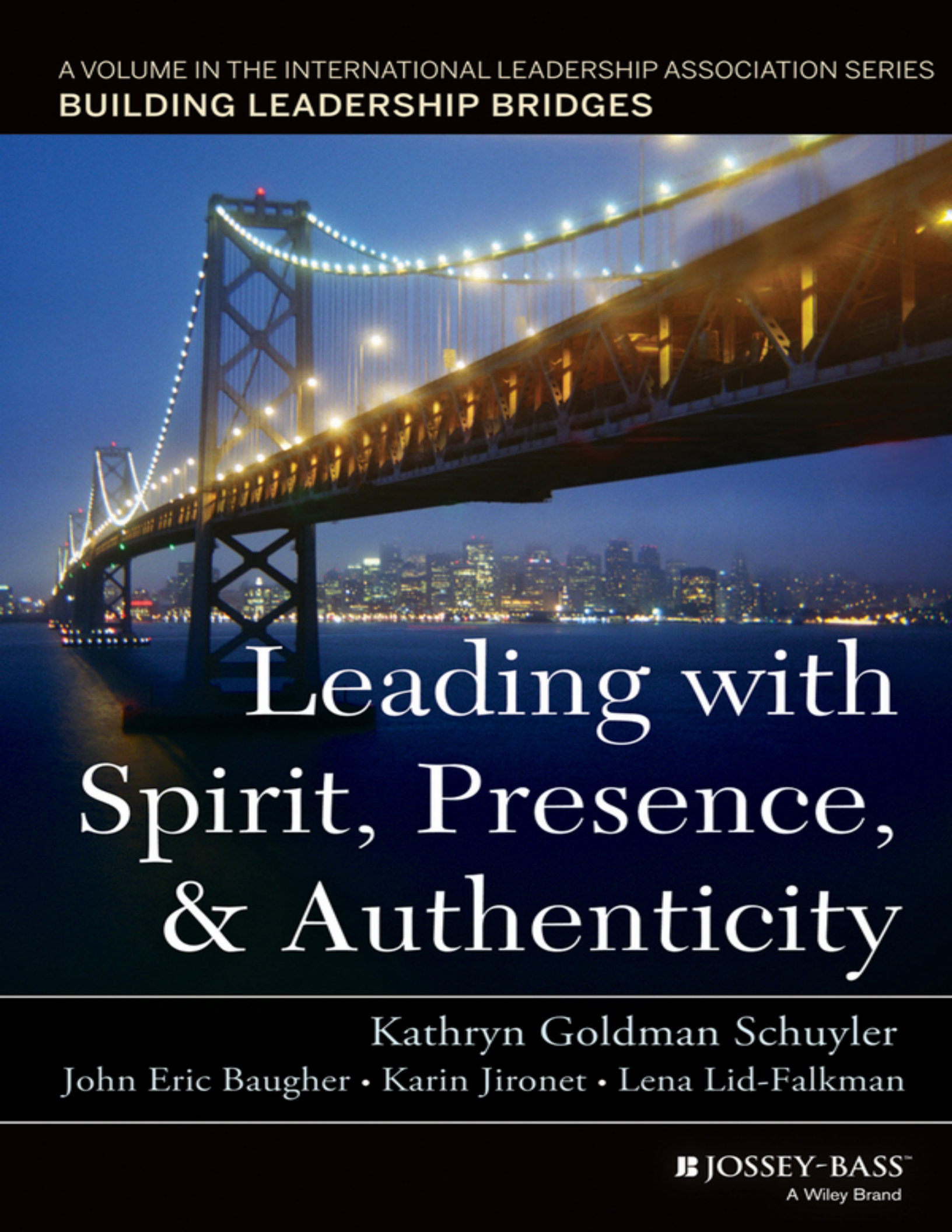


A VOLUME IN THE INTERNATIONAL LEADERSHIP ASSOCIATION SERIES
BUILDING LEADERSHIP BRIDGES



Leading with Spirit, Presence, & Authenticity

Kathryn Goldman Schuyler
John Eric Baugher • Karin Jironet • Lena Lid-Falkman

JOSSEY-BASS™
A Wiley Brand

Contents

[The Contributors](#)

[Introduction: Of Leadership and Light](#)

[Part One: Spirit](#)

[Awareness and Beyond](#)

[What Is the Relevance of the Concept of Leadership?](#)

[The Problem with Applying Spirituality to the Western Concept for Leadership](#)

[The Notion of Power: An Example of the Problem](#)

[An Experimental Phase of Finding New Ways: In Claritas](#)

[Leading with Spirit](#)

[References](#)

[Chapter 1: Connecting Inner Transformation as a Leader to Corporate and Societal Change](#)

[Bringing Life Purpose into Business](#)

[An Interview with Otto Scharmer](#)

[A New Type of Leadership](#)

[References](#)

[Note](#)

[Chapter 2: Cultivating Leadership through Deep Presencing and Awareness Based Practices](#)

[Deep Presencing](#)

[Deep Presencing as a Means for Engaging Soul in Action](#)

[Applying Awareness Based Technologies](#)

[Research](#)

[Stories](#)

[Concluding Reflections](#)

[References](#)

[Chapter 3: Enspirited Leadership in Japan](#)

[Background: Bob and Yuka](#)

[Stepping Stones](#)

[Enspirited Leadership](#)

[Three Questions](#)

[Spirit, Presence, and Authenticity](#)

[References](#)

[Part Two: Presence](#)

[Sociological Mindfulness and Leadership Education](#)

[References](#)

[Chapter 4: The Dance of Joyful Leadership](#)

[The Still Point and the Dance](#)

[The Dancers: Who We Are](#)

[Our Story: Reflections on the Still Point and the Dance](#)

[After the Dance: Closing Thoughts](#)

[References](#)

[Note](#)

[Chapter 5: Why on Earth Are We Staring at Raisins?](#)

[The Quest and the Test](#)

[Opening and Learning](#)

[Growing](#)

[Home Is Wherever You Are](#)

[References](#)

[Note](#)

Chapter 6: Intergroup Dialogue

The Intergroup Relations and Dialogue Program at Villanova

Intergroup Dialogue and Nonviolent Communication

Mindfulness and Intergroup Dialogue

Authentic Leadership

Conclusion

References

Part Three: Authenticity

Appear Authentic!

Room for Reflection in the Daily Life of a Leader?

Online and Communicative Leadership in the New Global Social World

Training in Authentic Leadership or Image Marketing?

Being Authentic

References

Chapter 7: Leadership Values in Africa and Implications for Online Learning Communities

The Role of Leadership Values

About Servant-Leadership

The African Leadership Approach

Servant-Leadership and Online Learning Communities

Implications for African Online Learning Communities

Comparing Traditional African and Servant-Leadership Values: A Summary

Avenues for Future Research

[Conclusion and Outlook](#)

[Note](#)

[References](#)

[Chapter 8: Reflection and Authentic Leadership](#)

[Overview of the Theoretical Model](#)

[Implications for Authentic Leadership](#)

[Development](#)

[Implications for Research](#)

[Conclusion](#)

[References](#)

[Chapter 9: Embodying Authentic Leadership](#)

[The Great Dionysian Festival](#)

[Developing Authentic Leadership Through Theater](#)

[The Importance of Self-Awareness in Authentic Leadership](#)

[External Elements: Language, Voice, and Body](#)

[Conclusion](#)

[References](#)

[Chapter 10: Leaders' Lived Experience of Authentic Moments](#)

[The Method](#)

[Essential Structure of an Authentic Leadership Moment](#)

[Essential Themes](#)

[Implications and Conclusion](#)

[References](#)

[Name Index](#)

[Subject Index](#)

[Advertisement](#)

[End User License Agreement](#)

List of Illustrations

[Figure 1.1 Embodied Leadership](#)

[Figure 5.1 Interlinking Attributes](#)

List of Tables

[Table 7.1 Online Servant and African Leadership Values](#)

[Table 8.1 A Model of Self-Reflection in Authentic Leadership](#)

Leading with Spirit, Presence, and Authenticity

Kathryn Goldman Schuyler

John Eric Baugher, Karin Jironet, Lena Lid-Falkman, Editors

A Volume in the International Leadership Association
Series *Building Leadership Bridges*



International Leadership Association

JOSSEY-BASS™
A Wiley Brand

Cover design by Michael Cook

Cover photograph © Zeb Andrews | Getty

Copyright © 2014 by International Leadership Association. All rights reserved.

Published by Jossey-Bass

A Wiley Brand

One Montgomery Street, Suite 1200, San Francisco, CA 94104-4594—

www.josseybass.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the Web at www.copyright.com. Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at www.wiley.com/go/permissions.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

Wiley publishes in a variety of print and electronic formats and by print-on-demand. Some material included with standard print versions of this book may not be included in e-books or in print-on-demand. If this book refers to media such as a CD or DVD that is not included in the version you purchased, you may download this material at <http://booksupport.wiley.com>. For more information about Wiley products, visit www.wiley.com.

Library of Congress Cataloging-in-Publication Data

Leading with spirit, presence, and authenticity / Kathryn Goldman Schuyler, John Eric Baugher, Karin Jironet, Lena Lid-Falkman, editors. — First edition.

pages cm. — (International Leadership Association series)

Includes bibliographical references and index.

ISBN 978-1-118-82061-2 (pbk.); ISBN 978-1-118-82048-3 (pdf);

ISBN 978-1-118-82069-8 (epub) -

1. Leadership. 2. Leadership—Religious aspects—Buddhism. I. Schuyler, Kathryn Goldman.

HM1261.L434 2014

303.3'4—dc23

2014007797

The Contributors

Marco Aponte-Moreno, PhD, is an actor and academic. He has been performing in theater and film for the past fifteen years. He obtained his PhD from the Graduate Center, City University of New York, specializing in Hugo Chávez's political discourse. His current academic research focuses on the role of language and theater in leadership development. Aponte-Moreno teaches leadership and communication at University College London, where he is also the director of the graduate program in management.

John Eric Baugher, PhD, is associate professor of sociology at the University of Southern Maine. His recent research and teaching activities concern emotional and spiritual dimensions of transformational learning, bereavement, and end-of-life care. Baugher is a member of the Association for Contemplative Mind in Higher Education and the social science editor for the *Journal of Contemplative Inquiry*. He provides training in spiritual care to hospice and other organizations, and for more than two decades he has been following the lead of dying and grieving persons as a certified hospice volunteer.

Sylvia van de Bunt-Kokhuis, PhD, is co-director of SERVUS, the Servant-Leadership Centre for Research and Education at the Vrije Universiteit Amsterdam. She has an international career in business, corporate governance, and academia. She has published extensively in international academic journals on higher education, talent diversity, community building, and servant-leadership. She is the author of *Academic Pilgrims* (1996), editor of *World Wide Work* (2006), and coeditor of *Competing for Talent* (2009).

Brighid Dwyer, PhD, is the assistant director for research and training in the Center for Multicultural Affairs at Villanova University and serves as one of the university's ombudspersons for bias concerns. She is one of the co-directors of Villanova's Program on Intergroup Relations, a faculty member in the program, and an adjunct faculty member in the Center for Peace and Justice Education.

Catherine Etmanski, PhD, is an assistant professor in the School of Leadership Studies at Royal Roads University and first-year program head for a master's program in leadership studies. She is passionate about teaching arts-based and environmental leadership as well as action-oriented, participatory approaches to research. She enjoys integrating the arts into her work, and her doctoral studies employed participatory theater as a research method. She practices yoga and meditation.

Mark Fulton, MA, is a seasoned consultant, facilitator, and trainer with over twenty-five years of experience leading organizational effectiveness work—that is, helping organizations develop the capability to execute their strategy and achieve their business goals. He has worked with thousands of frontline leaders, senior executive teams, project teams, and groups of employees in a broad range of organizations from large multinational high-technology corporations to small start-ups. His MA from Concordia University is in human systems intervention.

Ralph A. Gigliotti is assistant director of Student Development for Leadership Programs at Villanova University. In this role, he coordinates the leadership education initiatives for aspiring and current student leaders. He has taught courses in communication, leadership, and public administration and is pursuing his PhD in organizational communication at Rutgers, the State University of New Jersey.

Kathryn Goldman Schuyler, PhD, has over twenty-five years of experience in leadership development, organizational consulting, and somatic learning. She has helped hundreds of executives to cultivate healthy organizations and is a professor in the graduate faculty of organizational psychology at Alliant International University. Goldman Schuyler has published widely on leadership and change and is the author of *Inner Peace—Global Impact: Tibetan Buddhism, Leadership, and Work* (IAP, 2012). In her private practice, she teaches children and adults with moderate to severe neuromotor challenges to move, learn, and live well.

Olen Gunnlaugson, PhD, is an assistant professor in leadership and organizational development in the Business School at Université Laval in Québec City, Canada. He views business education as a key societal vehicle for developing the next generation of self-aware, sustainably minded leaders. Gunnlaugson brings an increasingly multidisciplinary background to research and consulting in leadership, communication in teams, and executive coaching. His research has been published in several books and numerous peer-reviewed academic journals and presentations at international conferences.

Karin Jironet, PhD, theologian, Sufi murshida (guide), and Jungian psychoanalyst, is dedicated to leadership development in times of transition. Specializing in applying psychospiritual principles to boardroom dynamics for more than a decade, she counts as her clients the major international banks. Jironet is an internationally published author of articles and books on new approaches to organizational development and leadership. Her latest book, *Female Leadership*, was nominated for best book of the year by the Grady Award, New York 2012. She is a board member of the Dutch Association of Analytical Psychology and cofounder of In Claritas.

Linda Kantor, BSoc Sci, MA Psychology, is a counseling psychologist, hypnotherapist, yoga teacher, and mindfulness trainer based in Cape Town, South Africa. She has taught mindfulness in various contexts from community to corporate. She is a part-time lecturer at the University of Cape Town, where she teaches mindful leadership. She is also a facilitator for the University of Stellenbosch certificate in mindfulness. She is undertaking her PhD, exploring applications of mindfulness in the corporate context.

Hanna H. Lee is the assistant director of the Center for Undergraduate Research and Fellowships at Villanova University. In this role, she advises students and develops programming around nationally competitive scholarships and undergraduate research to help students reach their full intellectual, professional, and personal potential. In addition to fellowships advising and academic programming at Villanova University, she teaches in the Intergroup Relations Program, Global Learning Communities, Service Learning Communities, and Honors Program.

Lena Lid-Falkman, PhD, focuses on value-based, authentic leadership and on leadership as communicative and rhetorical. Her PhD thesis was elected the best in business administration in Europe 2010 by the European Doctoral Programme Association in Management and Business Administration network and was in the top three in the Jablin Dissertation Award for Leadership Studies. Her recent research deals with authentic leadership as communicated through technology such as social media. She is a Marie Curie Scholar at ESADE Business School in Barcelona, Spain.

Guy Nasmyth, MA, is a consultant, trainer, and educator working in the areas of leadership and human systems. He

is also associate faculty at Royal Roads University and the University of Victoria in British Columbia. His research and PhD studies have focused on collaboration and leadership as a shared or distributed phenomenon. He has worked in a variety of locations, including Cambodia, Thailand, and India.

Hellicy C. Ngambi is the vice chancellor at Mulungushi University in Zambia. She has over thirty years of management and teaching experience in higher education in Africa and overseas, including executive director, CEO, executive dean, principal, and managing director. She holds the following qualifications: DBL, MSc, MBA, BA, ITP, ACE fellowship, and Prosci certified. She has authored, edited, and published several articles and books, including *RARE Total Leadership: Leading with Head, Heart and Hands*.

M. Beth Page, author, educator, speaker, consultant, and Dream Catcher Consulting founder, helps people explore and act on their leadership vision. Her recent works include *Change Happens, Done Deal: Your Guide to Merger and Acquisition Integration*, and a chapter in the best-selling *Awakening the Workplace*. She holds degrees from Pepperdine University, Western Illinois University, and Carleton University. A certified Emotional Intelligence Coach (EQ in Action), she is pursuing doctoral studies at the University of Victoria.

Deana M. Raffo, EdD, serves as assistant professor of management at Middle Tennessee State University, where she coordinates the leadership studies minor. She has had rich professional experiences involving student services, student affairs, and leadership education. Her research interests include leadership and personal development, leadership education, and the introverted qualities in leadership.

Jonathan Reams, PhD, practices the cultivation of leadership through awareness based consulting and leadership development program design and delivery in a variety of settings. He has a position at the Norwegian University of Science and Technology, serves as editor in chief of *Integral Review*, and is a cofounder of the Center for Transformative Leadership. He brings awareness based technology to focusing on how the inner workings of human nature can develop leadership capacities for today's complex challenges.

Juliane Reams, MA, began her career in the fashion design industry, turned to tourism and adventure sports, elementary and primary school pedagogy, and earned a master's degree in counseling. She works as a researcher on leadership development for the Center for Transformative Leadership and for Conscious Leadership Development, specializing in the field of cultivating wisdom.

Yuka Saionji is deputy chairperson of Byakko Shinko Kai, a spiritual organization dedicated to world peace and raising the consciousness of humanity. She is a board member of Miratsuku ("emerging future"), a nonprofit organization working on community building through dialogue. Saionji works with youth around the world on projects for peace and is a member of the Evolutionary Leaders and World Spirit Youth Council. She has a degree in law from Gakushuin University in Japan.

Subhanu Saxena is managing director and global CEO of Cipla and was previously a member of the Global Pharma Executive Committee of Novartis Pharma AG, where he had responsibility for marketing, sales, global medical affairs, and health economics. He is a highly accomplished global executive, with experience over the past twenty-five years in Europe, North America, Africa, and Asia. He holds an

MBA from INSEAD–France and a BA (Hons.) in engineering science from Oxford University. Fluent in English, Hindi, and Sanskrit, with a good working knowledge of French, German, and Russian, he is also a lecturer and teacher of Sanskrit and ancient Indian literature.

Otto Scharmer, PhD, is a senior lecturer at MIT and founding chair of the Presencing Institute. He cofounded the Global Wellbeing Lab and is vice chair of the World Economic Forum’s Global Agenda Council on Leadership. He introduced the concept of “presencing,” learning from the emerging future, in his books *Theory U* and *Presence* (the latter co-authored with Peter Senge, Joseph Jaworski, and Betty Sue Flowers). His new book, *Leading from the Emerging Future: From Ego-system to Eco-system Economies*, focuses on transforming business, society, and self.

Susan Skjei, MS, has been an educator, coach, and consultant for twenty-five years, specializing in leadership and transformative change. She is completing her PhD at Fielding Graduate University. Formerly a chief learning officer for a large technology company, she developed and directs the authentic leadership program at Naropa University and is a cofounder of the Authentic Leadership in Action Institute in Canada. She is an Acharya (senior teacher) in the Shambhala Buddhist tradition and consults internationally through her company, SaneSystems.

Bob Stilger, PhD, is the founder and co-president of New Stories, a nonprofit that uses the power of story to help people create thriving, resilient communities. His work has stretched to many parts of the world, including Japan, Zimbabwe, South Africa, Brazil, and Australia. Co-president of the Berkana Institute from 2005 to 2009, he teaches at St. Mary’s College of California and Gonzaga University.

His PhD in learning and change in human systems is from the California Institute of Integral Studies.

Introduction: Of Leadership and Light

Kathryn Goldman Schuyler

This introduction juxtaposes questions about leadership with questions and perceptions about life, since for me the two are highly interwoven. Walk with me metaphorically as I tell you about this book and my experiences in developing it. My intention for this book is to nourish the capacity to be present, so it seems fitting to walk, notice my surroundings, and reflect on them in introducing you to the world of this book.

The day moves toward dusk, with vivid light shining through wind-blown eucalyptus trees, tossing them into a swaying dance between me and the paling blue sky, its intensity shifting as the light changes. The birds make little sounds; I imagine they are communicating to one another about food for the evening, but who knows. Perhaps they are noticing the wind and the light as well. An intense fuchsia color on a small flower catches my eye. Each blossom looks fragile and brilliant at the same time, contrasted with the darker colors of the heavier, larger plants and trees nearby. *Perhaps the intensity of a small bright flower makes as much difference as the long-lasting contribution of a bush*, I muse.

Today, between the second and third virtual meetings with the three associate editors of this book, I watched the America's Cup race from my office in San Francisco. I knew it was taking place somewhere in the billowing fog outside my windows, yet I chose to watch on screen, both because of the fog and because television can literally place the watcher on the racing boats, with the racer's view added to the spectator's view. An amazing aspect of our world: a technology that distances people from the things

happening right outside our windows can also bring us close to them in ways that we could never otherwise experience. For me, the combination of these qualities of television as a medium and the race itself brings me closer to understanding what I want this book to be for readers. In the race, we see boats labeled “New Zealand” and “USA,” yet the teams are not necessarily from those countries. The science that developed these unique new boats, with sails thirteen stories high that can race at speeds of over thirty miles an hour against the wind, also cuts across our humanly created divisions into nation-states. The funding for the boats only sometimes comes from the countries named: the New Zealanders represent Emirates Airlines and the Swiss company Nespresso, for example. The skipper of the USA boat clearly sounds like an Australian. Only one member of the so-called American team is from the United States. So is this really USA versus New Zealand? What is it?

The America’s Cup as a Metaphor for Understanding Leadership

The type of leadership required of both captains is to be fully present to the demands of the moment. Past races must not overly influence them during the current one, and they need mastery of both the subtleties of interpersonal communication among the team members and the technological complexities of these new, huge, racing catamarans. There is no either-or choice: success requires mastery of technology, one’s physical and emotional self, verbal and nonverbal communication, the crafts of sailing and racing, and much more. It means being able to use analytical intelligence, technical knowledge, strategic thinking, and environmental sensing and to be inspirational to one’s team as well. In this instance, being world class

and getting to the pinnacle of success means inevitably that one team must lose; that is the nature of this contest. Such winning does not come solely from the captain's leadership on the boat. In this and many other settings today, leadership also means mastery of new technology, which may be contributed by unseen people behind the scenes. Changes made over the course of the series of races by technological wizards working in the background may have led to the dramatic shift in wins from one boat to the other in the middle of these sixteen races. In addition, decisions were made by other leaders off the water who inspired, managed, and funded the entire project. Leadership and winning were truly distributed and networked.

Much of this is true for leadership today. There is not just one training or way of developing leadership, and it is not just one thing. Excellent leaders may grow up in one country and lead companies or nongovernmental organizations based in another, with people on their teams from many different parts of the world. Just as the weather cannot be controlled and may be warm and sunny one day and windy with fog the next, leaders lead through all weather, all conditions, with all kinds of people. To accomplish this, they need high levels of mastery of their physical and emotional selves, verbal and nonverbal communication, the knowledge base of their endeavors, how to choose a strong team, and how to inspire appropriate, timely action. Leadership may look as if it comes from the person who is visible, but it actually depends on widely networked interactions.

Although the credit generally goes to the one person designated as "leader," the America's Cup race helped me see graphically how the team, the boat, and the leader can be almost indistinguishable in terms of their respective contributions. Is it the designated leader who matters most? The innate speed potential of the boat that comes

from its technology? The talent of the team members and how they coordinate together? Or is success the outcome of the composite of all of these and other factors as well, like the “surround,” which in this case means the changing winds and currents? My vote is for the complex and intricate interdependence of all of these components. The issue for leaders, leadership developers, and scholars then becomes which of these we can influence and optimally effective ways to do so.

Although there is only one winner in the game of racing, this is not so in life, business, or global society. Creating a sustainable human presence on the planet means transcending old notions of one winner and many losers. We human beings are waking up to recognize the interdependence of our actions, organizations, and societies in time and in space. As one of my students recently commented after reading the Dalai Lama’s *Ethics for the New Millennium* (1999), “I saw how lazy my mind is: I think about cause and effect, but he sees long chains of causation linked with every act, every choice. I thought I was a good thinker until I saw this possibility. We are not accustomed to contemplating the interconnectedness of our actions. This interconnectedness provides a complex, comprehensive, frankly mind-blowing perspective on how we all affect one another.”

Embodied Being

It may not be chance that this book follows *The Embodiment of Leadership*, last year’s volume in the International Leadership Association’s (ILA) Building Leadership Bridges series. I submitted this year’s topic because I sensed that the ILA wishes to help its members and the larger community reframe traditional notions about the nature of leadership and contribute to increasingly

healthy leadership throughout the world. This book and its structure grow out of an approach to the interdependence of embodiment, spirit, and leadership that has been developing in my work for many years.

Originally we four editors sought to include concrete stories from leaders and consultants about their work, illustrating how spirit, presence, and authenticity contribute to effectiveness in action. However, most submissions discussed concepts, reviewed relevant literature, or spoke to experiences outside the realms of corporate or political leadership. The most graphic examples came from educators who described how they incorporate these themes into their teaching. Perhaps as leadership scholars and practitioners, we are still drawing together knowledge and experience from a range of fields that rarely interact with one another, so our models don't yet encompass the whole of what we seek to address, making it difficult to move to the stage of illuminating these models with specific stories.

For leadership scholars, educators, and consultants wishing to address leaders as full beings who are embodied, in touch with spirit, present, and thereby authentic, there are rich philosophical and practical sources to draw on. Conceptually the writings of Mark Johnson (1987, 2007), Antonio Damasio (1999), and others (Varela, Thompson, & Rosch, 1991) portray human beings as embodied in ways that are different from most people's commonsense notion of a physical body as a thing in which one lives for a while. Their work has not yet penetrated common social science ways of thinking and writing about what a person is as an agent of change. Few people draw on deep practices of embodiment to develop managers, leaders, and consultants. I know of none who have both consulted from such a deeply grounded embodied perspective and used this consulting experience for systematic action research.

From my experience of drawing on professional somatic training in my work as an organizational change consultant, I believe that the leadership field as a whole will benefit if it is nourished by experiential forms of embodied learning that have rich theoretical and scientific roots. Among possible examples of such methods are the *Feldenkrais Method* (Feldenkrais, 1949, 1972, 1977, 1979) and Bainbridge Cohen's (2012) body-mind centering.

Such perspectives posit that we as human beings can potentially sense ourselves down to the cellular level. We can feel consciousness in our cells, fluids, tissues, bones, in all components of our selves. Embodiment offers a potential for sensing our interconnectivity with one another and with the air, water, and earth with which we are in constant interaction. The mind is not a separate kind of entity that can think with clarity about the body: instead, it is an embodied process. "It is our organic flesh and blood, our structural bones, the ancient rhythms of our internal organs, and the pulsing flow of our emotions that give us whatever meaning we can find and that shape our very thinking" (Johnson, 2007, p. 3). Through the quirks of the way we perceive, this embodied foundation of thinking and understanding becomes invisible during what humans have come to regard as normal functioning (Johnson, 2007). The work of pioneers like Feldenkrais, Bainbridge Cohen, Varela, Johnson, and others suggests that this fundamental ground of being can be sensed, studied, and brought into leadership education and development. Embodied learning is grounded in understanding the way humans learn: through variation, noticing differences, and playful experimentation. Ideally, such learning also incorporates the human capacity for compassion, which comes from acknowledging the fundamental interdependence of all living beings.

Unending Unfoldment

Another perspective on the hidden-in-plain-view aspects of human beings can be seen in Tibetan Vajrayana traditions (Goldman Schuyler, 2012, 2013) and in Western philosophers like Spinoza. Both show how ordinary life and material things are not distinct from spirit, but instead can be seen as spirit manifesting in form. From this standpoint, one does not live, get points for being good, and then receive rewards later. There is no later. It is not a sequential process, as there are no “things” that are not also spirit. Materiality and spirit are enfolded in one another, perhaps as David Bohm (1980) saw them in describing the universe as “a coherent whole, which is never static or complete but which is an unending process of movement and unfoldment” (p. x). This is similar to Chogyam Trungpa’s (1973) notion of authenticity in action. In this context, mindfulness or awareness intrinsically means connecting simultaneously with oneself as an embodied being and with the vastness and interconnected quality of life, developing a view of impermanence (as Buddhists call it) and the constructed nature of human societies.

While going through this experiment and working on this book, I often reflected on the difficulty of having leaders train extensively in meditation or mindfulness, given their time constraints and focus on action. In addition, over the centuries, it has been clear that even to develop wise spiritual leaders is a significant challenge, since they, like political leaders, are often caught by the attractions of power, wealth, and self-image. The action research process suggests one type of path forward. It is a path that connects with the work of Otto Scharmer and Peter Senge on presence. Instead of developing lengthy training processes, perhaps executive guides can support leaders in

being fully present and paying attention, while reminding them of their already existing deep personal values and intentions.

Exploring Presence in Action: A Research Project

To explore this richness and complexity in a structured way, I co-created a collaborative action research project several years ago. We invited participants to observe themselves three to four times a week for four weeks during moments that they sensed themselves to be more awake than usual. The project coordinators did not tell participants anything about how they should hold the notion of awake, except for contextualizing it historically in relation to the words of several different spiritual traditions.

The basis of this research was my curiosity about whether human beings actually need to be trained to notice, pay attention, and sense themselves and their environment. Instead, in this research project we opted to regard these as basic capacities that come with embodiment as human beings, so that people do not need to be “trained” in them. I am guessing that the vivid connectedness with experience that human babies and very young children share fades for most people as they learn to talk, drive, think, and write. Perhaps people simply need to be reminded to pay attention, rather than needing training in awareness or meditation. This led to the design of our research as an action research experiment.

A core notion in this research project was that as humans, we have not learned how to fully use all of our equipment: we haven't yet mastered the fine art of living with the rich and complex body/mind/sensing apparatus (or self) that we are. Rather than assuming that what is needed is ever more

training, I became interested in questioning whether simply paying attention might trigger a different way of approaching life and action. This is similar to what I perceive in the method of dialogue, where participants sit together patiently, allowing silence and time between people's words rather than jumping in with preplanned notions of what should go next. Both approaches give space for something new to emerge from being present to one another.

In our research project, we invited participants to pay attention and be aware of moments when they felt "awake" or present and to write or record notes about the experiences. As this book goes to press, my colleagues and I are engaged in analyzing the transcripts of the individual reflections and interviews that comprise our qualitative data. We already see that the participants experienced unexpected insight and support for being present in daily action and felt that this affected how they worked during the rest of the day while they were involved in the experiment. Such individual first-person research can provide a foundation for designing larger change projects. (See [Figure I.1](#) for the way I have modeled this, based on my research, consulting, experience with Buddhist practices, and reflection.)

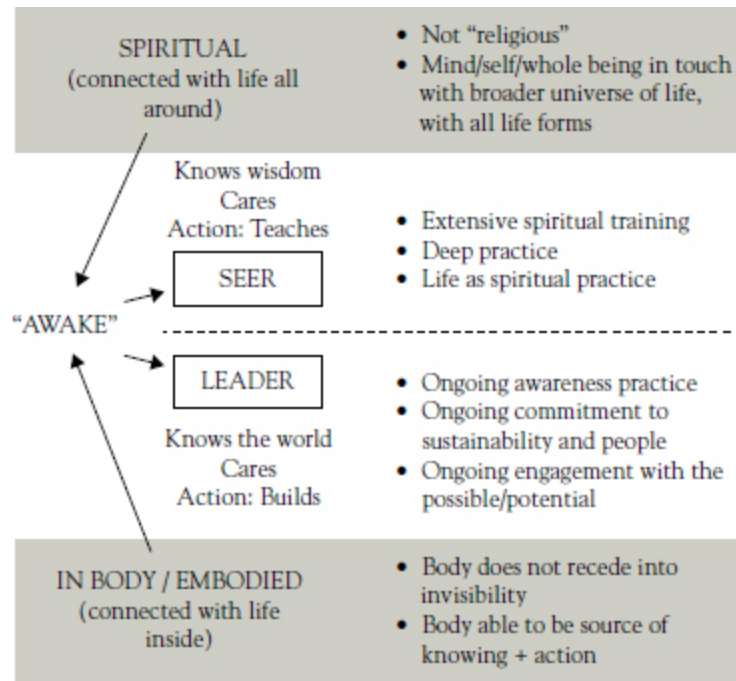


Figure I.1 Embodied Leadership

Copyright © 2013 Kathryn Goldman Schuyler.

Rather than doing lengthy training, perhaps leadership development can increasingly incorporate ongoing practices of contemplation (of all types and traditions) to bring leaders in touch regularly with the fullness of life within them (embodiment) and on the planet (spirituality), along with supporting them in actively engaging with the complex systemic problems faced today in our economies and cultures. Such awareness can be enhanced by simple training in easily learned compassion practices (Salzberg, 2011). As Senge (2012) has said, “Until you can stop the habitual flow of your mind, you cannot see what’s around you. If you’re going to be in a position of authority, you’d better have a high level of awareness of what’s going on. Otherwise, all you can do is project your inner dynamics on the outer world. You look at our world today, and we’ve got a lot of people in positions of authority who don’t know anything except how to project their own world-view on the larger world, so we have lots of problems” (pp. 326–327).

When executives sense that they are interconnected with all other sentient beings, they are likely to make different decisions than when they mainly sense pressure for quarterly results, as you will see in several chapters in this book. If CEOs are aware of their breath, their heart, and their feet on the ground and take time to gaze at the vast sky all around as they think about a difficult strategic issue, they may take different things into account in arriving at key decisions. Thus, I suspect that leaders do not need the depth of mindfulness training that has been provided throughout history for those who seek to become wisdom teachers; they need only brief training in awareness and compassion, combined with ongoing practice in being present to themselves, others, and life while working as managers, politicians, or military leaders. This might mean linking experiences in presencing and mindfulness with learning about adaptive leadership (Heifetz & Linsky, 2002).

A Glimpse inside the Creation of This Book

As with leadership, which seems to be an attribute of one person yet is something that occurs only in the midst of an interactive process, the creation of this book has been a team effort. Again, as with the boat, there is a key role for the designated leader, but the selection of the team members and the work of those behind the scenes are all critical components. The editorial team is composed of four people who have never met in person and come from very different backgrounds and experience bases; each graciously gave a great deal of their time to create a book that would make a distinctive contribution to people who care about leadership in today's world.

We made time to talk over coffee virtually, to simply be together so we could speak from our heart-mind, not just from our intellects, even though I was in California, John was on a Greek island and then in Maine, Karin was in the Netherlands, and Lena was in Spain and then in Sweden. We did this so we could express strongly divergent opinions without feeling uncomfortable doing so, as happens much of the time in meetings. We sorted through 120 submissions without having any idea who wrote them, whether they came from widely respected scholars and consultants or from people new to the field, from mature professionals or newly minted PhDs. We read and talked to find those authors who spoke to us from a sense of their own real experiences, who shared data (whether research based or from experience as manager or consultant) and built clear lines of thought that seemed likely to be of interest to the current and potential members of the ILA. They addressed the theme we sought: developing leaders who are present, bring spirit to their part of the world, and lead in ways that enable more authentic action. These are leaders whose spirit, presence, and authenticity help them move their organizations or communities toward improved action on what Ron Heifetz (Parks, 2005) has called “swamp problems”, those problems no one knows how to resolve.

I read all submissions, and each associate editor read a third of them. Then we shared our views in writing, discussed them, and chose twenty that all four of us would read in order to select those that would make up this book.

Living in San Francisco, I often get to watch the fog come floating in and curl around the brightly outlined blocks of buildings as the sun sets. Soft gray fog, shining hard windows reflecting golden light, and sharp edges of buildings standing out against the blur of smaller structures and the gradual enveloping fog, as the sky turns

pink and gray,,the brilliant blue of the day morphing into a softness and subtlety chilled by strong winds. It is as though the buildings and the city are being packed away in cotton clouds for the night. How do we select pieces that will paint vivid pictures for our readers? Which of the authors will be able to take their submissions to new levels? It is never easy to know.

Our virtual meetings were among the richest I have ever experienced. We have come to know one another and appreciate both the similarities of what we value and the differences among us. I wish such meetings were common in all organizations, in all universities. When she comments, Lena Lid-Falkman brings warmth, experience editing previous BLB volumes, deep knowledge of the way that one exemplary leader (Dag Hammarskjöld) contributed to the global evolution of leadership, plus expertise in rhetoric and the ways that social media are impacting leadership studies. John Eric Baugher brings excellence in scholarly writing that is also personal and reflective, experience in Buddhist practice and research on end-of-life care, as well as extensive understanding of relevant sociological perspectives. Karin Jironet brings years of work experience as a Jungian analyst and executive guide, plus personal experience with Sufism and other wisdom lineages, enriched by having written a book on the feminine in leadership. All are excellent writers and editors who walk their talk of commitment to openness. I seek to bring understanding of interactive processes and a feeling for new possibilities that we are here to birth, honed by over twenty years of practice as an organizational and leadership consultant, decades of grounding in the fluidity and concreteness of the Feldenkrais approach to awareness through movement, and value for both shared silence and well-crafted words. I tried always to create virtual meetings in which we felt truly present with one another, so that our