE POINTED OUT

- Law of attraction is always working, whether if the feelings and then the results are good, neutral or bad.
- As was mentioned before, to put in practice Law of Attraction you need to have your goal clearly defined. Like a global goal can be considered:

“DOING YOUR BEST IS MORE IMPORTANT THAN BEING THE BEST”



Picture 75: Hand & key (Felix Atsoram)

6.10. PEMS-MODEL AND PIZZA OF LIFE

Olli Rusanen

This learning flash is based on WeCreate weekend where instructor was Daniel Sa Noguera

6.10.1. PEMS-MODEL

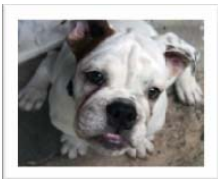
PEMS-model has various applications. You can use it in your everyday life, presentations and teamwork situations. People have different orientations and you must cover all of them in your activities. In this learning-flash my examples are from presentations when describing PEMS-model. However the applications of PEMS-model and pizza of life are also on creativity, leadership and self development. Myers&Briggs –model divides people to 16 groups. When this model is simplified so that there are only four groups, you have PEMS-model. Keep in mind the team composition in terms of PEMS-model. You can use PEMS in your everyday life: How much do you spend time on different parts of PEMS every day?



Picture 76: Physical Therapy
(Luis Solis)

PHYSICAL/PRACTICAL

Be practical. In presentations you should give tips or practical suggestions. Do physical things and make other people to do something. For example you can make people to do teamwork. Physical/Practical dimension of PEMS-model is basically learning-by-doing.



Picture 77: Sofia (Daniel
Andres Forero)

EMOTIONAL

Don't give just cold presentations! You can tell stories or jokes. You can also try to be emotional. Use your mind!



Picture 78: Rubik's cube
(Maxime Perron Caissy)

MENTAL

Give something to think about. This is the main content of your presentations and the logical part.



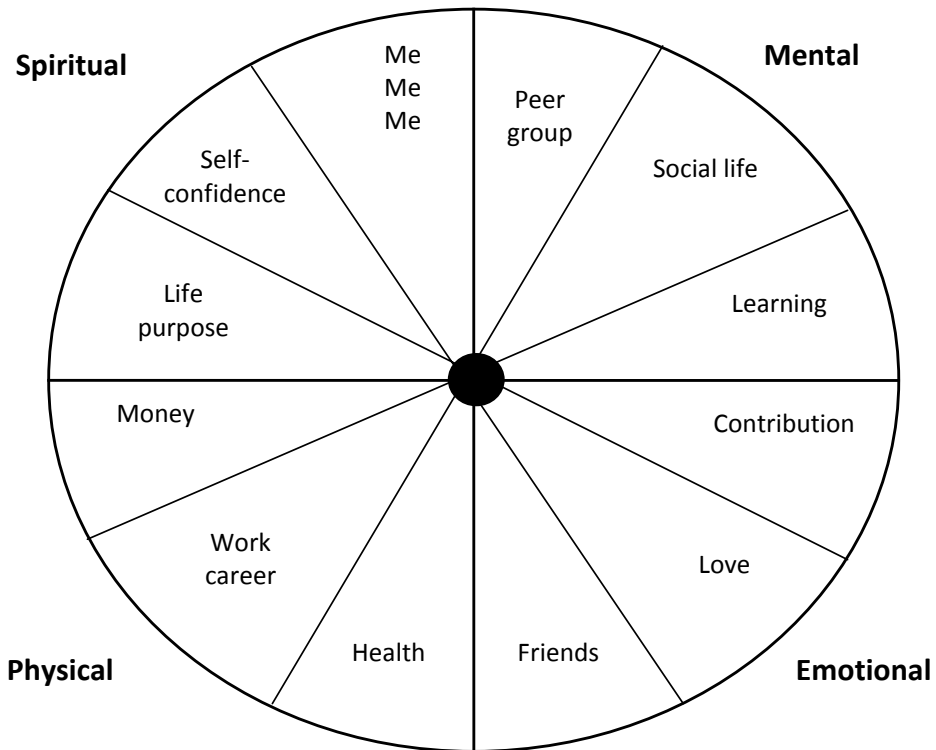
Picture 79: Candles (Nadia
Szopinska)

SPIRITUAL

A higher purpose. Why do we exist and why are we doing what we are doing?

6.10.2. THE PIZZA OF LIFE

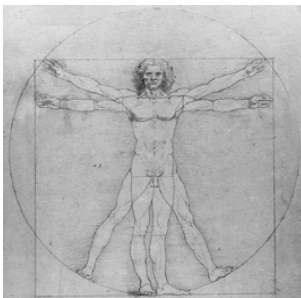
One of the main messages to leadership is that a leader cannot be great before his/her life is balanced. The pizza of life enables the balancing. The pizza of life is based on PEMS-model.



Picture 80: The Pizza of Life (Daniel Sa Nogueira)

Different slides have connections to each other. For example when your career improves, your money situation improves also. Leverage slice is the slice that has the most impact on other slices.

PHYSICAL



Picture 81: Vitruvian Man

Money What are my financial plans? Do you have a secure job with good salary? Do you have debt?

Work/career How many hours do you work every day? Are you satisfied with your career? Are you satisfied with your job/work?

Health Even a sick person can have high scores on health since the scale is subjective. Are you satisfied with your own health?

EMOTIONAL



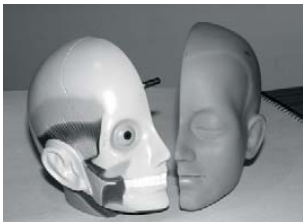
Picture 82: Holding Hands (Jarno Lappalainen)

Friends Do you have friends? Do you have really good friends?

Love Are you being loved? Do you have a lovely boy-, girlfriend, wife or husband?

Contribution Are you doing stuff well with various communities? Are you participating in IBLP-activities?

MENTAL



PICTURE 83: Plastic Model Head (Tory Byrne)

Learning Are you learning constantly? Are you satisfied with you learning?

Social life Is it easy for me to interact with strangers?

Peer group Do you have people who give you feedback? Do your friends encourage you to chase your dreams? A peer group does not try you to change your values. Friends and family might try to change your values. A peer group is your coach. You have goals and your peer group helps you to achieve them.

SPIRITUAL

Me Me Me Do you have time for yourself? Do you eat properly?

Self confidence Do you have a good self confidence? Do you like yourself? Do you feel being valued?

Life purpose Do you have a life purpose? Why are you on earth? What are your ultimate goals?



Picture 84: Number one (Robert Aichinger)

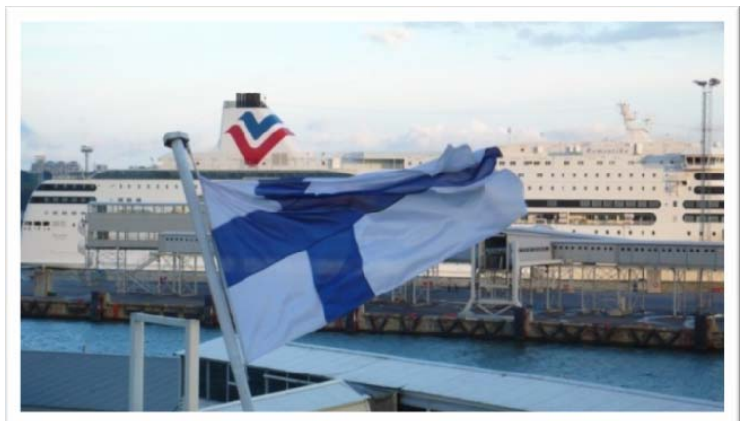
7. INTERNATIONALITY AND CULTURE

Today's world is highly internationalized. We can see it in our everyday life: You wake up in Helsinki, dress yourself with clothes from Adidas, Tommy Hilfiger and Levi's, switch on your Apple laptop and put your Nokia cell phone in the pocket. This could be continued would look the same in many other places, but it's obvious that our life today is ruled by Multinational enterprises. Courses like "Principles of International Business" told us about today's business world and the role that MNE's play within in. This provides us the necessary understanding to be able to be successful in today's and tomorrow's business environment. That the world will look different in the near future was one of the findings from our Accenture XQ. According to their point of view there will be a change from today's globalized world to a multipolar world in the future. Former developing countries like China, India, Russia or Brasil will increase their power and influence dramatically and therefore change the requirements and challenges we will face in our careers.

But even if most of the things we use every day are the same in most parts of the world, people in different countries and cultures are still not the same. Culture is what makes us different and unique. The culture we grow up in influences our values, beliefs and behaviors. During the whole year we had different courses teaching and sensitizing us to the importance of cultural differences in everyday life and especially in our future business life. Every one of us gained new insights of what culture is and for sure has a new perspective about people from other countries and cultures. Even if there is a lot of research about these issues and many books you can read – in fact everyone has to experience it on his own. Culture and everything what is connected with it is a very personal thing and every one of us will have his or her own view.

Our IBLP year was the perfect environment and chance to experience different cultures, different habits, ways of doing things and different characters. We all had the chance to make our own judgement if Germans are really the way we thought before, if Italians really pay so much attention on food, if Spanish people are really that relaxed or if Americans really don't know if Europe is a continent, a country or just a small city somewhere close to Paris. Some prejudices might have been proven true, other not. The courses we took together, the discussions about the world at lunch, the parties we had together – in short the time we spent together formed our view. And of course, last but not least, every nationality night we had shaped our picture about another country a little more and showed us what is important for them. The sauna at the Finnish NN, the food at the German NN, the Italian wine and ice cream, the Chinese letters or the Czech beer – all of this is a part of our culture.

I am sure that every one of us learned a lot more in this year than only how to value a company or what is leadership. The understanding of how the world is working and how people from different cultures have a different point of view on it is probably one of the most important things we learned.



Picture 85: Finnish flag (Juuso Soininen)

7.1. HOFSTEDE CULTURAL DIMENSIONS

Arianna Marrocco

"Culture is more often a source of conflict than of synergy. Cultural differences are a nuisance at best and often a disaster." Prof. Geert Hofstede.

Among our reflection on culture and cultural diversity, we considered the work of Geert Hofstede. Hofstede's research on national cultures, in particular, describes them according to five main dimensions, illustrated below. The objective of Hofstede's model is giving hints to be more effective when interacting with people in other countries. If understood and applied properly, this information can help to reduce one's level of frustration, anxiety, and concern, giving an 'edge of understanding' about national cultures.

Here is an explanation of Hofstede cultural dimension.

Power Distance Index (PDI) is the extent to which the less powerful members of organizations and institutions accept and expect that power is distributed unequally. This suggests that a society's level of inequality is endorsed by the followers as much as by the leaders. Power and inequality, of course, are extremely fundamental facts of any society and anybody with some international experience will be aware that even if all societies tend to be unequal, some are more unequal than others.

Individualism (IDV) versus its opposite, collectivism, is the degree to which individuals are integrated into groups. On the individualist side we find societies in which the ties between individuals are loose: everyone is expected to look after him/herself and his/her immediate relatives. On the collectivist side, we find societies in which people from birth onwards are integrated into strong, cohesive groups, often extended families and protect their own group in exchange for unquestioning loyalty.

Masculinity (MAS) versus its opposite, femininity, refers to the distribution of roles between the genders. Women's values differ less among societies than men's values. Men's values from one country to another can greatly differ: from very assertive and competitive and maximally different from women's values on the one side, to modest and caring and similar to women's values on the other. The assertive pole has been called 'masculine' and the modest, caring pole 'feminine'. The women in feminine countries have the same modest, caring values as the men; in the masculine countries they are somewhat assertive and competitive, but not as much as the men, so that these countries show a gap between men's values and women's values.

Uncertainty Avoidance Index (UAI) deals with a society's tolerance for uncertainty and ambiguity; it ultimately refers to man's search for Truth. The dimension indicates to what extent a culture programs its members to feel either uncomfortable or comfortable in unstructured situations. Unstructured situations are novel, unknown, surprising, different from usual. Uncertainty avoiding cultures try to minimize the possibility of such situations by strict laws and rules, safety and security measures, and on the philosophical and religious level by a belief in absolute Truth. People in uncertainty avoiding countries are also more emotional, and motivated by inner nervous energy. The opposite type, uncertainty accepting cultures, are more tolerant of opinions different from what they are used to; they try to have as few rules as possible, and on the philosophical and religious level they are relativist and allow many currents to flow side by side. People within these cultures are more phlegmatic and contemplative, and not expected by their environment to express emotions.

Long-Term Orientation (LTO) versus its opposite, short-term orientation, refers to the perception of time and beliefs. Values associated with Long Term Orientation are thrift and perseverance; values associated with Short Term Orientation are respect for tradition, fulfilling social obligations, and protecting one's 'face'. Both the positively and the negatively rated values of this dimension are found in the teachings of Confucius, the most influential Chinese philosopher who lived around 500 B.C.; however, the dimension also applies to countries without a Confucian heritage.

7.2. OUR TRIP TO TALLINN (OCT. 4TH UNTIL OCT. 6TH)

Lars Göttmann

It is always hard to find the right beginning of such an article, and that's why I would first of all like to thank everyone who organised this trip and of course everyone who joined it!

What did we learn in these three days? Of course, there have been great and interesting company visits and lectures. But is this all? Or is there maybe something else we have learned?



Picture 86: Excursion to Altia factory (Juuso Soinen)

I think there is! Let's begin with the expectations of this trip. Tallinn... What and where is Tallinn? More or less at the end of Europe, at the end of the world – at least this is what I thought about this city. But Tallinn is only 80 km south of Helsinki and – how the Finns told us – well known for cheap alcohol! So, I think all foreigners expected to find many drunk Finns in Tallinn and on the ferry.

But what did we see first? Three Italians with dressy trolleys and two Germans with huge, empty bags, ready to buy as much alcohol as possible. Yes, never miss a chance to confirm a prejudice!

The outward journey was very quiet and everyone tried to find some sleep. No drunk Finns in sight... In the next two days we had a great chance to get to know us better, apart from university environment.

Finding a place for lunch was a very interesting task in making decisions in a group. In this case I don't want to use the word „team“ :-). Especially our Italians always tried to push the group into a nice Restaurant, but sometimes even their innate ability to find a good place for lunch got lost. More than once we ended up in Hesburger or McDonalds, although there are many nice Restaurants...

Beside our formal agenda we certainly had some party in the night.



Picture 87: Valeria (Juuso Soinen)

In the spirit of the sentence „alcohol connecting people“ it was great to see how everyone behaved on a party. Some presented their unexpected dancing skills, some enjoyed the „Happy Hour“ and had nice discussions about the sense of life.

On our last day in Helsinki we finally had the chance to behave like Finns and could buy some cheap alcohol. This sounds very a easy task, but you should keep in mind that a bag full with bottles can be very heavy... Back on the ferry you could see that Finns are more experienced in buying alcohol. While some of us had some problems to carry their bag, the Finns had the right equipment to carry a huge amount of bottles. And yes, finally we could see many many drunk Finns – so the trip fulfilled the expectations. :-)



Picture 88: Sunset (Juuso Soininen)

Besides our findings from the lectures and visits, we experienced at least two things that might help us to develop a good working team atmosphere. We learned that making group decisions is not always a fast and easy way, there is a strong need for leadership in groups. And maybe that prejudices are just the first step to pigeonhole people, but you need learn more about everyone’s personality.



Picture 89: Antti R. and Vicente (Juuso Soininen)

7.3. UNDERSTANDING ESTONIAN MENTALITY

Juha Kännö (Ultrasonic)

In the beginning of October 2007 the Linkage team made an excursion to Tallinn. After interesting company visits and having observed life in Estonia, we had an insightful session with lawyer Michael Gallagher from the University of Tartu. Coming originally from the United States, he has an external viewpoint to the Estonian society. He came to Estonia for the first time in 1994, worked on law reform and has been living in the country since that.

Turning points in the history of Estonia

13th century	Germans bring Christianity to the area by sword. Rule of German upper class
16th century	Denmark, Sweden, Russia and Poland struggle for dominance
17th century	Swedish rule
1632	University of Tartu is founded
1700-1721	Great Northern War, Estonia is under Russian rule
1860's	National awakening
1918	Declaration of independence in the wake in the aftermath of revolution in Russia
1920	Peace treaty of Tartu. Republic of Estonia
1940	Second World War, Soviet occupation starts. Terror and persecutions
1941-1944	German occupation
1940-1991	Estonia is ruled by Soviet Union
1991	Collapse of Soviet Union. Regaining independence
2004	Estonia joins NATO and EU

The goal of Mr. Gallagher's presentation was to give an overview of the Estonian society, and to help us understand what historical events have shaped Estonian mentality – a sort of national mindset. Mr. Gallagher's presentation was divided into three parts. We started with a concise history lecture from the 14th century to the present. Then we continued with the institutional reform, which took place after Estonia regained independence in 1991. Our final topic was – in keeping with IBLP – people and leadership. Mr. Gallagher was a captivating speaker, talking very smoothly and humoring the audience with small anecdotes.

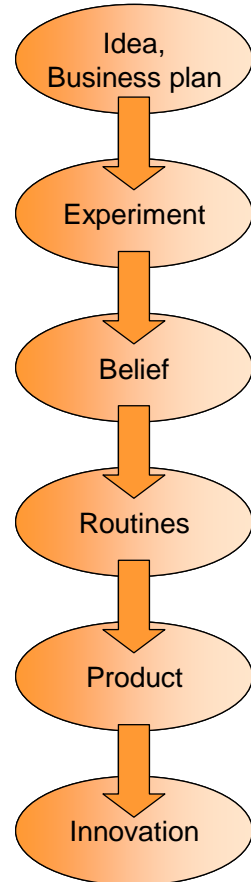


Picture 90: Michael Gallagher (Juuso Soininen)

After the Soviet regime collapsed and Estonia declared itself independent, the new state was facing a big task: rebuilding governmental institutions. According to Mr. Gallagher, all institutions suffered from total lack of accountability as a legacy of the old system. People working in the institutions had no other motivation than to stay in power. Neither was there any training to become a leader, way to get into a leading position, nor motivation to pursue it. Communism had also killed legal tradition – there were no lawyers as the profession is known in Western countries. Mr. Gallagher is one the founders of Estonian Law Center, a non-profit organization offering legal training seminars in Estonia.

It was an interesting remark, that they are a nation without mentors. People now in their 40's or older, have lived most of their life under the Soviet influence. Today several high positions in governmental institutions and in business are occupied by young people. For example, the head of prosecutors' office in Tallinn is only 24. As said by Mr. Gallagher, it is

critical for Estonia to develop institutional competence. The public sector needs constant supply of competent individuals to ensure continuous high performance of its institutions. The way to achieve this is maintaining high quality of education. A small nation depends on high success rate, and cannot afford failures.

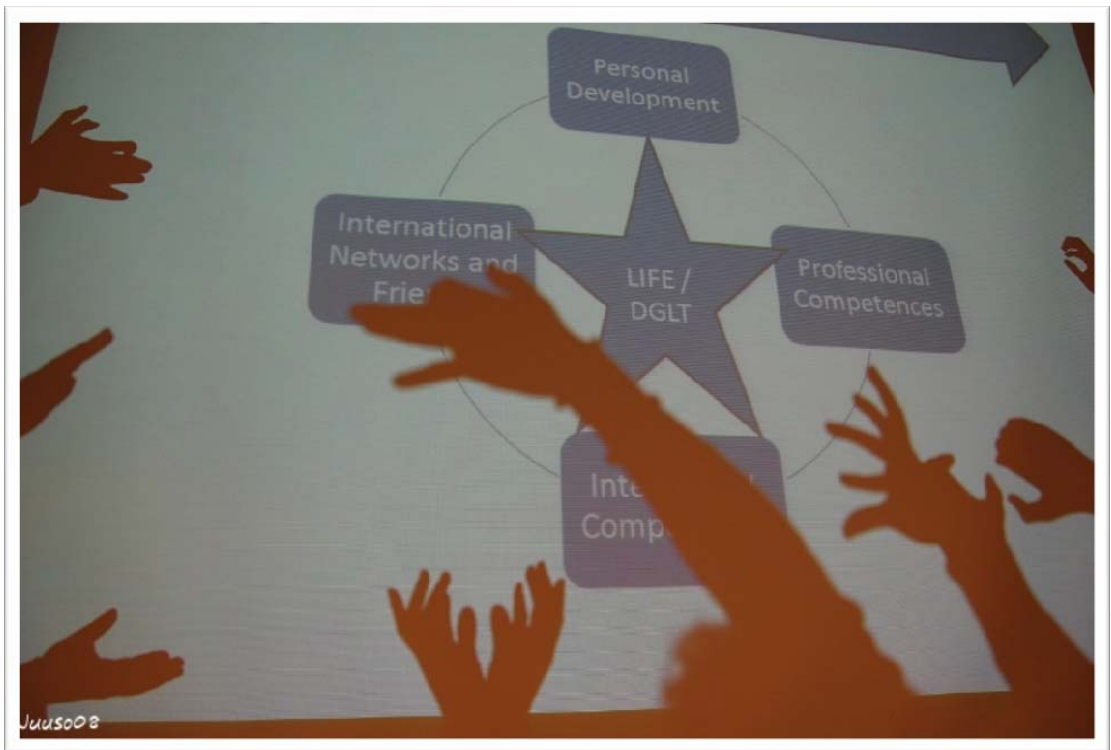


Picture 91: IBLPers (Juuso Soininen)

8. OTHER

During our IBLP year there was of course a lot of stuff that does not fit into any category, things that were not planned but just happened. And of course, in the same way there are learning flashes written because the author wanted to maintain nice memories or for some reason thought that it is worth to write about this topic. As a result in this last chapter you will find wonderful memories of things we did, professors we listened to, ideas how to improve the world with non-profit businesses and maybe some philosophical trains of thoughts.

All of these learning flashes did not really fit into one of our categories, so we gathered them here. Nevertheless, all these articles are wonderful and worth and fun to read.



Picture 92: A photo from closing weekend (Juuso Soininen)

8.1. DIFFERENT TRUTHS EXIST

Saverio Russo

8.1.1. THE SPEECH

Daniel's speech during the Creativity Weekend stimulated a lot of reflections among us. My particular point of interest is: What will be a leader's behavior in a situation like this? What shall he/she do?

For trying to answer to this question, let's make a step behind: Who can state what a true leader is? In my opinion, nobody. In fact, there are no absolute definition of what a leader is, how he/she should behave, etc... but only different attempts by different scholars to create some kind of "guidelines", where for sure you can find some commonalities, but also some discrepancies where discussion arises.

As Daniel stated, and I agree with him, everyone can be a leader – of other people or just of himself alone – in his own way. I think that beyond our personal characteristics that make us leaders, the most important thing is the way in which we shape the leadership we want to assume.

8.1.2. THE REFLECTION

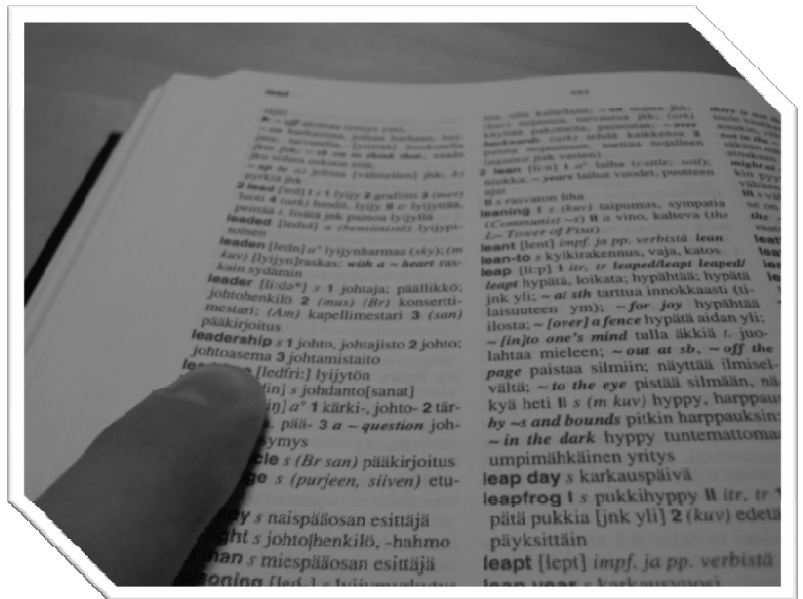
Coming back to the main topic of interest, can I ask how many different reactions you felt and passed through during the speech? My answer is: a lot. And I was really thinking a lot about this even the following days, during the reflection session, and now that I am writing this learning flash.

Now I will try to summarize my thoughts and the emotions that transpire from them. At the beginning, I was thinking: "we should not care about this and I have to make myself not influenced by this". But, then, after one moment: "if this is part of the show, maybe this speech wants to have some kind of effect on our approach to tomorrow's creativity part? Is it for enhancing our potential and our creativity, to motivate and awake us?."

And then suddenly another persistent thought came to my mind: "maybe I had to stand up and go away in the middle of the afternoon, since I disliked this, I consider it a waste of time, and now he is also bothering me with his speech and I had to be the first to say "this is bullshit", like a guy did?".

Maybe if I could come back I will behave in a different way, but in that moment I decided not to come back on the following day, not because I felt offended by his words, but because I did not consider it worthwhile.

Did I made a mistake? Maybe, but nobody knows.



PICTURE 93: Leadership definition (Olli Rusanen)

8.1.3. TRUTH?

There are differing claims on such questions as what constitutes truth; how to define and identify truth; the roles that revealed and acquired knowledge play; and whether truth is subjective, relative, objective or absolute.

Now the point is: if nobody knows what is right and what is wrong, and since everybody has his own view of everything, does absolute truth exist? Absolute truth does not exist, but truth has the shape that you give to it. The consequence of this is, as one of my professors always used to say, is that “you can state whatever you want, the importance is the model behind that”. The only absolute truth is that everybody has its own truth, as he has his own idea, and dislikes the others' one.

Relative truth is a matter of the observer's perception or viewpoint. Relative truth is related on how the person thinks. Therefore, it is about language, culture, upbringing, fear, security, and environment. Thinking is nothing but a material process. And thought can never get closer to absolute truth. If one observes his/her own thought, it is very obvious that it is an image-making mechanism. It is only in a complete understanding of one's thought process that the gate to the unknown or absolute truth opens. And it does so in the silent space of the brain and the mind.

The most extreme consequence of this is that “Truth does not exist at all: it's only somebody's perception based on some assumptions”

8.1.4. PRACTICAL CONSEQUENCES

Even if you build your own truth, choosing your own path with all your different decisions and choices, and you live with it, this does not mean isolating from the outside world! Feedback of any type can modify the way we shape the truth, and interactions with the others are crucial for improving our personality.

You will never know if you made the right choice: take in consideration what the others say to you, but always make your own decisions and reflections: they should be only inputs and feedbacks, not constraints on your way of behaving and thinking.

8.2. MIND MAP – REFLECTION SESSION 12.12.2007

Vicente Fort Ribes

The last official meeting in DGLT was the third reflection session. Unfortunately many of us have been very busy at this time and studied hard for the oncoming exams, so only 9 of us showed up.



Picture 94: Reflection session 12.12.2007 (Juuso Soininen)

We reflected the last 4 months and discussed about the previous IBLP and DGLT events. Which new things did we learn, experience and think about? Some ideas to improve lectures in the following years have been suggested and Satu presented us the agenda of the linkage program in 2008. Besides these study related topics we also talked about our very personal feelings and development. It turned out that we all felt some change and advancement in our personality and way of thinking. Of course, especially the exchange students were confronted with new situations and learned many things for their life.

With intent to produce an overview that helps us to see the big picture about all the different topics in the last four months we all gathered as many headwords as possible and divided them into categories: International topics, leadership, teamwork and personal. We drew the mind map in a way that it was also possible to divide the topics into three other categories, academic, philosophy and practical.



Picture 95: Reflection session 12.12.2007 (Juuso Soinen)

Now we had to decide for our self which of these topics seemed to be important for us. Sum-up of all our votes highlighted the topics which are judged as important and/or interesting by most of us. A look at the whiteboard revealed that we had findings in all our categories, but most of them have been philosophical and practical issues as well as between the teamwork and personal level.

8.3. NON-PROFIT BUSINESS

Juha Kännö

8.3.1. INTRODUCTION

Entrepreneurialism? A person involved with the activity can be described¹¹ as “one who organizes, manages, and assumes the risks of a business or enterprise”. A clear vision and leadership are also commonly identified with people, who take up entrepreneurial activities. Above all lies the motive of making financial profit with an ingenious business idea. How would the situation change, if financial motives were replaced by high idealism? In that case we enter the field of non-profit associations and activities. They range from the local hobby club to multi-million member non-governmental organizations such as Oxfam or Amnesty International.

I want to map out how entrepreneurial business knowledge could be applied in the field of non-profit associations. The idea about comparison originated from the first lecture of course Managing Growth at TKK in autumn 2007. The experience about associations is mainly based on student associations with international connections. I also want to discuss factors related to sustainability of organizations and transitions between generations. How does an organization grow in size and activities and gain momentum? I will try to find some answers from the theory of social epidemics, inspired by the book “Tipping Point” by Malcolm Gladwell. My aim is to find ideas that someone might find useful. I hope that it could also spur discussion on the topic and lead to sharing more ideas.

8.3.2. STEPS OF EVOLUTION

I identified myself in my association with the challenges that an entrepreneur faces in a newly established business. When I took up positions in the board with other new people, we brought in personal traits and ways of working. Hence, we were in the beginning of new organizational cycle.

One of the key frameworks from Managing Growth is the development stages of a small business. They largely deal setting up the organization and acquiring funding. Both apply as well to non-profit organizations, but I will focus on the organizational aspects. The framework is originally presented in the text *The Five Stages of Small Business Growth*¹².

Existence. In the very first stage the business plan is put on trial. If a company fails to get customers or deliver products, it is likely to die at the birthplace. Since the start-up is not making any profit, the amount of initial funds determines how long it has time to try its wings before the window of opportunity closes. Along with the business plan, the founders are also tested. The role of entrepreneur might be too heavy a burden because of social, mental or other reasons.

When an association is started, the underlying idealism is put on trial. The founding people must ponder whether it is worth to put all the needed personal effort into the organization. There is always an opportunity cost, as the time could be used for studies, work or just leisure activities.

Also money is an issue. Associations can apply for different types of grants, receive donations and collect membership fees. Student organizations are in good position in Finland, as student unions encourage starting associations, and they also provide them with subventions.

Survival. If the company clears the first trials, it enters the second stage. It has secured an initial customer base and a stable production process. The focus of challenges shifts to making the activities economically profitable, or to break even in the first place. The key is to speed cash flow. Costs can be reduced by optimizing the operations. If the markets allow, the company should also consider raising prices. At this stage the organization is still fairly simple. According to Churchill and Lewis, there can typically be a sales manager or a general foreman, who supervises the employees, but the owner is still managing all aspects of the business personally.

¹¹ <http://www.merriam-webster.com/dictionary/entrepreneurialism>

¹² Churchill, Neil C. and Virginia A. Lewis. 1983. *The Five Stages of Small Business Growth*. *Harvard Business Review*

In the first stage an association might not be formally organized in any way. Setting up basic task division and naming responsibilities is the first step towards having a structure in the organization. Task division supports specialization in different fields, such as project management, financial management, public relations or human resources. When people become experts in their specialized fields, and all share their unique competences, their performance as a team is higher than the sum of individuals.

Success. If the company manages to grow further in size and profitability it is likely to succeed. At this point professional staff is hired. At this point the company has secured a market position and has become a more complex organization. Churchill and Lewis write that at this stage the development path arrives at a crossroads. Which direction it will take depends on the owner. One option is disengagement. Partial disengagement means that the owner fades from daily management of the company and leaves the responsibility to hired managers. Typical total disengagement options are selling the company or selling it to be merged into another business. The second option at the crossroads is choosing growth. The owner stays in and directs the company towards financing further growth.

At some point in the life of an organization comes the time for its original founders to disengage. It can often happen that the founders have grown to become organic parts of the association, and carry a significant amount of tacit knowledge. To ensure continuity, this knowledge should be formalized, e.g. written as instructions or manuals, and passed forward. It is a lengthy process, and that is why the disengagement should take place gradually.

Take-Off. If the growth option is chosen and successfully implemented, the company is preparing for take-off. Before speeding up on the runway two pre-flight checks need to be done, say Churchill and Lewis. First one is delegation. The owner should be able to entrust other people with responsibility, or risks at becoming a bottle-neck in decision-making and a hindrance for the whole company. Delegation involves monitoring how trusted ones perform. It is controlled, unlike “abdication”, where the owner just bails out of the company. Cash-wise the rapid growth in this stage demands a lot of money. The second check is strict financial control. Organization has grown to such extent that it can be decentralized or divisionalized. It is necessary to spot and eliminate possible overlapping functions and other slack from operations.

Same rules about delegating responsibility also apply to associations. When people don't receive any monetary compensation for their efforts, other sorts of rewards and recognition are most important. Having a formal status in the organization is one way to do it. This means, that along with responsibility the volunteers should also have a post, which is a sign of their dedication both inside the organization and towards external parties.

Divisionalization or decentralization of organizations is out of scope for this text. An association has also the option not to grow. Non-profit entrepreneurs also need to earn a living. It can be beneficial to keep the association simple and manageable at such a size, that it won't become a full-time job.

Mature. If all goes well, the company reaches “maturity”. The organization is “complete” in the sense that it has all staff and systems developed to support its operations. The financial base is secured, and both operational and strategic planning is conducted in a high detail. Biggest challenge is to avoid “ossification”. The growth to this stage has been supported by agility of the organization and led by a visionary owner. The big size and “well-managed” organization responds more slowly to market signals than the small and entrepreneurial firm it used to be. Churchill and Lewis describe ossification as “lack of innovative decision making and the avoidance of risks”.

Depending on the type of association, the turnover of people, who are actively involved, can vary greatly. In my experience, the turnover rate is relatively high in student associations. Students will graduate at some point, which is an end to student life. On the opposite side I see associations, which are not strictly bound to a certain phase of life. For example, being a member in canoeing club is a lifestyle choice, which can last through different phases of life.

8.3.3. IN THE TERMS OF SOCIAL EPIDEMICS

Now the big question is how to make other people aware of the association's cause and getting them involved. American author Malcom Gladwell plays with the thought that ideas spread in a similar manner as viruses. An epidemic can start

from one person sneezing in the wrong place. In his book “Tipping Point” Gladwell presents his idea about highly contagious social epidemics. The message of the book is presented as three laws, which Gladwell calls “Law of the Few”, “Stickiness Factor” and “Power of Context”.

8.3.4. LAW OF THE FEW

Law of the Few introduces the idea that social epidemics are started by a few extraordinary people. These people are characterized by three special abilities, but one person can possess more than just one of them. *Connectors* are people with wide social networks and an innate curiosity towards other people. How many people do you know with more than 1000 friends on Facebook? They act as hubs which connect people with similar interests together. *Mavens* are experts on details. They are highly aware of particular markets and products. The word “maven” originates from Yiddish and means “one who accumulates knowledge”. They are obsessed with prices and product features, spend a great deal of time studying markets and know what the best choice is. *Mavens* are also among the first to grab new ideas. *Salesmen* are particularly good at affecting other people’s opinions. They understand what kind of rules matter in human communication, especially in the mechanics of non-verbal communication. When an association starts with modest human resources, it is vital to identify the special capabilities in them – using personal networks for advantage, having enthusiasts share their visions and “selling” the idea to potential members and supporters.

8.3.5. STICKINESS FACTOR

The social epidemic must have an attribute called *stickiness*. A growing phenomenon must *stick* to the people, which it infects, meaning that they will remember it or desire more of it. The key point in increasing stickiness is to involve the recipient.

8.3.6. POWER OF CONTEXT

Power of the Context suggests that the environment has an effect on social epidemics. Gladwell uses the Stanford Prison Experiment conducted by Philip G. Zimbardo as an example. The experiment proved in 1971, what a dramatic effect social roles can have on our behavior. In the experiment a group of volunteers were divided into guards and prisoners. They were placed in a prison block constructed for the experiment at Stanford University. Researchers were astonished how the test subjects started to live up their roles. The Stanford case is remembered for unveiling darker side of human nature, as the guards started to treat the inmates in a sadistic behavior. The context can also be used to achieve positive effects. In the context of an international student association, I think it is important for everyone to see the big picture and understand how their actions are connected to the network and world around them. Especially, if these people are striving to make a change in something, first they must believe that they are in the right role to do it.

8.3.7. CONCLUSION

The importance of associations in developing global leadership talent has become to me more and more obvious. In addition to letting young people practice leadership skills and managing projects, they provide communal values to learning. These activities have teamwork built-in. That is something which can’t be taken for granted in our university education. However, some knowledge from business and strategy courses at the university can be also applied in the field of non-profit activities. The student unions in Finland are a remarkable example of organizations, which are in size and financial activities comparable to businesses, and where students are in control. Non-profit organizations prove that there are many other reasons besides money, which motivate people to take up a multitude of activities. Motivation can be for sheer fun, sense of community, learning or something, which is much harder to describe. What is your motivation?

8.4. IBLP: FINAL THOUGHTS

Nicole Rybeck

From the start, I had been very curious about IBLP—particularly the DGLT course. I wondered how it was possible to teach people how to become global leaders. What could any professor really tell us? Sure there are some core elements that are commonly shared between leaders but there really is no formula to creating success. While I cannot claim to fully understand what it takes to become a global leader, I do believe that I have gained some valuable insight into what can help develop one.

I think something that has made this thought-process on global leadership easier is the realization that the IBLP group is made up of leaders. This year was not about creating leaders out of nothing. What I believe it was about was sharing the skill-set that each of us arrived with. We each carry our own individual strengths and those strengths are often time only amplified by our cultural differences. As an example, Americans on the whole are very outgoing and unconcerned with seeming gregarious or loud. We even tend to feel uncomfortable during periods of silence. On the opposite end of the spectrum, Finns seem to be much more reserved and comfortable with silence. I think that just by observing the behavior of my classmates and spending time with them, I have been able to draw on some of these behaviors and use them to my advantage. Earlier in this spring term, I spent one week trying to channel my “inner Finn” by allowing myself to be silent during times I normally would not have been. I think that something I gained from this experience was a better ability to listen. Also, I think that I learned some things about the people I was spending time with because instead of hearing myself make small talk to fill the open air, I was able to listen to things that were perhaps more thoughtful.

When I think back on the term, the experiences that have changed me the most have been the ones that have made me think about things in a new way. While the company excursions and DGLT sessions have been great for this, I think that where I have learned the most has been in the time I have spent with other IBLP members.

Being a part of the Dream Team has been especially beneficial because I think have learned a lot about the difference in leadership styles from each of my team members. No two members of our team lead in the same way. While I really admire Antti’s ability to multitask and his dependability, I can also say that I really respect how Lars is able to understand people and adjust his communication with them accordingly. In the same way, I admire how Olli is able to be decisive and push through on projects and Vince knows how to keep focus and speak up when the rest of us are falling off track. I was really fortunate to have such a dynamic team and was able to learn so much from each Dream Team member.

Lapland was another experience where I gained a lot from the time I spent with other IBLP members. I think that you learn a lot about people and their true character when you travel with them. Maybe it’s the fact that you are spending 24 hours a day with the same group or the fact that there are stresses beyond the ordinary but travel can often times make or break a friendship. In this case, I would definitely say we went the direction of “make”.

I was both excited and intimidated by our first DGLT session. I don’t think I am the kind of person to admit that very freely but if I am going to be completely honest in this reflection, I think that this is an important thing to note. Maybe it also says something about my personal journey these past four months. I felt almost paralyzed by the thought of being considered just another “stupid American”. At my home University, I have had a pretty easy time with my peers because of my intense involvement on campus. I had lots of friends and was known for my work ethic and ability to get things done. Now, my friends and reputation were thousands of miles away. I had spent the past four years working to create myself as the person I wanted to be. What I realized after that first DGLT course is that I had spent the past four years adjusting the person I had created at the beginning. I now had this opportunity to start completely fresh and see what person I had honestly become in those years.

As cliché as it may sound, watching “The Dead Poets Society” after the first session had some sort of bizarre impact on how I approached the learning process this semester. I definitely felt like I was on the verge of some big change and that my IBLP classmates were going to play a primary role in that transformation. It was time to let go of the tidy, controlled life I had left behind and see where the time and experiences here would take me—“carpe diem”, so to speak.

I think that Sherron Bienvenu’s session was a really good way to kick-off the spring semester. She covered a range of topics that I felt were very applicable to daily life and leadership. However, the one optional topic she had saved for the

last day was what really caught my interest. The presentation she gave was called “Man Talk- Woman Talk: Bridging the Gender Gap”. I had never spent much time considering how gender differences could play a role in leadership styles. Actually, I’m not sure that I had ever really considered that it was a possibility that leadership style might at least partially depend on a person’s gender. Her points were further illustrated this semester with the time I spent with Géraldine. From the beginning, although we became close friends very quickly, I realized that I definitely had some things to learn from her. Géraldine’s confidence and her ability to stick up for others and herself with such strength is something I really admire in her. Sherron’s talk on gender differences spoke of how women are often times perceived as being negatively aggressive when they show confidence. Finding a balance between being confident and still perceived as a “nice girl” is something that I have often thought about as a female engineering student. Honestly, at my home university I had never met a girl in my classes who was both seen as sensitive to others needs as well as very sure of her actions and conducted herself as she wished without apology. Géraldine taught me a lot about this. I think that before coming here and even in the first months, I always worried about making others happy before myself. In the time I spent with Géraldine, I learned a lot about doing things that will make myself happy without having to feel guilty for putting myself first. I feel so lucky to have had her as a friend here. I can only hope she learned something from me because I gained so much from having her as my friend.

Initially in writing this reflection, I intended to focus more on gender difference and how it plays a role in leadership. However, in reflecting during these final weeks, I realize that what I had started to write about, learning from my peers, is what has been the most shaping learning experience for me in my time as an IBLP student. These thoughts have also led me to think more about how I’ve changed in the past five months. It’s often times very difficult to notice changes within yourself, especially when you are thousands of miles away from everything familiar to the person you were when you arrived.

When I arrived in Finland in January, I was completely terrified. It isn’t in American nature to let weakness show so I did my best to hide how I was feeling—really lost and homesick for everything I had left behind. I had been on internship in the eight months prior to leaving the States in a city away from my home university and my family. In a sense, I was starting to feel like I had graduated from school because I hadn’t touched a textbook in several months. While going on an internship can be a really great experience for engineering students, it can also change a lot of things. During the school year, it was always “push, push, push”. I hadn’t stopped in nearly four years to start reconsidering my goals or interests. There honestly wasn’t enough time for it amidst the piles of schoolwork, meetings and classes. There was this continual sense of urgency and stress that if I didn’t do everything perfectly, the entire web of my life would come undone.

While the internship was the catalyst for opening this thought process of how things had changed, it wasn’t until about one month into the job that things changed more dramatically. A friend I had lived with my first and second year in college had been studying in South Africa and was planning to spend a few weeks volunteering in an AIDS orphanage before coming home. I got a call early one morning during my internship saying that she had been killed in a car accident on the way to the orphanage. It didn’t make any sense to me that someone so kind and happy could wake up one morning and not the next. She was always so positive and I don’t think I can name one time I saw her without a smile on her face. It hit me really hard and I started to think about what I really would want to have gotten out of life had it been me in the car instead of Andrea.

I spent the next few months trying to clear my mind from what I had known to be my priorities. It was really difficult to be away from the University for me because I had been so accustomed to defining myself by the activities and organizations I was part of instead of what I had inside. Coming to Finland in January made all the difference. As scary as that “lost” feeling was, I think it had to happen for any real change to take place. I can still bring myself right back to the second day I was here when I met some ILBPers for lunch at the computer engineering building or the first time I met Géraldine and Guillaume at orientation. As easy as it is to put myself right back in that moment, it’s just as easy for me to see that I am not the same person I was five months ago.

In terms of leadership style, I can see some slight changes in how I handle myself. More importantly, I can see that there are greater changes that have been set in motion that I will likely see the results of when I return to the US. Before coming here, one of my professors called me a “quiet leader”. It’s kind of funny to me here because I am seen as such a talkative person. However, back in the States, I suppose I am seen as a very non-aggressive person so when it comes to trying to

accomplish things in a team setting, I am good as an influencer rather than someone dominating the situation. Or, if I am in the leader position, I am usually very concerned with addressing others needs within the group so we have unity in our actions or decisions. What I can see now is that I am getting more comfortable with being decisive on my own and then trying to, in the words of a certain French IBLP member, “seduce” others to see and support my point. I feel like maybe I have become less of a care taker in my leadership style having been here. As contradictory as it sounds, I think that I have become a bit more assertive while increasing my flexibility, as well. I think the uncertainty we all came into when arriving here in Finland meant that maybe we all had to become more open to change. I’m looking forward to seeing how this change-acceptance fits back into my old “Nicole mold” back home. I feel like a puzzle piece that had a section cut of. Maybe I won’t be able to fit back into my old life as easily as I had originally anticipated. But then again, it’s exciting to see what new “puzzle” I will fit into and where these amazing experiences and opportunities with IBLP will take me in life. I’m looking forward to the day where I go into a meeting at work only to see another IBLPer sitting across the table from me.

I have opened myself to new experiences, new people and new feelings. Jeremiah, the other American studying here from my University often reminds me of the second weekend in Finland when we went to Estonia and I insisted that everyone leave the club we were at because I didn’t think it was “safe”. Maybe it is the environment that Helsinki offers but I think I have maybe learned to be more trusting in others—and myself. I have learned that not everything has to be perfect and that happiness doesn’t have to come from everything being exactly right. I have seen that you can find your best friend in the last place you would imagine and that five months is more than enough time to make goodbye the hardest feeling in the world. I suppose that this essay is maybe not so much a reflection on what I have learned from the IBLP lessons but I can honestly say that the lessons I have learned from the people in IBLP are going to be things I carry with me always. It is often said in the US that people find themselves in college but I must disagree. Four years of college back home was nothing compared to five months in Finland.

LIST OF PICTURES

Picture 1: IBLP class 2007/08 (Juuso Soininen).....	9
Picture 2: DGLT framework (DGLT class 2007/08).....	12
Picture 3: Chess-briefing (Olli Rusanen)	13
Picture 4: Global leadership (DGLT class 2007-2008 and team ultrasonic).....	15
Picture 5: Leadership styles (John Darling & Team Bugs).....	16
Picture 6: Leadership styles - strengths and weaknesses (John Darling & Team bugs).....	17
Picture 7: Leadership styles - flexing (John Darling & Team Bugs).....	17
Picture 8: Checkmate Chess (Patrick Nijhuis)	19
Picture 9: Action-centered leadership concept (John van Maurik, 2001)	19
Picture 10: The Hedgehog Concept (Collins 2001)	22
Picture 11: Leaders from level 1 to level 5 (Collins 2001).....	25
Picture 12: Estiem & Vision logos (Estiem).....	34
Picture 13: Students working (Juuso Soininen)	35
Picture 14: Tallinn Excursion (Juuso Soininen)	41
Picture 15: Valeria Gariboldi (Juuso Soininen).....	46
Picture 16: Singling (Andi Braun).....	49
Picture 17: Global Leadership Talent (Ninghui Gao).....	51
Picture 18: Global Team ("B S K" from SXC)	53
Picture 19: Evolution (Team Bugs).....	54
Picture 20: Flipside of the coin of teams (Antti Nuoranne)	61
Picture 21: (Craig Jewell)	62
Picture 22: Groupwork of Lars, Olli and Vicente (Juuso Soininen)	63
Picture 23: (Sigurd Decroos)	64
Picture 24: (Sigurd Decroos)	64
Picture 25: (Ruth Livingstone)	64
Picture 26: Helping Hands (Sanja Gjenero).....	68
Picture 27: Whole Brain model (Hermann)	72
Picture 28: Global team ("B S K" from SXC)	74
Picture 29: System Intelligence (Saarinen and Hämäläinen)	75
Picture 30: Emerging perspectives vs focus.....	76
Picture 31: Framework of team building	77
Picture 32: ("ilker" from SXC).....	80
Picture 33: (Jarno Lappalainen)	86
Picture 34: (Asif Akbar)	86
Picture 35: (Sanja Gjenero).....	86
Picture 36.....	86
Picture 37: clock (Dan Shirley)	86
Picture 38: Spring (Peter Huys).....	87
Picture 39: Pyramid ("duchessa", SXC)	87
Picture 40: (Craig Jewell)	87
Picture 41: ("scouba", SXC).....	87
Picture 42: Brainstorming.....	87
Picture 43: IDEA (Kriss Szkurlatowski)	88
Picture 44: Light bulb.....	89
Picture 45: Albert Einstein	89

Picture 47: Waves (picture without text courtesy to Thomas Boulvin).....	90
Picture 46: Ladders of creativity (Daniel Sa Nogueira)	90
Picture 48: Box & question mark (Svilen Mushkatov)	91
Picture 49: The innovation funnel (Schilling).....	92
Picture 50: The three component model of creativity (Robbins)	93
Picture 51: Dashboard (Gary Tamin)	93
Picture 52: Lens (Jay Simmons)	94
Picture 53: brainstorming.....	94
Picture 54: Antti Ritala (Juuso Soininen).....	97
Picture 55: Gossip (“scol22” from SXC).....	105
Picture 56: Presentation of Lars Göttmann (Juuso Soininen).....	109
Picture 57: Public speaking.....	110
Picture 58: Defining global leadership (Antti Ritala).....	112
Picture 59: Communication strategy (Munter, 1992).....	114
Picture 60: Communication styles (Munter, 1992).....	115
Picture 61: Audience Memory Curve (Munter, 1992)	117
Picture 62: An example of idea chart (Munter, 1992)	117
Picture 63: Writings on the Wall (Juuso Soininen)	120
Picture 64: summary (Cottage weekend, Leinonen et. al. and Starczewski).....	121
Picture 65: A framework for the process of personal development and effectiveness (Covey)	124
Picture 66: Neurological Levels of Alignment (Yemm, 2006)	125
Picture 67: Goal setting and motivation (Yemm, 2006)	126
Picture 68: Joy [dancer] (Patricia Dekker)	128
Picture 69: Different learning styles (Manning's lecture).....	129
Picture 70: Learning styles of IBLP students (DGLT class 2007-08)	130
Picture 71: Pocket Watch (Benjamin Earwicker)	131
Picture 72: What are the odds to win if I raise?	134
Picture 73: Managerial cognition and performance (Goodhew et. al., 2005).....	137
Picture 74: Scheme of a cognitive map (Goodhew et. al., 2005).....	137
Picture 75: Hand & key (Felix Atsoram).....	141
Picture 76: Physical Therapy (Luis Solis)	142
Picture 77: Sofia (Daniel Andres Forero)	142
Picture 78: Rubik's cube (Maxime Perron Caissy).....	142
Picture 79: Candles (Nadia Szopinska).....	142
Picture 80: The Pizza of Life (Daniel Sa Nogueira)	143
Picture 81: Vitruvian Man.....	143
Picture 82: Holding Hands (Jarno Lappalainen).....	144
Picture 83: Plastic Model Head (Tory Byrne).....	144
Picture 84: Number one (Robert Aichinger)	144
Picture 85: Finnish flag (Juuso Soininen)	145
Picture 86: Excursion to Altia factory (Juuso Soininen)	147
Picture 87: Valeria (Juuso Soininen)	147
Picture 88: Sunset (Juuso Soininen).....	148
Picture 89: Antti R. and Vicente (Juuso Soininen)	148
Picture 90: Michael Gallagher (Juuso Soininen)	149
Picture 91: IBLPers (Juuso Soininen).....	150
Picture 92: A photo from closing weekend (Juuso Soininen)	151
Picture 93: Leadership definition (Olli Rusanen)	152
Picture 94: Reflection session 12.12.2007 (Juuso Soininen).....	154
Picture 95: Reflection session 12.12.2007 (Juuso Soininen).....	155

LIST OF TABLES

Table 1: The differences between a team and a group (Team Bugs)	54
Table 2: Team Roles (Meredith Belbin)	56
Table 3: Team role characteristics, functions, strengths and allowable weaknesses (Meredith Belbin)	57
Table 4: Aspects of teams and groups (Team Academy weekend, Mike Manning lecture & Dirk Volland).....	69
Table 5: Belbin team roles - Description and behaviours (Belbin).....	71
Table 6: Systems (Saarinen and Hämäläinen).....	76
Table 7: Survival Problem results from Mike Manning's lecture: the lower, the better	79
Table 8: Belbin's team roles (Belbin)	79
Table 9: Potential tangible costs.....	81
Table 10: Potential intangible costs.....	82
Table 11: Informative vs. Persuasive Presentations	98
Table 12: The three sections of an informative presentation	100
Table 13: Examples of objectives (Munter, 1992)	115
Table 14: Connection between team academy terminology and the cottage weekend '07 (Cottage weekend, Leinonen et. al. and Starczewski)	122



Only by seeking challenges can we hope to find the best in ourselves.

- Robert Rodriguez

Keep away from people who try to belittle your ambitions. Small people do that, but the really great make you feel that you, too, can somehow become great.

- Mark Twain

If people did not do silly things, nothing intelligent would ever get done.

- Ludwig Wittgenstein