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Beyond Leadership: A Model for Individual and Organizational Liberation

Microsoft Corporation

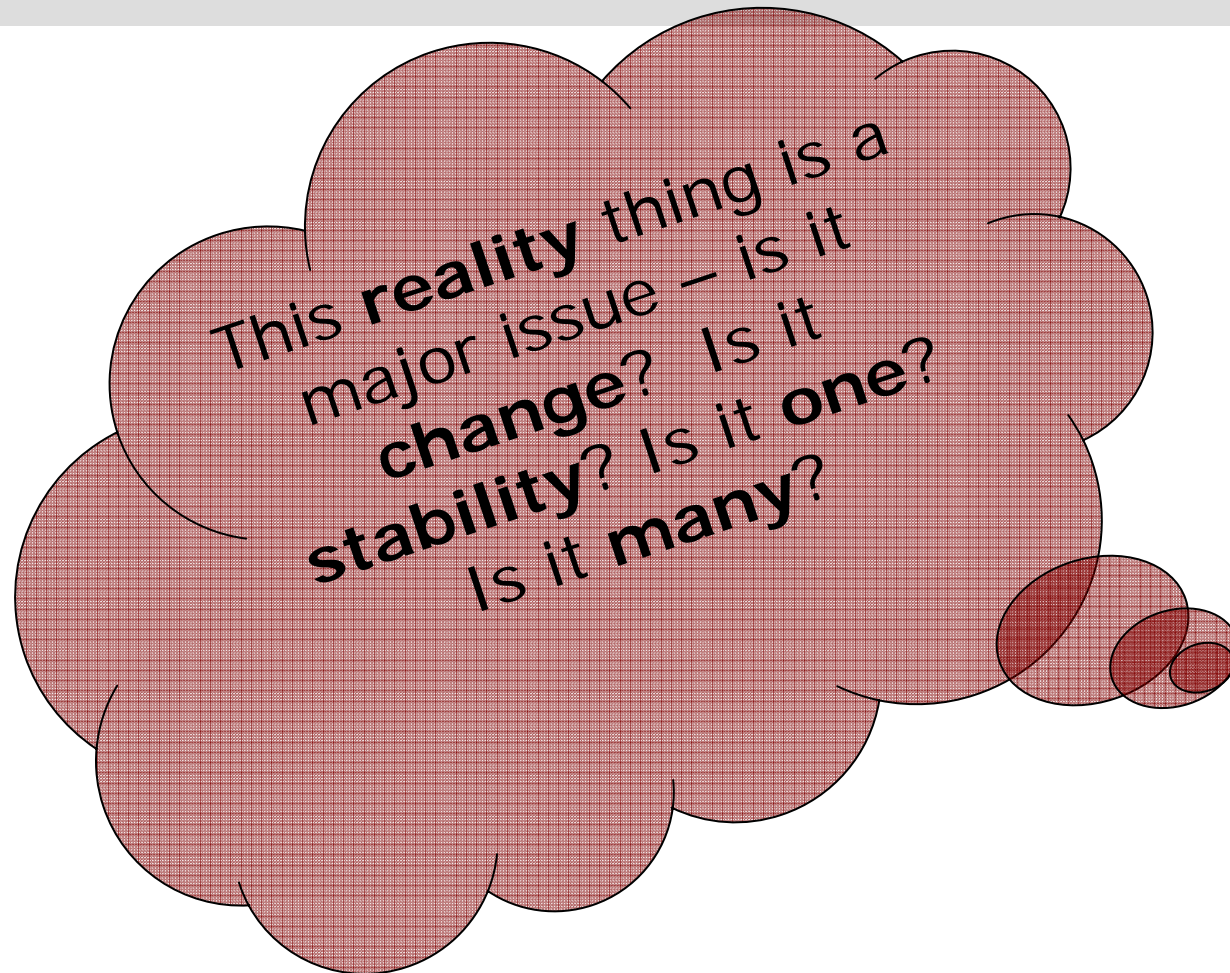
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What's the first problem?



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Why is THAT a Problem?

 What do we know?

 How do we know it?

 How can experience be so dynamic while ideas are enduring?

 What's the relationship between language and reality?

 How is human reality different from non-human reality?

What's the second problem?



There's a difference between:



A

 my **KNOWING** something that doesn't know me back

AND



B

 my knowing some**ONE** that **DOES** know me back ...



To what does one relate?



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One Self Among ...

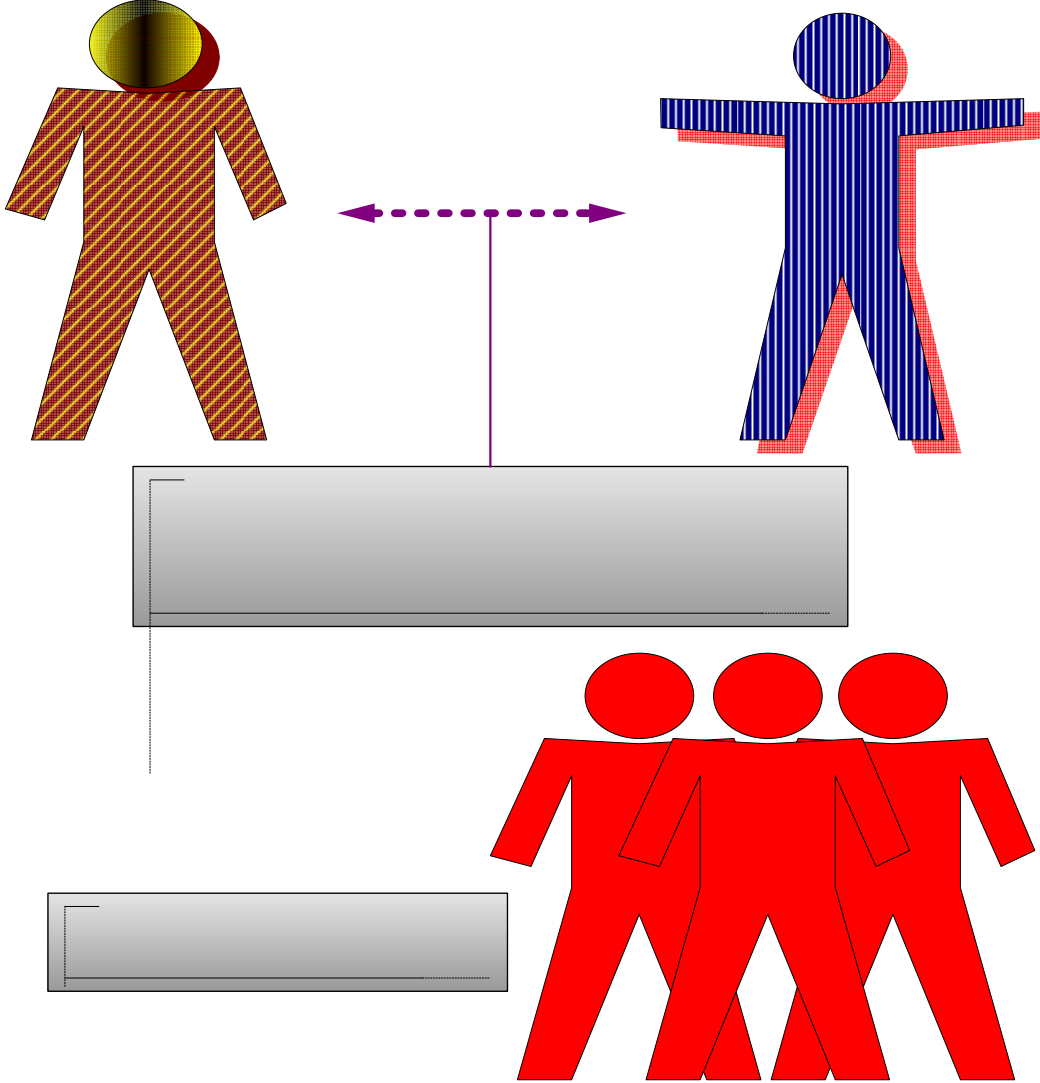
 ... other THINGS

 I can know things as they are –
because they do not change

 ...other SELVES

 I cannot know other selves as they are
because they are in constant transition

Sartrean Consciousness



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Consciousness and the OTHER

 **Concept of leadership becomes quite interesting within this context**

 **CAN I subject myself to the will of another?**

 **SHOULD I subject myself to the will of another?**

 **Is leadership a form of acceptable dominance?**

 **Can I forfeit any part of my freedom – authentically?**



Leadership



KEEP THE DREAM ALIVE!



AWESOME ALBUQUERQUE!



Latest CNN Poll Shows John Edwards Defeating George W. Bush

Help Build Momentum Nationwide With A Contribution Today!

(Photo: K. Lamarque, Reuters)

Leadership is...

 ... an attribute or quality

 ... an innate talent

 ... a skill to be taught

 ... an activity

Why does it matter?



We analyze our social organizations by, first, defining the leadership within that organization




Social order – which we understand to be the mechanism by which civilization is sustained – is usually thought of using a hierarchical model, i.e., SOMEONE IS IN CHARGE


Relate this to our definition of consciousness

 The some**ONE** in charge is my**SELF**

 I cannot forfeit my freedom

 I cannot forfeit my responsibility to
choose

So ...

 **Leadership is a consequence of acting in good faith through recognizing the full dimension of complexity inherent in any situation**

 **Anybody can do it – and it's a natural result of maintaining a sense of personal responsibility**

**...and we can DO
something WITH this
idea...**


 **... in schools**

 **Contrived social organizations**

 **Construct opportunities for students to
learn to embrace complexity**

 **Demand modeling of such
responsibility from teachers and
parents**

What would schools be like if ...

 ...we believed that each of us really was responsible for ourselves and for our own actions – existentially (i.e., as a result of the nature of reality)?

 ... we changed our current school cultures in order to act on that belief?

Mel Levine: A Mind at a Time



8 systems for “engaging with the world”

1. attention control system: capacity to “pay attention”
2. memory system: literally, capacity to memorize and recall
3. the language system: students who are facile with the language are successful in school – that’s how it’s set up
4. spatial ordering system: capacity to perceive how things fit together
5. sequential ordering system: verbal sequence; order in time
6. motor system: motor coordination skills
7. higher system thinking: critical and creative problem solving; capacity to problem solve
8. social system thinking – **EMBRACING COMPLEXITY**




Practically speaking ...

School-Aged Students ...

 ...have developed all the systems
Levine describes

 ...need “practice” with all of them

 ...are least facile with social system
thinking

 This is why school as “SOCIAL CONTEXT” is
so critical for the development of authentic
leadership capacity, i.e., Acting in good faith
through recognizing the full dimension of
complexity inherent in any situation

School as Social Context



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Set clear expectations



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Allow room to fail



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Provide positive reinforcement as often as possible



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Let consequences follow naturally



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Avoid “preventative interference”



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Avoid tendency to protect from real results of actions

Eastside Prep

RESPECT

SELF

OTHERS

LEARNING



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Responsible Citizens



Current “buzz words” in education involve concepts of **moral** education or **character** education



Focus on respect for self, others and for learning leads, naturally, to the development of responsible individuals



We don't need a special curriculum to teach people to be moral or to develop character

The Point(s)



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We're "hard-wired" to make human interaction ineffective.



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Conventional ideas about leadership over-simplify that reality and avoid real, social complexity, thereby distracting us from our responsibility as free agents.



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School as context for social learning can re-establish the capacity to embrace complexity.



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