

# The Sustainable Enterprise Learning Guide

Edited by: Mal Conway, Catherine Mercer Bing, Jeana Wirtenberg

Instructor Materials

## Chapter 1:

## Leadership for the sustainable enterprise

Created by: Dick Knowles, Karen Davis, Shakira Abdul-Ali

**Richard N. Knowles, PhD**

The Center for Self-Organizing Leadership  
Youngstown, NY 14174

**Karen Davis**

International Organization Development Association (IODA)  
New York, NY 10024-5779

**Shakira Abdul-Ali, MSOD**

Alchemy Consulting, LLC  
Burlington, NJ 08016

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### Editors' Notes:

These materials are intended for use by academics and practitioners. In order to simplify the language, editors have determined to use the terms instructors, learners or participants rather than facilitators, professors or students.

## CHAPTER 1: INTRODUCTION AND OVERVIEW

### Learning Objectives


#### At the end of the activity the learner will/will be able to:

- Describe the features of the Leadership Diamond
- Explain how the Leadership Diamond can create a shift in people's way of being
- Give examples of the nature and domains of leadership
- Describe significant lessons from indigenous cultures as presented in The Sustainable Enterprise Fieldbook
- Describe the main features of transformation
- Describe the key learnings about leadership from the International Black Summit and The Black African Heritage Leadership Development Caucus
- Explain how these ideas could be applied to sustainable leadership
- Describe Self-organizing leadership as the natural tendency and the Process Enneagram, the only known tool that enables people together in conversation to reach rational solutions to complex problems while simultaneously strengthening the social connections they need and building the emotional energy and commitment to quickly address the issues before them.
- Describe the nature of the problems we face and the role of self-organizing leadership.
- List the basic steps to Self-organizing leadership

### Audience Description

These activities are designed for the undergraduate, or graduate/practitioner level learners.

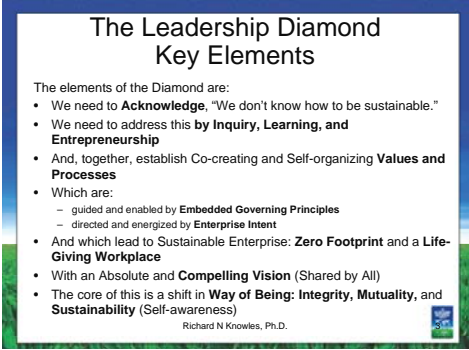

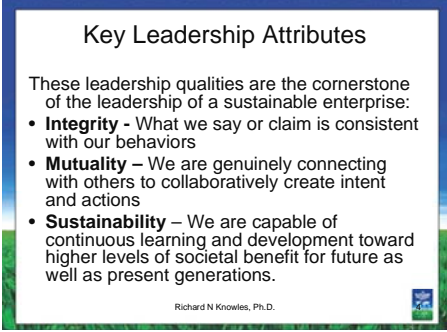


ACTIVITY PREPARATION

<b>Activity Name</b>	Leadership for a sustainable enterprise	
<b>Preparation Checklist</b>	<input type="checkbox"/> Assign pre-reading and pre-work listed below at least one week in advance of the session <input type="checkbox"/> (Pre-reading) Handout a copy of Knowles, R. N. (2006) <i>Engaging the Natural Tendency of Self-Organization</i> , World Business Academy Transformation <input type="checkbox"/> Prepare ground rules and post them in the room prior to the class <input type="checkbox"/> Order and test computer projection system (LCD projector) <input type="checkbox"/> Order at least 3 flip charts and appropriate marking pens and masking tape for posting <input type="checkbox"/> Load computer with appropriate PowerPoint files for the activities (Chapter 1 leadership for a sustainable enterprise) <input type="checkbox"/> Check the room layout to make sure the activities in small groups will work <input type="checkbox"/> Make one copy of the handouts for each learner	
<b>Timing Flow</b>	Set-up and Activity: Self-organizing	12 minutes
	Activity: Ancient traditions and Earth wisdom	8 minutes
	Activity: Frameworks for Leading a Sustainable Enterprise	18 minutes
	Activity: Basic Steps to Self-Organizing Leadership	12 minutes
<b>Total Time</b>	50 minutes	
<b>Pre-reading</b>	 <p>Read Sustainable Enterprise Fieldbook, <i>Leadership for a sustainable enterprise</i>, (pp. 25-56)            Knowles, R. N. (2006). <i>Engaging the Natural Tendency of Self-Organization</i>, World Business Academy Transformation</p>	
<b>Pre-work</b>	Write a 2 – 3 page (double-spaced) paper on your observations of any kind of self-organization you have experienced within the last 24 hours.	

**ACTIVITY: SELF-ORGANIZING**

This activity introduces the concepts around leadership for a sustainable enterprise. It lays a foundation for future activities.

Instructor Notes	Activity Description
<p>Step 1. Set-up and Activity: Self-organizing</p>	<p><b>Do:</b>            Collect the homework</p> <p><b>Say:</b>            Please hand in your pre-work assignments on your observations of self-organization.</p>
<div data-bbox="162 1060 599 1388" data-label="Image"> </div> <p data-bbox="342 1392 418 1417">Slide 1</p>	<p><b>Do:</b>            Welcome learners. Review the program ground rules which should be posted for everyone to see. These could include the following:</p> <ul data-bbox="695 772 1463 1104" style="list-style-type: none"> <li>• Laptop computers off</li> <li>• Cell phones set to vibrate, no texting</li> <li>• If an emergency call, like a sick child, excuse yourself and go out of the room</li> <li>• Only one person speaks at a time</li> <li>• Be positive</li> <li>• Contribute</li> <li>• Listen for understanding</li> <li>• Respect each other</li> <li>• Have fun while learning</li> </ul> <div data-bbox="657 1171 824 1304" data-label="Image"> </div> <p><b>Do:</b>            Show slide 1.</p>
<div data-bbox="162 1425 599 1753" data-label="Image"> </div> <p data-bbox="342 1757 418 1782">Slide 2</p> <p data-bbox="142 1787 583 1812">Note: Start at the bottom of slide 2 with:</p> <ol data-bbox="142 1816 446 1879" style="list-style-type: none"> <li>1. Acknowledge:</li> <li>2. Point to - Address Need</li> </ol>	<div data-bbox="657 1425 824 1558" data-label="Image"> </div> <p><b>Do:</b>            Show Slides 2 and 3.</p> <p><b>Say:</b>            The elements of the Diamond are:</p> <ul data-bbox="695 1724 1474 1879" style="list-style-type: none"> <li>• We need to <b>Acknowledge</b>, “We don’t know how to be sustainable.”</li> <li>• We need to address this <b>by Inquiry, Learning, and Entrepreneurship</b></li> <li>• And, together, establish co-creating and Self-organizing <b>Values and Processes</b></li> </ul>

Instructor Notes	Activity Description
<p>3. Point to - Establish: 4. Point to the right side – Guided 5. Point to Left side of the Diamond – Directed and Energized 6. Point to top of the page – Sustainable enterprise.</p> <p>Point to the CORE Way of Being</p>  <p>Slide 3</p>	<ul style="list-style-type: none"> <li>• Which are: <ul style="list-style-type: none"> <li>○ guided and enabled by <b>Embedded Governing Principles</b></li> <li>○ directed and energized by <b>Enterprise Intent</b></li> </ul> </li> <li>• And which lead to Sustainable Enterprise: <b>Zero Footprint</b> and a <b>Life-Giving Workplace</b></li> <li>• With an Absolute and <b>Compelling Vision</b> (Shared by All)</li> <li>• The core of this is a shift in <b>Way of Being: Integrity, Mutuality, and Sustainability</b> (Self-awareness)</li> </ul>  <p><b>Do:</b> Show Slide 3</p> <p><b>Say:</b> Here are the notes that we just went through on the previous slide.</p>
 <p>Slide 4</p>	 <p><b>Do:</b> Show Slide 4</p> <p><b>Say:</b> The key attributes needed of the leaders of this change are:</p> <ul style="list-style-type: none"> <li>• <b>Integrity</b> – This means that what we say or claim is consistent with our behaviors</li> <li>• <b>Mutuality</b> – This means we are genuinely connecting with others to collaboratively create intent and actions</li> <li>• <b>Sustainability</b> – This means we are capable of continuous learning and development toward higher levels of societal benefit for future as well as present generations</li> </ul>
<p>Background: Every group has some sense of direction – a leader helps create the conditions where people can move. There are various roles for leaders that are different from the standard command and control.</p> <p>Leadership dance</p> <ol style="list-style-type: none"> <li>1. Strategic focus can develop a cult environment</li> <li>2. Command and Control becomes like “now hear this”</li> <li>3. Self-organizing is about sharing info/building relationship/ developing a</li> </ol>	 <p><b>Do:</b> Lead and facilitate a discussion.</p> <p><b>Ask:</b> How will this create a shift in our way of being?</p> <p>Expected responses:</p> <ul style="list-style-type: none"> <li>• There are lost of ways to think about leadership not just controlling others</li> <li>• Each of us can demonstrate leadership</li> <li>• We all are leaders at something</li> </ul>

Instructor Notes	Activity Description
<p>sense of who we are            Leaders help “fill the bowl/container” with mission, principle, accountabilities, standards, etc. Create and co-create – order and focus.</p>	<ul style="list-style-type: none"> <li>● We do not have to wait until someone directs us to do something</li> <li>● Focus on what we’ll do – if we are really successful</li> <li>● What would we dream for the future – what is possible?</li> <li>● What are some of the new opportunities if we really get successful</li> <li>● Hopes begin to emerge</li> <li>● We expand our vision</li> <li>● People come alive</li> <li>● People realize they can do more/new</li> </ul>

**ACTIVITY: ANCIENT TRADITIONS AND EARTH WISDOM**

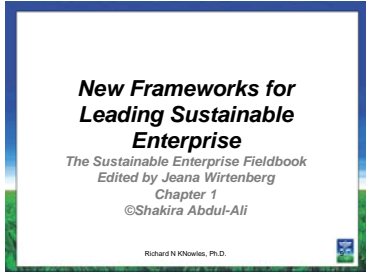
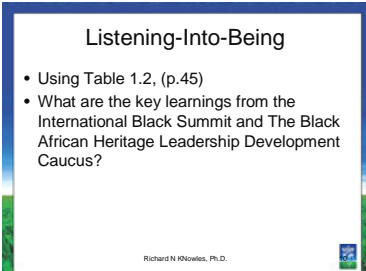


In this activity, the class will discuss the insights they gained reading *The sustainable enterprise fieldbook: Reflections on leadership from ancient traditions and Earth wisdom* (pp. 37–41).

Instructor Notes	Activity Description
<p>Facilitate a discussion</p> <div data-bbox="142 898 578 1230" style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Ancient Traditions and Earth Wisdom</b></p> <p style="text-align: center;"><i>The Sustainable Enterprise FieldBook</i>            Edited by Jeana Wirtenberg            Chapter 1            © Karen Davis</p> </div> <p style="text-align: center;">Slide 5</p> <div data-bbox="142 1262 578 1593" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Questions for Reflection</b></p> <ul style="list-style-type: none"> <li>• What questions do we need to ask ourselves, each other, our organizations, and our world?               <ul style="list-style-type: none"> <li>– What new stories are necessary to replace the currently engrained ones that only reinforce the dominant culture’s ways of being and doing?</li> <li>– What types of leadership are essential for people to co-create stories of sustainability?</li> <li>– What and how can we learn from Mother Earth and all her creatures—and from Father Sky?</li> <li>– How can multiple ways of knowing enhance the journey toward sustainability?</li> <li>– How is what we are doing now affecting the lives of people seven generations in the future?</li> </ul> </li> </ul> </div> <p style="text-align: center;">Slide 6</p>	<div data-bbox="613 835 782 968" style="text-align: center;"> </div> <p><b>Do:</b>            Show Slide 1.</p> <div data-bbox="607 1066 808 1171" style="text-align: center;"> </div> <p><b>Ask:</b>            How do the ideas in the reading apply to sustainable leadership?</p> <p>Expected response:</p> <ul style="list-style-type: none"> <li>● These examples are more like sustainable leadership characteristics than command and control leadership</li> <li>● The leadership example are more long term focused</li> <li>● There is a recognition of connectivity between many things rather than things existing in isolation</li> <li>● There is a focus on the natural world and how to interact with it</li> </ul> <p><b>Ask:</b>            What key learnings about leadership can be gleaned from these communities as presented in the Fieldbook?</p> <p>Expected response:</p> <ul style="list-style-type: none"> <li>● We need more of a focus on the natural world and need to think about how to interact with it without causing so much environmental damage</li> <li>● We need to think more about how our decisions impact future generations</li> <li>● We need to look around us for lessons in nature that we can adopt</li> <li>● We need to be more fully committed to a wider range of things that we</li> </ul>

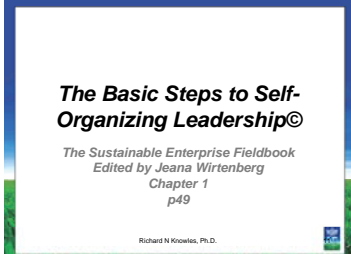

Instructor Notes	Activity Description
	care about
<p>Debrief</p> <div data-bbox="142 359 579 684"> <p><b>Lessons from Indigenous Cultures</b></p> <ul style="list-style-type: none"> <li>Generosity (both with knowledge and material possessions) and egalitarianism are essential elements of these cultures, and produce an environment of reciprocity and trust</li> <li>Much of the activity enables the building of self-confidence and high self-esteem, freedom from anxiety (fear of the unknown), freedom from depression, the acquired respect and trust of others, and a culture of collaboration and consultation</li> <li>Telling stories is the way of giving advice and instruction and of answering questions. The process is consultative rather than hierarchical. Elders, chiefs, and shamans are respected, but do not have or seek power or authority over others. Children learn about leadership from stories and example</li> <li>People in these cultures not only depend on the conscious mind to process information, they appreciate how the subconscious, dreams, and instincts enrich their understanding and decision-making process</li> </ul> <p>Richard N Knowles, Ph.D.</p> </div> <p>Slide 7</p> <div data-bbox="152 749 570 1062"> <p><b>Lessons (Cont'd.)</b></p> <ul style="list-style-type: none"> <li>There is a profound respect for individual decisions; after sharing of knowledge, if there is no consensus on action, each individual is trusted to do what he or she thinks is right and responsible, and there are no recriminations for not conforming to what others think is appropriate.</li> <li>Authority is more horizontal than vertical, a result of the necessity of reaching unanimity on a decision before any action is taken (Harris, Moran, &amp; Moran, 2004).</li> <li>Children are not asked what they want to be when they grow up (as in the dominant culture that lives mostly for the future). Children already <i>are</i>; they are children and they do not have to wait <i>to be</i> (Harris, et al., 2004).</li> </ul> </div> <p>Slide 8</p>	<div data-bbox="618 310 781 443"> </div> <p><b>Do:</b>        Show slides 7 and 8. Review the slide contents.</p> <p><b>NOTE:</b> Contents of the slides include the following:</p> <ul style="list-style-type: none"> <li>Generosity (both with knowledge and material possessions) and egalitarianism are essential elements of these cultures, and produce an environment of reciprocity and trust</li> <li>Much of the activity enables the building of self-confidence and high self-esteem, freedom from anxiety (fear of the unknown), freedom from depression, the acquired respect and trust of others, and a culture of collaboration and consultation</li> <li>Telling stories is the way of giving advice and instruction and of answering questions. The process is consultative rather than hierarchical. Elders, chiefs, and shamans are respected, but do not have or seek power or authority over others. Children learn about leadership from stories and example</li> <li>People in these cultures not only depend on the conscious mind to process information, they appreciate how the subconscious, dreams, and instincts enrich their understanding and decision-making process</li> <li>There is a profound respect for individual decisions; after sharing of knowledge, if there is no consensus on action, each individual is trusted to do what he or she thinks is right and responsible, and there are no recriminations for not conforming to what others think is appropriate.</li> <li>Authority is more horizontal than vertical, a result of the necessity of reaching unanimity on a decision before any action is taken (Harris, Moran, &amp; Moran, 2004).</li> <li>Children are not asked what they want to be when they grow up (as in the dominant culture that lives mostly for the future). Children already <i>are</i>; they are children and they do not have to wait <i>to be</i> (Harris, et al., 2004).</li> </ul>

**ACTIVITY: FRAMEWORKS FOR LEADING A SUSTAINABLE ENTERPRISE**

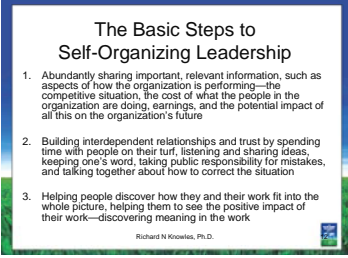

In this activity, the class will discuss their insights gained after reading *The Sustainable Enterprise Fieldbook, New frameworks for leading sustainable enterprise*, (pp. 41–46).

Instructor Notes	Activity Description
<p>Activity: Frameworks for leading a sustainable enterprise</p>  <p>Slide 9</p>  <p>Slide 10</p>	<p>'Listening-Into-being' leadership qualities and characteristics</p>  <p><b>Do:</b> Show slide 9. Handout page 12, one to each student.</p>  <p><b>Say:</b> Turn to Table 1.2 'Listening-into-being' leadership qualities and characteristics, (p. 45) and refer to the handout I am giving you.</p> <p><b>Ask:</b> What are the key learnings about leadership from these communities?</p> <p>Expected responses:</p> <ul style="list-style-type: none"> <li>• Leadership is not about having the title of leader</li> <li>• Diversity is a key element to successful leadership</li> <li>• Sustainability (triple-bottom-line behavior) is self-generating and self-correcting</li> </ul>

**ACTIVITY: BASIC STEPS TO SELF-ORGANIZING LEADERSHIP**

Instructor Notes	Activity Description
 <p>Slide 11</p>	 <p><b>Do:</b> Show Slides 11 and 12. Review the steps in Slide 12. These include:</p> <ul style="list-style-type: none"> <li>• Abundantly sharing important, relevant information, such as aspects of how the organization is performing—the competitive situation, the cost of what the people in the organization are doing, earnings, and the potential impact of all this on the organization's future</li> <li>• Building interdependent relationships and trust by spending time with people on their turf, listening and sharing ideas, keeping one's word, taking public</li> </ul>



Instructor Notes	Activity Description
	<p>responsibility for mistakes, and talking together about how to correct the situation</p> <ul style="list-style-type: none"> <li>Helping people discover how they and their work fit into the whole picture, helping them to see the positive impact of their work—discovering meaning in the work</li> </ul>
<p>Report outs</p>	 <p><b>Say:</b> I am going to ask each of you to state one key learning from today's session. Expected responses: Leadership is more complicated than I thought We need to be more broad in our thinking Decisions we make sometimes have more effects than we expect We need to be thinking about how our decisions and actions impact others today and tomorrow and in the future</p>

## ACTIVITY MEASUREMENT

### Measurement

Attendance: 20%

Participation: 40%

- Participation in the discussions (20%)
- Quality of the discussion, and demonstration of achievement of key learning objectives (20%)

Pre-work Grade: 40%

## FOLLOW-UP: RESOURCES/ACTIONS

### Follow-up Reading:

- The Sustainable Enterprise Fieldbook*, Chapter 1
- Knowles, R. N. PhD (2006) Engaging the Natural Tendency of Self-Organization, *World Business Academy, Transformations*, Vol. 20, Issue 15

HANDOUT: FRAMEWORKS FOR LEADING A SUSTAINABLE ENTERPRISE

## Listening-into-being” leadership qualities and characteristics

Leadership model: qualities & characteristics	International Black Summit <sup>1</sup>	Black African Heritage Leadership Constituency Caucus <sup>2</sup>
Organization Mission	The IBS is a <i>conversation</i> that is being given by life, to the world through people of Black African descent - A conversation that finds its expression in the <a href="#">Declaration</a> of the International Black Summit.	To bring insight and direction to Black African Heritage people <i>as they take on leadership roles in the global community</i> ; to have Black people experience leadership in the entirety of their lives, beyond an actual role or title. (IBAHCC, N.D.)
Organization Structure	Flat / Shallow: Facilitator Body (40 +/- leaders) comprises top level of accountability and provides Summit curriculum; Planning Body (approximately 40–60 leaders) delivers logistics and business action items. “It’s not that we don’t have a ‘titular’ leader; rather, we have an abundance of leaders.” (Perry Parks, in explaining the IBS leadership model)	Flat / Shallow: Female Leader / Director (develops curriculum), supported by Primary Leadership Circle (approximately 10 individuals) and a broader Leadership Team (approximately 30 leaders who deliver logistics and business action items).
Organizing Principles	<ul style="list-style-type: none"> <li>○ Commitment to The Summit Declaration</li> <li>○ Authentic Listening</li> <li>○ Acknowledgement of <i>Distinctions</i> as means of processing information within the context of Life’s conversation</li> <li>○ Everyone’s Voice Counts (“No insignificant person has ever been born,”) (N. D. Simmons.)</li> <li>○ There’s no “Out There”; everything is a projection from that which lies within (any individual)</li> <li>○ There is already an Answer to every question, at the moment it is asked</li> <li>○ Trigger—the “rub” or charge that results in a new or deeper</li> </ul>	<ul style="list-style-type: none"> <li>○ Spiritual attunement</li> <li>○ Authentic Listening</li> <li>○ A Transformational Continuum of an on-going Conversation given by Life</li> <li>○ Every voice is necessary; every voice must be heard</li> <li>○ Open and full disclosure of issues / concerns (abuse occurs in secrecy and seclusion)</li> <li>○ Complete significance in the Black race social identity</li> <li>○ Reclamation of personal power</li> <li>○ Political &amp; economic consciousness</li> <li>○ Self-love &amp; valuation of the Black community</li> </ul>

<sup>1</sup> This information was acquired through two telephone interviews with the following IBS leaders: Perry Parks, Jr. (CA), J. Kenneth Young (DE), Kathryn Copper (GA), Susan Shelton (CA). (January 4, 2007); and Rosemary Blake (NYC); Nancy D. Simmons (NYC); [Orin Sanders](#) (NC/NY). (January 6, 2007).

<sup>2</sup>This information was acquired during a telephone interview with Joyce Shabazz, IBAH Director, (January 8, 2007).

Leadership model: qualities & characteristics	International Black Summit <sup>1</sup>	Black African Heritage Leadership Constituency Caucus <sup>2</sup>
	<ul style="list-style-type: none"> <li>assessment of an issue or situation, relative to its impact (on an individual)</li> <li>○ On-going self-actualization</li> <li>○ We're all in it together</li> <li>○ Operates simultaneously in the Linear and Non-Linear domains</li> <li>○ Trust the Process; it is as valuable / vital as the Outcome</li> </ul>	<ul style="list-style-type: none"> <li>○ Acknowledgement &amp; respect for ancestors</li> <li>○ Being in relationship with our history</li> <li>○ Cooperative economics</li> </ul>
Decision-making Process	<ul style="list-style-type: none"> <li>○ Alignment—a sacrosanct process through which the entire Summit Body (down to the last voice) acknowledges “the Answer” (what’s “so;” what “already is”)</li> <li>○ Alignment is NOT: majority rule; voting; cajoling; manipulating; not even consensus</li> </ul>	<ul style="list-style-type: none"> <li>○ Contributory process; reliance on synergy</li> <li>○ There is an expectation and a requirement for accountability to an outcome</li> </ul>
Response to Conflict / Resistance	<ul style="list-style-type: none"> <li>○ Embracing it / welcoming it / “going for the gold” in it.</li> <li>○ Acknowledging that any conflict is generally within an individual; usually points to something in the person that is unresolved.</li> <li>○ When conflict shows up, it offers direction; there is completion in conflict; it helps to move obstacles out of the way</li> <li>○ Everything that happens needs to happen</li> </ul>	<ul style="list-style-type: none"> <li>○ Seen as a necessary part of evolution; it is welcomed</li> <li>○ Inviting it / exploring it / finding the direction in it</li> <li>○ Anticipate it with open arms, acknowledging it as “a part of everything”</li> <li>○ Living under a racist system requires that we make peace with conflict in order to sustain a quality of life</li> </ul>
Efficiency	<ul style="list-style-type: none"> <li>○ There is no particular attention placed on ‘efficiency.’ Whatever efficiency occurs is a by-product of the process</li> <li>○ As IBS operates in both linear and non-linear domains, efficiency occurs in the context of maximizing resources; in the non-linear realm, efficiency occurs in the life-changing transformation process</li> </ul>	<ul style="list-style-type: none"> <li>○ Efficiency occurs principally within the context of integrity-driven relationships; otherwise,</li> <li>○ There is no particular objective to focus on efficiency</li> </ul>
Value Orientation	<ul style="list-style-type: none"> <li>○ Authentic Being</li> <li>○ Trust</li> <li>○ Relationships</li> <li>○ Integrity</li> <li>○ Authentic Listening</li> </ul>	<ul style="list-style-type: none"> <li>○ Authentic Being</li> <li>○ Trust</li> <li>○ Relationships</li> <li>○ Integrity</li> <li>○ Authentic Listening</li> <li>○ Shared resources</li> </ul>