

## A COMPARISON OF TRADITIONAL LEADERSHIP DEVELOPMENT TO LEADERING™

### TRADITIONAL LEADERSHIP DEVELOPMENT

### LEADERING™ PARADIGM SHIFT PROGRAM

1	Leader competencies and skills are taught	A dynamic leader foundation is installed
2	Piecemeal leadership development which teaches unlinked skills and competencies	Holistic leadership development which installs an integrated system of meta-competencies
3	Standalone leader competencies taught	A system of leader meta-competencies installed by paradigm shift
4	Bottom-up building of leaders skill by skill	Top-down release of natural leadership as an extension of an integrated system of dynamics found in all individual and organizational human systems
5	An assimilation of information	An assimilation of dynamics
6	Providing information to be learned	Evolutionary mechanisms and growth continuums are activated
7	Leadership development ends with the program	Mechanisms for future leadership development are installed and launched
8	Either no application of systems thinking or system thinking which is applied to leading only	The application of systems thinking identically to both leading and leadership development. The same systems-based tool kit is used for every system in the Leadering™ paradigm
9	A 'manual' or disciplined approach to leadership development is required	'Automatic' nature-driven leadership development
10	Unmotivated leadership development	Motivated leadership development
11	Generic leadership development	Personalized leadership development
12	Belief engineering expertise plus a belief system upgrade are not provided	A dynamic, event-driven, belief system upgrade process for both leading and leadership development is provided as a foundation for instilling the belief engineering proficiency of natural leaders
13	Skill-by-skill development of conceptual competencies	A holistic installation of a system of conceptual meta-competencies
14	Skill-by-skill development of emotional intelligence competencies	A system of emotional intelligence meta-competencies is installed
15	Skill-by-skill development of learning skills	Learning agility is a byproduct of the paradigm shift of Leadering™
16	Leadership development is about accumulating skills rather than a continuum of progression	Leadership development and natural evolutionary continuums are the same so that natural forces and mechanisms can speed leadership development.
17	Focused on how to do leadership activities	Focused on creating and empowering leaders naturally

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# A COMPARISON OF TRADITIONAL LEADERSHIP DEVELOPMENT TO LEADERING™

## 1 Leader competencies and skills are taught

Traditional leadership development programs tend to focus on teaching leader competencies and skills such as technical skills, communication skills, and cognitive skills.

### Versus

## A dynamic leader foundation is installed

Leadering™ installs within individuals a logically integrated dynamic leader infrastructure into which classic leader competencies can be more effectively and cohesively embedded. This dynamic foundation provides the leader drives, reflexes, instincts, impulses, dynamics, meta-competencies, identities, modus operandi, and consciousness of natural leaders as an integrated system or paradigm.

## 2 Piecemeal leadership development which teaches unlinked skills and competencies

Traditional leadership development programs tend to teach standalone leader skills rather than a model or a system. Standalone leadership skills means a student has (a) more techniques to learn (b) more integration to be done to assimilate and use them (c) more challenge to integrate the skills into his or her existing work context. This may explain why a number of current leadership development programs may not have a lasting impact.

### Versus

## Holistic leadership development which installs an integrated system of meta-competencies

Leadering™ installs a single systems management process to be applied to every human system, the participant's own system or any system led. Only a few basic skills are therefore required to lead or advance any human systems in the Leadering™ paradigm. These skills are all logically integrated into a paradigm and can therefore be logically deduced from each other.

## 3 Standalone leader competencies taught

Most leadership development programs seek to develop leader skills or competencies.

### Versus

## A system of leader meta-competencies is installed by a paradigm shift

Leadering™ cultivates leader meta-competencies. It teaches no leader competencies and skills directly. Meta-competencies are systems of knowledge, skills, and strategies which make the acquisition of new competencies and the use of available competencies more adaptive and efficient. They are enablers for the use of classic leadership competencies traditionally taught in leadership development programs.

Leader meta-competencies emerge as a byproduct of the paradigm shift to a paradigm consisting of leader dynamics, quantum leaps, a paradigm-based quantum leap method, and new modi operandi. The meta-competencies form a dynamic foundation upon which leader competencies can then be embedded. Examples of categories of leader meta-competencies resulting from Leadering™ include those relating to:

learning	knowing	creating
frontiering	cognitive capabilities	accelerated growth
evolution	peak performance	talent-based flow
systems thinking	fluidity	expanding consciousness
continuous adaptation	agility	accelerated implementation
informationless decision-making	co-evolution with contextual systems	

expanding self-expression	system-based emotional intelligence
expanding self-awareness and internal reference	
achievement and advancement by nonlinear quantum leap	

The following are references promoting the importance of meta-competencies over competencies for leadership development:

(a) R. B. Brown (1994: 289-299) argues in favor of the over-arching or underpinning meta-competencies: “the higher-order abilities, which have to do with being able to learn, adapt, anticipate and create, rather than with being able to demonstrate that one has the ability to do.” (R. B. Brown, 1993: 32).

(b) For D.T. Hall (1986) the most important meta-skill is skill in acquiring other skills

(c) For Snell (1990) these meta-qualities include creativity, mental agility and balanced learning skill.

(d) Cheetham and Chivers (1996: 24) include communication, self-development, creativity, analysis and problem solving in their definition of meta-competencies.

(e) The common theme with meta-competencies is that they address the cognitive aspects of management, concerning the ability to cope with uncertainty, as well as learning and reflection (Nordhaug, 1993). Learning to learn is perhaps the most fundamental meta-competency for developing entrepreneurship and leadership since the rapidity of technological developments and the dynamism of markets renders the traditional sources of competitive advantage liable to obsolescence and being superseded by innovation. The meta-competency that leaders need to cope with and implement change in the future is therefore learning. Sustainable competitive advantage derives from the ability of individuals and organizations to adapt and learn faster than the competition.

#### 4 Bottom-up building of leaders skill by skill

Traditional leadership development programs tend to address the development of leader competencies not leader meta-competencies. They tend to build those competencies one by one. Leaders are built from the parts to the whole. Only a small percentage of programs integrate those competencies back into a practical framework that can be applied in the work context. Of those programs providing a framework or model, only a small percentage address the total leader and leadership role. Most address a portion of the leader and/or leadership role. They fragment the leader and the leadership role into addressable parts.

#### **Versus**

#### **Top-down release of natural leadership as an extension of an integrated system of dynamics found in all individual and organizational human systems**

Rather than building up the leader meta-competencies one by one as the leadership development programs tend to do with the competencies, Leadering™ operates in reverse: from the whole, and only when necessary, to the parts. Leadering™ operates from the perspective of unified consciousness or the interconnectedness and co-evolution of all human systems and works backwards to the system of the individual along continuums of shared themes and modi operandi. Leadership is redefined as a natural expression of the set of dynamics evident in all human systems. The leader meta-competencies are integrated into the Leadering™ paradigm as dynamics and emerge synergistically as an integrated system with the paradigm shift and action-learning experimentation support of Leadering™. The meta-competencies motivate, energize, and enable the classic leader competencies taught by traditional leadership development programs.

## 5 A focus on the assimilation of information

Traditional programs operate as if leadership development is a linear progression based on the intellectual assimilation of information about how to lead. Most traditional leadership development programs comply with a strategy based on the hope that by learning the tools of leadership, a leader will emerge. The progression of leadership skills taught parallels the linear progression up a hierarchical organization to leadership roles with greater complexity, impact, and span of influence.

### Versus

## A focus on the assimilation of dynamics

Unlike traditional leadership development, Leadering™ does not assume that the difference between a leader and non-leader is information or skill. It assumes the difference is dynamics. In Leadering™, leaders are created and empowered by activating the dynamic foundation of integrated reflexes, instincts, impulses, identities, meta-competencies, and consciousness which are evident in all human systems and are the links for the species to nature's systems management process or process of system co-adaptation, co-evolution, and synergy.

Both nature and natural leaders manage systems identically for survival, adaptation to environmental changes, advancement, co-evolution synergy, and peak performance. Therefore, Leadering™ metaphorically mirrors and capitalizes on natural adaptive processes internal and external to human systems whether those systems are individual people, teams, organizations, companies, customers, suppliers, markets, or projects, processes, disciplines, and careers. Natural leaders are integrated into nature's systems management process. Some never left that integration into which all children are born. Others find that integration again later in life, often after traumatic events which re-center them onto their natural core as Leadering™ does.

Leadering™ enables leadership, entrepreneurship, and leadership, personal, organizational, and career development to use the same holistic, systems-based, nonlinear processes and mechanisms found in nature. Since, in the metaphoric view of nature presented, nature is already fully integrated, the process of Leadering™ is also fully integrated.

The direction of leadership development in Leadering™ is nonlinear. Expanding or intensifying the individual around his/her natural core while increasing the baseline functionality of the individual is the means for Leadering™ to increase leader impact and span of influence.

## 6 Providing information to be learned

Most traditional programs seek to add new information to a student's existing 'system' in order to improve leadership. According to the definitions below, said traditional programs promote 'learning' as opposed to 'growth' or 'evolution':

- (a) 'Learning' adds information that can be used by one's existing system;
- (b) 'Growth' advances one's performance to the full potential of one's existing system;
- (c) 'Evolution' upgrades the baseline performance of one's existing system and advances it beyond its existing potential so one is functioning at a more powerful level and with more functionality.

### Versus

## Evolutionary mechanisms and growth continuums are activated

Leadering™ promotes 'evolution' and 'growth' over 'learning'. Leadering™ is designed to tap into natural evolutionary forces within each human or social system. The paradigm shift of Leadering™ incites life-long evolution since it installs conditioned reflexes, cultivates natural drives, and launches growth continuums that automatically advance individuals to a new level of performance and functionality each time they are used. They are intrinsically rewarding and self-motivating: the more one pursues them, the more one wants to pursue them.

Leadering™ instills a drive to life-long accelerating evolution so that new functionality emerges continuously: the baseline of what is peak performance for the individual continually increases. With evolution, personal development, career development, and leadership development will advance in

an integrated fashion as the baseline functionality and potential of the individual advances.

## 7 Leadership development ends with the program

The input from traditional leadership development programs usually ends when the instruction ends. The instruction tends to focus on skills required to operate as a leader as the means to develop a leader. Occasionally there are coaching programs or, less frequently, action-learning programs tacked on after the formal instruction to try to sustain the material taught.

### Versus

## Mechanisms for future leadership development are installed and launched

The focus of Leadering™ is on installing the mechanisms for future leadership development. Its input therefore does not end when the instruction ends. Leadering™ installs the mechanisms to release leader meta-competencies, drives, dynamics, conditioned reflexes, identities, and modus operandi for life-long leadership development triggered by internal and external events and forces.

Leadering™ launches a series of addicting growth continuums which are intrinsically rewarding and self-motivating: the more one pursues them, the more one wants to pursue them. The Leadering™ process imbeds conditioned reflexes and new modi operandi in response to specific environmental stimuli so it becomes a way of life. By installing conditioned reflexes for reacting differently to a variety of trigger events in reality, the dynamics and functionality of leaders continue to develop and amplify long after any formal Leadering™ program. The action-learning experimentation support program of Leadering™ reinforces the mechanisms installed.

Accordingly, Leadering™ lays the foundations for complying with nature-motivated evolution. Participants advance from manager to transitional leader to transformational leader to creational leader and fronting leader as in Figure 9 and to increasing impact and functionality based on the continuous amplification of dynamics inherent in the Leadering™ paradigm as in Figure 10.

## 8 Either no application of systems thinking or system thinking which is applied to leading only

Peter Senge, author of bestseller "The Fifth Discipline" and senior lecturer at the Massachusetts Institute of Technology writes in this book, "I call systems thinking the fifth discipline because it is the conceptual cornerstone that underlies all of the five learning disciplines of this book."

While intellectually persuasive, the application of systems theory and science to leadership has not translated successfully to practical implementation: ". . . that movement hit a few speed bumps. People who adopted the themes and practices of "The Fifth Discipline" sometimes found themselves frustrated by the challenge of bringing about effective change -- and sometimes found themselves out of work for trying." (Fast Company May 1999: 178)

Consequently, programs thus based are no longer popular and available despite the fascination with Peter Senge's approach in "*The Fifth Discipline*". Systems theory has rarely been applied to leadership or personal development as it is in Leadering™.

### Versus

## The application of systems thinking identically to both leading and leadership development. The same systems-based tool kit is used for every human system in the Leadering™ paradigm

Whether for leading or for leadership development, the Leadering™ paradigm extends and capitalizes on nature's systems management process. The invention is 100% systems-based. However, the application of systems theory and other sciences (quantum physics, chaos theory, catastrophe theory, the biological sciences, systems theory, emergence theory, evolutionary theory, etc.) are all transparent to the user. They are neither taught nor applied directly. The invention has incorporated them into a paradigm based on science and how nature operates without referencing them. Participants need only learn the Leadering™ paradigm to be able to apply all of the science behind it. The invention targets application and implementation not theory. The science has been translated into a new modus operandi incorporated into the Leadering™ paradigm.

With the failure of the practical application of his “Fifth Discipline” systems thinking, Peter Senge, a renowned expert in organizational change and leadership, began to promote an integration into nature consistent with the strategy behind the present invention: “The most universal challenge that we face is the transition from seeing our human institutions as machines to seeing them as embodiments of nature. . . . We need to realize that we're a part of nature, rather than separate from nature.” This invention is the practical application of Senge’s philosophy extended to leading, leadership development, and the orchestration of all human systems.

## 9 A ‘manual’ or disciplined approach to leadership development is required

Traditional leadership development programs offer a manual approach which is limited by (a) the knowledge, intelligence, learning, and functionality of both the teacher and the student; (b) the discipline of the student in applying what has been taught; (c) the quality of the information provided; (d) the quality of the learning (e) the ability to apply the models and information to the work context.

### Versus

## ‘Automatic’ nature-driven leadership development

Natural mechanisms built into human systems for growth, learning, adaptation and evolution are harnessed by Leadering™ for the advancement of a participant’s own system or systems led. Leadering™ initiates an intrinsically rewarding, nature-driven leadership development, performance improvement, and evolutionary process.

Leadership development is induced by natural stimuli and events in reality which trigger natural mechanisms. Conditioned reflexes installed by Leadering™ invoke specific behavioral responses to patterns of natural drives internally and patterns of events externally. Leadering™ taps into the natural way in which the person as a system is designed to evolve so that his/her natural drives are pulling him/her forward to stronger leader meta-competencies.

Leadering™ offers ‘automatic’ nature-driven leadership development which is enhanced by

- (a) nature’s superior intelligence, information, creativity, and power, and existing mechanisms and forces
- (b) nature’s systems management process
- (c) the natural drives of every human system
- (d) conditioned reflexes installed by Leadering™ to respond to specific internal and external stimuli so discipline and/or a coach are not required for ongoing performance improvement
- (e) a leadership development process which is also a personal development process motivated by self-interest and natural drives for self-expression, creativity, scaling new frontiers, the pursuit of knowledge, and new levels of achievement.

## 10 Unmotivated leadership development

Employees are not always as interested in pursuing leadership development as their employer is in addressing organizational leadership shortages. Therefore, offering employees programs which address their personal goals, interests and passions while instilling leadership as a byproduct would be ideal for meeting the goals of both.

### Versus

## Motivated leadership development

Leadering™ is more attractive to employees than traditional leadership development programs because it provides leadership development as a byproduct of the Leadering™ which also addresses: (a) life development (b) career development (c) personal development (d) pursuit of one’s greatest life-time achievement (e) the pursuit of evolution, (f) operating perpetually from one’s peak performance state, and (g) the pursuit of unity consciousness and the most evolved human states often embodied in religions or science.

In this way, the employer’s goals for leadership development and amplification and employee peak performance are met through the same process as the goals an individual will be naturally driven to

pursue. Accordingly, natural drives can be harnessed to achieve corporate goals with Leadering™.

## 11 Generic leadership development

Most leadership development programs are generic: one size fits all.

### Versus

## Personalized leadership development

Leadering™ provides a leadership development program that is fully customized and personalized through a combination of group and individual exercises:

- (a) the natural core of any individual is the only logical foundation upon which to build leadership strength and greatness as an individual and a leader: Leadering™ repositions individuals and systems led to their natural core,
- (b) the dynamic leader foundation installed in each participant is customized to each individual's natural drives,
- (c) historical life-themes such as knowledge-pursuit, creativity-pursuit, frontier-pursuit, and meaning-pursuit themes are projected into the future to define the participant's natural evolutionary path,
- (d) five personal formulas are developed for each participant through Leadering™:
  - (i) a personal evolution formula
  - (ii) a personal leadership formula
  - (iii) a personal leadership development formula
  - (iv) greatest life-time performance formula as an individual
  - (v) greatest life-time performance formula as a leader.
- (e) the belief engineering processes of Leadering™ determine each participant's existing beliefs and change them to preferred beliefs through the event-driven paradigm-based belief template upgrade method of Leadering™.

## 12 Belief engineering expertise plus a belief system upgrade are not provided

Few traditional leadership development programs put an emphasis on developing belief engineering skill for one's own system or systems led despite the criticality of a leader's beliefs and a leader's expertise in imprinting belief changes for impactful leadership. The clarity, consistency, and effectiveness of a leader's beliefs will determine his or her impact. If belief work is offered within a traditional leadership development program, it normally ends with the formal training program and thus will likely be forgotten once participants return to their work context.

### Versus

## A dynamic, event-driven, paradigm-based belief system upgrade process for both leading and leadership development is provided as a foundation for instilling the belief engineering proficiency of natural leaders

Leadering™ develops belief engineering expertise. It provides an event-driven paradigm-based belief template upgrade method which continuously prompts belief changes as needed to advance the leader's own system or systems led such as follower systems, organizational systems, customer systems, and market systems.

This is another example of a mechanism installed by Leadering™ which launches life-long leadership development and evolution. The benefits of Leadering™ are launched by the formal program and then driven by internal and external events triggering conditioned reflexes for continuous evolution and enhancement.

The belief engineering expertise installed offers holistic systems-based belief management consistent with the logically integrated Leadering™ paradigm: the single systems-based modus operandi and toolkit of the Leadering™ paradigm is also applied to the management of systems of beliefs.

Human beliefs are always integrated into cohesive systems. Consequently, attempting to change one belief may be over-ridden by this integrating process. Therefore, for change management, one

stable integrated belief system or template must be replaced by a new stable integrated system in its entirety. As a result, Leadering™ has a belief template exchange process which exchanges one cohesive belief system with a new one as required to create the next reality for a system. This belief template exchange process is the essence of the paradigm-based quantum leap method of Leadering™. Belief changes and the resulting reality changes are the requisite proof that leadership has occurred in the Leadering™ paradigm. The degree of change in the 100% belief-created reality of the Leadering™ paradigm is the measure of the degree of leadership impact.

A strong, 'unconflicted', fully integrated belief template and the event-driven paradigm-based belief template upgrade method are critical to the achievement of the strength and consistency of leadership and hence critical to the leadership creation and development process of Leadering™. A pivotal quantum leap within Leadering™ is to the "identity of leader" which is an example of a system of integrated beliefs. The paradigm itself is another example of a system of beliefs provided through Leadering's systems-based approach.

### 13 Skill-by-skill development of conceptual competencies

Increasing conceptual skills are required as leaders move up the hierarchy to more complex and expansive roles. In addition, the need for everyone to have better conceptual skills is increasing in what former Federal Chairman Alan Greenspan calls our "conceptual-based economy."

Methods have not yet been invented to effectively develop conceptual skills in adult leaders. In the early nineties, the US army was just beginning to attempt it:

"Emerging leadership doctrine identifies three categories of competencies: technical, interpersonal communicative and conceptual. The Army has invested significant resources to design formal programs that develop the first two categories but has virtually ignored conceptual skills development." . . . Historically, we have assumed that formal programs which develop conceptual skills were unnecessary. Our leaders generally could acquire the requisite skills on their own. Given the expected increases in operating tempo, battlespace and information in the 21st century, it seems unlikely this strategy will adequately address our needs. (E. Kluever, W. Lynch, M. Matthies, T. Owens and J. Spears, 1992: 37)

Only a small percentage of leadership development programs take on the challenge of developing the conceptual and abstract skills critical to leadership roles especially at the executive level. Leadership programs tend to teach the technical and communication skills of leadership rather than the conceptual skills because the latter are more difficult. Those programs that attempt it tend to develop conceptual skills through modeling, role-playing, games, business case studies, business analysis, scenario analysis, experiential learning on the job, and coaching. Some just provide information about cognitive skills. Some build on the conceptual development approaches used to develop cognitive skills in children. As with other traditional leader skill development programs, the approach tends to fragment both the leader and the leadership process and target each conceptual skill as a separate standalone topic.

Conceptual competencies consist of the appropriate paradigms, mindsets, and conceptual skills (a) to assess the environment, (b) to see the long-range needs and implications of a situation and to build a plan for meeting these needs and (c) to visualize, address, and capitalize on the complex interrelationships that exist in a workplace in order to set priorities, make decisions, anticipate the future, and formulate strategies and tactics, and (d) to comprehend the culture of historically developed values, beliefs, and norms in order to visualize its future.

Conceptual skills include

- (a) concept formation which is the capacity to analyze relationships between objects,
- (b) abstraction or the ability to think symbolically,
- (c) deductive logic which is the application of general rules or concepts in making a decision for a specific set of stimuli and/or

- (d) inductive logic which is the analysis of feedback or identification of relevant details in formulating a concept to use in decision making,
- (e) problem reframing to enhance creativity,
- (f) dealing with multiple perspectives and ambiguity;
- (g) frame of reference development including systems understanding, environmental scanning, pattern recognition,
- (h) idea and concept development and use to solve complex problems,
- (i) envisioning to anticipate the future,
- (j) proactive thinking using critical, creative, reflective thinking,
- (k) skillful formulation of ends, ways, means
- (l) analysis of complicated events,
- (m) trend perception,
- (n) change detection,
- (o) creative and opportunistic problem-solving,
- (p) ability to conceptualize complex ideas,
- (q) deployment of models, theories and inferences, and
- (r) pattern recognition.

There is an increasing need for conceptual skills for leadership and for everyone:

- (a) conceptual skills are prerequisites for leadership even more than technical and communication skills
- (b) conceptual skills are the most difficult to develop
- (c) conceptual skills make up more than 90% of the work of the more senior ranks of leaders. However, as the leadership function becomes distributed across many people in flat organizations versus being concentrated at the top, conceptual skills are becoming critical not just to competitive advantage but to survival.
- (d) The retirement of baby-boomer executives is leaving a leadership shortage. Conceptual skills improve with age. With the age gap, there will be a conceptual skills gap as well.
- (e) according to former Federal Chairman, Alan Greenspan, we have moved into a conceptual-based economy:
  - (i) July 11, 2000: "As the conceptual share of the value added in our economic processes expands further, the ability to think abstractly will be increasingly important across a broad range of professions. Critical awareness and the abilities to hypothesize, to interpret, and to communicate are essential elements of successful innovation in a conceptual-based economy."
  - (ii) May 13, 2004: "The world into which you graduate will require far greater conceptual skills than was required of your parents and grandparents. Productive and satisfying manual labor that engaged previous generations will become increasingly less available as technology substitutes for so many of those earlier skills. Your future incomes will depend on your conceptual abilities."

### **Versus**

#### **The holistic installation of a system of conceptual meta-competencies**

Leadering™ installs conceptual meta-competencies as an integrated system through the shift to the Leadering™ paradigm which partners an individual with nature's systems management process.

This partnership:

- (a) increases the immediate functionality of the individual
- (b) evolves the baseline functionality of the individual
- (c) allows individuals to operate beyond their immediate potential since their capabilities are augmented by nature's superior intelligence, information, creativity, power, and expanded perspective
- (d) allows individuals to operate as if they have superior conceptual competencies without actually having them because of the increased information about how systems are co-evolving
- (e) relieves individuals of the necessity of even developing solutions requiring conceptual capabilities in a number of situations. The Leadering™ paradigm reduces the number of

one-off situations by taking a systems-based approach and linking all of those systems together in the integrated and synergistic flow to congruence, adaptation, advancement and co-evolution pursued by nature's systems management process.

Most of the challenges requiring conceptual competency relate to issues which are solved by forces attempting to bring systems individually and collectively to congruence. Partnering with this process will therefore reduce the demands for conceptual capability inherent in a leadership role. The reliance on an integrated systems perspective and the analysis of patterns stretches conceptual capabilities. The process of emergence combines existing information systems to create new information which provides creative solutions to challenges which previously relied on conceptual abilities.

Expanded consciousness is a faster, easier and more impactful route to the installation of conceptual competency than trying to build it up from standalone skills offered by traditional leadership programs. Consciousness spontaneously expands as individuals comply with the flow to generative congruence internally and externally promoted by the Leadering™ paradigm. A more expansive consciousness means more information about relationships and patterns is available to enhance conceptual functioning. Talent-based flow state is a peak performance and peak evolving state of altered consciousness promoted by Leadering™ which also enhances conceptual results with each use and/or minimizes the need for them for the task at hand.

#### 14 **Skill-by-skill development of emotional intelligence competencies**

Tom Peters prophesized that the successful companies in the next millennium, will be the ones that manage feelings best. This applies not just to the staff but also to the customer. Emotional intelligence may be the most critical component to leadership success. Daniel Goleman, author of "Emotional Intelligence" defines it as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions effectively in others and ourselves" . . . "Emotional Intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them." . . . "IQ and technical skills are important, but emotional intelligence is the sine qua non of leadership. When I compared star performers with average ones in senior leadership positions, nearly 90% of the difference in their profiles was attributable to emotional intelligence factors rather than cognitive abilities."

Most traditional leadership development programs treat emotional intelligence as skills to be developed one-by-one until effective emotional intelligence is achieved. Common techniques for developing emotional intelligence include explanatory lectures, scenarios, individual and group analysis, work experiences, role-playing, and coaching.

#### **Versus**

#### **A system of emotional intelligence meta-competencies is installed**

Dr. Goleman references five components of emotional intelligence: (a) knowing one's emotions (b) managing emotions (c) motivating oneself (d) recognizing emotions in others (e) handling relationships. Each of these can be achieved through the systems management process that is the foundation of Leadering™. Emotional intelligence emerges as a byproduct of the leader meta-competencies developed by the paradigm shift of Leadering™. The management of emotions identified in the five components can be viewed in terms of the systems integration, systems co-evolution, and flow to generative congruence promoted by the Leadering™ paradigm. Each individual, including the leader him/herself, is managed as all human systems are managed within this paradigm. Consequently, systems-based emotional intelligence is fully integrated into Leadering™ as a byproduct.

The expanded consciousness that emerges from compliance with the flow to congruence that is a key characteristic of the Leadering™ paradigm offers more information and more solutions to any emotional rifts internally or externally. It is faster and easier to achieve expanded consciousness through Leadering™ than to address a whole series of emotional intelligence skills separately in an 'unintegrated' fashion. This also means far fewer skill sets to be remembered with Leadering™. All

human systems are handled identically with the same management strategies in the Leadering™ paradigm.

The Leadering™ paradigm also promotes operating 100% from flow state with extensive time in talent-based flow state a flow state in which one is creatively doing 'work' using one's greatest talents. Negative emotions characteristically cannot emerge within this flow state, resulting in an elimination of many situations requiring emotional intelligence. The event-driven paradigm-based belief template upgrade method that is a key component of this paradigm and is ongoing for all participants of Leadering™, automatically clears problem emotions with the replacement of the problem beliefs behind them.

A great many of the emotionally volatile situations which would require emotional intelligence competencies are also eliminated because participants comply with formulas consistent with how he/she should operate and evolve. Being in compliance with these formulas reduces strain on the system(s). Managing other systems in the same way minimizes the problem situations requiring emotionally intelligent solutions. In addition, even a person with a low emotional intelligence quotient (EQ) in most circumstances can suddenly have a high EQ when they are in the congruence promoted by Leadering™ or when they are in talent-based flow or complying with the flow to generative congruence of their contextual system.

## 15 Skill-by-skill development of learning skills

With the onslaught of organizations trying to cultivate proficiency in learning, adapting and change, a small number of learning-to-learn or learning agility programs have recently begun to emerge. The learning technology is not yet available to make these programs impactful on organizational learning or creating the learning organization envisioned by Peter Senge from learning-agile employees.

### Versus

#### **Learning agility is a byproduct of the paradigm shift of Leadering™**

Learning to learn is one of the natural drives and meta-competencies that is released and augmented by Leadering™. This is achieved by a participant complying with the fundamental dynamics of the paradigm: the natural knowledge-pursuit, frontier-pursuit, creation-pursuit and meaning-pursuit themes of a participant's system. Said themes are indicators of the flow to generative congruence for the system internally and externally. Said themes also define the natural evolutionary path of the system that will be supported by natural mechanisms internally and externally. Said themes are the foundation of the personalization of the paradigm through the development of the five formulas: (i) personal evolution formula (ii) personal leadership formula (iii) personal leadership development formula (iv) formula for the greatest life-time performance goals as an individual (v) formula for the greatest life-time performance goals as a leader.

Learning to learn is built into the paradigm shift because the paradigm takes the risk out of learning by

- (a) providing, in its singular focus on cultivating internal and external congruence, a single skill set that applies to most situations for adapting to, co-evolving with, or capitalizing on the advancement of all human systems relevant to the system to be developed or led;
- (b) ensuring learning is aligned with the natural evolutionary path of the individual where it quickly becomes an addiction and a way of life that naturally spills over into other territories;
- (c) increasing a participant's time in flow state which automatically advances an individual since one's capabilities must be stretched to enter flow state: in this way it has been the means by which the human race has always evolved;
- (d) activating the natural drives for learning, knowledge, change, achievement, and flow state which is a state of perpetual learning;
- (e) increasing learning resiliency and the ability to bounce back because the setbacks are part of a larger information messaging process which closes off wrong channels so right channels can be discovered;

**16 Leadership development is about accumulating skills, not a progression continuum**  
**Versus**  
Leadership development and natural evolutionary continuums are the same so that natural forces and mechanisms can speed leadership development.

**17 Traditional leadership development tends to focus on how to do leadership activities**  
**Versus**  
The Leadering™ focus is on creating, developing, and empowering leaders naturally.