Edited by
Marcella Zoccoli

Flying on the Eagle

Millennials' educational journey into the Mindful Leadership

Flying on the Eagle

COVER DESCRIPTION

Book front cover layout, design and the drawing:
"The Mindful Eagle" by Joséphine Cuirasse (2017)
The Mindful Eagle leads the human being in finding balance
between the material world (square) and the spiritual world (circle)

Symbols & Colours:
The eagle is a symbol of leadership
The square represents the physical world, the human being
The big circle represents the spiritual world, the divine
The three little circles represent JAMK's values:
Oxblood: Creativity
Silver: Responsibility
White snow-ice: Trust
The Green color of the background represents the Finnish Forests
The Oxblood color represents the Juice of Life and its harvest season

MARCELLA ZOCCOLI (ED.)

Flying on the Eagle

MILLENNIALS' EDUCATIONAL JOURNEY
INTO THE MINDFUL LEADERSHIP

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WELCOME ABOARD

Every time a new leadership course begins, a new journey begins. Every semester and every new lesson, the challenge I set myself is always the same: memorize the names of the students and call them by name, lesson by lesson and every time I meet them. It might seem like something small and simple, but it is a complicated task to achieve with large-sized classes and in a short calendar of lessons. Remembering their names and calling them by name is the first step I take in my job of lecturer, edutainer and coach, especially when teaching subjects like leadership that involve different aspects of the personal evolution as an individual and future leader.

In the perspective of sensemaking (Weick 1993), whatever the result we achieve at the end of the course, the power of the name builds a special immediate connection between the students and me; it gives to the classmates the chance to start shaping relationships immediately, creating a dynamic network.

In that little action our unique "ME" dimension as individual, our personal story (the past), our "why" we are in the leadership course (the present) and the unknown outcome of it (the future), are there, working side by side mapping an unknown territory that we will explore together flying on board a very special means of transport: the Eagle, symbol of Leadership.

The eagle will lead us in the creation of an open system, the "WE", made of shared value, sense, and purpose, that with trust, commitment and respect will support us in creating a leadership skills set meant to act and drive the change.

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CONTENT

ABSTRACT

Marcella Zoccoli (ed.)
Flying on the Eagle
Millennials' educational journey into the Mindful Leadership
(Publications of JAMK University of Applied Sciences, 244)

The passion for the topic of leadership, as process and influence based relationship, bonded a team of student-writers who attended a three-semester cycle – Fall 2016, Spring 2017 and Fall 2017 – in-class and e-learning – of Basic Leadership Skills and Leadership Experience courses.

The meaning of leadership in action that gathers in itself two processes, the leading of the Self and the leadership Experience, guided their educational journey into the Mindful Leadership as they genuinely experienced it when "flying on the Eagle" during their learning path.

They created this publication, a kind of "learning diary memories", by sharing the dream and the intention to contribute for a change for other students and people eager to know something more about the meaning and the challenges of leadership. The School of Business – JAMK University of Applied Sciences management welcomed and supported the project in the perspective of shared values and knowledge.

This collection of articles about the ingredients of Mindful Leadership, as perceived and experienced by the students, the intertwining of leadership with mindfulness and the need for leaders to be lifelong learners, offers to the readers some insight, a new fresh start suitable for the development of the personal evolution and professional career. By working hard, side by side, with innovative passion, courage, vision, and precision, many dreams and projects can be started and above all accomplished sharing values amongst individuals with an effort to raise social awareness and responsibility leading to social, professional and technological change for the collective benefit.

This is the essence and the nature of this work.

Keywords: Mindful Leadership, Leading of the Self, Emotional Intelligence, Mindfulness, Meditation, Leadership Experience, Execution and Mindful Team & Leader

FOREWORD

Sami Kalliomaa

You have something nobler than an eagle in your hands. A map about how you can become a brave leader, in this time, here and now. Could Mindful leadership be that doctrine, which will change people lives in different organizations?

It has been wonderful to follow Marcella Zoccoli's journey as a researcher, teacher, and editor of Mindful leadership. Therefore, I have seen her first flap of wings at the front row seat. Eventually I was lucky to see her soaring high above the mountains. As a researcher and editor, she has been a perpetrator and thorough, but also creative.

As a teacher, she has paid attention to all students as individuals. In students' writings, readers could see the joy of learning. Marcella has led them in the world of Mindful leadership and it has touched them. They will certainly remember this journey. By giving a voice to the students through this book, Marcella has acted as she teaches. She has followed and respected Mindful leadership values and principles, which are truly important to her.

It was delightful and empowering to read Niccolò Branca´s insights about leadership, when he set human, people in the core of leadership. He also brought in to the debate the power, responsibility and ethics of the leader. I would like to see more leaders thinking and acting like him.

Every one of us is on the road to developing our own self and leadership. You just need to understand listening people around you, yourself and utilize that information. We have to empower to ourselves first in order to power others, the idea which is at the core of Mindful leadership. My personal goal is finding my inner serenity and "being fully present". After that, I can take my second lesson to fly.

> *"Do not try to manage people around you. When you cannot even control your own mind, what makes you think that you can control others? (Haemin Sunim 2017, 46)."*

In Jyväskylä 4th of May 2018

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INTRODUCTION

Marcella Zoccoli

FLYING ON THE EAGLE – MILLENNIALS' EDUCATIONAL JOURNEY INTO THE MINDFUL LEADERSHIP

Flying on the Eagle is a publication created by Millennials and Post-Millennials with the intention to create a tool, a kind of *"learning diary memories"* contributing for a change for people eager to know something more about the concept of Mindful Leadership in its perspective of *"Doing"* Leadership (Figueroa 2014) with an awareness-based approach both on the personal and the social level.

With strong motivation, persistence, tenacity and determination as student-authors we improved our level of self-awareness. In fact, from the experience we learned, we know that to become a leader, it is not enough reading publications on leadership and how it can be uniquely achieved by respecting people and managing the conducive work environment in the companies and the environment in which we act. If we do not dive in our true essence, in our natural creativity and lead and empower first ourselves, before others, the chances to be successful seem to be very low. They did it, we did it (I am part of this team as lifelong learner), with different approaches, practices and simulations.

Today, Millennials (and some Post-Millennials) are defined as the *"builders of tomorrow"* (Priestley 2015), they have the great responsibility to work actively to process and facilitate the shift from the old paradigm to the new paradigm of the society with a renewed leadership process. They have a different level of self- and social awareness or sense of responsibility and influential behavior which can impact positively or negatively on their life and on that of their peers, the other current generations working and living together in organizations and the environment (Dimock 2018).

This articles' collection offers some insight, a new fresh start both on personal evolution and professional career. By working hard with innovative passion, courage, vision and precision, many dreams and projects can be started and above all accomplished. They are made by people for people involving shared values amongst individuals with an effort to raise social awareness and responsibility leading to social, professional and technological change.

JAMK University of Applied Sciences gave us this educational opportunity, for which we are grateful, and this book is the result of a journey experienced during a three-semester cycle – Fall 2016, Spring 2017 and Fall 2017 – in-class and e-learning – of Basic Leadership Skills and Leadership Experience courses through which we built bonded teams creating a committed network with the same vision: contributing to the change.

This Millennials' educational journey provides new perspectives and approaches for the positive development of some intrapersonal and interpersonal leadership skills from a theoretical to a practical *prêt à porter* leadership process.

After facing many internal and external challenges, but eventually succeeding in this study path and life, the power of the creative essence and the pure energy emerged transforming the sleeping aspects of the self into a proactive and bigger Self ready to execute the vision and dreams. Leadership like life, is full of challenges and joy!

We explored many Leadership theories, the Leading of the Self aspects, the Emotional Intelligence elements, the Mindfulness construct, Meditation practices and the transportable leadership Execution. Fusing and emphasizing these key concepts with four important elements including Empathy, Excellence, Ethic and Engagement, this Millennials' team offers the opportunity to peers to explore the Mindful Leadership as it was studied, perceived and experienced.

The first class, called **the Pioneers** (Fall 2016) scanned the leadership ground through eagle's eyes, the second class **the Designers** (Spring 2017) mapped the territory to support the orienteering, meanwhile the third class (Fall 2017), **the Simulators**, forged, built and developed their mindful leadership process according to the leadership and interpersonal skills learned and implemented during the simulation of the mindful class. Among **the Virtual** students, a French student, who attended the e-learning course in Fall 2017, is still experimenting his *Leadership-on-the-Road* expedition in a one-year adventure solidarity journey by bike through 22 countries (www.colybride.org).

My function as past MBA student at JAMK and now as a facilitator and teacher has been that of giving the big picture about leadership and some dedicated tools to develop leadership skills and process closer to their personal natural talent and attitude. Engaging, coaching, edutaining and empowering them. These are important functions in educating, especially in leadership, at least in the way I mean the English word "education" rooted on the Latin word *"educere"* meaning to lead out (Craft 1984) and "*ludendo docere*" in the meaning to teach with a pedagogical amusing approach (Farné 2005). These

two aspects, along with the team project-learning based experience, support the evolution of individual's natural talent – the "ME" – and the creation of the "WE".

The structure of **Flying on the Eagle** is composed of three main chapters. They are based on some of the key concepts present in the Mindful Leadership process and as developed during the specific case study Mindful Leadership (Zoccoli 2017) and according to the content of each Leadership course.

The comprehensive information about the authors is listed at the end of the publication.

The first chapter entitled **"Ingredients of the Mindful Leadership"** contains six articles about the elements contributing to shaping the Mindful Leadership concept. The articles' names start with a number indicating the "*recommended dosage*".

Minna Klogs opens the chapter by introducing some definitions of leadership and five selected theories suitable for the creation of a Mindful Leadership process. This article is fully based on the Master thesis titled "Mindful Leadership at Fratelli Branca Distillerie srl" (Zoccoli 2017) and it is entitled **"5 Theories of Leadership"**.

In the second article **"2 aspects of the Leading of the Self"**, **Daria Sementina** documents the dichotomic experience of the leading the Self, drawing parallels between theory and real-life examples.

Sofiya Lyulyu, in the third article, describes the process of understanding the emotional background of yourself and the team, which forms the other vital feature of the true leader – emotional intelligence. Through the explanation of the five dimensions of Emotional Intelligence, she shows the leader's way of achieving an emotional internal and external balance. The title of the article is **"5 elements of Emotional Intelligence:** *Great or Dangerous***?"**.

In shifting from emotions to perceptions, **Joose Öysti**, in the fourth article, describes **"1 principle of Mindfulness"** and its impact on how we see and perceive facts and events happening in our lives.

Amir Sultanbekov, with the fifth article, explores the world of meditation as an additional tool to Mindful Leadership explaining its benefits and different meditation practices. **"Meditation as needed"** inspires readers to practice meditation according to personal use.

The sixth and final article of this first chapter is written by **Cyril Dias** with my participation and it is dedicated to the **"Abundant Leadership Experience"** as a process with yourself and others, especially in extreme challenging conditions and uncertainty. Cyril decided to experience his leadership journey through his travel with the Colybride team, following and

monitoring the 4 phases of the mindful leadership process, as described in the research of Zoccoli (2017), and conducted in a business environment. In testing it in a cultural and humanitarian expedition, Cyril contributed by exploring new scenarios for its practical application.

The second chapter titled **"An intertwine between leadership and mindfulness"** is completely dedicated to the phenomenon[1] of the execution in leadership. In his article **"Execution"**, **Kirill Anton** introduces the definition of the *execution gap* and the way leaders, in bridging the gap, can connect odds and ends, and deal with the challenges of the modern world.

The focus of the third and final chapter **"Mindful Leaders as lifelong learners"** is about leaders' self- awareness and their continuous learning.

Tim Friederich, in his article **"The Mindful Class"** describes the experience and the simulation of Mindful Leadership in the class environment through skill-centered classroom simulations. This teaching approach improves the learning capabilities and develops the critical thinking, empowering the individual and their social skills in *"Doing"* leadership.

In the same chapter, as a special guest, **Niccolò Branca**, CEO and President at Fratelli Branca Distillerie srl in Italy gives his direct contribution. His presence in the case study about his company and the Skype conference held with the class during the Fall 2017 course brings value to our leadership journey.

With his article **"Two or three things I know about leadership"**, he validates the recipe of Mindful Leadership by making it more authentic and true. He actively contributes to shape a Mindful Leadership culture, as a key element not only for companies and organizations, but for society and the environment.

In this current transformative global scenario, in which many crises are happening simultaneously, this Millennials' educational journey into one specific kind of Leadership – Mindful Leadership – has the aim to document the perceptions and experiences of a team of JAMK students in digging deep in a new consciousness, a new individual and collective leadership capacity (Sharmer 2008) to deal with the unknown and known challenges of the present time.

This ability requires courageous, stable, intentional and proactive decisions, and the resulting solutions should take people and the environment into consideration.

Despite the different ages and different countries of origin (we are non-native English speakers), we joined hands for the same purpose: becoming

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[1] (*philosophy, Kant's Transcendental Idealism*) phenomenon is an experienced object through perception and understanding by the human mind which reflects its order and conceptual structure.

an effective team, with the goal to deliver a collection of memories about the individual and collective expedition into the Mindful Leadership culture.

The discussion about the theme and the demands of leadership in its three-dimensional domain including public, private and individual spaces is becoming more and more popular to the immense global audience. For some, it becomes a source of entertainment, for others an opportunity to generate revenue. Many do not practice what they preach, and some have neither the experience nor the competence of a successful leader.

We hope this educational journey can entertain the readers to enjoy the discovery of Leadership, and turn into an extra inspiring tool for students, facilitators, teachers. In addition, it is targeted towards people eager to try to go beyond their known human capability and leadership, moving from their comfort zone and actively contribute to the change without illusory expectations or fears.

Mindful Leadership is a never-ending process and path. This is the reason there are no conclusions in this book…It is an endless journey that is open and infinite…

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1
CHAPTER

Ingredients of the
Mindful Leadership

5 THEORIES OF LEADERSHIP

Minna Klogs

The Mindful Leadership seems to be a leadership approach still in the progress to become a theory. This is the reason why, during this educational journey, it has been necessary to scan several leadership theories; drawing elements from those with similar attributes and create a theoretical frame-design to represent its original essence. This article is based and adapted from the case study: Mindful Leadership at Fratelli Branca Distellerie srl (Zoccoli 2017).

Over time, according to the many definitions of the concept of leadership, quite an extensive number of theories have been proposed to define it.

As stated by Burns in 1978 "*Leadership is one of the most observed and least understood phenomena on earth*" and before him as pointed out by Stogdill in 1974 "*there are almost as many definitions of Leadership as there are people who have attempted to define the concept*".

As suggested by Daft (2014) the evolution of leadership can be divided into four main eras in which many theories have been formulated and designed:

- *Era 1: The Great Person Leadership*

- *Era 2: The Rational Management*

- *Era 3: The Team or Lateral Leadership*

- *Era 4: The Learning Leadership*

From a theoretical point of view, the Mindful Leadership can be referred and allocated between the Eras 3 and 4. Both these periods of the leadership evolution are characterized by a turbulent and unstable environment (from 1970 until now) and they are respectively characterized by influence-power and the relational theories. Five specific theories belonging to these two Eras can be considered the conceptual source from which the Mindful Leadership takes shape (see Figure 1). Their relevance is relative to the influence and relationship between leaders and their followers.

The conceptualization of the Mindful Leadership can be framed by integrating some key aspects of the relational leadership theories and the influence-power theories selected for this purpose: 1) the Authentic, 2) the Transformational, 3) the Servant, 4) the Resonant Leadership and 5) the Leader-Member Exchange (LMX) theory (see Figure 1 and 2).
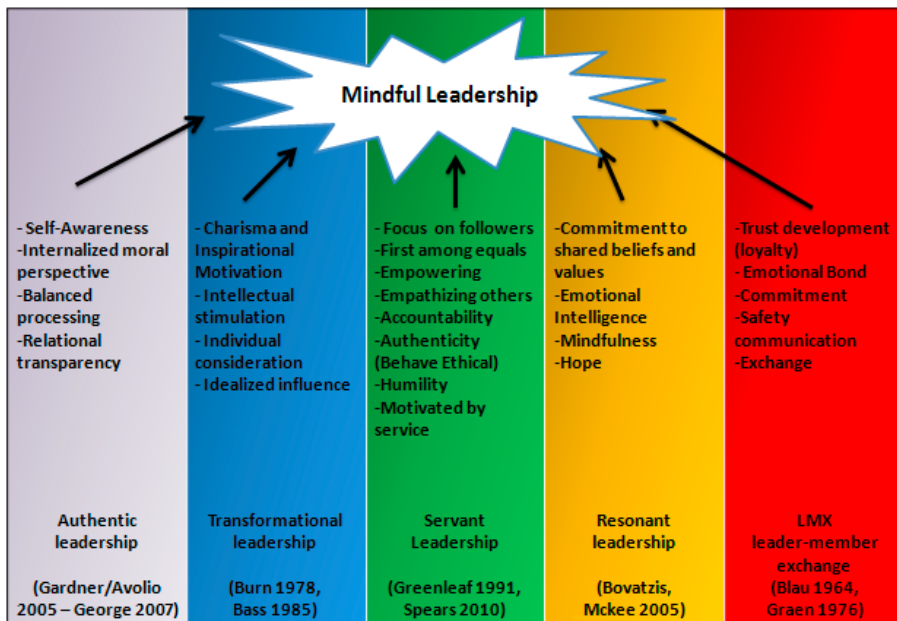
Figure 1. Five Leadership theories related to Mindful Leadership

The Authentic Leadership theory has been studied by many scholars in the recent years and its definition is different depending on theorists who designed it. Most of them as for example Avolio, Gardner, Walubwa Luthans & Mayo, (2005) or George (2007) agree that the core of this theory is in the leader's words, actions and values. Its main attributes are self-awareness, a trusting relationship with the followers and a high degree of self-acceptance along with core positive values, such as honesty, altruism, kindness, fairness, accountability and optimism (Yukl 2013). To support this point, as pointed out by Nahavandi (2015) an authentic leader is a "*person with strong articulated values that guide decisions and behaviors*". Moreover, the theory is founded on four key elements: self-awareness of one's emotions, motives, abilities, and inner conflicts, unbiased or balanced consideration of issues, behaviors reflecting personal values and convictions, as well as relational authenticity that allows for openness and appropriate sharing.

As pointed out by Avolio and Gardner (2005), Authentic Leadership is the basis for some other value-based theories and so for the Transformational and Servant leadership theories, too. In fact, according to Daft (2014), Transformational Leadership is based on the personal values and beliefs, beyond the qualities of the leader. It is characterized by the ability of the leader to bring about significant changes in both the followers and the organization.

The essence of the Transformational Leadership theory is focused on three main aspects: inspiring the followers through charisma and inspiration (Bass 1990) being able to overcome the resistance to change and going beyond one's own self-interests for the good of the group. The theory also includes the ideas of developing the followers through intellectual stimulation (Nahavandi 2013) from lower-level physical needs – safety and security – to higher-level psychological needs – self-esteem and self-actualization – (Daft 2014) and empowering the followers in becoming leaders through the third and last factor: the individual consideration. This last point is important also because it connects this theory to the Leader-Member Exchange theory which is part of the theoretical framework of the Mindful Leadership.

The leader who follows the transformational approach treats each single follower with a different but equitable individual attention so that the followers feel special.

The focus on the follower is also one of the elements of Servant Leadership, but Transformational Leadership focuses on developing the followers through idealised inspiration, individualised consideration and intellectual stimulation (Bass 1985; Burns 1978). On the other hand, the Servant Leadership concept, which was proposed by Greenleaf in 1970 and which became the title of a book in 1977, has its focus on the followers' needs (Parolini, Patterson, Winston 2009). In the Greenleaf's model, there are four basic aspects: service must be put before self-interest, the action of listening before affirming others and trust must be inspired by being trustworthy and last but not least, there is the element of nourishing others by helping them to become a whole (Daft 2014).The result of Servant Leadership in society is that there will be more people committed to serving as moral agents (Yukl 2013).

This commitment to shared beliefs and values is a concept that can be found in the Resonant Leadership, too. Resonant Leadership is a relatively new theory among the relation-focused leadership approaches. Designed by Boyatzis and McKee's in 2005, it is different from the other theories of leadership because of its foundation on the emotional intelligence (Goleman, Boyatzis & McKee 2002). Resonant leaders' features are empathy and inspiration, passion and compassion as well as the commitment and ability to read people and groups accurately. They enable people and followers to be the best they can be (Boyatzis 2008) by providing hope and courage in moving toward challenges, change and future. The key concept of the relationship found in Resonant Leadership and the concept of individual consideration in Transformational Leadership are connected to the fifth and last leadership theory that this combination of theories refers to, namely, the Leader–Member Exchange (LMX) theory.

The LMX theory focuses on an individualized leadership model exploring the way in which the leader-member relationships develop over time and how the quality of exchange relationships can affect the final outcomes (Daft 2014). This relationship-based exchange is unique (Graen and Uhl-Bien 1995). At a first impact this theory focusing on the different relationships of the leader with each follower could seem irrelevant compared to the previous four theories focusing on individuals. However, with its in-group and out-group member categories, the integration of this theory can be relevant for understanding how Mindful Leadership is perceived and experienced by the members of the two groups. In the LMX theory, the followers belong to the In-Group – inside the company or very close to the leader – and the Out-Group consists of the stakeholders gravitating outside the company. For the members of the in-group some studies have confirmed that the outcome is positive, and this leads to high performance, high self-realization and low stress (Hofmann and Morgeson 1999). Meanwhile, for the followers of the out-group the situation is quite different, and the quality of the relationship is, according to their role, mainly limited to the formal job and poor performance, commitment and loyalty (Nahavandi 2014).
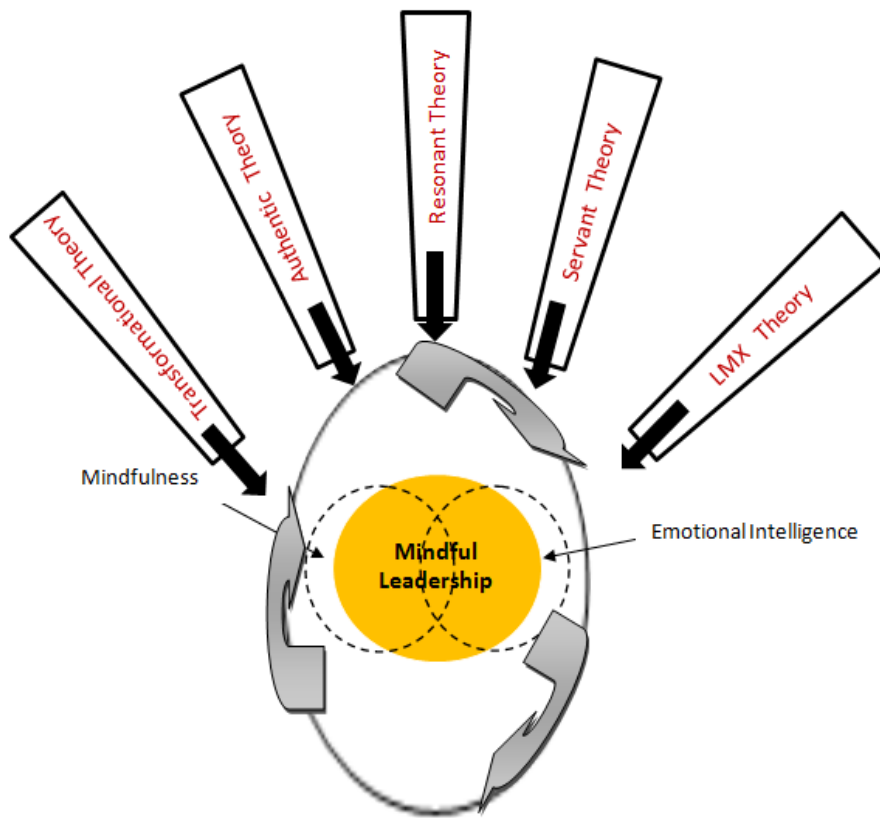
Figure 2. The key concepts of the Mindful Leadership

As mentioned at the beginning of this article, there is not yet a specific theory about the Mindful Leadership, but there are some theories with common approaches and traits. In the table 1 are shown the correspondences between the Mindful Leadership approaches and the five selected theories.

	Leadership Theories				
Mindful Leadership approaches	**Leader-member exchange LMX**	**Authentic**	**Transformational**	**Servant**	**Resonant**
Acceptance		√		√	√
Awareness		√	√	√	√
Being Fully Present		√		√	√
?Being Mindful?		?		?	?
Compassion		√		√	√
Letting Go		√		√	√
Listening	√	√	√	√	√
Patience	√	√	√	√	√
Responding	√	√	√	√	√
Trust	√	√	√	√	√

TABLE 1. Correspondences between the Mindful Leadership approaches and leadership theories

As it can be noted the Authentic, Servant and Resonant leadership theories show approaches like those of the Mindful Leadership as suggested by Wells (2015) and shown in table 2. This means that the three theories have similar features to the Mindful Leadership philosophy despite they have some different key principles and they follow different paths and styles to be performed. As example, they have some common aspects like trust, compassion and patience because they all focus on the leader's concern for the well-being of others and so the need to achieve a high level of attention in listening and being present in the moment as an important asset for the high quality of the human or the working relationship in which they are interested and involved (Stone et al., 2004; Avolio et al., 2004). At the same time, they may have different shades according to the same characteristic.

TABLE 2. Mindful Leadership approaches – Wells (2015)		

MINDFUL LEADERSHIP IS:

Instead of	Mindful Leadership Approaches	Instead of acting
Refusing to accept reality	← Acceptance →	Blaming others
Preoccupied or distracted	← Awareness →	Observing with intention
Regretting the past	← Being Fully Present →	Worrying about tomorrow
Not caring or listening to someone in need	← Compassion →	Judging + criticism
Not caring enough to be interested	← Letting Go →	Holding on
Disregarding	← Listening →	Thinking of your reaction + what you will reply
Not observing or being aware of a situation not on the 'radar screen'	← Patience →	Interrupting
Denying; avoiding	← Responding →	Angry outburst; reacting
Disbelief; disregard	← Trust →	Believing in self; Caring for others

Being present in the moment, it is a common component in the three theories, but it can be specified with three different readings and meanings. In fact, "*being fully present*" does not always mean "*being mindful*". It refers to the mindfulness area, but it must be read and understood in its meaning of construct or practice according to the specific perspective of the theory of reference.

In the Servant Leadership theory for example, as observed by Spears (2004) one of the key principle is the inner serenity the leaders must have to be awake to the reality of present situation. This means that "*being fully present*", not necessary means "*being mindful*". A similar situation is shown in the Authentic Leadership in which the leader's perception of the reality is a key factor which can influence followers' trust and emotions during change (Agote, Aramburu & Lines 2016). Therefore, it is important the state of being fully present, but it is not a basic condition. In the Resonant Leadership, the "*being fully present*" means living in a conscious awareness of one's whole self, other people and the context in which the leader and the followers live and work. But according to McKee (2005) this mindful approach is not enough to bring to a "*true renewal*" and change without two further critical components, the hope and the compassion. Therefore, "*being fully present*" means being present, knowing one's abilities and limitations, knowing how we influence others, behaving ethically and acting intentionally according to

the specific situation happening in that present moment, but "*being mindful*" means being attentive and aware to what is happening in the present moment without judgment (Baer, 2003; Brown & Ryan 2003), catching the moment and use the given opportunity to make of that moment a "Kaizen moment", in its Japanese meaning of "change for better", a positive growing for change action enabling a mindful choice in the respect of a wide perspective including the people and environment.

It is a more challenging state of being; a specific mode compared to some other alignments of thoughts as for example the self-reflection (a form of critical thinking) or seeking and receiving feedback from external sources which is a different mechanism for enhancing self-awareness (Avolio 2007) which can be used in some other theories.

The LMX and Transformational theories are important for the understanding of the differences in perceptions and experiences by the leader, the personnel and the stakeholders for the practical application of the insights in the execution process that was integrated in the framework, but they had a partial relevance to the mindfulness discussion involved in this article.

Being mindful can be related to the highest level of metacognition which can bring the Mindful Leader to a *meta-awareness* elevating him or her to the ability to switch rapidly from an "attached" to a "detached" dimension of consciousness. According to Jankowski and Holas (2014), the main difference between the different conceptualizations of mindfulness, in this case "*being fully present*" or "*being mindful*", lies in the number of meta-levels involved in the mindfulness process itself.

Therefore, in order to frame the Mindful Leadership among the several studies and theories conducted on leadership after the 70's there are two elements which can help in defining the concept of leadership: the mutual influence process and the relational emotional connection.

As stated by Yukl (2013) the leadership is the process of facilitating collective efforts to accomplish shared objectives and as pointed out by Mary Uhl-Bien (2006) the role of emotions is a key point in human dynamics and interactions.

The Mindful Leadership is a never ending process creation, in which the aspects of the leading of the Self, the elements of the emotional intelligence, the mindfulness as way of seeing , the meditation as tool and the actions meant to execute the insight contribute to create a network of opportunity for the chance to become a Mindful Leader, experiencing leadership with an awareness-based approach.
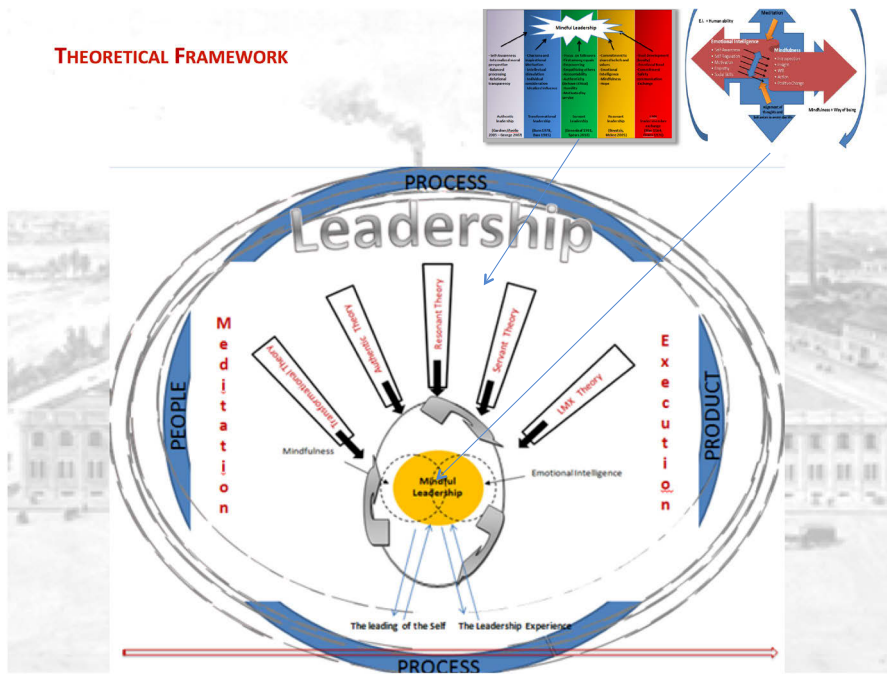
Figure 3. The Mindful Leadership awareness-based framework (Zoccoli 2017)

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2 ASPECTS OF THE LEADING OF THE SELF

Daria Sementina

The subject of leadership has always been an integral part of human kind's activities and it cannot be denied that the leading skills are inextricably linked not only to individuals whose occupation relates to any kind of activities that require interaction with people and an empathic communication, but to each of us as well. It can also be said that everyone leads himself or herself daily performing decision-making and socializing at a general level. This process requires enough concentration and involves experiencing different kinds of emotions depending on a wide range of factors: an environment surrounding a person, an importance of a subject which a decision is related to and some others as pointed out by Scutti (2015). Consequently, sometimes, the emotions can be negative overwhelming one's mind and making feel uncertain and frustrated, eventually building internal barriers in a mind preventing an individual from reaching a full potential (Gallwey 1976). One of the most common internal obstacles is fear. It might be a fear of losing, looking bad or ridiculous in the eyes of others (ibid). In these situations, people come to a point of analyzing and criticizing themselves going deep into possible reasons for a failure and discouraging themselves even more confining their minds by the walls they build by themselves.

According to Gallwey (1976), there are two parts of a mind that are continuously entering a dialogue with each other. Sometimes, they are interpreted as voices arguing about the matters that are essential to an owner of these 'voices'. The author suggests that these are two selves: Self 1 and Self 2. In general, the first Self is more analytical being responsible for technical aspects of life, for instance, as a tennis player, Gallwey mentions an example of bending the knees while playing, watching the ball and so on. Meanwhile, the second Self is a more intuitive one leading and guiding a mind on a subconscious level. They are also called the 'Teller' and the 'Doer'. The idea behind this theory is that Self 1 always tells what to do and how to do it, and the Self 2, which is usually silent, does (Evans 2014). Trusting on the 'Doer' completely relying on this part of the mind, it seems to be a challenging task for many human beings who are used to overthink all their actions beforehand.

When it comes to the Leadership course, I was a part of the class of the semester Spring 2017, called the Designers. My leadership journey started

in that moment. Much has happened to studies and personal life since those days, but the ideas of Gallwey's two selves still seem to be intriguing. The concepts acquired through the course are still noticeable in the daily routine allowing to look at things from another angle and scan myself when needed. Leading of the Self-conception implies the following traits to be acquired and enhanced: Emotional Intelligence, Self-Awareness and Personal Accountability (Remortel 2015). Firstly, Leading of the Self is designed to assist in a clear understanding of the dynamic and issues that shape a person as a leader to have a beneficial impact on both a leader and the people he/she guides. Secondly, the notion also helps individuals to strengthen their current level of self-awareness and self-actualization, identifying the ways they think, the way they react to sensations, perceptions and emotions, acting and driving their decisions in the right direction as well as plan a path for further professional growth in Leadership. It also reinforces a capability of analyzing one's strengths and weaknesses objectively and avoiding biases.

From my perspective, it was a challenging but this intensive mindful journey reminding me of the famous line '*Big things have small beginnings*' (as spoken by T. E. Lawrence in *Lawrence of Arabia* – or by the android David in *Prometheus*- spoken, of course, as an homage to *Lawrence of Arabia)*. In fact, before leading others successfully, a leader should deliberate himself/ herself as individual to learn to lead himself/herself. It is a coherent process requiring much dedication and willingness to learn how to become a Mindful Leader. This means one should be ready to integrate leadership into everyday life as shown in the Figure 4, emulating successful leaders and work on developing empathy and patience (Daft 2014).
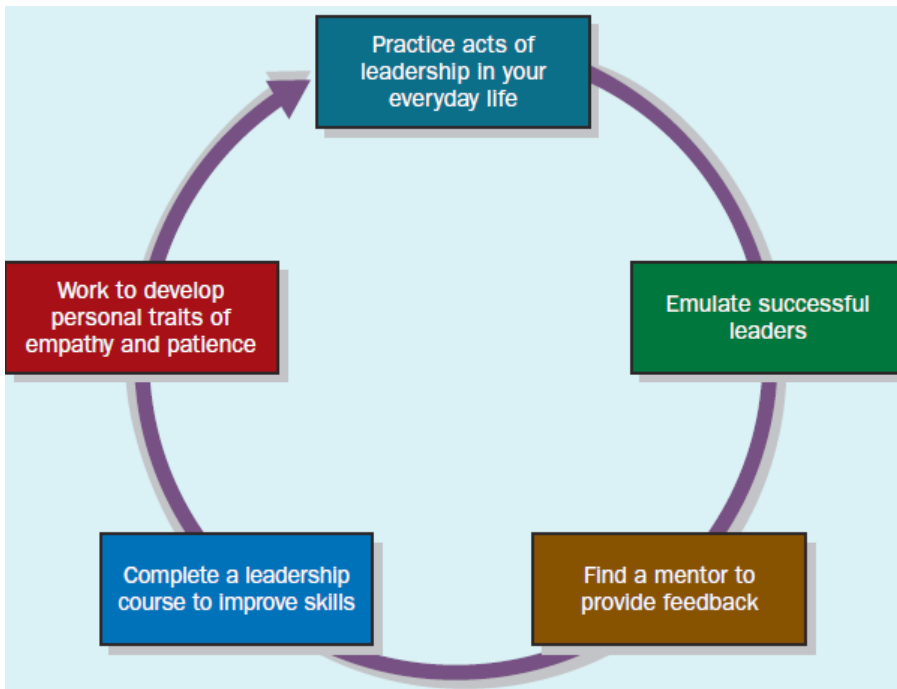
Figure 4. Source from Richard Daft, Leadership Experience (2014) page 24: based on "Guidelines for the Apprentice Leader," in Robert J. Allio, "Masterclass: Leaders and Leadership—Many Theories, But What Advice Is Reliable?" Strategy & Leadership 41, no. 1 (2013): 4–14.

To show a practical application of the process, as far as my personal experience is concerned, once upon a time, a group of friends went mountain-skiing. One person has never skied before, thus being a little bit afraid in the beginning to fall or even go uphill having her training at the foot of the mountain, in the area devoted for children. After some training provided by friends who had more skills, it was decided to roll the dice and slide downhill using one of the ski trails. It was quite a risky activity considering that the person has just learned how to make the first steps and brake safely, albeit on a decent level for a novice.

As the reader might have already guessed, this inexperienced person was me. At first, I was afraid of what others may think of my skills feeling miserable while falling after each second attempt and comparing myself to my friends who were confident enough. It perfectly demonstrates how much I listened to analytical and rational Self 1 slightly increasing anxiety and limiting myself with my baseless fears imagining what can happen to an unskilled skier on his way.

Indeed, it was one of the scariest moments I have ever encountered when I got to the top of the mountain. Everything went well until I faced a fast-downhill run in front of me. There was no chance of avoiding it or coming back to the start of the trail. At the same time, *The Teller* reminded of itself analyzing the possible proper movements to make to go downhill safely. However, it did not help, and I was left alone with my despair and fears. That was the moment I realized there was a need to address to *The Doer* and trust to the maneuvers that will come unconsciously, in other words, to rely on the intuition. I made up my mind for sliding down picking up the speed. The wind was blowing in my face and the snow was flying towards my eyes making it more difficult to see the surroundings. At some point, I was overcome by the sensation of inexplicable concern but soon it has gone away giving a space for true emotions and a feeling of achievement. I was over the moon after completing this small adventure in which Self 2 assisted as the catalyst for the success.
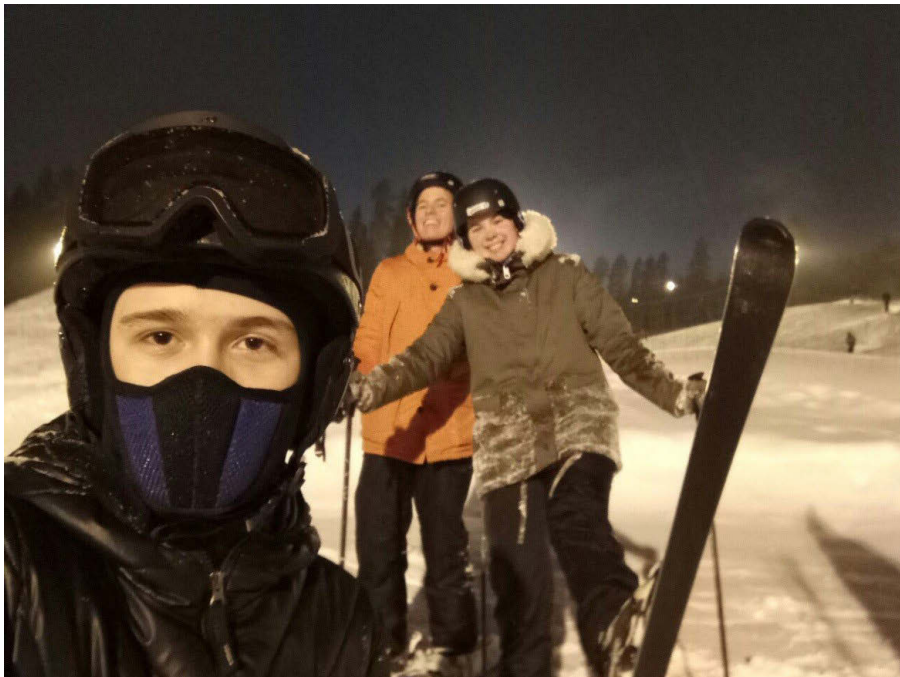

Figure 5. Practical successful application of Self 2, the Doer (photo by Amir Sultan-bekov)

There are miscellaneous reasons why it is beneficial to develop self-leading skills. First, as was mentioned above, it is crucial to get to know yourself. How is an individual going to lead people if he or she is not able to cope with his own problems or stresses and properly assess himself/herself? Furthermore, self-leadership plays a great role in a maximizing an effectiveness of guiding others. One becomes a more transparent leader with whom it is easier to build a strong and trusting relationship. Moreover, since a person has experienced this road of becoming a leader of himself/herself, he/she has an opportunity to grow into a developer of talents and help people on the path of understanding the self. In addition, the practices stated above can effectively assist in augmenting critical thinking and analytical skills that are required in today's life. Lastly, by balancing and implementing the 2 aspects of the Leading of the Self a person can contribute to the society acting in a mindful way and encouraging others to do the same.

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5 ELEMENTS OF EMOTIONAL INTELLIGENCE: *GREAT OR DANGEROUS?*

Sofiya Lyulyu

One of the major assumptions which people make when defining the leader is that he/she is the smartest person in the group. We assume that the greatest leaders of the world and history had high IQ and used mainly their cognitive intelligence to make the decisions and inspire people. However, emotions still stay an integral part of each personality. Sometimes it is hard to recognize them, but this aspect of us can never be eliminated. In the depth of human's soul, emotions, not the mind, are ruling the action. So, do great leaders feel? Or do they build the wall between their heart and brain to show the highest performance? Daniel Goleman (1995), in his book, argued on the significance of the IQ in leadership and presented the new ingredient of success – Emotional Intelligence (EI), which is also often referred as EQ, as shown in Figure 6.
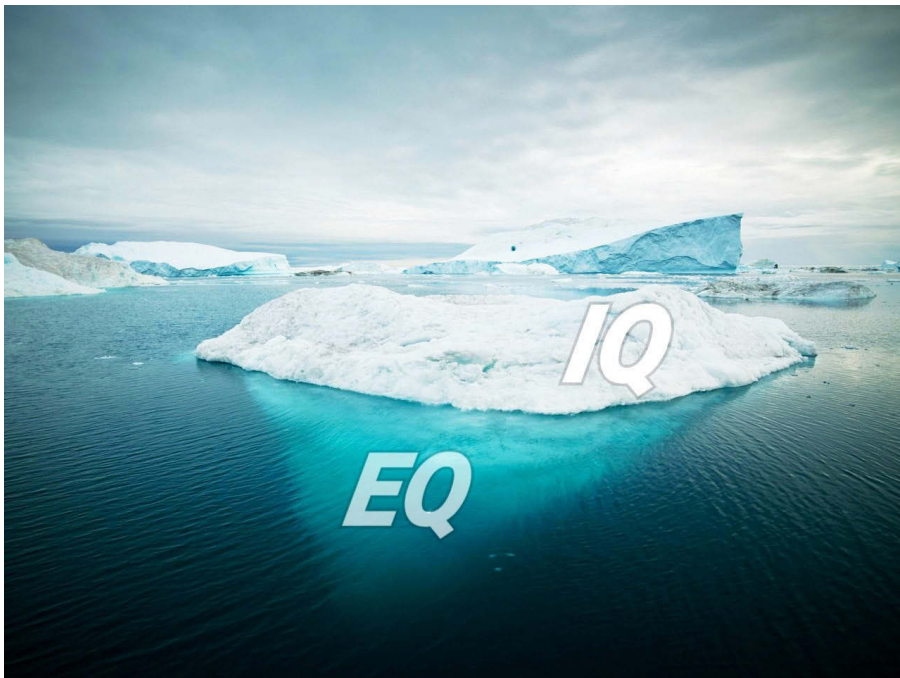

Figure 6. Iceberg of human's intelligence (image source: *unsplash.com* and adapted by the author)

According to McCuistion analysis (2017), there are several levels of intelligence: Physical, Intellectual, Emotional, and Spiritual. There is no doubt that the leader should have Intellectual Intelligence, which is expressed in his/her skills and competencies, awareness about the field in which he or she is operating. However, each follower, employee or specialist in whatever organization or company, they should have this emotional intelligence to meet the requirements of working life and contribute to team's success. The ability to understand the emotional context of your personality is essential for effective work and communication with other people. Emotional Intelligence is another key ingredient of the mindful leadership, which distinguishes great leaders out of the mass.

Goleman (1998b) in his studies expresses the concept of Emotional Intelligence as *"The capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships"*. During the leadership course taken at JAMK in Fall 2016, my perception of this phenomena developed from the thought that the good leader hides all his/her emotions and separates his/her feelings from work, to the understanding – emotions are important in leadership process, as well as their understanding and ability to express, as it is said, in the right place and the right time. People with high EI could accurately and quickly solve a variety of emotion-related problems, as they understand what they feel, they learn to manage the emotions and lead the reactions switching them into actions to be used to make the right decision. Individuals using EI can use different emotional episodes from their life to encourage specific thinking. For example, for such people, sadness can promote analytical thought so that they usually analyze something in a sad mood (Mayer 2009). By the way, this example shows that we cannot allow confusion of emotional intelligence with the ability to always be happy, optimistic, or calm – what psychologists very often try to achieve working with patients.

According to Goleman (1998a), Emotional Intelligence has 5 main elements, understanding of which can help to build the framework for its inner development – self-awareness, self-regulation, motivation, empathy, and social skills. The table 3 represents them and briefly introduces to each. During the leadership course, all these elements were experienced by the students, and in this article, they are described in the order as we understood them and learned to implement.

	Definition	Hallmarks
Self-Awareness	The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	• Self-confidence • Realistic self-assessment • Self-depreciating sense of humor
Self-regulation	The ability to control or redirect disruptive impulses and moods The propensity to suspend judgment – to think before acting	• Trustworthiness and integrity • Comfort with ambiguity • Openness to change
Motivation	A passion to work for reasons that go beyond money of status A prosperity to pursue goals with energy and persistence	• Strong drive to achieve • Optimism, even in the face of failure • Organizational commitments
Empathy	The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions	• Expertise in building and retaining talent • Cross-cultural sensitivity • Service to clients and customers
Social Skills	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	• Effectiveness in leading change • Persuasiveness • Expertise in building and leading teams

TABLE 3. "What Makes a leader" – Adapted from Goleman (1998a)

In my study experience, I was a leader in several project teams. Being a very sensitive person, I faced a lot of stress and pressure caused by the high responsibility in front of the team. The main challenge was the process of making the crucial decisions affecting the further team's work. Tears in the night were a usual practice in that period. Going through the various personality type's tests I was sure that people like me are perfect team players who support the spirit of understanding and make the atmosphere in the team calm and friendly, but they are never leaders. However, inspired by the ability to turn the emotional context into the potential for success through practicing emotional intelligence, I overcame the stress and used my deep-heart desires to inspire the team. EI helps the leader to control and understand own emotions and stop relocating the stress to other team members. Undertaking the deep analysis of own thoughts and feelings gives the opportunity to distinguish which events in life cause the reaction, negatively affecting the performance. A leader needs to have the ability to concentrate on the emotions, which are the most important for the inner motivation and going over the obstacles. In this way, the first two of five elements of the Emotional Intelligence introduced

by Goleman (1995) – *Self-Awareness* and *Self-regulation*, are implemented by the leader.

Emotions are the tool of influence – on yourself and other people. It is natural for a human being to have feelings and express them. The business field, like many others, is built on the calling to people's emotions, as well as leadership and motivation are. Through achieving perfection in controlling and, the most important, understanding of own emotions, leader explores the processes which are happening in his soul and starts to assume and read the feelings of others. In my opinion, this is the most important skill of the great leader. Being able to call in other people' emotions, which are needed, using his own feelings and *empathy* – one more element of EI, according to Yukl (2013) and Goleman (1995).

There are three kinds of empathy in leadership. Goleman (2013) pointed out the cognitive, the emotional, and the empathic types of it. The first one implies the natural curiosity about reality perception by other people – seeing the world through others' eyes. It allows to improve communication by understanding the way of thinking of your partner or the follower. The second type of empathy stands for the ability to catch and correctly interpret the nonverbal signs of another person. Body's emotional signals mirror the feelings of the person, what allows the leader to understand them better. The third type emphasizes the heart-to-heart connection, showing that the leader is ready to help and support, can be trusted, and creates a safe environment for taking risks. All the types influence the behavior of the team and change the working environment, as well as interpersonal relations.

First, using all three kinds of empathy, makes followers feel the sympathy to the leader as to the "alive" person, as they are. It significantly reduces power distance and creates trust in the team, which leads to the increased sharing and creativity. Expression of empathy is the trend among the leaders of the future. It represents their willingness and ability to be tuned to people and the environment around. Empathy was my way of developing leadership. I used my sensitivity to feel the emotions of other people, instead of diving into my own soul. This approach helps to make team members be opened, tell their problems to the leader, as to the person who understands, and vice versa, express brilliant ideas without fear of being judged.

Secondly, the creation of the vision and motivation are also fully built on calling to the right people's emotions and bringing the mood to the team, which will tune everyone to the correct direction of thinking. This is the reason **motivation** is also considered as one of the elements of Emotional intelligence. A great leader should be able to inspire his followers to go to the common goal,

overcome all obstacles, and be driven by the belief in it and the significance of the result.

Social skills connect all previous elements of the Emotional Intelligence, as without the good skills of communication and ability to express the idea and set the goal, explain why it is important to make the change to which the team is aiming, it is impossible to motivate people and show the empathy to them. To achieve the high competence in social skills the leader should constantly work on himself and explore his own emotions.

On the other hand, this can be the point in which "the dark side" of Emotional Intelligence makes its appearance. Control over the emotions of other people, usage of empathy to achieve own goals, causes the ability to manipulate the team members and followers. As shown in some modern studies (Menges, Kern, & Bruch 2015; Côté, Decelles, & McCarthy 2011; Kunda 2006; Kilduff 2010), some leaders tend to disguise the set of emotions while expressing the different one for personal gain.

Even though EI encourages people to understand and control their feelings, not everyone is able to recognize that emotion was integrated into his mind by another person. There are a lot of controversial leaders in the history who, based on the study of Grant (2014) – professor of management and psychology at the University of Pennsylvania's Wharton School of Business, were perfect at the Emotional Intelligence, and managed not only to recognize and handle on their feelings, but also sparkle the emotions of his/her followers to move audience to the action. This theory applies especially to Public Speakers and Politicians, who studies how body language or special words can affect the emotions and actions of the mass of people, as well as business leaders who "manipulated" people to influence the corporate culture. By "electrifying" their speeches and playing on the heartstrings, leaders can motivate people to act against own interests, by stopping the critical thinking and making them only to emote. Such strong feelings as love, hate, jealousy, compassion, or guilty can blind people and make them be easy to control. The line between motivation and manipulation is tight and hard to recognize, but the task of a real leader is to balance between the "good" and the "evil" sides of the emotional intelligence asset (Grant 2014.)

To summarize, the Emotional Intelligence is a powerful tool, which not only helps the leader to take control over his/her feelings but offers an additional support in establishing a strong emotions-based connection with the followers. In practicing Emotional Intelligence, we all should remember about the complexity of human's feelings and respect our team members' feelings as well as our own.

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1 PRINCIPLE OF MINDFULNESS

Joose Öysti

As stated by Jon Kabat-Zinn (2005) *"Mindfulness* means paying attention in a particular way: on purpose, in the present moment, and nonjudgmentally."

The mindful leader always shows intentional attention in the *here and now*, being present and open-minded (Scharmer 2013.) A sub-category of mindfulness, open-mindedness, is accepting new things and events without preconceptions. As pointed out by Daft (2014), open-mindedness means *"feeling and showing appreciation for the viewpoints of others"*, and *"encouraging opposite points of view in the discussed matter".*

Further exploring mindfulness reveals the terms independent thinking and intellectual stimulation, which are the other sub-categories of mindfulness. As suggested by Daft (2014), an example of intellectual stimulation could be challenging someone to think about an old problem in a very different new way or asking questions to drive other people to think more about an issue or a problem. Meanwhile, independent thinking means supporting actions and efforts that can integrate others in to the next level.

A part of the audience thinks that mindfulness is spirituality. Spirituality is a kind of independent thinking where the logic (from the Greek word *logos,* reason) is replaced with emotions *(*from the Greek word *pathos*, emotion). Emotional people feel oneness with a person they are connecting emotionally with. Emotional people feel emotions because emotions tell us the morally correct way of dealing with things in the here and now. Examples of emotionally healthy action for a mindful leader to take are forgiving his or her people for their shortcomings and maybe praying for their success. Being thankful for their good actions is important too.

During the Leadership course it was natural to be mindful and present because most of the people in the course were from different countries than me. The people acted in many ways and it was rewarding to work together. Marcella, our teacher, planned the course well, so there was always something new to learn each lecture. Given all these activities and new perspectives, I had no problem with staying mindful.

I could call it a *mindfulness zone* because it was effortless to stay mindful. I would compare it to a flow experience, but the difference is that in the mindfulness zone you are at ease and try to understand where others are coming from. It was enjoyable to learn and become better individuals and mindful leaders together. It was a good leadership course.

Logically thinking, the mindful leader wants to accept the reality as it is right now.

Like a little caterpillar accepts reality as it is right now, it does what it knows it must do. As shown in Figure 7, suddenly the metamorphosis happens. Then it completely changes into an exquisite butterfly.

Figure 7. Mindfulness drawn by Joose Öysti

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MEDITATION AS NEEDED

Sultanbekov Amir

It is known a successful Mindful Leadership requires many components, such as self-leadership, emotional intelligence, mindfulness, and execution, but sometimes the role of the meditation is not mentioned or not quite highlighted in the process. Nevertheless, meditation is an essential tool for achieving mindful leadership and some corporate like Google and General Mills introduced meditation practice in their training options for their employees (Thakrar 2017). This practice is also used by famous CEOs in the world, who not only practice it but introduce it into their companies. Nowadays the tradition of practicing meditation becomes increasingly popular because of its benefits and simplicity (Wanderlust 2016).

The meditation could be defined as an exercise training the mind, like the fitness workout is for the body (Inner IDEA 2017). As in sports, there are many different meditation practices according to the different approaches.

In trying to answer to a very simple question like *"Why bother doing it?"* some of the several benefits of practicing meditation emerge.

As mentioned in the two studies of Manson (2015) and Wanderlust (2016), the people practicing meditation have an increased self-awareness, focus, and discipline, as well as emotional stability, memory, and clarity of thoughts. Moreover, these people seem to sleep better, stress less and to be more empathetic towards others. Nevertheless, one of the main meditation's benefits of the is its ability to create a balance between the mind and body of individuals, bringing them to peace with each other. There are several ways of meditating, which focus on different benefits.

VIPASSANA MEDITATION

The oldest Buddhist meditation practice is Vipassana. It aims to increase awareness of the world around us and of ourselves. In Vipassana meditation, the meditator focuses on the small things happening to him/her every day, like for example on the sensations of the body. One of the simplest techniques of Vipassana that can be performed almost anywhere consists in sitting down comfortably, closing the eyes and start listening to the body. Start from the feet and go all the way up to the head. Focus on what kind of sensations are coming from different part of your body, e.g. if they are

cold. This simple exercise anchors the mind to the present, helps to notice other events around the person and ultimately leads to becoming mindful. (Gunaratana 2017).

CONCENTRATION MEDITATION

Another group of meditation techniques focuses on increasing concentration of the meditator. Although multitasking is considered as an advantage in the modern world, it leads only to stress, disappointment, and a decrease in productivity. Moreover, it destroys our ability to focus on one issue at a time even when we want it. To gain back the ability to concentrate you can start with another simple exercise. Sitting in a comfortable position and focus on the breath or an object, such as a candlelight, and let the mind be clear. Then start counting the number of the breath in up to the number of ten and then repeat the process. When thoughts appear in the mind, do not go into them but let them go away. The time of such a meditation can be from two minutes and up to an hour and a half. (Inner IDEA 2017).

There are plenty of other ways to meditate: yoga, which brings mind and body together using ancient Indian techniques, mindful walking, and others (Thich Nhat Hanh 2017).

PERSONAL EXPERIENCE

I learned about meditation some two years ago during the leadership course at JAMK. Back then, it was my first year in Finland and the first year at the university, therefore, there obviously was stress from studies, new culture, and constantly analyzing endless opportunities that were around. At some point, the number of meetings, team works, and activities overwhelmed me. First, I started using a time planner tool and after a month – first meditation session, it was a short group exercise of guided Vipassana meditation. It was interesting to listen to others' experiences after the exercise: some had endless thoughts swirling around in their mind, some almost fell asleep, and I managed to get that clear state of mind, when for around five minutes there were no thoughts but at the same time the mind was conscious of what was happening in the room. After that, I tried other meditation practices, such as concentration and yoga meditation, increased time of the exercises, and was regularly practicing meditation without breaks. After a month, it was obvious that I had a lighter life attitude, happier mood, increased concentration and productivity, and better learning abilities. On the other hand, I almost lost multitasking abilities and was able to do only one thing at a time but was doing that thing better than before.

Figure 8. Meditation practice in the class during the leadership course in Fall 2016 (photo taken by Zoccoli)

CONCLUSION

The benefits of meditation explained above are a tool that can be used in the mindful leadership. It is important to remember that with just small daily steps we can achieve inner peace and boost our productivity and creativity practicing meditation. Finally, those small steps will bring us closer every day to achieving mindful leadership.

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ABUNDANT LEADERSHIP EXPERIENCE

Cyril Dias & Marcella Zoccoli

#Leadershipexperienceontheroad #transportableleadershipskills
#leadership-prêt-à-porter

INCIPIT

Cyril is a French student who had the opportunity to take a gap year between the first and second year of his master's degree and decided to invest this time traveling by bike with three friends in an epical journey called Colybride. Their shared vision's core is to help some NGO's located on their way because they want to be useful to the people they would have met, developing their leadership skills and being of service to others. During this epical journey Cyril continued his studies by taking the Leadership course in its e-learning form in Fall 2017. The course is called "Leadership Experience", but the fundamentals about the Leadership subject are the same as the Basic Leadership Skills face-to-face course. He decided to put in practice some theories and leadership styles and above all he applied the mindful leadership process – as designed in the master thesis written by Zoccoli (2017) and as shown in Figure 9.

Cyril decided to experience his leadership journey through his travel with the Colybride team, following and monitoring the 4 phases of the process. Originally, the leadership process was the result of a study conducted in a business environment. In testing it in a cultural and humanitarian expedition, Cyril contributed to explore new scenarios for its practical application.
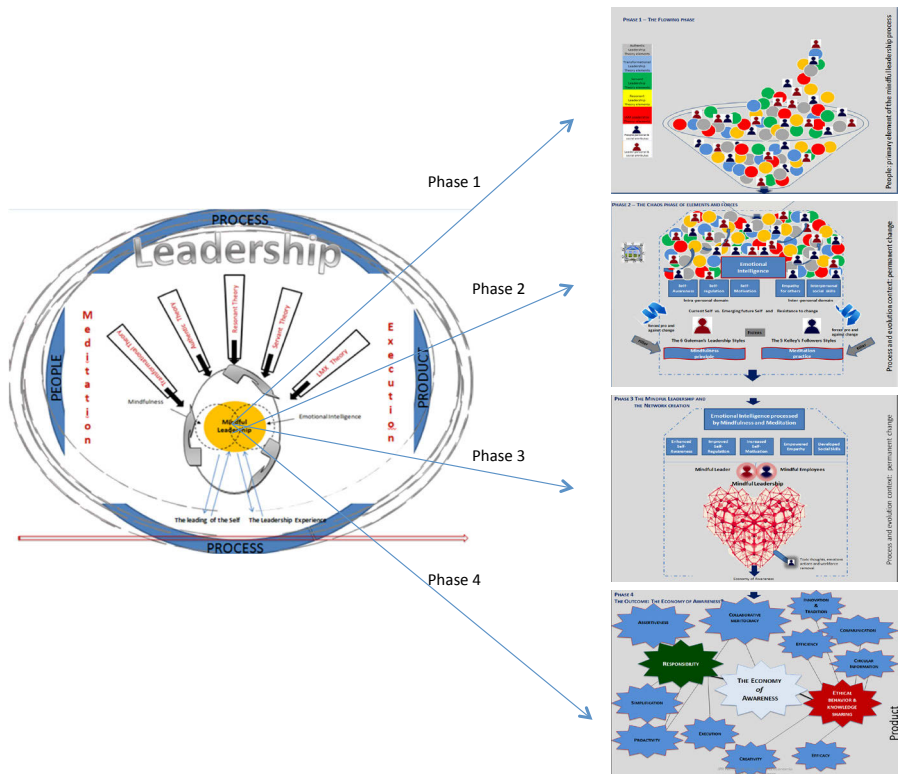
Figure 9. Mindful Leadership process of interactions and interconnections. Leader/ people in a context of evolution and permanent change (*source Zoccoli,2017*)

PHASE 1: THE FLOWING PHASE

"…The first phase of the process is called the flowing phase, in which, all the elements start flowing inside an ideal funnel following a directional model similar to that of the visionary (or exemplary) leadership designed by Kouzes and Posner (2012). In this environment, the leader has to shape his/her leadership style according to the creation of a common vision and culture necessary for the growth of the organization (or company) in the respect of the point of view, needs or expectations of the followers (employees)"... (Zoccoli 2017, 77)

The flowing phase of this leadership experience starts with the shared idea among four friends to cycle around the world. It took us one year at planning and preparation for this journey and the trip itself and three years for the development and the evolution of the Colybride team.

César Bygodt, my friend and flatmate, he can be compared to a charismatic leader. He is the first among the people close to me, who decided to travel to experience loneliness, while encountering and living his values in a daily routine on a bike. He transformed the dreaming idea of traveling to real acting. When he was 18 years old he travelled twice alone in South America for a total of three months. While traveling and sharing his journeys, he inspired Martin and Enguerrand – the two others member of the cycling team – and when he came back from Argentina they created Colybride. They have set the roots of the group as the willingness to share bike touring trips. Therefore, the name Colybride is composed of the words Colibri (humming-bird in the French language) and hybrid, hybrid because the 3 friends of the group have a different energy and mind that makes them friends, and Colibri for the story of the humming-bird from Pierre Rabhi. The story is about a huge forest fire in the Amazon and all the animals are fleeing away to save their life except a little humming-bird who returns several times to the fire from the lake dropping water on the flames. An armadillo sees the humming-bird doing all this long way back and forward several times asks him « Why are you doing this, it's useless, you cannot douse a forest fire with a single drop » and the humming-bird responds to him « At least I do my part ».

From the very beginning, the aim of the group was about doing our part, at first it was by promoting an eco-friendly way to traveling and to encounter the local population. Then, we aim to share our experiences to show that this kind of experience is accessible to everyone. In creating the Colybride group César's leadership style was visionary, as the one among the 6 leadership styles of Goleman (2000). In promoting a new way to travel he inspired Martin and Enguerrand to follow him for a trip in Europe and then to travel on their own.

The first travel inspired Martin and Enguerrand to follow César, but it also inspired Olivier, Louis and Cyril (me). When we saw the different trips that the group had done, we wanted to be a part of it, be part of something great. We had the chance to be able to take a gap year between our two years of the master's degree program. There was no doubt we all wanted to take this gap year to travel by bike all together. If Colybride group already had a vision, we shared the same values and wanted to be a part of the group's vision and culture. When we defined all together the new and common values of Colybride, César adopted a democratic leadership style, very collaborative and making sure that everyone felt part of the group and that the group represented shared values. We set the vision of Colybride as everyone can have a positive impact on itself and others while traveling and « doing our part ». However, a mindful team culture was not already set. The culture and missions were not fixed because we first had to experience the journey as a team.

César

Cyril

Louis

Olivier

Figure 10. Beginning of an epical journey in the beautiful countryside of France (Photo Cyril Dias and Colybride Team)

PHASE 2: THE CHAOS PHASE OF ELEMENTS AND FORCES

"…in the second phase of the process, called the chaos phase, several challenges and dynamics happen on different levels, both on the leading of the Self front and the leadership experience meant as relationship, and many of the elements of the leadership theories of the mindful leadership theoretical framework create some sub-strata of complex attributes which impact on the final process"… (Zoccoli 2017, 78)

Thinking about the chaos phase of our journey, it fits with the first month of the travel, during which different challenges and experiences gave to all of us the opportunity to find the space we needed to lead. The goal of a mindful leader is to empower his followers, so they can also be leaders. I believe that César did want to empower us or at least did not want to be the leader, the «boss» of the group because we are friends. However, César managed to let us in the very heart of Colybride by giving us the opportunity to make important decisions and accomplished tasks. For example, we have the chance to write several documents in the name of Colybride. César let us write these papers with him first, then alone even if they were very important to him. He adapted his leadership style to empower us as a group and individuals.

As living all together 24/7, we set some rules, so we could all live together in harmony. During this first month we all improved our mindful leadership skills especially the « letting-go » capacity. The worst thing in a group is to tell someone « I told you ». It is a sign of frustration and can lead to tensions in the group. Therefore, we all improved our communication skills, knowing when we should talk or when we should remain silent. Louis and I are the listeners in the group. We have developed empathy skills and consequently, it is easy for us to adapt ourselves to the group life well. However, we sometimes have the problem of « hearing » meaning that sometimes we forget or do not catch information. Olivier and César are here to sustain on these problems when we teach them patience. All our different skills are tested and therefore improved. Our group is like a mechanic, at first you must know where all the components must be and what are their function then it works perfectly.
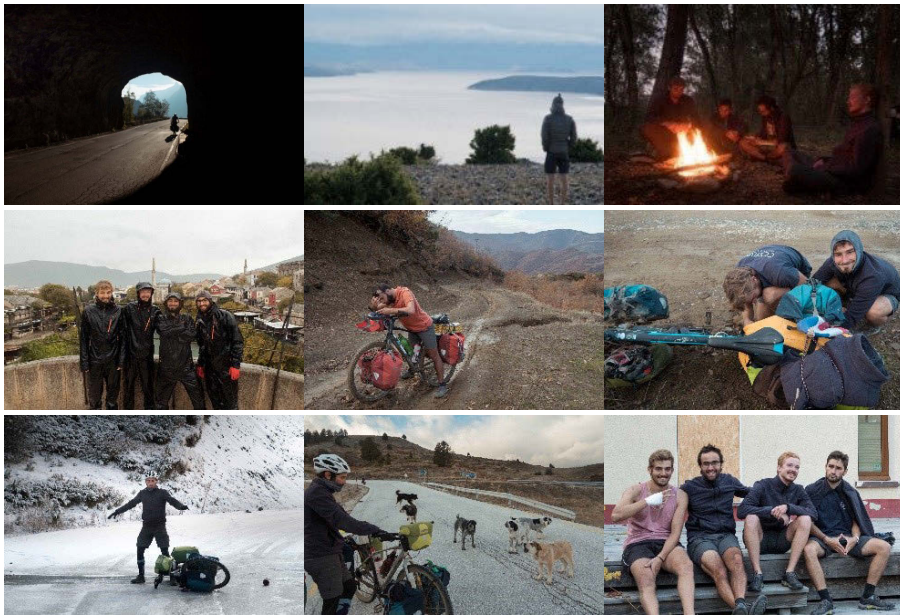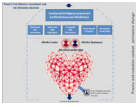
Figure 11. 8000 km from France to Iran. We experienced mechanical problems, injuries, cold (-20°), strong wind and a lot of memorable moments

(Photos Cyril Dias and Colybride Team)

PHASE 3: THE MINDFUL LEADERSHIP AND THE NETWORK CREATION

"…In this third phase the leader is aware and mindful. He/she is not only the architect of the new shape of the organization, the team or the company, but he or she becomes facilitator and adaptor. Influencing others, being among others and producing a new frame of values and meaning and indirectly affecting the system, the leader is agent of positive change by inspiring, leading employees and helping them in dealing with the resistance to change (Schlesinger and Kotter 1979).

This is a crucial step in the process of the Mindful Leadership, in which the leader is working for the final goal to create a "mindful" company or organizational culture which is projected to reach a long-term network able to work for the evolution of the system and the people involved. It is a moment of high time commitment and energy for him/her and it is required a high level of communications skills and high level of awareness that the risk that an appropriate change can happen exists. Above all, if followers have not reached the same alignment point needed in the company. Surprisingly, this can happen despite the mindful will and the condition"… (Zoccoli 2017, 83)

The third phase happens naturally because we experienced traveling together and managed to keep harmony in our group. We succeed to learn and improve our emotional intelligence. I think everyone in the group is a pragmatic survivor as Kelley defines it. Depending on the situation, everyone knows by experience which behaviour he should adopt. Kelley (1992) defines five follower styles, but I believe that in the group we are a mix of the effective follower and conformist follower that gives a pragmatic survivor style. We are used to saying we travel '*through a parliamentary dictatorship*' where the group is more important than the individuals and where the minority does not decide unless it's in a very specific case. For example, when going through Turkish Kurdistan nearby the Iranian frontier, the army was everywhere, heavily armed and showing itself to Kurdish people because the Turkish army was bombing their relatives in the North of Syria. We agreed to choose a camping spot everyone agreed on and felt safe there. Consequently, it once took us two hours to find the

right spot. What I want to show here is that we developed our emotional intelligence by improving empathy, interpersonal social skills, self-regulation, and self-awareness when, on the contrary, our self-motivation decreases for the good of the group motivation.

Figure 12. Creation of a routine including chess, meditation, expositions and a lot of complicity. (Photo Cyril Dias and Colybride Team)

PHASE 4: THE ECONOMY OF AWARENESS™

"…The Economy of Awareness™ is the fourth phase, the outcome, the "product" of the leadership process… made by people for people… The organization, the company is a network in which the inter- and intra – connections are awareness-based. There is awareness about the people, the production process, the respect of the environment, the use of the resources … to generate a collective prosperity"… (Zoccoli 2017, 85)

It took us several months, but we are now feeling to be part of the same living awareness-based organism in all the three important dimensions: heart, body and mind.

Heart: Our "W*hy we do what we do*", is coming from the willingness to be aware of different cultures and their way of living, coming from the same passion and feeling to be supportive of others.

Body: We are still experiencing our body strength and resistance, through the biking process and nomadism life style.

Mind: Spending six hours on a bike gives you time to think and meditate, the body activity stimulating the mind. Consequently, even when we are not on a bike, we take the time to think as a group and individuals. We built a strong will as individuals and a group.

Figure 13. *The Colybride Team Awareness.* (Photo Cyril Dias and Colybride Team)

We are aware that many challenges and changes will happen during the six remaining months. However, the outcome of this first part of the journey is positive: from a group of four friends, we switched to one entity in which everyone has his personal skills and functions in the team, but always with a positive impact on himself and on others while traveling and « *doing his part* ».

As individuals, we are in a personal development process with many challenges, and we know that we have to keep working hard to achieve the mission regarding the vision and the culture of the Colybride group.

Vision of Colybride: everyone can have a positive impact on himself and others while traveling and « doing his part ».

Mission of Colybride: to remain united until the end of the trip and after. All the group must succeed to reach the end as one and as friends, if we do not succeed, then it will be a failure. The mission is also to include Martin and Enguerrand, founders of Colybride with César, who remained in France but are definitively part of our project even if they are not on bikes with us.

Colybride mindful culture: today's Colybride's culture is about empathy, harmony, equality and responsibility within the group, shifting from « me to we », as pointed out by Sharmer and Kauffer (2013). It means putting our ego behind the common good. Then the external part of Colybride Culture is also about empathy and harmony but also about discovering, sharing and obviously trying to do our part as we can. The core of Colybride is now well structured and known by every member of the group because we all designed the current core of Colybride. Within the group we also develop a philosophy about how the members of the group should act.

The two most important things to preserve the egalitarian and harmony in the group are responsibility and empathy. Being responsible means that you should be aware of the consequences of your individual thoughts, sayings, behaviours and decisions on the other members and on the group. That is why we practice a very collaborative decision-making process, so individuals can express themselves without risking harm the group and being judged by it. Then, empathy is used to keep harmony in the group, the main way to practice empathy is by showing respect to each other, respecting everyone's privacy, feelings, thoughts and sayings.

Therefore, you should listen others, but silence is also very important. We have to well balance listening, speaking and silence. We can resume it to communication within the group, that is very important, may be the most important tool to preserve the harmony in the group and proceeding in this epic travel.

Figure 14. …and the Journey continues… *Follow us on Colybride !* (Photo Cyril Dias and Colybride Team)

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CHAPTER
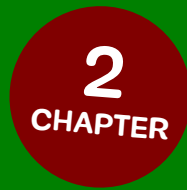
An Intertwine Between
Leadership and Mindfulness

EXECUTION

Kirill Anton

Figure 15. "Bridging the Gap" between strategy and implementation in the light of the challenges of the modern world (image source: *unsplash.com*)

BRIDGING THE GAP

For a leader, defining strategy is not enough. Providing and guiding a vision will not necessarily lead to the desired outcomes as it requires additional control and conduct to ensure consistent delivery of action and avoid backlogs in the process. Such a situation when the company does not meet its strategic vision and specified goals is known as execution gap which is one of the key challenges that worldwide leaders face (Reynolds & Lewis, 2017). Due to the "VUCA" (Volatile, Uncertain, Complex and Ambiguous) current situation of the world we live in, it might seem challenging from the first sight to find a solution on how to close this gap. Nevertheless, the answer is closer than it seems, it is about leadership, but not quite the one that we tend to think of. One of the possible ways to counter the gap between implementation and strategy in the light of the challenges of the modern world is to exercise execution in leadership.

ACTION & STRATEGY – REARRANGED

Execution in leadership is defined as a strategic mindset in combination with leadership skills that are used to initiate action, implement a function or execute a project (according to the definition by IMD Business School). Embracing execution in such a thoughtful manner is adopted by mindful leaders who bring their own intelligence into improving the quality of their awareness and of the ones around them. While considering the above statements, it is also crucial to comprehend that execution in leadership is different than execution in management – while management encompasses action as a milestone, mindful leadership embraces action as an integral strategic outcome. Before diving deeper into the explanation of the discussed phenomenon[1], a conceptual framework should be outlined resolving around the topic of "Leadership and Management – two sides of one coin?" to clarify potential delusions for better topic understanding.

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[1] 1 (philosophy, Kant's Transcendental Idealism) phenomenon is an experienced object through perception and understanding by the human mind which reflects its order and conceptual structure.

MANAGEMENT VS. LEADERSHIP

Business theorists often refer to the phrase of "the founder of modern management", Peter Drucker, when speaking about the perception between management and leadership: "Management is doing things right; leadership is doing the right things". Years later, the original quote has been readopted to suit modern values – "management is administration, but leadership is innovation", yet the underlying meaning behind it has survived the test of time. A recent study by O'Leary (2016) proves that leadership and management can be challenging to distinguish on a conceptual and on a practical level. The study aimed to analyze different patterns of behavior among eight senior executives in major world companies who were perceived as leaders by their subordinates. During a semi-structured interview, they were asked questions which were related to their responsibilities as leaders and as managers. All the participants agreed on that management and leadership are different concepts, however the research uncovered some peculiar results that did not match participants' statements. Their managerial habits involved a lot of leadership practices, for example while delegating the tasks for the employees, they tried to empower them by showing the meaning behind the task and by advocating the vision. Even though some blends were identified between their managerial and leadership activities, the focus of those activities was different. The interviewees emphasized the fact that acting as managers they focus on results, but while being leaders they focus on sharing vision and improving employees' motivation. Altogether the research findings can be summed up in a way that there is no strong distinction between management and leadership when it comes to practice, yet the crucial difference exists in the mind and the focus of the person carrying them out – "Focus more on people and you'll demonstrate leadership, more on results and you'll perform management; but what you're actually doing may not be that different" (O'Leary 2016). The findings of this Harvard Business Review study coincide with the research results of John Manning in his book "The Disciplined Leader: Keeping the Focus on What Really Matters" which presents a certain perspective on the blend of management and leadership where focus is a distinguishing factor.

Indeed, in the modern world, management and leadership start to become indispensable: a good manager is expected to possess an array of leadership traits, while a good leader in one way or another has to deal with managing people. Up to a certain extent, the constraints of today's working environment and the performance of executives challenge our assumptions of leadership and management as distinctive categories – managing and leading people

are starting to be recognized as "two sides of the same coin"; these concepts might be different in theory, yet they are very closely related to one another in practice as the research findings suggest. It is possible to observe the paradigm shift, for instance, in the recruitment processes, as a majority of senior management positions now require leadership skills as the main category of job application. Renowned global corporations conduct seminars on leadership for their management departments, organize training sessions on leadership in combination with team-building activities. In the near future, managers will need to possess qualities of the leader, not just because the company demands it, but because of the disruptive social trends that are shaping the world.

An additional justification of the management and leadership intersection can be seen in how companies allocate their efforts in organizing their change initiatives aimed at achieving high performance. Executives have to overcome resistance at all levels of organization in order to be able to meet the change initiatives which demand an interlock between traditional practices. Whenever there is a change, there is a dynamic environment where different elements and resources mingle, separate and mould into new ones – such an environment can provide managers with unique knowledge and skills. It is an iterative process which has an impact on all of the organization: the change can go from bottom to top and from top to bottom at the same time. The first scenario requires strong leadership to promulgate the vision of change as well as to engage employees in the change initiatives inside the organisation. If successfully implemented, it can result in the improvement of employees' motivation, creative thinking and in the ability to deal with challenges. However, the bottom-up process is not likely to work efficiently, unless it is initiated in combination with a top-down change process. This process in turn establishes structure and helps employees to maintain elevated levels of persistence. In effective performance scenarios, executives provide social and emotional support for the employees as the change proceeds in order to foster action empowerment (Kotter 2012, 105–106). The quality of the change initiatives depends on the clarity of the desired strategic results set by senior executives. As soon as the targets and goals are outlined and communicated, change actors, including the leader and the respective followers, can engage into action.

From my own experience during the university studies, participation in the project activities and from gathered insights at the workplace, I came to a realization that management and leadership are not separate in nature. They both possess similar traits and both of them are crucial in the execution processes of any organisation. Top-down processes require managers while

bottom-up processes call for leaders – that's why major senior executives combine the functionality of leaders and managers. All in all, I tend to assume that in the framework of execution in leadership, managers and leaders can be referred to as complementary categories who combine execution with innovation for the long-term benefit of the organisation.

EXECUTION IN MINDFUL LEADERSHIP

Through comparison with conventional representation of the leader, it is possible to grasp the true meaning behind execution from the perspective of a mindful leader. The difference can be seen in how mindful leaders guide an organization – they do not lead by example, their followers do. Leaders are involved in the process by establishing a course of action, coaching people, reviewing progress and resolving issues. They are not undertaking the process, they are guiding and supporting it. Employees are the ones who execute it, thus, the role for the mindful leaders in execution is to foster the development by informing the followers around, championing them and engaging in action on the same level as they are. It is not about only delivering "lip service" over corresponding orders, it is about supporting discussed comments with dedicated time and action. If a leader will not devote a sufficient amount of time to visualize the implementation process, modify the agenda and imprudently explain the need for transformation, employees will sense the lack of commitment and will not stand in – the execution will fail.

Figure 16. Adopting an "Eagle Eye" Mindset (image source: *unsplash.com*)

The strategy is often considered to be designed and then handed over to someone to initiate it. Such way of thinking could potentially become a pitfall on its own: the strategy might be set into action, but it is subject to be misinterpreted or abandoned due to the lack of understating, required resources or motivation. Therefore, in order to prevent unintentional results, the strategy is perceived differently in the framework of execution in leadership. Mindful leaders adopt an inclusive mindset and recognize strategy as an ever-changing process of developing the desired future. This process is shaped by taking actions that are continuously revised and improved. Strategy often becomes known and visible as a result of thoughtful planning and a continuous series of action experiments, for example, finding a better way to integrate a certain task. Mindful leaders are ready to be involved in shaping the process with their followers and in addition to that, they are not inclined to promulgate the strategy until it is well underway.

It is significant to understand that mindful leadership is not a style. It is a complex articulated leadership process of exercising the initiative and guiding the execution. The style envelops around it but does not constitute the core of it. Even though, it may seem that different leadership styles have various perspectives on the level of engagement in action with the followers. In practice, successful leaders invest their time and effort as much as needed to establish common space and understanding to unite the development towards set goals. They also ensure that everyone stays motivated and feels meaningful while the action revolves around them. How can we be sure if the chosen leadership style is going to be effective? This is a common misconception of blindfolded seeing leaders as representations of their styles. Propositioning oneself using a certain style may be effective for a brief period for collecting the first followers, but in the long run a leadership style "takes a back seat" and execution comes into the picture. The leader is comprised of aims, goals, intentions, plans, character, vision, commitments and many other aspects that style does not tell us about. In pair with the level of engagement, they are far more important in establishing strong bonds between a leader and followers. If a leader manages to clearly deliver the message, outline all the aspects, merits and demerits and describe potential outcomes in an understandable language, then the style will come automatically. The execution will start to work, at least for those people who will feel represented by the voice of their leaders.

In the light of the above discussion, it is possible to reflect on the definition of execution in leadership presented in the beginning of the article. The core of this mindset lies in the ability to ensure that things happen, and it is the

strength to go through actions and choices (Zoccoli 2017, 30). It is also a momentum when a mindful leader is able to transform a desirable vision of the future into empirical actions. In comparison to conventional execution practices, this framework implies that strategic goals are achieved through common actions between the followers and the leader who strives to ensure that everyone has the same level of performance and engagement in the conducted change initiative.

DEVELOPING YOUR INNER LEADER

There is no universal approach to execution in leadership – anyone who is willing to use one's own mind, body and heart in order to bring to a practical level ideas and visions can lead the execution process. Mindful leaders use their intelligence to improve the quality of their awareness and thus, develop personal approaches on how to initiate and exercise execution. When it comes to my personal experience, I try to adhere to the practices of mindful leadership in times when I am involved in major change initiatives, for example, during projects or seminars. Having the effective intention to ensure that the process is organized, necessary resources are assembled, and every team member has an equal opportunity to contribute to the common plan of actions is of major significance to me. Moreover, striving to be proactive, sharing personal knowledge, contributing one's own skills and communicating the strategic vision of the end result while creating a comfortable working environment are the elements that constitute my personal formula to exercise execution in leadership.

Even though, the approaches of execution are inherently personal, it is possible to outline collective ways about how to develop a strategic mindset and how to improve execution skills. Recent studies (Zenger & Folkman, 2016) have shown that establishing a sense of connectivity to the strategy of the organisation and setting a clear direction on how to achieve the desired goals can help people understand how their work dovetails with the organization's mission. The authors suggest that being clear and methodical, embracing positive feedback and focusing on resolving conflicts through team unity can help in building one's own execution competences. On the other hand, such literature works as "Winning the Long Game: How Strategic Leaders Shape the Future" by Krupp and Schoemaker (2014) present possible ways of developing the strategic mindset and explain how to recognize the linkage between strategy and leadership.

Figure 17. Developing Your Inner Leader (image source: *unsplash.com*)

TIME TO EMBRACE THE CHANGE

In conclusion, execution in leadership is a comprehensive phenomenon which encompasses the transformation of vision and insights into concrete and mindful actions. It stands as one of the possible approaches for leaders to counter the execution gap when struck by the challenges of the modern world. As the results of the research and studies suggest, despite the opposing views on the relationship between leadership and management, in reality, it takes as much from both sides to guide the change initiatives. Ultimately, adopting an inclusive strategic mindset and establishing a common workspace where everyone is able to demonstrate the same level of performance can open yet untapped ameliorative potential when speaking about execution.

The world we are living in is undoubtedly challenging, rigorous, stressful and demanding, but at the same time, it is a place of great opportunities for discovery and creativity. The time demands leaders driven with excellence, warm hearts, clear minds and a desire to engage in the process and deliver on their promises. Leaders that encourage innovation, continue with execution and develop a strategy with their followers. Leaders that any of us can become.

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CHAPTER
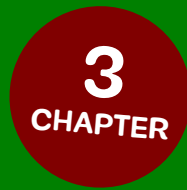
Mindful Leaders
as Lifelong Learners

THE MINDFUL CLASS

Tim Friederich

BASIC LEADERSHIP SKILLS – COURSE FALL 2017

8.45am. Monday morning. Still, the classroom is filled up with students, 55 to be precise. Students from all over the world in one classroom. Different nationalities, different cultures, different habits. Everything was diverse, loud, interesting. And in the front: Marcella.

She is introducing the students to a class called "Basic Leadership Skills".

"Basic Leadership Skills", that name was not very suitable. "Realizing the importance and idea of Leadership and understanding the difference between leadership and management" would have been a better name, but that is way too long, and it was part of the journey. The journey which I am going to present to you in the following article.

Since I study engineering, this was the first business class I ever attended. I was not sure if I was right to be in that class, not knowing anything about leadership or management. It would show later that I was in the very right place at the very right time. But before sharing my personal experience, the simulation experience needs to be explained.

MINDFUL LEADERSHIP – CLASS SIMULATION

In this class, the leadership simulation has been inspired and adapted according to the work about the mindful class simulation of Figueroa (2014) called "Developing Practical/Analytical Skills Through Mindful Classroom Simulations for 'Doing' Leadership" and the work of Reich and Senge (2017), "Launching Innovation in Schools".

The simulation in the Basic Leadership Skills course had the target of getting students to gain practical experience by performing and "doing" leadership.

There are 3 main stages of learning in this process:

- Knowledge through lectures

- Knowledge/ experience through practical work and challenges

- Knowledge/ experience through teamwork project-based learning

THE LECTURES

The lectures delivered a lot of content. It dealt with the meaning of leadership the attempts to explain it. Several ideas of definitions were discussed, but it was concluded that the students would have to find their own way to define leadership. All the requirements and skills for being a leader were set. With the outcome that it does not just need followers. It also needs a shared purpose, the same intention and the ability to adapt to and encourage change.

The history of leadership was discussed. From the Great man theory to the relational theories, flying through the four eras of leadership understanding how the meaning of leadership changed through time and that it is still adjustable.

After knowing these fundamentals, we proceeded with the five main leadership theories' approaches: the Trait, the Behaviour, the Power-Influence, the Situational and the Integrative-Relational approach.

Knowing about the evolution and existence of these theories and approaches is mandatory to understand leadership and how to develop it.

To retain all this knowledge and be able to use it in team work, the teams had to prepare presentations to make sure that everyone understood the different meanings, times and approaches of these five groups of theories. At the same time, the six Leadership styles designed by Daniel Goleman (2000) were delivered and presented to understand how adaptable a leader must be in different situations. This was very helpful in the team work because the teams or team leaders could define which style they wanted to choose for their work as well as reflecting on which styles they have mainly used in the past.

The next important learning was about differences between leadership and management, which mainly is that a leader tries to achieve the best with his team by having a shared vision and supporting the members, whereas a manager wants to achieve best for the company, organizing people to work most efficiently. The best result for everyone will be achieved when combining these two most efficiently. The conclusion here is that nowadays, management should become more a leadership process.

The last very important topic for the team work and classroom simulation was mindfulness and emotional intelligence. Different aspects of being mindful were shown to the class as well as the benefits of meditation and self-realization as a way to become more mindful.

To answer individual questions from the students about leadership the highlight of the lectures was a Skype conference live meeting with Niccolò Branca, the CEO and President of Fratelli Branca Distillerie srl in Italy. During the event, the students were free to ask their own questions about leadership

to a real successful leader, who had proven himself in many challenges. This was a moment where the students could really benefit from actual leadership.

All these aspects prepare the students to apply leadership in their future working life, to act mindful, think wisely, take responsibility and perform well in a team.

THE PRACTICAL WORK AND CHALLENGES

To apply this theoretical knowledge, there were continuous tasks given to the class. The benefits of this procedure are that the students keep track of lecture materials, are given a chance to apply the gained knowledge and skills, become more creative and get new ideas to use their knowledge differently. These tasks where given using technology through a mobile cloud-based app called Jaxber (www.jaxber.com).

These "challenges" were given weekly with the intention to motivate students to apply their skills and knowledge. Also, this helps the lecturer to keep track of the students' learning and support or provide help if there are struggles.

For example, one week the task was called "out of the chorus". The students were asked to think of a song or soundtrack which represented the influence process of leadership. The students had to share their reasons and motivation for choosing their song and explain the emotions and values they connected to it.

This is very smart because the students were kindly forced to reflect about the influence process in leadership. So, that is how their knowledge was applied.

THE 6 TEAMS – TEAMWORK PROJECT-BASED LEARNING

"Modern English LEAD is related to Old English words meaning 'a way, a journey' and 'to travel'. If you are not on a journey, don't bother with leadership, just settle with management" (John Adair, 2013).

So, that this class focused on leadership above management, a journey was needed. It was given as the simulation.

The simulation started after having the first few lectures and the presentations about leadership theories. The groups were already set for the presentations and due to coincidence, it turned out to be teams of about ten people each.

The 6 Mindful team-leaders of this classroom simulation were Robin Kraus, Stefano Pino, Riccardo Sciarretta, Jorn Donders, Loïc Le Bras and Tim Friederich (me). Together with our teams, we received the first task and initiated the first phase of this simulation.

"Bond together with the team and find a shared dream to which everyone in the team can connect."

The reason for this task is that the teams needed something common, something to connect. This means more than just finding a common dream, it is to unite all team members and make them to look in the same direction. It is a very important step. It is the foundation on which everything else should built up on.

Of course, there are also some difficulties with such a task because most likely not everyone will share the same dream. To create a shared dream some members will have to compromise, which can already lead to unsatisfied team members in the very beginning of the simulation.

Nevertheless, after every team found their dream it was time for the second task.

"Create a vision around the dream or define a process to achieve the dream."

This was the logical next step. First one must plan how to make a dream come true before it can happen. The most important part of this task is to bring the teams even closer together and make a precise vision which everyone can align to.

When the teams finished this phase, the third task was to *"focus on the process of making the dream come true."* This part includes building a system which is structuring the dream. Building a company structure and allocating team members to certain functions for example, shaping a leadership process.

It is important to mention that in this phase the actual team work starts. A lot of brain storming was needed as well as team discussions. Solutions for eventual problems must be found. Also, this task required the team to get to know more about each other to allocate members to the right tasks.

Before the simulation ended, the very last phase was to *"measure the process and if necessary adjust the outcome"*.

This is the reflection part of the simulation. Here the teams must think about their achievements and work processes and analyse what was good and what could have been better about their work. There is still time to change plans or try a different leadership style for example. This is what makes it such a great learning experience. There is a real situation which has to be handled and the tasks will bring challenges with them. The more serious this simulation is taken, the greater is the learning for the students.

Figure 18. The 6 teams_ Basic Leadership Skills Course Fall 2017. (Photo by Riccardo Sciarretta)

THE REASONS THE BLUE SHARKS TEAM WAS ENTITLED AS THE MINDFUL TEAM

Success does not come from nothing. What is the reason for success then? Why was the Blue Sharks team so successful in this teamwork?

There is not one specific reason for this success and there are always many influences. These three aspects played an important role: the shared dream and vision, the executional process and the result.

THE SHARED DREAM AND VISION

It started with the shared dream: "Management of a sustainable company"

As described before, for a lot of us it meant a compromise.

However, everyone was at least a little interested in this dream and so we could proceed quickly to the next task: to create a vision or a process for the

sustainable company. To make it easier, we decided on a field and purpose for the company first. We chose a sustainable restaurant chain for the company.

This made it possible to spread over the whole world and make people happy by also acting sustainably and environmentally friendly. All team members liked this idea. We all wanted to go in the same direction. This is the first reason for our excellent team work. Every one of us found their own motivation in the dream and vision and knew where we wanted to go with this teamwork.

This is fundamental for every team work. It's important for every member to follow the same goal and know precisely what that goal is.

THE EXECUTIONAL PROCESS

Basic information was given. Knowledge about leadership was there. It just had to be applied. That was more difficult than expected. If it had been easy it would not have been a challenge. That was what it was all about: the challenge and the process.

The task was to focus on the process and that is what we did.

We gathered a lot of information about existing sustainable restaurants. We did a lot of brain storming, planning and structuring. We thought about a possible company structure and which of us could be suitable for which management positions.

This was quite a big step in the direction of management because we just thought about the functions for each of us and whom could perform best, instead of thinking as a team.

At that very time we started to watch the processes in our team and how we could improve our team work and how this could be also good for the company we were creating. This changed our whole perspective. We realized that the journey was the goal and that this task was more about trying than achieving right away. We understood that part of the task, the hidden one, was to show initiative, intention and creativity.

We had team meetings nearly every week and we started a big process to implement leadership instead of management in our company. We thought of good methods for evaluation, a fantastic structure for the whole chain, and programmes for employees to identify better with the company. There was a lot of leadership implemented in our company, and just because we realized that, it made us learn more about our team work.

What was the goal of the whole simulation then? It was the dream. It was the process. We realized that when we thought of giving feedback inside the

company, and we started giving feedback to each other. So, our ideas worked both ways, which was good for the company was also good for the team. And the other way around.

We wanted something valuable for ourselves. Giving feedback was a good start. It turned out that this is one of the most important things in a team. We started too late with giving feedback, so some issues and problems during our team work were criticised in the end when there was no chance to change them anymore.

For our company, we decided that feedback should be implemented from the very beginning. That would also be the case for the next team work of ours.

Still, this was not satisfying. That is why we collected more ideas to improve the leadership in our sustainable restaurant chain as well as in our team. We had a lot of ideas.

To swap the team leader, so that also members could have an experience as leader, for example. This idea failed. First, because there was not enough time to make everyone a leader and second because the members had no idea what to do until their time as a leader was already over again. Imagine a company would change their leader every week. No one would seriously expect that to work.

Then during one team meeting a member asked the right question:

How can we improve the leadership experience in our group?

As explained before, we already tried to improve our team work, but when this question came up we realized that we were not satisfied with our outcome so far.

Hence, we thought further about what leadership is and how we could define it. In the end we decided that leadership for an individual means to have a certain set of skills which can indeed be developed. The skills for us were mainly self-awareness, mindfulness, emotional intelligence, communication in a team, self-confidence, sustaining when facing a challenge and to believe in what one does and taking responsibility for one's actions and tasks.

These skills could be developed.

The answer to the question from my team member is self-reflection. I will explain why in the "result" part.

The reason we found this answer was open communication. The team members felt comfortable enough to ask critical questions in the team as well as offering solutions which might not be liked by other members. This is essential for a successful team work.

THE RESULT

The most valuable result of this teamwork is the way or journey to develop leadership. First, one needs experience, and one will gain that throughout the simulation. Cultural and language differences must be dealt with as well as personal differences because of not knowing the team beforehand. This is quite challenging and that is exactly what brings experience.

However, experience is not all. There is the second step which is at least as important as the experience: it is self-reflection. That is what everyone must do on their own by thinking about what one does, how one reacts and making oneself always aware of that. Of course, others can help with this process by giving useful feedback and being honest about their own reflection. In the end, it is one's own responsibility to learn and develop oneself.

In practice this means, that one sets a goal for a skill which one wants to develop. For example, time management and public speaking. Now there is a goal, but no way to achieve this goal. One needs measurement. For time management this could be to create detailed "to-do" lists every evening for each day and prioritise tasks for the next day. For public speaking, it can be measured in number of presentations given. All this needs to have a time frame, like one semester. Now the achievement of the goals can be tracked throughout and after the semester. This is the part of gaining practical experience. Afterwards, one can start to rate how successful one was in achieving these personal goals and if the wanted skills are gained. This is the reflection part and of course others can and should help with that by giving feedback or supporting in other ways. In this phase, it is necessary to be honest with oneself and look at what one has achieved and what not. For this it also helps to split up the bigger goals into smaller ones which are easier to track. Public speaking could be divided into confidence in talking in front of others, controlling one's voice, body language and many more. As one can already see here, some are just measurable by oneself (confidence), whereas other criteria might be a lot easier to be rated by others (voice, body language). As mentioned before, honesty is the most important thing here. In the end, there will be development because the person challenged herself/himself and will either realize that he/she became better at time management or public speaking or the person will realize why there was no improvement and what needs to be changed to achieve better next time.

This development is a continuous process and one must move forward, set higher goals, and adjust actions accordingly.

This also means that everyone can develop oneself, one does not have to be the team leader for that. It just takes will, ambition and goals. Everyone can do that and gain the skills to become a successful leader.

Everyone can develop leadership.

Figure 19. The Blue Sharks team (Photo by Riccardo Sciarretta)

LEADING A TEAM MINDFULLY: A PERSONAL EXPERIENCE

What everyone wants to know now is what is the best way to lead a team. Unfortunately, there is no perfect answer to that question. At least I cannot give one.

But there are some essential rules one can follow which will make the team work go easier and make it more successful.

At first, define a goal and vision for the team, maybe a work purpose if that is suitable. Make sure that every member understands and agrees on this purpose or vision. Start with feedback early and continue it in frequent intervals (like weekly or monthly).

Communication is the key, motivate members to be honest and speak their mind. Be honest with them and show that they do not need to fear failure, because this is what makes humans creative. If members are afraid of doing something wrong or saying something which will embarrass them, they will remain silent and their potential is lost.

And finally, one has to accept others' opinions and thoughts and also that they might be better than one's own. When accepting that, teamwork is going to be the most productive way of working. If one does not, decisions will take a long time and working together will be exhausting and unsatisfying. Be open to other ideas and do not fight too hard for your own opinion.

This is what I learned from leading the Blue Sharks team and I am sure it will help me in future teamwork.

So, follow these simple rules and the next team work will be for sure more successful, easier and funnier than previous ones.

THE MINDFUL CLASS

In my opinion, this classroom simulation was a very good chance to develop and gain experience about leadership, because the best way to learn something is by doing it.

This simulation gave the class a better awareness of leadership and how to work successfully in a team.

It made the teams, especially the members, more aware of what good leadership looks like. Moreover, it raised awareness of how to deal with diverse teams and difficult situations.

It made me as an individual more aware of the importance of communication and that a good team does not just need a good leader but even more importantly good members. I learned how to develop myself efficiently and how to help others with it.

The chance to lead such a big team gave me a lot of confidence and I become more open minded about leadership and different styles used in different cultures and nations. It also taught me to stay focused and be aware of the present moment, called mindfulness. This refers to the beginning of this article where I mentioned the name of this class. For all this thinking and reflecting and mindful acting of the class, the teams and the individuals were named "the mindful class".

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TWO OR THREE THINGS I KNOW ABOUT LEADERSHIP

Niccolò Branca

Being a leader is never a fact, it is not your job description, nor is it a matter of power. Leadership is, above all, a choice of responsibility. The higher your role and the wider your influence, the greater your responsibility.

Responsibility towards the company, the people who work there, the product quality, the surrounding environment.

It is easy to be responsible when everything is going well. It is far less so, when the organization does not produce the required results.

You are a leader, thus take responsibility for what is happening even in times of turbulence, doldrums or failure. Then make the necessary changes, so that the organization and its people can keep on moving forward, towards a better future for the greater number of subjects involved.

If you look too long and too closely at a problem, you lose sight of the big picture, you stop focusing on the tangled texture of the complexity, which is part of life itself.

Therefore, from time to time, don't forget to fly.

Do not try to bend the time, do not try to reduce it to a single dimension, the one of "everything and immediately".

Instead, use the wise thread that generates strong bonds, to weave the present of vital links between the nourishment of the past and the positive tension towards the future.

Without the sparks of inspiration, even the best qualities of your people can remain dormant.

So make the company a creative planning space where also the needs of self-realization are welcomed, and everyone can express their talent and vocation.

Antoine de Saint-Exupéry said: "*If you want to build a ship, don't drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea*".

Likewise, always look for the path that creates connection with your people. Help them to set a goal, and then instill in them the confidence and the right spirit to reach it.

Success is never a daring individual race. Instead, it is the fruit of the change born from the awareness that we are interconnected with each other and with all living things.

Spend bountiful energies to build an environment where all the people revolving around the company can experience a meaningful way of working.

Then extend its boundaries, enhance the impact it has for other individuals, for other groups, for the whole society.

Create positivity, make the right strings vibrate, make the best part of the human being flourish in the economy and at work.

Imagine a future that puts the person at the heart of everything, then start building it strenuously. Start building it right now.

Figure 20. Niccolò Branca (photo taken by Branca Family)

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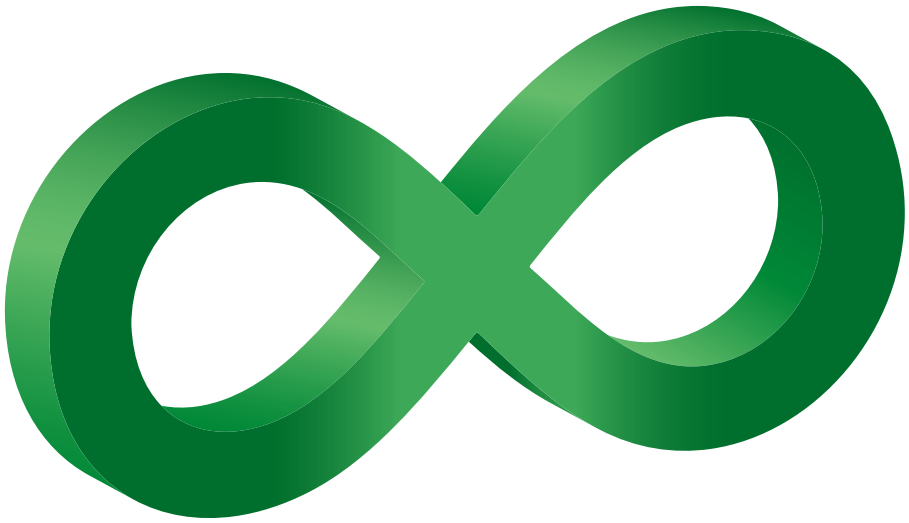
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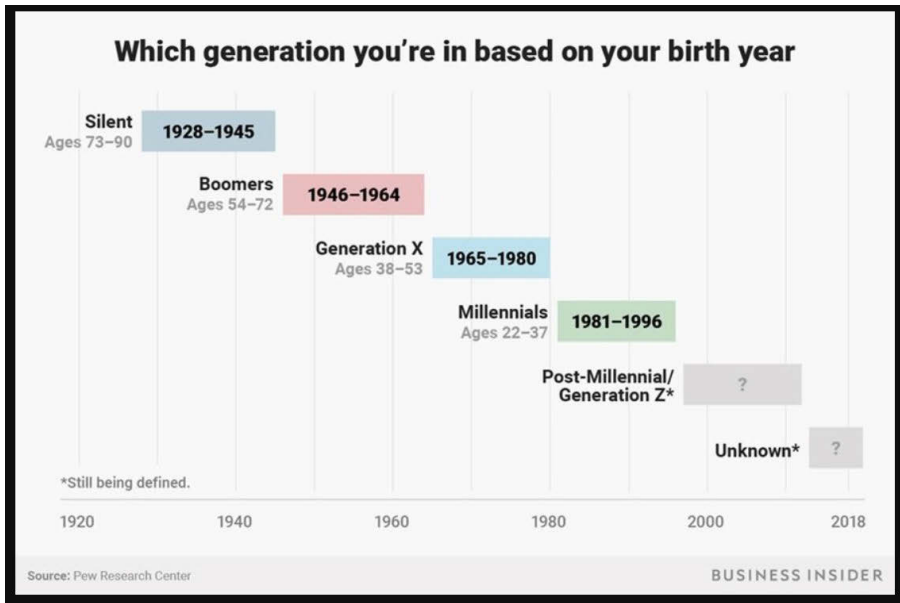
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The passion for the topic of leadership, as process and influence based relationship, bonded a team of student-writers who genuinely experienced this educational journey into the Mindful Leadership when "flying on the Eagle" during the learning path. This book is a collection of articles about the ingredients of Mindful Leadership, as perceived and experienced by the students, the intertwine of leadership with mindfulness and the need for leaders to be lifelong learners. It offers to the readers some insight, a new fresh start suitable for the development of the personal evolution and professional career. They shared the dream and the intention to contribute for a change for other students and people eager to know something more about the meaning and the challenges of leadership and investing efforts to raise social awareness and responsibility leading to social, professional and technological change for the collective benefit. This is the essence and the nature of this work.