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# ORGANIZATION LEADERSHIP & DEVELOPMENT QUARTERLY

Centre for Organization Leadership & Development

2020

**Employee Attitude at Work**

**Aristotelian Second Image** – ***Review Article***

**Entrepreneurship Leaders**

**'Why OD' Query Responses**

**Creating the Future of OD**

**Leading Transformation**

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# Table of Contents



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# Editorial Board

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## Partners & Indexing

## EDITOR'S NOTE

The Covid-19 pandemic has disrupted most activities since the WHO announcement on 11th February 2020. The pandemic has forced businesses and communities to adapt ways of doing things in an interesting ways. There is no doubt that the OD field and its many manifestations have helped organizations during this era of epochal change. Following the Roundtable Meeting of 23 May 2020, the OLDQ Editorial Board made some transforming resolutions regarding this publication, COLD, and the Organization Leadership and Development Network (OLDN). I am again extremely humbled to be bringing the third *Issue* of the OLDQ 2020 Edition. As highlighted in the previous Edition we are working on the process of *indexing and abstracting* all our publications on numerous databases including Cite Factor, Research Bible, Index Copernicus, Directory of Research Journals Indexing, African Journals Online, Erih Plus, and COPE. The OLDQ Editorial Board is focused on enhancing real scholarship in the field of organization leadership and development.

In our quest to develop international collaborations towards advancing the field of OD and leadership, we appreciate the support we received from the International Society for Organization Development & Change (ISODC) and Africa Leadership and Management Academy (ALMA) during the last quarter. The current Issue focused on addressing two queries: 'Why OD' and 'Why Executive Coaching'. We appreciate the contributions received from prominent scholars and practitioners from USA, Switzerland, South Africa, and Zimbabwe. From a scholarly perspective, this Issue covers the topic of employee attitudes, entrepreneurial leadership, and a review article on the Aristotelian Second Legacy. We appreciate the expert review by the original authors Ram Tenkasi & George Hay. We have also republished the **Editorial Commentaries** from our previous Issue.

Board reviews will be conducted effective 1st July 2020.

Please note that most of the OLDQ articles and findings will be discussed on the **OLDN Conversations and Publications Club**. Thank you so much for taking time to read this *Issue*. The world is no better place without engaging into insightful and transformation-focused conversations. Hence, we welcome your feedback and OD & Leadership success stories.

**Managing Editor**

*Dr. Justine Chinoperekweyi*

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# Employee attitude and workplace motivation: An Empirical Review

Nareiman Nesperos Abdul Moeti

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**Abstract**

Individual employees' attitudes at work are important determinants of performance related behaviors. The outcomes of favorable or unfavorable employee attitudes include absenteeism, staff turnover, the quantity and quality of output, and organizational commitment. Employee attitude, motivation, and job satisfaction are to a greater extent influenced by the organization structure, leadership styles, and job design and specifications. This article pointed out that employee motivation entails an organization's commitment to create incentives and working environments that enable employees to improve performance at work. The analysis of literature shows that job satisfaction is greatly affected by the attitude and behaviour of employees. The article reinforces that employees' attitude towards work has a cognitive, affective, and behavioral component. Employee attitude and behaviour impact motivation and organization effectiveness through a variety of ways. The review of literature indicates that job satisfaction is associated with positive organizational outcomes. In line with empirical studies, the author concludes that employees who have a positive work attitude and are satisfied with their job are less absent and less likely to leave the organization.

**Keywords:** *employee attitudes, job satisfaction, organizational behaviour, workplace motivation*

## Introduction

Human Resource professionals and managers normally make the conflicting statements that *"happy employees are productive employees."; "Happy employees are not productive employees."* The subject of employee attitude and job satisfaction has been debated for a number of years as these elements are considered essential for organizational effectiveness (Lisa and Timothy, 2004). Individual employees' attitudes at work are important determinants of performance related behaviors. The outcomes of favorable or unfavorable employee attitudes include absenteeism, staff turnover, the quantity and quality of output, and organizational commitment. Attitudes refer to predisposition to respond to a stimulus in a positive or negative way (Bowditch *et al.,* 2008). When people speak of employee attitudes they usually are referring to job satisfaction (Robbins and Coulter, 2014). Organizations find it extremely difficult to understand the nature of job satisfaction and its relationship with motivation. Job satisfaction is a complex and multifaceted concept, which can mean different things to different people. Research has indicated that job satisfaction does not always affect strength of work motivation. Job satisfaction is not the same as motivation. There is a continuing debate on the nature of the relationship between employee job satisfaction and work performance (Mullins and Christy, 2016).

The importance of attitude and behaviour in understanding psychological phenomenon gained heightened formal attention early in the history of social psychology (Srivastav and Das, 2015). The identification of variables affecting employee motivation and organizational behaviour is a strategic imperative in contemporary organizations. Employee motivation is greatly affected by psychological and environmental factors. Numerous scholars and practitioners concur that employee attitudes significantly determine the performance of the organization (Riketta, 2002) and its effectiveness

(Laschinger *et al.,* 2001). Furthermore, economic literature indicates that there is a direct relationship between employee attitude and organizational performance. Employee attitude and behaviors impact job satisfaction, commitment, organization's training programs, and motivation (Goba, 2019).

Employee attitude, motivation, and job satisfaction are to a greater extent influenced by the organization structure, leadership styles, and job design and specifications. The focus on employee motivation entails an organization's commitment to create incentives and working environments that enable employees to improve performance at work. According to CIM (2012), the primary aim of motivation is to engage people with the work they are doing to achieve the best possible outcomes for individuals and the organization as a whole.

The behaviour of employees in the workplace is greatly determined by the motivation factors which subsequently determine employee performance. If an organization seeks to improve organizational work then employee motivation should be a top priority. Employee motivation at work is directly related to the individual employee's cognition, feelings, and work perceptions. It is an aphorism that employee motivation greatly influences work efforts and output, as such motivation is closely related to employee performance. A number of employees in the workplace are motivated by monetary rewards and personal circumstances also determine the nature and level of motivation. Employees' attitudes and behaviors are determined by the employees' brisk feelings about their jobs as a result of reward systems, management, and opportunity for growth and improvement (Haider and Riaz, 2010).

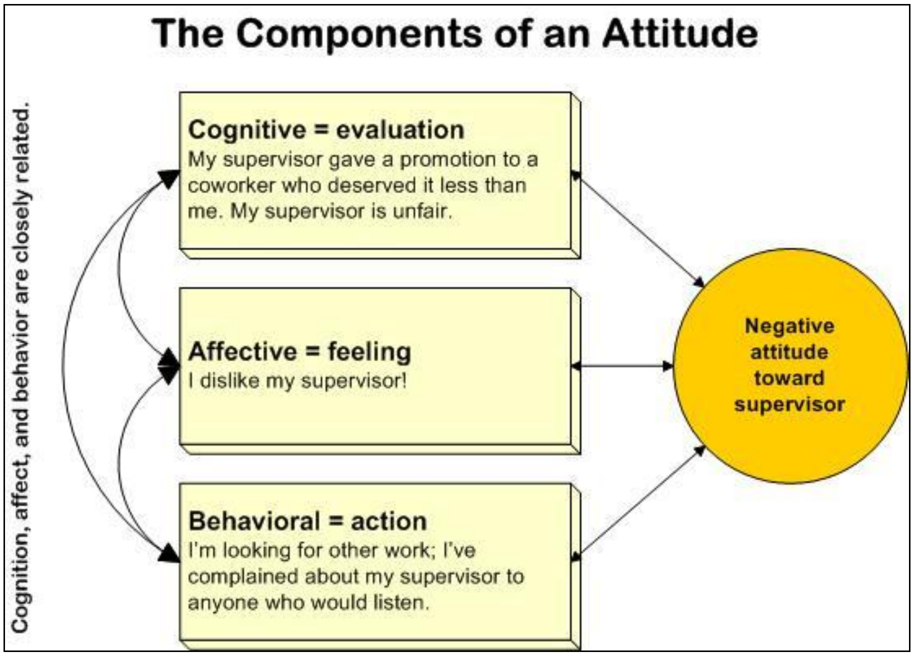
While advocating for an Employee Attitude Development Framework, Goba (2019) stated that employee attitude and behaviors affects job commitment hence organizational behaviour. The attitude, behaviour and trust of employees towards management, the organization, and work setting improve work motivation and commitment. Employee commitment is a product of constructive behaviors and attitudes about their organization (Bukhari, 2008). In view if the significance of employee attitudes in today's organizations, it is imperative for organizations to adopt holistic methodologies and talent management interventions.

The attitude and behaviors of employees determine the training programs of the organizations hence organizational behaviour. Organizational training programs focus on formulating the attitude, behaviour, and trust of employees. Researchers have identified employee work attitude and motivation as key drivers of organizational effectiveness (Khan, Dongping, and Ghauri, 2014). Employees' performance is highly dependent on their motivational level.

The focus of this article is to analyze the impact of attitude and job satisfaction on motivation and organizational behaviour. Due to the highly competitive business environment, organizations are always on the look-out for ways and strategies to improve effectiveness. The study of human resource management in the context of talent management interventions is important in this regard. In view of the behavioral science pillar of Organization Development, the study of behavioral patterns of employees at work plays an important role in driving organizational effectiveness. Motivation, as derived from attitude and behaviour of employees is one essential element in organizations. Motivation plays a crucial role in organizational behaviour because employees should be motivated to exhibit positive attitude and behaviour.

**Employee Attitudes at Work**

Attitudes are favorable or unfavorable evaluative statements about objects, people, or events. When an employee says, *"I like my job"*, he or she is expressing an attitude about work (Robbins and Coulter, 2014). Employees express diverse work-related attitudes and viewpoints in an organization. In order to fully understand attitudes an understanding of the fundamental properties such as cognition, affect and behaviour is essential (Robbins and Judge, 2015). The relationship between these components is as depicted below:




**Source**: (Robbins and Judge, 2015)

Organizations are not essentially focused on an individual employee's attitude but are interested in job-related attitudes. The most common employee job-related attitude is job satisfaction (Robbins and Coulter, 2014). Literature considers job satisfaction as the focal point of employees' attitude at work. Work-related attitudes are employee evaluations of the employer and the work in general (Zhao *et al.,* 2007). Positive employee job attitude and behaviour are essential in predicting constructive behaviors, while negative attitude and behaviour predict unfavorable behaviour. The prevalence of job dissatisfaction, lack of employee involvement, and low employee commitment produces a variety of negative consequences at work. Dissatisfied employees engage in psychological and physical withdrawal at work, and acts of aggression and retaliation. Employee job-related attitude and behaviour has significant implications on motivation and organization behaviour.

**Concept of Job Satisfaction**

In recognition of the fact that people are at the centre of any change initiative, job satisfaction has assumed heightened attention in the field of organizational behaviour (Bahadur and Gurpeet, 2007; and Hassami, 2008). Job satisfaction is one essential attitude that influences employees' behaviour at work. Job satisfaction focuses on the determination of the level of employee contentment with their job. The concept of job satisfaction is complex hence making it extremely difficult for organizations to fully understand the nature of job satisfaction, its relationship with motivation and its effects on work performance. Job satisfaction is multicultural concept which has different meanings to different people. Literature indicates that there is a difference between job satisfaction and motivation. Job satisfaction is considered to be an attitude and an internal state. Job satisfaction is closely associated with people's qualitative and quantitative feelings of achievement. Organizational behaviour researchers seek to measure job satisfaction and understand its determinants and consequences at work. Job satisfaction represents the individual employee's emotional response to their tasks and their workplace. High level of job satisfaction is equated to a favorable work attitude; and low level of job satisfaction is associated with unfavorable work attitude (Robbins, 2005).

**VIE Theory**

The VIE theory is derived from the Expectancy Theory. The theory attempts to unpack the concept of job satisfaction and considers the importance of individual employees' job capabilities and traits, intrinsic and extrinsic motivators, role perceptions, and perceptions on the equity of rewards. According to this theory the level of employee performance determines the level of rewards (Dipboye, 1994). The VIE Theory assumes that job satisfaction is a product of employees' comparison of their job inputs and outputs. This theory integrates work motivation theories and job attitude theories. According to the VIE Theory high goals and high success expectations lead to high performance. The importance of emotions at work has been emphasized under this theory. Emotions determine the level of employee satisfaction at work (Reece and Brandt, 1996).

**Employee Motivation**

Employee motivation plays an important role in the success and sustainability of modern organizations. It is stated that motivation is what people need to perform better (Aksoy, 2005). Organizations need to recognize that employees in an organization are motivated by different things. The perceptions of motivation vary between employees as what motivates one employee might be considered irrelevant or not important by another (Marques, 2010). Motivation theories fall into two main categories namely content theories and process theories. Content theories focus on intrinsic factors within each individual employee. These theories attempt to determine what motivates employees at work. Process theories focuses on describing and analyzing how behaviour is energized, directed and sustained (Gibson *et al.,* 2000). Literature indicates the variety of theories that attempt to explain the nature of motivation. The complexity of motivation and the lack of ready-made solution or single answer for motivating people at work is what make these different motivation theories important to organizations. The understanding of internal cognitive process is an essential approach to the study of motivation.

- **Process Motivation Theories**

Process theories of motivation focus on the extrinsic factors of motivation. These theories are concerned with identifying the relationships among the dynamic variables that make up motivation and the actions required to influence behaviour and actions. Examples of theories that fall under this category are: Reinforcement Theory, Expectancy based models; Equity Theory; Goal-Setting Theory; and Attribution Theory.

The Goal Setting Theory of motivation emphasizes the important relationship between goals and performance. Goals greatly influence employee behaviour and performance in an organization (Locke and Latham, 2002). All organizations work to achieve certain specified goals. The organizational goals are reinforced by such programs as management-by-objectives (MBO), management information systems, stretch targets, and strategic planning. Empirical literature indicates that employees who are given challenging and SMART goals perform exceptionally well relative to those with simple and non-specific goals (Latham, 2003). The Goal Setting Theory indicates that values and intentions are two cognitive determinants of behaviour. Goals affect job satisfaction and performance by directing attention and action (Locke and Latham, 2002). Goals are motivators as employees will try to figure out strategies to perform better and achieve the set goals. The accomplishment of the specified goals leads to job satisfaction and motivation.

Goal setting is an essential technique for motivating employees and directing organizational behaviour. Goals determine organizational behaviour if they are used employee performance and linked to feedback on results. The motivational effect of goals is achieved if the following principles of goal setting are achieved: clarity, challenge, commitment, feedback, and task complexity.

- **Content Motivation Theories**

According to content theories, employees bring feelings, beliefs, and a repertoire of behaviors to work. In this regard, organizations need to understand, explain and predict the nature of employees' attitude and behaviors. The major content theories of motivation include: Maslow's Hierarchy of Needs; McGregor's Theory X and Theory Y; and Herzberg's Two Factor Theory.

McGregor Theory X and Theory Y examine behaviors of individuals at work. The theory formulates two kinds of individual attitudes and behaviors at work. Theory X assumptions include the view that employees naturally dislike work and try by all means to avoid it. Theory X further assumes that human beings should be coerced to work, dislikes responsibility, and desires job security. Theory Y of motivation states that employees naturally enjoy work. Theory Y individuals seeks responsibility and uses creativity, ingenuity, and imagination to solve work related problems.

The two separate attitudes depicted in Theory X & Y have significant impacts on motivation and organizational behaviour. In an organization, Theory X managers view employees as having negative attitude and behaviour towards work and hence require strict control and monitoring or behaviour. Those in positions of authority are expected to be executioners on their subordinates through coercion and penalties in order to get results. Theory Y adopts participatory view of organizational life as it views employees as having a positive attitude towards work. Theory Y advocates for the delegation of trust and responsibility to employees. McGregor Theory Y states that employees enjoy their work and as such have a positive attitude towards work.

Theory X organizations tend to have more managers and as such a tall organizational structure. This is because managers and supervisors are required at every stage in order to control the behaviour of employees. These organizations have centralized control systems and do not allow the delegation of authority. Management under Theory X are authoritarian and work organization under Theory X tends to be repetitive and employees have to be specialists in their areas of work. On the other hand, Theory Y organizations have a participatory management style as lower level employees are actively involved in decision making. A short organizational structure is adopted under Theory Y because authority is delegated. Due to the positive employee attitude assumed by Theory Y, employee development through career planning is encouraged.

The attitudes derived from Theory X and Theory Y also have impacts in terms of the reward and appraisal system in an organization. Theory X organizations relies on the *'carrot and stick approach'* to rewarding employees and performance appraisals are used as control and remuneration mechanisms. Theory Y organizations ensures regular performance appraisals and employees are given opportunities for career planning and growth.

**Conclusion**

The analysis of literature shows that job satisfaction is greatly affected by the attitude and behaviour of employees. Employees' attitude towards work has a cognitive, affective, and behavioral component. Employee attitude and behaviour impact motivation and organization through a variety of ways. The attitude and behaviour of employees impact on job satisfaction and involvement. Job satisfaction describes the positive feelings about work. Job involvement refers to the extent to which employees psychologically identifies themselves with their organization. Employee attitude also determines the level of organizational commitment from employees. There are four responses that follow an employee's attitude and behaviour towards work. These responses emanate from the level of employee satisfaction or motivation. These responses are exit, voice, loyalty, and neglect. Exit and neglect behaviors encompass productivity, absenteeism, and turnover whilst voice and loyalty responses are constructive behaviors that try to revive satisfactory working conditions. These behaviors significantly impact on organizational behaviour.

The review of literature indicates that job satisfaction is associated with positive organizational outcomes. Employees who have a positive work attitude and are satisfied with their job are less absent and less likely to leave the organization (Kirkman and Shapiro, 2001).Satisfied employees display organizational citizenship behaviour and perform well. To ensure job satisfaction, organizations need to adopt a participative management style. Participative decision making plays an important role in enhancing employees' mental health and job satisfaction

(Kin, 2002). Literature also indicates that compensation plays an essential role in constructing employees' attitudes and the level of job satisfaction. Pay satisfaction positively influences job satisfaction, motivation, and organizational behaviour (Milkovich and Newman, 2002).

"If employees feel good in my company they will surely take care of my customers". This ought to be one of the principles a manager must build in his or her motivational system. This research indicated the positive and negative impacts of attitude and behaviour on employee motivation and organization behaviour. Organizations should improve performance levels and employees play an important role in this strategic objective. Employees with a positive attitude produce positive results.

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# Entrepreneurial Leaders in Development

Walter Nyakanyanga

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**Abstract**

The historical evolution of ideas about the is a wide-ranging subject and one that can be organized in different ways, theorist by theorist, period by period, issue by issue and so forth. What follows is a compromise between these possibilities. This article starts with some very broad reflections about economic change over thousands of years and the connections between these changes and the economic thinking of the time. A recognizably 'modern' idea of the entrepreneurship begins to emerge in the eighteenth century and part of this article is devoted to the role of entrepreneurship in classical and neoclassical economic theory. In the next five sections, the article looks at particular areas that have been associated with debates about the entrepreneurial role, uncertainty, innovation, economic efficiency, the theory of the firm, and economic development. A final section presents a brief summary and comments on the place of entrepreneurship in evolutionary models. The author reinforces that entrepreneurship begins with action, the creation of a new idea, scanning the environment for opportunity, the identification of the opportunity to be pursued, the evaluation of the feasibility of the new venture. Entrepreneurship leaders must have an ability to see and identify possible opportunities in the vast world of possibilities. Through Systems Thinking and Action Inquiry, entrepreneurship leaders must be able apply their new ideas and achieve their goals.

**Keywords**: entrepreneurship, economic change, economic thinking, theories of entrepreneurship, economic efficiency, innovation

## Introduction

There has been an increased attention being given to the subject of entrepreneurship as essential to economic growth and transformation. Economic theory posits that the 'factors of production' are land, labor, capital and entrepreneurship. In economic terms, an entrepreneur combines the other three factors of production – land, labor and capital – in order to earn profit. Entrepreneurship is the process of designing, launching and running a new business, which is often initially a small business. The people who create these businesses are called entrepreneurs. An understanding of the need for entrepreneurial mindset among Organization Development and Change consultants is fundamental to economic or organization systematic progression. Entrepreneurship leaders are guided by the dual identity of OD, that is, the science of change and the practice of changing. Sustainable entrepreneurship leaders are premised on Action Research, Organizational Learning, Whole System Thinking, and Behavioral Science knowledge. In view of the proliferation of entrepreneurs and entrepreneurship discussions, the current article therefore explores entrepreneurship leaders in their historical context.

It is worth noting that the entrepreneurship development depends upon various factors. Various theories or models have been prepared for this purpose. The supply and motivation of entrepreneurship are affected by various factors. Various thinkers have propounded various theories of entrepreneurship development or development models of entrepreneurial class. In these current economic changes, organizations and leaders need to develop and encourage entrepreneurship and the entrepreneurs must be very innovative. In this article the main thrust is on this attribute so called entrepreneurship. Leaders must be innovative and able to make economic thinkers and capable of studying economic changes nationally and globally. Though there are more discussions and debates on entrepreneurship, many organizations and countries are collapsing because of lack entrepreneurship leaders embedded in inquiry and engagement towards systematic progression.

**Economic Change**

One of the fundamental theories of Organization Development (OD) is Field Theory. In view of the need for entrepreneurship leaders to always scan beyond the horizon, entrepreneurship leaders need to understand the operating environment in order to effectively partner with it to drive sustainable economic change. As most entrepreneurs are driven by the Shareholder Wealth Maximization narrative, economic change is a shift in the structure of an economic system. This results in changes to societies, cultures and everyday life on a global or national basis. Economic change caused by technology, politics and progress is a regular feature of history. The proper management of the factors of production is essential in driving economic change.

**Economic Thinking**

Sustainable strategic change demands radical shifts in the way people view business. This is important in order to ensure business and economies nurture entrepreneurial proclivity. The penchant for economic thinking should be heightened in order to ensure holistic approaches to entrepreneurship. Economic thinking is a way of looking at and analyzing the way the world works by comparing the cost of an action with the benefit generated. The study of **economics** is the process of **economic thinking** about issues related to the scarcity problem.

**Theories of Entrepreneurship**

The three forms of Lewin's Maxims reinforce the need for theoretical grounding in discussion any subject – *"there is nothing as practical as a good theory"* (Lewin 1943); *"there is nothing so practical as a good theory"* (Lewin, 1951); and *"there is nothing more practical than a good theory".* Psychological theories of entrepreneurship focus on the individual and the mental or emotional elements that drive entrepreneurial individuals. A theory put forward by psychologist David McCLelland, a Harvard emeritus professor, offers that entrepreneurs possess a need for achievement that drives their activity.

**Economic efficiency**

Economic efficiency implies an economic state in which every resource is optimally allocated to serve each individual or entity in the best way while minimizing waste and inefficiency. When an economy is economically efficient, any changes made to assist one entity would harm another. Entrepreneurship leaders have a significant role to play in driving or facilitating economic efficiency.

**Innovation**

Innovation in its modern meaning is "a new idea, creative thoughts, new imaginations in form of device or method". Innovation is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. Literature states that the opposite of innovation is exnovation.

**Entrepreneurial Leadership**

Entrepreneurial leadership involves organizing and motivating a group of people to achieve a common objective through innovation, risk optimization, taking advantage of opportunities, and managing the dynamic organizational environment. The traditional corporate mindset has its focus on systems and processes, whereas the entrepreneurial style is more risk oriented. Entrepreneurial leaders have a holistic view of entrepreneurship which goes beyond mere 'business establishment'. Some of the common entrepreneurial leadership characteristics are as follows.

*Communication Skills*

The leader is able to clearly articulate their ideas, and the plan to achieve common goals. They encourage communication between departments and across levels. They avoid ambiguities and generalizations, and are able to avoid conflict and misunderstanding due to poor communication. Entrepreneurial leaders have a robust communication strategy that integrates all stakeholders.

*Vision*

A successful entrepreneurial leader has a clear vision. He knows exactly where the business wants to go and how to get there. They communicate their vision to the team and work with them to make the vision a reality. Biblical insights from Habakkuk 2:2 states "Write the vision; make it plain on tablets, so he may run who reads it." They are also economic thinkers and study economical changes nationally and around the globe. Visionary leaders are very innovative as well. They foster strong market orientation which sustains their entrepreneurial proclivity (Chinoperekwei, 2019).

*Supportive*

An entrepreneurial leader realizes the importance of initiative and pro-activeness, and they go out of their way to provide all the support that the team needs to achieve their goals. "For I know the plans I have for you, declares the Lord, plans for welfare and not for evil, to give you a future and a hope." (Jeremiah 29:11)**.** The leader usually does not punish employees when they take a calculated risk which misfires instead they encourage them and give them hope. Instead, they sit down with employees to analyze what went wrong and work with them to correct the mistakes. They are economically efficient as well.

*Self belief*

The entrepreneurial leader has tremendous self-belief, and confidence gained from years of experimenting, at times failing, and learning. They are aware of their strengths and weaknesses, and demonstrate their skills without hubris. An entrepreneurial leader is very self-assured.

*Shares Success*

When the team or the organization succeeds at something, the entrepreneurial leader does not hog the limelight or take all the credit. They acknowledge the contribution of others and share the accolades with the entire team.

*Involved*

You will not find an entrepreneurial leader cooped up in the office. Leaders like to spend time among employees, walk around the factory or department, interact with everyone, and see them doing their job. This leader will usually take some time out to informally chat with employees, and understand their work and personal challenges. Since they have ideas, entrepreneurial leaders have to be involved always.

*Create an atmosphere conducive to growth*

With a deep understanding of the importance of other people's contribution to organizational success, the entrepreneurial leader creates an atmosphere that encourages everyone to share ideas, grow, and thrive. They actively seek other's opinions, and encourage them to come up with solutions to the problems that they face. The entrepreneurial leader also provides positive feedback when employees come forward with an opinion.

*Honesty*

Honesty is the most important quality of an exceptional leader. Entrepreneurial leaders who are honest are able to quickly win the trust of their employees. People respect leaders to come across as honest, and are more likely to accept positive or negative feedback and also work harder. They are also very good in practicing sound corporate governance.

*Perseverance*

When the going gets tough, the entrepreneurial leader perseveres. True entrepreneurs simply don't quit, they keep going till they find what they're looking for. They are risk takers and do not stumble.

*Learning*

The leader not only invests significantly in learning and updating their knowledge, but they also create a learning environment in the organization encouraging others to improve their knowledge, widen their experience, and tackle multiple challenges. They encourage employees to think outside the box and come up with creative solutions to problems (Scouts, 2020).

It is reported that leadership is greatest challenge in Africa. Pan-Africanists states that this is why Africa is not having much growth because of lack of Entrepreneurial leaders. As cited in the Business Times Africa

(2014), His Royal Majesty Drolor Bosso Adamtey from Ghana propounds that "leadership is an art, it is learned." This translates to mean that artistic leaders are entrepreneurial leaders. Drolor in his interview with Business Times Crew (2014) was mainly centered on political leaders and this means even political leaders must be entrepreneurial leaders. Drolor said "it is a fact that we have leadership deficiencies. On the whole most people, I believe, do not understand what is leadership" (Business Times Africa, 2014). Drolor further said "We are truly the last frontier and have what it takes to contribute to global development and make a lasting impact on the world" (Business Times Africa, 2014).

The entrepreneurial leader will work within a formalized organisational structure, but use the approaches normally expected of an entrepreneur to identify opportunities. Once an opportunity has been identified, they work towards creating a value proposition which will enable a rapid testing of their key assumptions. Next to an effective management of risk (rather than the minimization of risk often sought within corporate environments), they are required to operate with contextual awareness in order to create a value proposition that delivers value to the customer while taking into account the organisational requirements and strategic aims. The entrepreneurial leader must have the ability to learn fast and within economic environments of ambiguity and change, while providing clarity and coherence for those around them.

The entrepreneurial leader takes responsibility for their actions and those actions must be more proactive than reactive. They think about achieving organizational outcomes in an innovative way and working with a diverse group of people and resources to achieve these goals.

The concept of entrepreneurial leadership was introduced in 2000 by McGrath and MacMillan who suggested that in dynamic markets where there is increased uncertainty and competitive pressure a new type of leader is required. They described this as the "entrepreneurial leader". These fast changing economies, markets or situations give those with an "entrepreneurial" approach the ability to exploit opportunities to gain competitive advantage for their organisations faster than others.

A number of organizations have sought to develop the concept of entrepreneurial leadership within the business world. A good example is UBS, the global bank, which in the period 2002 to 2006 proactively developed entrepreneurial leadership amongst its top 500 leaders. The success of this was demonstrated by improvements in individual, team and financial performance, the project becoming a key element in the Harvard Business School Case study, "UBS Aligning the Integrated firm". The bank was subsequently awarded the title Best Company for Leaders (Europe) 2005. The implementation of this project over a multi divisional bank spread globally was complex and took a number of years. This is reviewed in a case study by Chris Roebuck, Visiting Professor of Transformational Leadership at Cass Business School in London. Roebuck was one of the leaders of the team who implemented entrepreneurial leadership in UBS.

The principles of entrepreneurial leadership can be applied to a number of sectors and to a wide variety of organisations. The success of this approach has confirmed the compatibility of entrepreneurial leadership to the majority of organisations seeking to improve client/customer service and overall performance.

Prof Chris Roebuck notes that in recent examples of applying entrepreneurial leadership to organisations, the link to employee engagement has increasingly become as a key success factor. This has also allowed development of the concept of entrepreneurial support functions, such as Entrepreneurial HR and Entrepreneurial IT, to support the customer or client facing parts of organisations.

Entrepreneurial Leadership is not so much a style of leadership as a focus of leadership and employees' efforts on specific actions that either maximize the effectiveness of service delivery currently or seek to improve it in the future. Roebuck (2004) defined entrepreneurial leadership as "organizing a group of people to achieve a common goal using proactive entrepreneurial behavior by optimizing risk, innovating to take advantage of opportunities, taking personal responsibility and managing change within a dynamic environment for the benefit of an organisation".

According to the article by Antoinette Oglethorpe (2011), entrepreneurial leaders may work within a formalized organisation structure. But they use the skills and approaches associated with successful entrepreneurs. To keep up with the swift pace of economic changes in the world, we need forward thinking, creativity and innovative ideas. In today's fast-changing world, leaders need to be agile. You need to be able to make decisions quickly, take action and learn from the results. You need to anticipate the future, respond to unforeseen circumstances and adapt to change. That relies on entrepreneurial leadership (Roebuck, 2004). In other words, entrepreneurial leadership is like white water rafting. To ride the waves of change, you need a strong sense of purpose and motivation. You need a committed and effective team. And you need the agility to respond quickly and change direction when needed (Roebuck, 2004). And for that reason, entrepreneurial leadership is not just for startups. It's for all organisations.

One of the realities of being an entrepreneurial leader is that you have to keep learning and changing to survive. Everyone on the startup team knows there is no buffer, and no personal isolation from impact based on your job description that can save you. Thus everyone has to make sure they are focusing on what is important, and making leadership decisions to save the business from collapse (Zwiling, 2014).

Although leadership and entrepreneurship may be related, it might be relevant to explore whether the different types of entrepreneurs are influenced by a charismatic value of leadership. Since 1999, the GEM has helped to provide evidence on the different motives that entrepreneurs have to undertake projects. In this regard, two different types of entrepreneurial activities in particular have been identified, namely necessity and opportunity entrepreneurship (Reynolds *et al.,* 2002). The differentiation focuses on entrepreneurs' motivation to start their own venture. In line with Kirzner (1973), opportunity entrepreneurs are viewed as entrepreneurs who start a business to pursue an opportunity, whilst necessity entrepreneurship occurs due to a lack of alternatives (Reynolds *et al.,* 2005) or because all other options for work are either absent or unsatisfactory (Acs *et al.,* 2005). Shane (2003) proposed differences in the discovery of opportunities that are related to better information and privileged access to information and resources that help to identify both more and better opportunities. *Jung et al.,* (2003) supported a direct and positive link between a style of leadership that involves the charismatic characteristic and one of the dimensions associated with opportunity entrepreneurship (i.e. innovation). Stephan and Pathak (2016), by analyzing a sample of 42 countries, found that leader countries, such the USA, the UK, Denmark and so on, present higher rates of charismatic leadership. Although this is not conclusive, it turns out to be interesting when comparing the rates of entrepreneurial activity of these countries. According to Bosma (2013) and Reynolds et al. (2005), individuals in developed economies are seduced by entrepreneurship as a career choice, as they identify opportunities more easily than individuals in other countries. These authors also suggested that, given the economic situation of developing countries as well as the high barriers and lack of opportunities, people undertake entrepreneurial projects motive by necessity without any experience or leadership style. This type of motivation responds more to survival characteristics, which may partially satisfy the need for employment. Here, self-employment may increase, but high-quality jobs are barely created. In this sense, Shane (2009) commented that necessity entrepreneurship (as a result of public policy) could be harmful for the economy, as these kinds of entrepreneurs, though they create a few jobs, tend to destroy them in the short term. Thereby, it is possible to hypothesize that charismatic leadership promotes an environment that generates entrepreneurship motivated by innovation, creativity and the perception of opportunities (Bass and Bass, 2008). Particularly, this leadership dimension provides charisma and vision (Howell and Avolio, 1993), intellectual stimulation, individual consideration and inspirational motivation (Bass and Bass, 2008), which stimulate followers to improve their capabilities and achieve personal and developmental objectives (Barling *et al.,* 1996).

## Theories of Entrepreneurship

*Innovation Theory*

Joseph A. Schumpeter is the propounder of Innovation Theory. The assumptions are: 1) the entrepreneur is born with the desire to establish his own industry; 2) entrepreneurs desires to do something new; and 3) it takes pleasure of creativity and earning experiences of skills for doing various tasks. However, the main objective behind the arms is to earn profits, by way of search of new raw materials, new sources, new machinery, production of new products, new methods of production, new workers and providing consumer satisfaction.

*Theory of Need of Achievement*

The Need for Achievement Theory was propounded by McClelland. His assumption is that the desire of high achievements obtaining specific achievements, making the best performance, touching the heights of excellence, developed entrepreneurial tendencies in the individuals. But, for that, the entrepreneur should have adequate capacity of imaginations, thinking and developing new combinations.

McClelland has recognized the desire to achieve the major factor in entrepreneurship development. He has suggested conducting motivational training programmes for development of the entrepreneurs. The second dimension of the entrepreneurship paradigm is venture performance. According to some authors, growth seems to be a typical characteristic of entrepreneurial ventures. It is important to have a clear description of the term "growth". Quantitative growth can be characterized by the company size (turnover, added value, volume), the profitability of the company and the value of the company (shareholder value). Qualitative objectives are linked with the quantitative objectives, not as an aim in itself but as strategic means for the realization of the growth of the enterprise. The competitive position, product quality and customer service are examples of qualitative growth objectives for companies

*Theory of Recover, the Withdrawal of Status*

This theory was propounded by Everet Hegen. His assumption is that creativity of any suffering minority group in the society is the main source of entrepreneurship. In this regard, he is of the opinion that if any community has to lose its reputation, due to some reasons, that group becomes quite active and strong to regain it. As a result, many Entrepreneurs are born. Hence it may be said that withdrawal of status of any social group is the root cause of its personality development and entrepreneurial development also. According to Hegen, withdrawal of status or reputation is caused by the following conditions:

- When a reputed group is forcefully displaced by another group.
- When a better group changes its views about its subordinate group.
- When a group starts living in some new society. The persons or the group tend to do creativity behavior to regain the status and reputation, after withdrawal of status, etc.

*Behaviour Theory*

This theory was propounded by John Kunkel. He assumes that the entrepreneurial development of any society depends upon its past and exiting economic social aspirations.

He feels that following four types of compositions are essential for entrepreneurial development:

- The behavior of the individuals may be made entrepreneurial by influencing the major factors of demand composition.
- The behavior of the individual may be made Entrepreneurial by influencing the major factors of demand composition.
- Opportunity competition is decided by various factors, like labour and labour market, production methods, training opportunities, skills, etc.
- Labour composition is operated by various factors, like sources of livelihood, traditional approach, and aspirations of life, etc.

Hence, it may be said that the supply and development of the Entrepreneurs depend upon aforesaid composition methods, assumptions, and their scope. Kunkel (1977) had observed that "The Entrepreneurship depends upon the particular combination of circumstances, whose creation is difficult, but their destruction is easy."

In aforesaid physiological theories of entrepreneurship development, Thomes Beagle and David P. Bayad have stated five dimensions of entrepreneurial development:

- Need for high achievement;
- The Entrepreneur is controlled by self, rather than by luck;
- The entrepreneur always remains ready to take the risk in anticipation of returns;
- The entrepreneur also remains ready to take the uncertainties and ambiguities, because he knows that the work which is done for the first time involves some uncertainties and ambiguities; and
- The behavior of the entrepreneur may include making hurry in almost all activities and feeling the pressure of time and sometimes getting hyperactive and aggressive.

*Entrepreneurial Group Theory*

This theory was propounded by Frank W. Young. The theory is based on the assumption that expansion of entrepreneurial activities is possible only by entrepreneurial groups. Because they have specialties is in the groups, and capacity to react. However, this pro-activeness is possible, when three conditions prevail simultaneously in society:

- When the group feels of low status.
- When the group is not successful in reaching to important social machinery.
- When the group has better institutional resources as compared to other groups.

Thus, it is evident that when any subgroup in a big society realizes low status and position, then its capacity to react gives birth to Entrepreneurial behavior.

*Social Change Theory*

This theory of entrepreneurship development has been propounded by Max Weber. For the first time, he stated that the emergence and development of the entrepreneurs depend upon ethical values system of society.

He is of the view that religion in which a person survives and the religious values and faiths which he accepts, substantially affect his business life, occupation, Entrepreneurial enthusiasm, and energy. He had linked entrepreneurship development with protein (that sect of Christianity who does not accept the total authority of pope) and with various religious communities. His observes that those religious communities which lay emphasis on capitalism, materialism, and currency rationalization have been successful in the emergence of entrepreneurs, wealth, technology, capital formation, and economic development. It is evident that the Protestant society has been able to achieve rapid economic progress.

*Cultural Theory*

This theory of entrepreneurial development was propounded by B.F. Hauslin. He is of view that industrial entrepreneurial development is possible only that society, where social procedures are unstable, alternatives of employment to persons are widely available and the society which encourages personality development of enterprising persons. He explained that the culturally marginal groups have special importance in encouraging economic development of any Nation, the reason being that the marginal individuals are more capable of Creative adjustments of the conditions of the circumstances and during the process of this adjustment they make efforts to bring about real innovation social behavior. In addition, he also laid the stress of developing individual qualities for entrepreneurial development.

*Cultural Value Theory*

Cultural value theory has developed by Kroken. He emphasized cultural values, expected rules, and social approvals have specific importance in entrepreneur development. So, the Entrepreneur is an ideal personality for the society. In addition, Kroken also explained that the success of the entrepreneur and his performance are influenced by the following 3 factors:

- Entrepreneurs own inclination towards his work and profession.
- Expectations of acceptance groups regarding the role of the entrepreneur.

- Functional requirements of the work.

Thus, it may be said the Entrepreneurial development is significantly linked with the environment.

*Socio-Cultural Value Theory*

This theory of entrepreneurship development was propounded by Stokes. He is of the view that during the period of economic transition, socio-cultural values play a very important role. The physiological factors encourage economic development by stimulating entrepreneurship. According to him, 'Mental thinking' do create the directions of entrepreneurial development, but group generated value Matrix has significant contribution in attracting the entrepreneurship.

*Economic Theory*

This theory has been propounded by Pepuek and Hassis**.** Their assumption is that physiological motivation for economic gains or increase in real income exists in every society. In addition, he has also stated that economic motivations are sufficient conditions for individual industrial entrepreneurship. But, if in spite of that, entrepreneurial response lacks in the individuals, it is the result of various types of market imperfections and propositions of policy determination. This theory is based on the assumption that entrepreneurial development is the result of various economic motivations.

**Conclusion**

No matter what context you're operating in, entrepreneurial leadership will be central to your growth. Developing leadership skills helps develop talent, roll out new products and services, deliver efficiency and gain market share. Not developing your leaders might be fine if you want to stay small. In Africa we need Entrepreneurial leaders, for us to have maximum growth. We need to break this barrier of being rated as inferior continent. We have leaders like Strive Masiyiwa in Zimbabwe and others like Aliko Dangote of Nigeria, Drolor Bosso Adamtey I of Ghana and many more leaders.

God speaks to us through vision and dreams. You are not given a dream that you do not have the capacity to fulfill. Now that doesn't mean you know everything you need to know on day one. But it does mean that if God gave it to you, he'll also send you who and what you need to manifest the vision. Entrepreneur leaders are visionary and always think outside the box. If you are grateful for every little thing, God will give you bigger things. Meditate on this: one who has conquered failure and transcends fear, carries an undeniable power from within. Entrepreneurial Leaders are powerful and moves the world to great heights.

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# Book Chapter Review – Advocating for the Aristotle second image among scholar practitioners

**Reviewed Article:** Tenkasi, R. V. & Hay, G. W. (2008). Following the second legacy of Aristotle: The scholar-practitioner as an epistemic technician. In A. B. Shani, N. Adler, S. A. Mohrman, W. A. Pasmore, & B. Stymne (Eds.), *Handbook of collaborative management research* (pp. 49-72). Thousand Oaks, CA: Sage Publications.

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## Review Context

Inspired by the authors' book chapter; the current review is informed by the reviewers' position that just as the Greek philosophers such as Plotinus, who found little use of craft because it is far from reality, or other figures of Western scientific legacy: John Locke, David Hume, Auguste Comte, Karl Popper, who question the value of experience as a reliable source of knowledge. It is evident that there is still a mismatch or disconnect between these philosophical views in most African and Asian communities. Organizations in most developing countries seem to have excessive proclivity towards a preeminence of craft and experience, and a serious disregard of scientific knowledge in the development and implementation of strategic and operational roadmaps. An equal resemblance of this organizational dilemma also exists in academic institutions, where there is greater attention to, and fetishization of, scientific knowledge at the expense of craft and experience. A perpetuation of the separation between scientific knowledge and the practice of craft and the province of experience is seemingly widening and deepening the chasm between scholars and practitioners. There is a disturbing view that scholars are found in the halls of colleges and universities with scientific works only presented at academic conferences and workshops, whilst practitioners are only domiciled in corporate halls and boardrooms. This widely held view has seemingly led to the total disregard of scientific knowledge in corporate halls, boardrooms and meetings, and an equal disregard of practice and experience in academic halls and classrooms. The present review therefore seeks to advance the research by Ramkrishnan (RAM) V. Tenkasi & George W. Hay on *'Following the Second Legacy of Aristotle'*. As stated by the authors, the reviewers acknowledge that it took over 2000-odd years for the influential Aristotle first legacy to be forcefully challenged in Western scientific tradition; it might take more years for the African and Asian communities to follow suit. The reviewers further recognize the dilemma that most academic institutions face: the mere cultivation of capacity and efficiency among learners. The need to produce *technites* rather than exclusive cultivation of techniques in all spheres of society cannot be overemphasized.

## Introduction

Ramkrishnan (RAM) V. Tenkasi & George W. Hay chapter 3 of *Handbook of collaborative management research* indicates that the Aristotle first legacy has been invoked in the Western Scientific tradition, to justify the separation of theory and practice. The authors drew attention to the less acknowledged Aristotle's second vision, which calls for the integration of *universals* (theory), with the *particulars* (experience and practice) of a situation as a basis of true knowledge and understanding. The authors pointed out that, scholar-practitioners, as contemporary carriers of the Aristotelian second "image", skillfully create actionable scientific knowledge through the integration of theory, experiences, and practice. The primary aim of the chapter is to highlight Aristotle's second legacy that stands in contrast to the widely held first image of knowledge creation. The chapter also highlights the processes and strategies of scholar-practitioners in creating actionable scientific knowledge. The general and specific purposes of the chapter has been explicitly stated and justified. Summarized below are some of the key terms used in this chapter:

*"techne"* – the province of practice or the practice of craft.

*"episteme"* – pure theory, or true and scientific knowledge (an organized body of knowledge, or theoretical knowledge.

*"empeiria"* – the province of experience.

*"technites"* – the ones with *empeiria, techne,* and *episteme.*

*"phronesis"* – ideal integration of experience, craft, and theory; or practical knowledge

Citing Astley & Zammuto (1993) the authors indicate that history has always considered theory and practice to be at loggerheads, evoking the image of incommensurable opposites. The separation between theory and practice continue to be characteristic of the mainstream management discourse. In view of the perpetuation of these oppositional images leading to the basis for the opposition between *episteme* and *techne* (Parry, 2003), scholar and practitioner, and knowledge and action; the authors draw attention to the less acknowledged Aristotelian second legacy, that advocates for the integration of theory and practice by blending the universals with the particulars. The chapter asserts that the blending of the universals with the particulars help in deriving insights into the kinds of practice and theoretical elements that have to be integrated to produce true knowledge and understanding. This is regarded as the principal aim of collaborative management research systems. The chapter focused on scholar-practitioners, and citing Huff & Huff, 2001; Tenkasi & Hay, 2004; the authors define scholar-practitioners as "actors who have one foot each in the worlds of academia and practice and are pointedly interested in advancing the causes of both theory and practice." Scholar-practitioners exert considerable effort in organizational projects, to create actionable scientific knowledge. Actionable scientific knowledge is defined in the chapter as knowledge that strives both to meet the practical demands of the organization and advance the causes of the scientific community; and can provide deeper understanding of the 'hows' of theory-practice integration.

**Discussion on Aristotle's First Legacy**

With reference to Aristotle's writings in *Book IV of the Nicomachean Ethics*, the chapter reviews the widely held Aristotle First Legacy, which distinguishes the sphere of scientific knowledge and the practice of craft as two separate and different domains. Aristotle's initial reasoning was that *episteme* concerns itself with the world of universal truths or judgments, which stands apart from the world of everyday contingencies *(empeiria and techne)*. The chapter points out to Aristotle's first logic which contrasted experiences, practice, with inquiry; as representing fundamentally incommensurable opposites. Aristotle's first image regarded the province of experience and the practice of craft as mere ends in themselves. The authors wrote that in distinguishing *empeiria* and *techne* from *episteme*, Aristotle considered *episteme* as an understanding of the underlying rules and principles governing certain situations or events. Furthermore and according to the authors, Aristotle first legacy pointed out that answers to fundamental questions regarding situations or events fall within the province of *episteme theoretike*, or scientific knowledge, which is defined as the ability to know the real as it is. Citing Aristotle (1961, p. 983), the chapter pointed out that Aristotle viewed *episteme* as concerned with the first causes or ultimate explanation for phenomena. It was against this view that Aristotle regarded *episteme* as separate from *empeiria* and *techne* which are focused on useful outcomes. The authors indicate that the classical division between universals (purely theoretical) and particulars (purely practical) was a powerful image that originated around 347 B.C.E. This view was carried through as the dominant and unquestionable view of knowledge till mid of the 20th century.

**Aristotle's Second Legacy and the Theory-Practice Integration**

The authors indicate that in his classical works *Metaphysics*, Aristotle is one of the first thinkers to question the separation of practice and theory and challenge the scholar. The chapter pointed out that Aristotle's later reflections on the nature of knowledge implicated the practitioner as the unilateral producer of practical knowledge. Aristotle's second "image" was inspired by Aristotle's mentors Socrates and Plato. The second "image" is a radical diversion from the first legacy of creating true knowledge of events and situations. The chapter points out that the bedrock of Aristotle's second vision of true understanding as emanating from the creative integration of knowledge based on theory, practice, and experience. The second vision advocates for the merging of worldviews of the scholar and the practitioner. According to the authors, Aristotle was striving to understand how the experience of the practitioner *(empeiria)* and the practical knowledge and craft *(techne)*, are merged with the theoretical knowledge of the scholar *(episteme)* to create true knowledge. Unlike in the first image, the second vision asserts that true knowledge and understanding has a basis in experience *(empeiria)*, craft *(techne)*, and theory *(episteme)*. Aristotle contrasts the *technites* with the inexperienced scholar who has only *episteme*, and relies on the rational accounting of why things happen the way they happen without a basis in experience *(empeiria)* or craft *(techne)*. Aristotle reinforced the necessity and importance of inquiry designs such as collaborative management research that seeks to blend theory and practice and by implication, the scholar and the practitioner. The chapter indicates that the scholar's forte is in appealing to scientific knowledge and her strength is in uncovering the generalizable principles and explanatory reasons that may underlie a situation derived from the larger scientific discourse that incorporates multiple contexts and experiences. On the other hand, the practitioner derives knowledge from her experience with particulars of a situation, and her strength is drawn from *empeiria* which is grounded in the experience of humans who populate a particular system and the craft, or *techne*, derived from those experiences. The integrated knowledge derived from *empeiria, techne*, and *episteme* is the practical wisdom of *phronesis*.

Quoting Peters (1967, p. 177), *phronesis* is defined in the chapter as wisdom, practical wisdom, and prudence. The main theme of *phronesis* is its concern with morals and ethics. Aristotle regarded *phronesis* as knowledge of the particulars, or *empeiria*, the *techne*, and the invocation of universals, that is *episteme theoretike*. Aristotle further stated that "practical wisdom does not deal only with universals. It must also be familiar with particulars, since it is concerned with action, and action has to do with particulars" (Aristotle, 1962, p.1141). The authors further cite Dunne (1993) who pointed out that the ability to blend the universals with the particulars is the stunning achievement of *phronesis*. Furthermore, *Phronesis* also focuses on action that is based not merely on an integrative understanding but also on ethical and moral dimensions. The chapter highlights that the most knowledgeable in *phronesis* are good at deliberating and have the capacity for seeing what is good for themselves and for mankind.

**The Scholar-Practitioner as an Epistemic Technician**

The authors explicitly described the scholar practitioner as an epistemic technician. The chapter further focuses on highlighting Aristotle's second legacy and relating the Aristotle second vision to current times and its application to organizational research. The chapter reinforces that scholar-practitioners have one foot each in the world of academia and practice. Scholar-practitioners are familiar with both the universals and the particulars. Citing Lawler *et al.,* 1985, the authors pointed out that scholar-practitioners strive to create actionable scientific knowledge that enhances the theoretical understanding of the phenomena as well as provide better resolution of business problems. Scholar-practitioners are further described as intermediate cadre of professionals *("boundary spanners")* who act as effective bridges between the otherwise incommensurate communities of scholars and practitioners. An epistemic technician therefore has "the potential to close the relevance gap from both ends of science and business" (Huff & Huff, 2001, p. S50). According to the authors, we can further the Aristotelian vision by extending our understanding from the need to integrate theory and practice to comprehending the processes involved in blending the universals with the particulars in which *phronesis* is realized.

**Study Methodology**

The chapter relied on 11 scholar-practitioners interviews related to 11 organizations located in the East Coast and Midwest regions of the United States. The interviews focused on recounting successful organizational projects that integrated effective theory and business outcomes and applied their knowledge of theory and practice. The authors identified business outcomes such as a customized business model, a new technique or process, and material impacts on financial indices. Theoretical outcomes from the 11 projects include academic presentations, journal publications, books, and dissertations that advance the state of knowledge. The authors reported the existence of scholar-practitioners using knowledge drawn from theory, experience, and techniques as different kinds of action as the projects progressed. It is also reported that scholar practitioners regularly invoked their broad knowledge of the scholarly and practical literature on how people and organizations work, and also accessed specific publications within academic or practitioner outlets that pertained to the topic of interest. The analysis of the 11 cases revealed that scholar-practitioners tended to interrelate theory and practice as strategies for 1) framing (defining the nature and scope of the project), 2) influencing and legitimizing (justifying a concept, idea, model, or course of action), 3) sensemaking (make sense of practice and practice elements), and 4) demonstrating (showing impact).

The authors also make reference to Turns and Scaffolding as unique devices in interrelating theory and practice. According to the authors, these two strategies enable the scholar-practitioners to set the conditions favorable for theory-practice linkages and enact these linkages to produce both practical and research outcomes. Turns are described as reframing tools that help make an element more familiar, more legitimate, and potentially more palatable to the concerned audience by locating it within a respective community's systems of meaning. Examples of theory to practice turns identified by the authors were 1) turning the knowledge of current literature into information from best practices in the industry and other organizations; 2) turning representative sampling across levels, functions, and gender into a strategy for broader involvement of employees; 3) turning action research processes of implementation into learning from experiences; and 4) turning principles of valid and reliable research into a foolproof strategy to assess bottom-line impact. Scaffolding was described as a meditational tool employed by scholar-practitioners to enable theory-practice linkage.

**Implications for collaborative management research**

The authors indicate the need for individuals holding the knowledge and responsibilities for integrating theory and practice to produce actionable scientific knowledge. Collaborative management research seeks to produce actionable scientific knowledge through partnerships between researchers and members of a living system. The authors identify the following lessons to be gleaned as the actions of single actors that could apply to collaborative research projects:

- Producing actionable scientific knowledge requires the commingling of experience, practice, and theory-mediated streams of actions. In defining these competencies, the authors make reference to *"know-that"* and *know-how*. Citing Gilbert and Ryle (1949), *"know-that"* involves knowing about something (current literature, social science theory, principles of research design); whilst *know-how* is knowing how to do something (framing, designing, and analyzing a survey). Practice-mediated actions' or "know that" include contextual conventions, norms, rules, power relationships, routines, established procedures); while know-how include influencing, legitimizing, and project management. Four essential roles in collaborative research communities that invoke the scholar-practitioner competencies are 1) actors familiar with the *particulars* of the organization, 2) set of actors familiar with the *universals* of the larger scientific discourse pertaining to both theory and research, 3) actors who enjoy credibility, legitimacy, and influence in an organizational system *(influencing role)*, and 4) actors who are adept at translating theory with respect to its practice implications and can frame practice contingencies in terms of their theoretical potentials *(semiotic brokers)*.
- Active involvement of the scholar-practitioner in the creation and use of theory-practice linkages. Collaborative research communities require these "semiotic-brokers" or effective bridges between the research and practice contingencies of the community.
- The strongest function of interrelating theory and practice is their role in mutual sensemaking. Collaborative research communities should deliberately structure such sensemaking forums to optimally draw on the strengths of the different sets of "know-how" and "know-that" represented in the community.
- Practice/business contingencies are the primary mediators of the project.

**Conclusion**

The authors concluded the chapter with reference to the focus on the second, albeit less acknowledged, legacy of Aristotle. Scholar-practitioners are therefore the contemporary carriers of the Aristotelian second image. The authors concluded that scholar-practitioners should leverage on their familiarity with the universals and particulars to produce consequential results for organizations and the larger scientific discourse of integration. There is need for a future that delivers on the promise of theory-practice integration. Effort should be made to continually embrace and refine the Aristotelian second legacy.

**Lessons Learnt and the future refinements of Aristotle's second legacy**

The most crucial lesson from the article is the indispensable need for scholar-practitioners to integrate theory and practice to achieve organisation development in a world where change is constant. Both theory and practice are not stand-alone but while all are all trying to achieve the same result which is finding practical solutions to real and/or abstract problems and issues the need is for scholar-practitioners who understand both Theory and Practice. Therefore, research should be undertaken by an alliance of scholars and practitioners to enhance contextualization of theory and at the same time generate new knowledge which can solve the real challenges. The scholar has an enormous task to make the research realistic and lure the practitioner to comprehend the invaluable benefits of research-based decisions for their organization and societies. Strategies of interlacing theory and practice articulated in the article can be adopted as baseline activity.

The future lays in grounding scholars and practitioners in *episteme and techne* and deliberately setting up a demand for *phronesis*. There is need for a radical mind shift from emphasizing prominence of either theory or practice to accentuating integration and practical wisdom. Upcoming scholars - practitioner mindset should be geared in that all the *episteme and techne* should lead to *phronesis*. Theory and practice should be integrated at all stages from the learning through to the decision making in the boardroom. *Phronesis* will evade sticking to some theory or practice but evoke practical wisdom coupled with prudence, mindfulness and excellence of character. The Aristotelian second image need not be driven just from a classic philosophical point of view but should be presented in collaboration with contemporary theories with the same grail for practical solutions to real challenges facing this generation. Academia should not be closed up but should permit a serene access of information sharing without which knowledge cannot be perfect as envisioned by the second legacy. It is very difficult to access scholarly papers in most African and Asian communities and this perpetuates the rift between the scholars and the practitioners.

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# Why Organization Development (OD)?

*Received: April 02, 2020

***David W. Jamieson**, Ph.D.*

Early in my life, especially during college, I worked closely with my University and learned how many things are and can go wrong, in how organizations operate. I studied a lot of social and behavioral sciences and business, before I learned there was OD! When I did, I went for a doctorate in OD at UCLA, and I was driven to become President of a University, to make it all more effective. That never materialized, but along the way I discovered a valuable field, profession and community.

Consultation was my first pull, which kept me busy for about 40 years of work at all levels and across most types of organizations and industries. The last 10 have been pursuing my academic roles. The concepts and principles of OD, along with deep understanding of organizations, as the primary unit for organizing people and work, clarified for me what was needed for an effective, high-performing organization. And it included:

- how we design the container the people need to work in
- create cultures, systems and processes that will be efficient and healthy workplaces
- to bring out the best potential of the people and
- provide success in achieving the organization's mission

OD is built around *change* and *learning* and what makes it stand out is it can produce sustainable, committed change outcomes that benefit all. We focus on inclusion, ownership, involvement, integrity, and people wanting to help with and implement innovations and better ways to conduct the "business". We also focus on building capabilities into the organization so that they are prepared to handle what will be their future of change. In short, by including, engaging and empowering more people, the job of changing can be owned by them, lived by them and supported by their leaders and systems. This will involve understanding behavior, organizations as containers with purpose, and integrating learning throughout so the system builds capacity.

Leading change is critical in our work. We are either doing the leading or we are in partner roles to help other leaders. We need to help develop leaders who can lead change successfully and overcome the history of change failure, which is often caused by poor processes and lack of understanding change cycles and dynamics. Our theories, values, concepts and principles, coupled with how we use ourselves is all we really need. As the world grows even more VUCA, OD could beat management consulting, change management and other more technical, expertise-driven approaches to change. Remember all organizational change occurs through individuals changing!

My success has been based in hard work, continuous learning, developing my use of self consistently, humility, being of service to others, staying up with understanding of organization dynamics, issues and innovations, a relational orientation, and a consultation mindset. Much of what the OD field developed and shared are being used more regularly by managers (e.g., teambuilding, participative management, collaborative processes, working with inclusion). This is a good sign of how much, that we fought for, did make it into popular managerial use. Yet, today's work calls for more complex systems, large scale and unprecedented changes. We have the same, but different work to do! Our systems knowledge, content *and process* focus, seeing organizations as social and technical systems, working in iterative, cyclical understanding-action-reflection phases of work, using *intervening* (in various forms) to help shift individual, group and larger systems and balancing economic and human outcomes will become even more valuable as the future unfolds.

As we now face challenges with technology, pace of change, globalization, highly diverse workforce, and growing complexity, we need a more unified view or the field to teach to leaders and other change agents. We will need greater agility and more understanding of adaptive actions to make change in rapidly moving, complex systems. Our use of systems thinking in all we do will be paramount. It is time we finally integrate what has been developed on socio-technical systems years ago to better understand and change today's, highly technology-driven organizations. We need to remember Lewin's work on Field Theory where we learned that behavior is always a result of *self, others and context* interacting, as part of larger systems. It can help us deal with how this is playing out today. We want and need many changes in how people behave in order to do new and different things, respond to unforeseen emergent happenings, and innovate, yet we keep over-simplifying what it takes and forget how humanity still needs to be central.

The future of the field has been debated for years, but the splintering and fragmented sub-systems within the field continue to make it hard to get any critical mass rallying toward any desired future. Recent work by CRF in England and the OD Gathering in the US has collected some agreements, among some cross-generational populations in OD. That gives me some hope! I believe we have always had the essence of OD and useful tools for the field, but rarely practiced them well in the face of how power was badly used, front-end resistance, or denial by many of reality.

There are so many good ways to practice OD, from many different roles, in this time in history. OD practitioners, as a job category, ranked 9th on the World Economic Forum future jobs list. It's because all organizations and people will be facing continuous change, and both organizations and the people will all need to manage through it with positive, systemic outcomes for all.

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*Dave is co-author of Managing Workforce 2000: Gaining the Diversity Advantage (Jossey-Bass, 1991), co-author of The Facilitator's Fieldbook, 1st, 2nd, 3rd Edition (AMACOM, 2012), co-author of Consultation for Organizational Change (IAP, 2010), Consultation for Organizational Change, Revisited (IAP, 2016), co-author of Handbook for Strategic HR: Best Practices in Organization Development from the OD Network (AMACOM, 2012) and co-author of Enacting Values-Based Change: Organization Development in Action (2018). He has also published 17 chapters and dozens of articles in journals and newsletters. He recently became Editor, OD Review and Assoc. Editor, Journal of Management Inquiry, and serves on 2 other editorial review boards: Journal of Applied Behavioral Sciences, Journal of Organization Change Management.*

*Today, Dr. Jamieson is focused on advancing our understanding of organization design and change, the role of consultation, being scholar-practitioners, use of self in professional roles and improving education related to leading change. He is dividing his time among consulting to organizations, educating executives and practitioners of change, and writing to bridge knowledge and practice.*

# Why Organization Development (OD)?

*Received: April 02, 2020

***Cornel Malan**, Ph.D.*

I will share the introduction of my OD Training Manual, as my penny's worth of contribution.


## Organization Development: An Overview

"As we approach the 21st Century the pace and scale of change demanded by the organizations and those who work within them are enormous. Global competition and the advent of the information age, where knowledge is the key resource, have thrown the world of work into disarray. Just as we had to shed the processes, skills and systems of the agricultural era to meet the demands of the industrial era, so we are now having to shed ways of working honed for the industrial era to take advantage of the opportunities offered by the information age. Organizations are attempting to recreate themselves and move from the traditional structure to a dynamic new model where people can contribute their creativity, energy and foresight in return for being nurtured, developed and enthused." (Glensor, 2010*)

**Glensor, M. C. (2010). Organisational Change Management in South Africa – The Development of a Change Framework and Scorecard Within A Mergers and Acquisitions Environment. Pretoria: University of South Africa.*

It is evident today that organizations are during unprecedented uncertainty and chaos, and nothing short of a management revolution will save them. Recent historical corporate events were the very concept of "change gone wrong" bears testimony to the limited value of the available change knowledge.

Three major trends are shaping change in organisations: *globalization, information technology, and managerial innovation.*

- First, globalization is changing the markets and environments in which organizations operate as well as the way they function. New governments, new leadership, new markets, and new countries are emerging and creating a new global economy with both opportunities and threats.

- Second, information technology is redefining the traditional business model by changing how work is performed, how knowledge is used, and how the cost of doing business is calculated. The way an organization collects, stores, manipulates, uses, and transmits information can lower costs or increase the value and quality of products and services. Information technology, for example, is at the heart of emerging e-commerce strategies and organizations. Amazon.com, Yahoo!, and eBay are among the survivors of a busted dot-com bubble, Google has emerged as a major competitor to Microsoft, and the amount of business being conducted on the Internet is projected to grow at double-digit rates. Moreover, the underlying rate of innovation is not expected to decline. Electronic data interchange - a state-of-the-art technology application a few years ago - is now considered routine business practice. The ability to move information easily and inexpensively throughout and among organizations has fuelled the downsizing, delayering, and restructuring of firms.

- Third, managerial innovation has responded to the globalization and information technology trends and has accelerated their impact on organizations. New organizational forms, such as networks, strategic alliances, and virtual corporations, provide organizations with new ways of thinking about how to manufacture goods and deliver services. The strategic alliance, for example, has emerged as one of the indispensable tools in strategy implementation. In addition, change innovations, such as downsizing or reengineering, have radically reduced the size of organizations and increased their flexibility.

Managers, OD practitioners, and researchers argue that these forces not only are powerful but are interrelated. Their interaction makes for a highly uncertain and chaotic environment for all kinds of organizations, including manufacturing and service firms and those in the public and private sectors. There is no question that these forces are profoundly affecting organizations.

Fortunately, a growing number of organizations are undertaking the kinds of organizational changes needed to survive and prosper in today's environment. They are making themselves more streamlined and nimbler, more responsive to external demands, and more ecologically sustainable. They are involving employees in key decisions and paying for performance rather than for time. They are taking the initiative in innovating and managing change, rather than simply responding to what has already happened.

Organization Development plays a key role in helping organizations change themselves. It helps organizations assess themselves and their environments and revitalize and rebuild their strategies, structures, and processes. OD helps organization members go beyond surface changes to transform the underlying assumptions and values governing their behaviors.

At no other time has OD been more responsive and practically relevant to organizations' needs to operate effectively in a highly complex and changing world.

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## Importance of Organization Development (OD)

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***Robert Mandeya***

Organization Development (OD) is a deliberate organisation-wide planning which is managed from the top aimed at increasing organizational effectiveness and health through well thought-out planned interventions in the organization's processes. It is a response to a complex business environment. The Organization Development interventions however vary with the context and or business environment. The people-side of OD will invariably intended to change the benefits, attitudes, values and structure of organizations so that they can better adapt to new technologies, markets, challenges and the fast rate of change itself. The current challenges such as in Zimbabwe today requires organizations to re-evaluate their OD strategies, structure, policies, operations, processes, and culture to suit the pertinent challenges facing Zimbabwe. In this light I would say OD cannot be approached "universally" but contextually. Each context and business environment presents different challenges and opportunities upon which OD must be shaped or informed.

Therefore, sustained organizational success in any business environment is a function of intense proactive abilities of everyone in the organization to aspects of change, combined with conceptual comprehension of organizational issues and goals. Organizations insensitive to changes in political, economical, social, technological, ecological and legal environment will lack the grit and determination to cope with internal and external change factors when required and hence will lack sustenance and longevity. It is therefore very important for organizational leadership to understand the nature of change required in the given environment.

**The Behavioural Science Approach**

There is also the behavioural science approach to OD. Understanding of people's attitudes is very important. Attitudes reflect a person's tendency to feel, think or behave in a positive or negative manner towards the object of change. For instance, the general attitude of people in Zimbabwe currently, both in and out of the workplaces is that of despair, capitulation and despondency. What it means is, people in this state of attitude virtually ceases to think creatively, innovatively and or in a problem solving manner, yet change practices which must evolve in the organization should have an objective of enhancing organizational efficiency by solving the problems and enabling organization to face challenges. Under such circumstances, it requires leadership to adopt a change model which cultivates positive attitudes and behaviors of employees. It is a model that fosters a realization of the need for action by everyone in the organization. Therefore, exploration of the factors supporting development of positive attitude and behavior among everyone for organizational change must be a top priority in the formulation of the change strategy. An evaluation of the factors relating to the individual's commitment to the organization and career will enable this.

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# Creating the Future of the OD Field

*Received: May 06, 2020*

***Matt Minahan,*** *Ed.D*

There are many reasons to be concerned about the future of the field of OD, at least in the US. Graduate schools struggle to recruit, pure OD jobs are increasingly rare, many OD people are in HR jobs, and more learning is happening online.

In Europe and Asia, the outlook is quite different. The World Economic Forum's 2017 forecast says that Organization Development Specialists will be the 9th most in-demand job for the next 5 years.

It is in that spirit and with both of those data points in mind that several of us decided in 2016 to take action. A core group, led by Fred Miller, including Bob Marshak, Bridget O'Brien, Judith Katz, Ilene Wasserman, Norm Jones, and I decided to create a series of events at which the field could have a conversation with itself.

We wanted the spirit of these conversations to be generative, appreciative, and future oriented, and we wanted them to lay the groundwork for the next decade of OD.

We created three annual events called ***From the Founders to the Future: A Gathering to Build OD for Tomorrow's World.*** We invited as diverse an assembly of 125 OD people as we could find to meet in 2017, 2018, and 2019. Our goal was to provide focus, shape, and convergence to the many conversations happening everywhere about what is OD, what skills does it require, what are the 21st century values in the field, and what is the vision that we hold for the future of the field and the world.

The **2017 Gathering** was a helpful diagnostic of the current state of the field against a stark forecast of the future of work and organizations as artificial intelligence grows into more sectors and more jobs. We experienced in the room the same kinds of challenges that we've felt in the field for many years. We had to navigate the mosaic of the various disciplines in the room. There were coaches, and consultants, and facilitators, and diversity consultants, and team builders, and educators, and authors and thought leaders, some of whom began the work believing that they were the "true" OD people. Because we wanted to build a broad coalition across the whole field, we had leadership from the OD Network, the International OD Association, the Academy of Management's OD and Management Consulting Divisions, the International Leadership Association, NTL Institute, and others. We also had to honor the various identity groups and generations in the room in order to create a whole from all of the parts.

Exhilarated by the great conversations, crackling energy, and very positive feedback from the 2017 Gathering, we designed the **2018 Gathering** toward the goal of shaping the future of the field. Using a series of plenary presentations and breakout groups, we engaged the whole community in deciding the major areas where the OD field needed to come together, to converge around a few key ideas, and to be able to take action together. We started with a look at four of the major megatrends shaping the future: a) emerging technologies including artificial intelligence, b) power shifts toward diversity/inclusion/equity, c) sustainability of organizations and natural systems especially around climate and demographic change, and d) personal and organizational risk and security. After a series of divergent and then convergent conversations, we ended up creating four Circles of Work to take on and flesh out four topic areas for presentation at the 2019 Gathering:

- The vision, essence, and critical needs for OD in the future
- OD values for the future
- OD competencies for the future
- A definition of OD for the future.

Each circle of work had at least two leaders representing diversity in the field and between 8 and 15 members who volunteered to flesh out their topic in the first half of 2019. There were dozens of conference calls and Zoom meetings and Google Docs and slide presentations created across all four groups. By the summer of 2019, they were ready to share their work with the other three groups and were amazed to discover how much they all had in common, despite the fact that they all worked independently, building a crescendo toward one common integrated future for the field.

In the fall of 2019, the Circles shared their work with participants from the two previous Gatherings and incorporated that feedback into what we called their "90% solutions."

The **2019 Gathering** was designed to share all of the content from all four Circles of Work with the whole community and to look for areas of intersection and overlap, and areas which might have been missed. Through a series of plenary and then breakout sessions, all four of the Circles received feedback from the participants to build into their almost final products, what we called their "95% solution."

The core team is now incorporating the various elements and pieces of the four Circles of Work into an integrated statement about the future of the field of OD and the impact that believe the field can have on the future of work and organizations. We hope to send it around for final input and comment on the 98% solution in the summer of 2020 and publish a final statement early in 2021.

***Author:*** *Matt Minahan, Ed. D. leads a small consulting firm specializing in strategic planning, organization design and development, and leadership development. Matt's clients are implementing large scale, enterprise-wide change programs. His firm specializes in collaborative design and facilitation including business strategy, new structures, mission, business process simplification, culture change, and communications. He is a current member and former board member of both the OD Network and of NTL Institute. He teaches Org Theory and Diagnosis, and Org Strategy courses in the AU MSOD program and is a guest lecturer in several doctoral programs. Matt has been published more than 15 times in the OD Practitioner and the OD Review, the peer reviewed journals of the Organization Development Network, receiving the Outstanding Article of the Year Award in 2013. He co-authored the Outstanding Article of 2011 from the Journal of Management History for "McGregor's Legacy: The Evolution and Current Application of Theory Y Management". He was an editor and author of The Handbook for Strategic HR (2011), and has written book chapters for The NTL Handbook for Organization Development and Change (1st and 2nd editions), and Practicing Organization Development (4th ed.) He and his co-author have the lead article on Use of Self in the OD Journal in the spring of 2019. His chapter on experiential OD interventions is featured in Preparing for High Impact Change: Experiential Learning and Practice (2020). He can be reached at matt@minahangroup.com.*

# Reflections on the *'Why OD'* Question.

*Received: May 15, 2020

**Sasha B. Farley**, MSOD

Throughout my life, the psychological side of people intrigued me. This interest is what initially drew me to study Psychology and later Neuroscience in my undergraduate education. During my first few years after graduating, I met three women, at the federal agency where I worked as a research fellow, who exposed me to the field of Organization Development (OD). Listening to the conversations they had about inclusion, building ownership, and collective problem solving to address challenges and help people feel more fulfilled and effective at work piqued my interest in the OD field. However, it was not until years later when I was volunteering at an environmental and animal conservation non-profit in Bolivia that I decided to pursue a career in OD. While I was volunteering, I saw this local organization make an astounding positive impact by educating their local community. I also saw their struggles with effective coordination of resources. I had spent enough time in Bolivia to understand that as an outsider I would never understand the Bolivian culture as inherently as a local in order to address the underlying elements leading to the coordination difficulties. At that moment I saw the benefit OD could bring to this amazing organization and decided to go for my Masters in OD at American University.

One reason I am drawn to OD is because our field recognizes that organizations are made up of people developing a service or product to address a need for other people. Meaning, individuals within an organization have integral insights into how the organization functions and can either help or hinder its ability to achieve its mission. Therefore, the best solutions to challenges come from the individuals facing those challenges every day. As OD practitioners, we help an organization achieve its mission and goals by creating the spaces and processes needed to engage and empower individuals from all levels to collectively address challenges, develop ownership, and create positive energy to implement solutions. The ability to help generate this organizational capacity is essential now and will be even more crucial in the future with rapid changes in technology, how we define work, and workforce diversity.

A second reason I am drawn to OD is the integration of systems thinking highlighting the interconnectedness of all parts of an organization. This systems view allows us to work at all levels of a system including the individual level with coaching, dyad level with interpersonal dynamics, team level with team building, organizational level with organizational culture and structure, and environmental level with strategic planning. In addition, OD can see organizations as technical systems with forces influencing effectiveness and efficiency of the technology used. This combination allows us to simultaneously recognize organizations as social and technical systems and work holistically to ensure alignment within an organization on both content and process.

Lastly, I am drawn to how OD combines various ideas from multiple disciplines. This aspect of OD stems from its cross functional history combining scientific theories from diverse fields including social and behavioral sciences, physics, and business management. I believe this interdisciplinary history and knowledge allows OD to understand and address all elements that directly or indirectly contribute to, or are effected by, the overt challenges within organizations. This holistic approach helps organizations sustain solutions by ensuring the identification of underlying root causes; thus, increasing the chances of success by allowing for the early inclusion, engagement, and empowerment of all individuals and groups impacted by changes.

The future of OD is uncertain. There is resistance between sub-systems of the OD field to define OD. I believe this resistance is partly due to an inherent consequence of defining a field; namely, excluding some practitioners who consider themselves part of OD. This very idea of excluding groups, or individuals, conflicts with a core OD value around inclusion. However, without clear definitions of what is, and what is not OD, the larger professional and business community will continue to struggle with distinguishing the OD field from the numerous related fields that, historically, have been better at defining themselves, such as change management and organization design. Arguably both of these related fields are intricately tied to OD relying on the same underlying principles, models, and frameworks. These fields tend to apply this knowledge with a more defined focus than the field of OD. For example, change management focuses on applying change theories to support the people side of change, and organization design focuses on applying systems theories to ensure strategic alignment of organizational elements. The challenge for the OD field in the future is to communicate to the broader community that OD is a cross-functional field that can apply systems thinking, holistic approaches, continuous learning, and leverages interdisciplinary sciences to create the capacity for organizations to undergo sustained, iterative transformations.

Overall, OD's ability to look at organizations from a systems perspective, while also accounting for the impact of the individuals who make up the organization, positions the field in a unique niche that can help organizations transform and adapt at all levels to the constantly changing environment. It is up to us as OD practitioners to continue to champion our OD values and ideals to demonstrate the positive and unique impact OD can have on organizations.

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## Leading Transformation: Transformational Coaching Process

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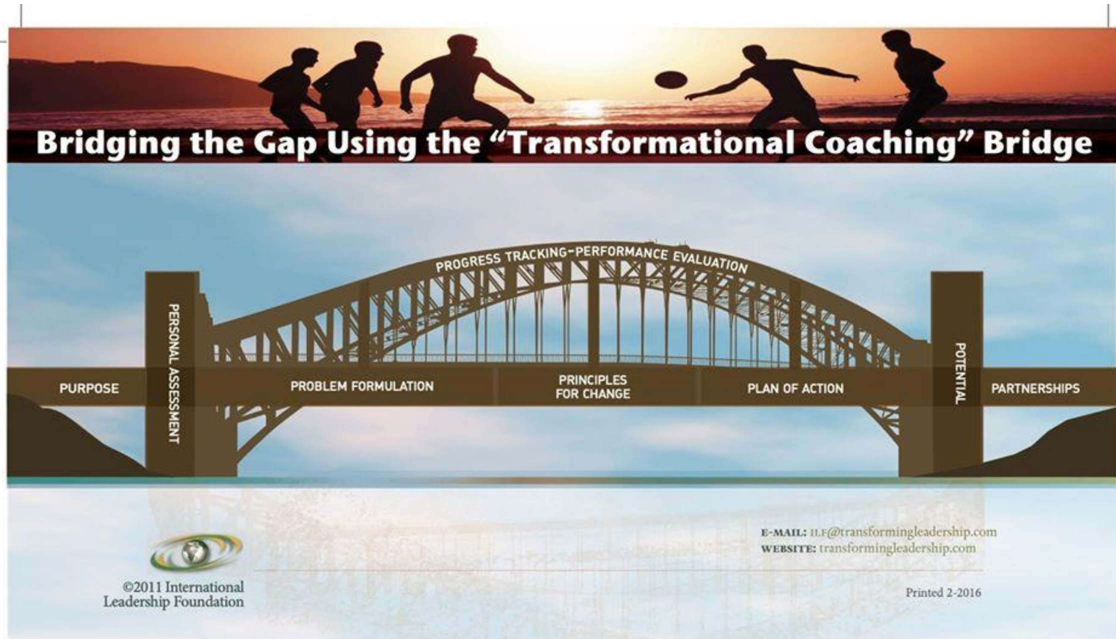
**Delanyo Adadevoh**, *Ph.D.*

The ***Transformational Coaching Process*** focuses on the transformation of core mindset, worldview and values; resulting in increasing life and leadership effectiveness toward the realization of identified Life Calling. Transformational Coaching builds in protégés awareness, self-belief, and ownership of the responsibility for life and leadership transformation. It is based on:

- *Context*: Self-awareness.
- *Skills*: Effective questioning, active listening, and analysis.
- *Commitment*: Ownership of the process for change.

In coaching, the best way to build awareness, responsibility and self-belief is by asking questions; not by telling (What, When, Who, How, etc.).

Anchored in one's calling *(Purpose)*, this value-based coaching framework establishes the GAP between one's present reality *(Personal Assessment)* and one's envisioned future *(Potential)*. Leaders coach protégés in their journey to "bridge the gap" by helping them reflect critically on their situations *(Problem Formulation, Principles for Change, Plan of Action, Partnership, and Progress Monitoring & Evaluation)* in the pursuit of reaching their envisioned future goals.



1. **Purpose**: (a. Why am I? b. What are the desired outcomes for this particular coaching experience? c. How do the development goals of this coaching experience fit into my overall life-calling?)

Clarify Life Calling; Clarify "selected" Mission.

a. Why are you here on earth?

b. What are your unique contributions to humanity?

c. What are your unique contributions to your community, institution or nation?

d. In what particular areas are you now seeking to develop?

e. How do those areas of development relate to your overall life calling?

The focus here is to help protégés link coaching experiences to overall Life Calling.

The Life Calling/Mission should be summarized in Personal Mission Statements and Personal Core Values that serve as COMPASS for protégés on life's journey.

2. **Personal Assessment**: (Who am I?)

A comprehensive assessment of the following areas of one's life in relation to the agreed purpose for the coaching relationship is helpful - [Personality; Natural Talents; Emotional Intelligence; Spiritual Gifts; Education; Experiences; Personal Interest; Personal Vision; Strengths and Weaknesses].

Questions the protégé needs to answer:

a. What is the current situation?

b. What is working well?

c. What is not working well?

d. What needs to change?

3. **Potential**: (a. What is the best I can achieve in relation to the proposed area of development? b. How would I then paint my vision for the future?)

a. Vision for the future.

b. Goals that align with your objectives for the particular coaching experience in a specified timeframe.

4. **Problem Formulation**: (What are the barriers to development?)

a. What are the barriers to development? [Barriers to moving from present to future].

b. What is the gap between your present state and ideal goal?

c. What is keeping you from reaching your goal?

d. What would be a good problem statement?

5. **Principles of Change**: (a. What life and leadership principles would you need to embrace in order to move to your desired future?)

a. Where you are, in relation to where you want to be?

b. What life and leadership principles are being violated at the core of your problem?

c. What are the powerful life and leadership principles that will help transform your frame of reference, mindset, values and skills in relation to the specified area of development?

6. **Plan of Action**: (What is my plan; what do I do and when?)

Strategic Plan: Objectives, Implementation Steps and Critical Resources needed

a. What are the major steps to reaching your developmental goals?

b. What steps must you take to overcome the obstacles that stand in the way of the accomplishment of your goals?

c. What resources do you need to implement the identified major steps?

d. What must you do to acquire them?

7. **Partnership**: (What support do I need in order to effectively implement my plan?)

a. Who are the partners or people you can collaborate with to help you reach your goals? Coaches, Mentors, Accountability Partners

b. What resources can partners contribute to help with the accomplishment of your goals?

8. **Progress Tracking** – Performance Evaluation: (a. What would I measure to determine progress toward my development

objectives? b. What progress am I making toward my development objectives?)


Each phase of the Transformational Coaching model has ongoing Progress Tracking, Monitoring, and Performance Evaluation.

**Reflection Questions:**

1. What do you need to do to be more intentional in life and leadership transformation through coaching?
2. How can the Transformational Coaching Model be of help to you?

*__Author:__ Delanyo Adadevoh is Founder and President of the International Leadership Foundation (ILF). For more than four decades, he has shared insights and experiences regarding leadership development with tens of thousands of students, professionals, religious leaders, executives, diplomats and heads of state. Adadevoh has a B.Sc. (Honors) in Chemistry from Kwame Nkrumah University of Science and Technology, a M.A. in Social Science with emphasis on Leadership Studies from Azusa Pacific University in California, and a Ph.D. in Interpretation Theories from Leeds University, England.*

*Adadevoh has a passion to see Africa and the world transformed with the unique distinctive of compelling moral visions based on God-centered values. To this end he helped found the International Leadership Foundation (ILF) with the objective of developing leaders of integrity who have the competencies to spearhead holistic transformation in Africa and beyond. The operations of ILF, with the global headquarters in Accra, Ghana, have expanded from Africa to Latin America, Europe and Asia.*

*Delanyo Adadevoh also serves as Associate Professor for the International Leadership University in Africa. A citizen of Ghana, he has also lived in Nigeria, Kenya and Zimbabwe. Prof. Adadevoh and his wife Elizabeth have a son and two daughters and currently reside in Orlando, Florida, USA*

**Interview – Reflections on Leadership & OD Practice**

## Who is Justin J. Kennedy?

Justin James Kennedy is a Brain Coach, a globally recognized Professor of Neuroscience, personal life coach, Executive Coach and Leadership Specialist. With over 20 years of C-Suite coaching experience globally in the USA, UK and South Africa, he translates his neuroscience research into practical business skills. His specialties include: coaching on performance leadership to deliver measurable business results; coaching on the business vision, brain management and corporate strategy; advising professionals on how to optimize systemic change and; improving executive brain functions to enhance mental focus, self and team performance. His book "Brain Reboot - A Change of Mind Will Change Your Brain" launched in March 2019 and was endorsed by the #1 leading coach Dr. Marshall Goldsmith, in the USA.

He has also published innumerable corporate studies that demonstrate how to improve and sustain executive performance. In 2014, he delivered a TED talk on practical ways to control the brain to perform at peak and even increase IQ and memo, and presented his research in applied neuroscience at the Institute of Coaching, Harvard Medical School Conference, in Boston in 2016.

Dr. Kennedy is a globally recognized professor of neuroscience and Organizational Behavior with bespoke Business Schools and Universities in Switzerland, the UK, South Africa roles Dr. Kennedy holds several US coaching accreditations and a clinical healthcare license. He runs an executive coaching practice (profkennedy.com) out of NY and Dubai and engages as keynote speaker in the US, Africa and the Middle East, aspiring executives to peak performance.

He developed the neuroscience-based N3 Coaching model offering various programs designed to sustain well-being while developing behavioral techniques to perform at peak. His work is based on brain data to ensure medically measurable results in his clinical, academic and corporate work.

## What brought you to this practice?

Having undergone a road accident and then suffering from subdual hemorrhage which left me in a coma my corporate career was interrupted. After several brain surgeries and a lengthy recovery process I was struggling to do things like before. I started looking for ways I could reboot my brain. I learned what was needed to reboot the brain again. I had a coach who helped me through and this led to me also wanting to help others. One might say I was my first client.

My neuro-surgeon then found out I was a vegetarian and said he would fire me unless I started eating meat, He explained I needed much more protein and fat to build mass and re-build my brain-damaged areas.

For most people, it would've been an innocuous piece of advice, but for me it was the kind of thing that eventually coalesced into the inspiration for a new career path.

In my recovery process, I became intrigued at which things made a real difference in my cognitive and physical improvements. My ability to speak and to walk-again were clearly linked to being coached by speech and occupational therapists.

Another moment of inspiration came when one of the therapists explained how my emotions were key to my being able to walk again. I thought, 'What about coaching thoughts and emotion?'

Over time, he told me, the Limbic-lobe in my brain (the area responsible for emotion) became less rigid and the executive functions of my pre-frontal cortex improved. I could think more clearly again as I learned to skills in emotional wellbeing.

If the story had ended there, it would've still been remarkable, but I decided to take my own experiences and research into the executive coaching space.

I had a coach who helped me through and this led to me also wanting to help others. From thorough understanding of neuropsychological research, I have published innumerable corporate and clinical studies on how to apply neuroscience as part of a coaching intervention.

## What keeps you involved in Executive Coaching, Talent Management and Career Coaching?

My passion and interest in helping others change their behavior gives me a personal sense of well-being. Achieving great results in rebooting their brains to change their minds to be the best, increasing their overall performance, help to process the trauma it's rewarding. Help manage their emotional flood and not to loose control. To be mindful and conscious, help them find the right role in the workplace, be right geared to make the right choice in different situations

### *The motivation to create change*

Despite everything that I have gone through, I list the changes that occur in others thanks to coaching as the successes I am most proud of.

People often think my own recovery and now being a professor in organizational behaviour and neuroscience would be my biggest success but coaching executives to recover from stroke, heart attacks, diabetes or burnout is actually much more amazing.

I particularly enjoy it when a client finds their own way to flourish, and sustain their peak mental performance for themselves and their teams in a manner that shows direct financial impact. It's truly humbling when my clients take coaching 'to heart'. That's when others notice, and business benefits.

I have a special interest in succession planning and talent pool management. I leverage my extensive business experience with an emphasis on accelerating executive performance. Coaching has shown to make a difference by assisting valiant professionals find their most effective thinking and business related behavioral skills.

## Do you have particular stories that illustrate why you chose these practices?

Stories from my executive clients and life-changing experiences from my own life will help you understand the basic neurology of our brain, and give you tips and easy exercises of how to start rebooting your brain. With reference to one client, based on my own story and the journey to reboot his brain he helps aspiring people to become healthier, happier and more successful in life and at work. I always say: "A change of mind changes everything".

One CEO had four heart attacks before he was referred to me. He was known as "The Jack Hammer" due to his style of drilling and destroying anything and anyone in his way. A big success was when he was re-branded as "The Aqua Ballerina" by his SVP's. He changed his stressful behaviour and became an elegant, caring leader after his coaching program.

These success stories motivate me to keep doing what I am doing.

## What issues, values, experiences, personal characteristics or other factors underlie your commitment to Executive Coaching and Talent Management, and as such shape your practice?

The following are some of the characteristics have helped me continue to be committed to this profession and shaped my practice:

***Advanced Interpersonal skills*** - real skill to listen, It's hard. Learning and remembering other people's most important concerns, and using active listening skills to pose powerful questions that facilitate reflection or problem solving.

***Self-confidence*** **-** wisdom gained through professional and personal experiences being my own story which led me to this profession. Experience working with leaders has made me comfortable with senior management. Based on my own story and the journey to reboot my brain I help aspiring people to become healthier, happier and more successful in life and at work. Again, I always say: A change of mind changes everything.

I have successfully delivered innumerable coaching and leadership development projects. My coaching executives improve their cognitive performance and deliver behaviour change in different situations.

Having a high level of ***emotional intelligence***, I help clients to know the difference between emotions and feelings. How to deal with different emotions and not to have them all over the place so that they can focus and perform well. This was an experience I had after the accident my emotions were all over the place and I got depressed limiting my performance. Lastly, it is always important to be trustworthy and honesty. No doubt.

## What is the future of the Executive Coaching and Talent Management fields?

It's growing quickly! It's a field that probably sounds faddy to some, but as I see it incredibly necessary. One needs not only physical fitness coaching but also executive coaching for them to function and perform well thereby benefiting business.

### Selected Peer Reviewed Publications

Du Toit, P., Kennedy, J. J., Wood, P., Grant, C. C., Nortje, E., Kleynhans, M., Fletcher, L., Krüger, P.E., Joubert, A. M., Ferreira, R., Van Schoor, A., Joubert, F., Gericke, G. (2013).
A comparison between the cardio-stress indices of an active and a sedentary population. Suid-Afrikaanse Tydskrif vir Natuurwetenskap en Tegnologie/South African *Journal of Science and Technology*. 32(1).

Kennedy, J. J. (2013). Teenager Exam Performance Anxiety: an application to improve working memory and problem solving skills; results from school studies. *Journal of Neurotherapy.* (77).

Kennedy, J. J. (2011). Application of Heart Rate Variation Protocols to Improve Leadership: Executive Working Memory Stress. Results from Corporate Studies. *NeuroLeadership*. 17(4).

Kennedy, J. J., Pretorius, Miranda (2008). Integrating a Portable Biofeedback Device into Call Centre Environments to Reduce Employee Stress: Results from Two Pilot Studies. *Journal of Workplace Behavioral Health.* 23(3), pp.295-307.

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## Reflections on *'Why Executive Coaching'* Query

*Received: May 15, 2020

**Nicole Heimann**

I was born and grew up in Brasschaat, a small green town close to Antwerp in Belgium together with my younger brother and my parents. I was – and still am ;-) - a very observant, sensitive, reflective and curious child.

My mom and dad were very different. My mom was overprotective, saw potential danger in every situation and would very seldom initiate things out of her comfort zone. My dad was more open and encouraging and at the same time very introverted. He was more of a silent leader with a very strong loving and positive presence. My dad always referred to his grandmother who told him with absolute conviction that "a Heimann can achieve anything" and that "there are no limits for a Heimann!"

These words of my grand-grandmother whom I have never known, meant so much to me and became part of my being. I have passed them on to my children too.

Very early on in my life, because of these differences between my mother and father, I became aware that people have different views of the world. Because of the different language and the tone and energy in their expression that my mother and father were using, I became aware of the power of words and how they impact us and I also realized how our mindset – what we believe – drives our decisions and actions. I also saw how each of them created their own reality – starting from the inside. I understood how everything was related and connected - how the inside world and the outside world correlated.

Of course, this was confusing and frustrating at times as I grew up –we had conflicts because of our different views of reality. Without those conflicts, however, I would not have been able to gain these profound insights.

In my teenager years, I already knew that I wanted to work with people and help them *see* a world full of connections and possibilities.

After studying Business-to-Business Marketing, I pursued a career in the chemicals industry as a European Key Account Manager selling additives for lubricants and fuels. In 1997, my ex-husband was offered a new job in Switzerland, I gave up my job, we moved to Switzerland and I became a proud mom of the first of our three children.

This period in my life became the time to re-invent myself. I was in a new country, I had no network, no friends, no family around, no experience in the training and coaching industry, but I had a vision. Fueled by the wise words of my grand-grandmother, "a Heimann can do anything," I decided to start up my own company in training and coaching. I never had a doubt and followed my inner knowing. I started as a leadership development trainer and then transitioned to an executive coach and executive team coach.

### Why Executive Coaching?

Leadership is a complex social position to be in and executive coaching helps ensure that the leader receives feedback from an outsider's perspective, is challenged to always become a better version of who they are and explores more perspectives on situations. All of these elements are important for a leader's individual growth, success, happiness and fulfillment.

**Once leaders understand that everything is connected, this leads to a new understanding of the responsibility as a leader. Leadership shifts – it is no longer about "me", it's about "we" and "us" - and leadership also becomes a service to our society and to the planet.**

Executive Coaching helps to **elevate consciousness through developing authentic leadership**. The executive coach is the facilitator of this transformation process, supporting the leader to stay conscious and connected to both his own essence and to the bigger picture in the busy-ness of dealing with the "doing" part of their role.

Executive Coaching enables leaders to:

### 1. Become deeply aware: "What do you *see*?'"

I love the way Frances Hesselbein formulates *seeing* the world:

"When I look out of the window, what do I see that is visible but not yet seen by others?"

This is profound work which is very challenging for a leader to do by themselves. What is a leader's view on the world? How does it impact a leader's thoughts on leadership? What does the leader see, that others do not see yet? Without this deep awareness, how can a leader lead? Why should people follow the leader?

### 2. Lead with Self-Awareness and Systems Awareness

Self-awareness in leaders is known to increase leadership efficiency which impacts the organizational effectiveness and profitability. This might have been enough in a world where everything was believed to be separated from each other. However, the climate changes, pandemics etc have made it visible now that everything is connected and interrelated. We need leaders who are aware of their ecosystems, aware of the environment, aware of the impact on future generations, aware of the exchanges of energy. **Every action one person takes has a significant impact on others.** Once leaders start to lead with this level of awareness, and pass it on, they actively increase the level of consciousness of all the people they influence. From here, the quality of creation and innovation can reach a whole new level and become a force for good.

### 3. Continuous Growth and Evolution through Authentic Leadership

**Authenticity is a dynamic process of constant evolution**. This process never ends. Even top-performing leaders need to continue to grow. When we stop growing, we "die" – simply look at nature. It is a natural desire from every single organism to grow – including humans. You are evolution too!

Authentic Leadership means not only engaging in a process of inner growth in becoming the best leader you can be, it also means **empowering your teams** to do the same. Working together authentically leads to higher levels of awareness, conscious and purposeful actions, serving something greater than ourselves. By doing this, we are elevating individual and collective consciousness.

**Grateful: the journey of inner growth is never walked alone.**

I feel fortunate to have met amazing people on my journey, and what I share is the accumulated wisdom from many people from whom I have learnt and through whom I have grown – and continue to grow.

I am as an Executive & Team Coach, author of the book "How to Develop the Authentic Leader in You", biographer of Dr. Marshall Goldsmith in the movie documentary "The Earned Life" and have been recognized with the Leading Global Coach Award 2019 by Dr. Marshall Goldsmith at the Thinkers 50 in London.

As an expert in authentic leadership, I contribute monthly to the Swiss online economical magazine www.moneycab.com and am an Associate Partner for Leadership Expertise at C-Level AG, the leading Top-Executive Community in Switzerland (www.c-level.com)

Nicole Heimann & Partners' strategy focuses on working together to build authentic and successful leadership alliances at executive level through high-quality, professional coaching for top level executives and executive teams. Together with my team, we have trained and coached more than 2,000 executives throughout their careers. Our clients include large international companies with multicultural teams in Europe, Asia, the Middle East and the USA. My company is based in Zurich, Switzerland and serves clients on a global basis.

***Author:*** *Nicole Heimann is the CEO & Executive Team Coach at Nicole Heimann & Partners in Zurich, Switzerland. She is the Leading Global Coach Award 2019, Member of the 100 Coaches, Biographer of Marshall Goldsmith.*

## Women Leadership – *Q&A*

**Who is Grace Ruvimbo Chirenje?**

Grace Ruvimbo Chirenje is a black African woman aged 37. She is a feminist known for her magnanimous African energy and strong dedication to doing her work in all spheres. Grace is currently working on her Doctoral studies and is at thesis writing stage. Her passion is working with women and young people - facilitating for their highest level of human potential development. She is an Executive Coach, writer, mother, wife, sister, talk show host and lives life to the fullest. To ground her soul and center her energy, Grace loves reading, body combat, aerobics, swimming and communing with nature.

**Who inspired you (which woman), and why, to take this career path?**

My mother's life story that was defined by exclusion, pain, disadvantage, under-privilege and struggle inspired me to become the feminist that I am becoming with each day.

**What drives/motivates you to do the work you do as a woman?**

The truth that one day this world will get rid of social injustice and we shall witness the equality of men and women socially, politically, economically and any other …cally there will be in existence. Each day is like a drop in the ocean and one day we shall witness the waterfall.

**As a Woman in leadership, what significant challenges have you come across in your career path?**

Sexism and the notion that I am a lesser being with even lesser potential because I am a woman. This whole narrative of me as a leader being nothing less than a source of men's objectification is the worst kind at any career narrative. I am more than my bum and breasts. What I possess between my thighs has nothing on it compared to what occupies space between my ears – my brain power!

**What do you think about the issue of women and leadership in context to your career/experiences?**

Every woman is a leader in her own right. We run households with such skill, grace and sophistication so we can lead at any level. It takes a whole level of leadership to manage other humans and once we do that in the domestic sphere it means we can do so anywhere else with a little support, love and appreciation. This once translated to our career narratives, can transcend women to a whole new level of awesomeness in their leadership career wise.

**What issues, values, experiences, personal characteristics or other factors underlie your commitment and as such shape your practice?**

I am a strong believer of servant leadership and feminism I am here to serve humanity by facilitating for equality and equity - that is at the core of my being to facilitate for social justice. Having been socialized by a single parent – my mother, I have learnt the value of resilience and love which are critical aspects of my being. I am the first born and only girl in a family of three – that has taught me tolerance, understanding, grace, patience and all things leadership with those I support daily. Being a Chihera, women of my indigenous tribe are known for their fierce strength, love, resilience, focus and all things defiant. I have a belief that what you focus your mind on will manifest so this shapes my practice as a leader. Ultimately, as a black African woman, I adjust to life, so it works for me and those I work with across the board!

**What career progression advice/tactics would you recommend to the next generation of women leaders?**

If you can dream it, work it and it shall manifest. You are born with unlimited potential – explore it, make mistakes and grow, become with each day, never stop seeking! None of us will get out of earth alive so make the most of each day for you and others!

**What are some of the unique leadership perspectives that women bring to leadership compared to their male counterparts?**

Intuition, love, nurturing, strength, resilience, creativity and all things human if we choose to be our true authentic selves no matter how difficult that is in the face of a world that seeks to define us for ourselves.

**What advice would you share with young women entering a male dominated profession especially in leadership roles?**

Be you, do you for you! Your best is good enough. Remember that even these men are humans too and experience a lot of what you do too – never let anyone's perception of you dim your light – let it shine! Keep at it and do your best and tour best is good enough sister! Keep slaying the goals you set for you with political consciousness and epicness – yes you indeed can!

**What has been the greatest success in your career so far?**

I do not have a single "greatest success" I do have a couple. Working with young women on the African continent as their Executive Coach across many levels, that is life changing as I get to be trusted as a keeper of secrets and supporting others unpack their life narratives. Meeting Michelle Obama and having her share her life story collectively with her mum and daughters in the heart of Cape Town – that was life transforming as I learnt that no matter what level you occupy, you remain human. As I read her Memoir, "Becoming" it consolidates that lesson with each word! Lately each time I have an opportunity to work with women and young people, there is a fire in my belly that is set alight and nothing can ever compare to that feeling and experience – transcendent I always say!

**What is the most difficult part of being a leader in your experience?**

Do as I do and not as I say – it is easier to say the way instead of leading it. having to be a living example of what exemplifies my ideals, values and what i want the world to become is challenging and a daily struggle. Learning to be kind and gentle with myself as I lead is pretty hectic as I expect so much from myself and would live to ensure that also plays out with those I lead – so I need to keep my cup overflowing so I am able to give to others that which I can give firstly to myself. That is not easy. I cannot pour form an empty cup so filling that cup is always a journey filled with twists and turns and for me as a leader, that can be intense.

**What will be the biggest challenge for the future generation of women aiming to pursue leadership roles?**

The ever-changing leadership terrain defined by technological advancement, self-actualization and meeting humanity's needs. The technological environment is constantly changing and with 5G having been introduced – so much is ever changing and there is need for young women to keep up with using technology for the good of humanity and themselves too. Ensuring that personal leadership is key to the young women's daily journey for the good of the broader humanity will also be something they need to keep exploring and facilitating for. That can be very challenging for a young woman to find herself and space in such a world. However, nothing is impossible under the sun with focus, perseverance and consciousness living.

**Is there an increase of women taking up leadership roles than before if not what factors have contributed to this outcome?**

More women are becoming leaders and it is because we stand on the shoulders of giants who blazed the trail before us. We have such powerful and wonderful examples of phenomenal women who have shown women it can be done, how it should be done, and so more and more women are taking up leadership. Moreover, the world has also realized that women will not standby and continue to be sidelined, they are taking up space and making life happen which is progressive.

**As a woman in Leadership what steps have you taken to inspire or motivate other women to take up leadership roles?**

I coach and mentor other women and encourage them to become leaders as much as I possibly can. The work is sooooo much huge and the laborers are few, so we need more sisters to lead!

# Personalisation in HR: Some ideas

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https://hrtrendinstitute.com

**Tom Haak**

**Are you able to personalise?**

A friend complained to me about one of her co-workers. This IT-consultant lives around 100 kilometers from the office, and his daily commute is two times ninety minutes. When the project team is working overtime as a deadline is approaching, he is always the first one to leave. "I have to drive a long way, so I am leaving. See you tomorrow". My friend considered this to be unfair. They have to continue working, while he is driving home. What was my view?

**Are you able and willing to personalise?**

It has to do with the ability and the willingness of the organisation to personalise, and with the level of acceptance of differences of the employees in the organisation. If you want to engage and retain the employee who lives far away, you might want to tailor your offering to his wishes. Can he work from home? Can he work from an office closer to his home? Are the remote working facilities up-to-standard? Can he have a driver and work from the car? Can you support his relocation to a location closer to the office?

You will hear objections, like: "If we do this for him, there will be many people who want similar arrangements". Why is that an issue? Not everybody lives 100 kilometers away. Different people will have different issues, and if you are able to deal with these issues, or even better, anticipate on possible issues by offering personalised solutions, you might be a popular employer.

**Segmentation is not personalisation**

Treating employees as individuals and not as part of a group or segment is one of the most important long-term trends. The way organisations deal with employees is still far behind the way organisations deal with clients, but there is movement. HR can learn a lot from marketing.

Today most organisations still segment in simple ways. Young versus old, Gen X, Gen Y and Gen Z, Managers and non-managers and so on. Many untested assumptions are used to design policies and career tracks. "Gen Y wants more work-life balance". "People above 55 want to slow down". With big data analysis and with sophisticated algorithms, it has become easier to detect and predict individual preferences of employees, and organisations can act on the insights with tailored programs and interventions.

***What is personalisation?***

**Personalisation and customisation**

In her article "Personalisation defined: what is personalization?", Katie Sweet defines personalisation as

> *"The act of tailoring an experience or communication based on information a company has learned about an individual."*

Personalisation is different from customisation, but the concepts are closely related. In personalisation a company modifies an experience, without any special effort of the customer (or employee). With customisation the customer (or the employee) can tailor the experience him/herself.

**Hyper-personalisation**

These days you also hear a lot about "hyper-personalisation". My understanding: this is personalisation, but faster and allowing for even more granular personalisation, by leveraging artificial intelligence and real-time data.

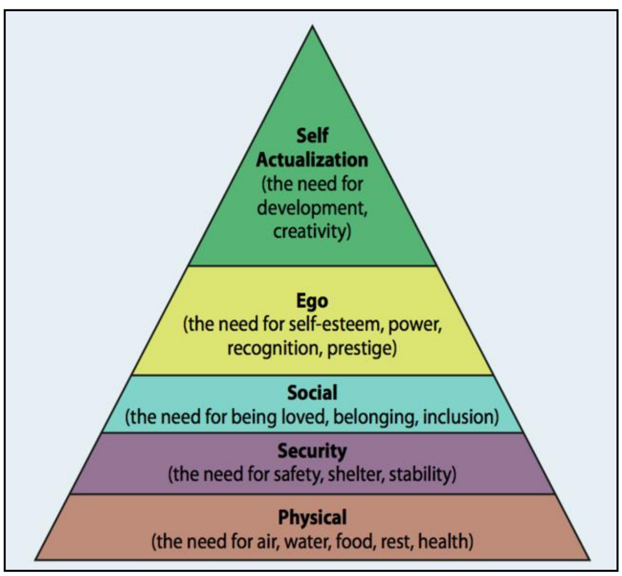
*"Hyper-personalization takes personalized marketing a step further by leveraging artificial intelligence (AI) and real-time data to deliver more relevant content, product, and service information to each user."* (Todd Lebo: Hyper-personalisation – What it is and why you need it in your 2019 marketing)

**Do people have common needs?**

Luckily people have some common basic human needs we can take into account. Anthony Robbins merged the different models in this area into "The Six Human Needs" (Source: Chip Richards: What are the six basic human needs).

1. Certainty: The need for safety, security, comfort, order, consistency and control
2. Variety: The need for uncertainty, diversity, challenge, change, surprise, adventure
3. Significance: The need for meaning, validation, feeling needed, honoured, wanted, special
4. Love and connection: The need for connection, communication, intimacy and shared love with others
5. Growth: The need for physical, emotional, intellectual and spiritual development
6. Contribution: The need to give, care, protect beyond ourselves, to serve others and the good of all

The work of Robbins builds on the famous work of Abraham Maslow; the hierarchy of needs. The more fundamental needs (physical, security) were taken for granted in the list of Robbins.




*Maslow's hierarchy of needs. Source: Neel Burton*

The thought could be: before bothering too much about personalisation, please first make sure the basic human needs are met.

***Learning more about candidates and the workforce***

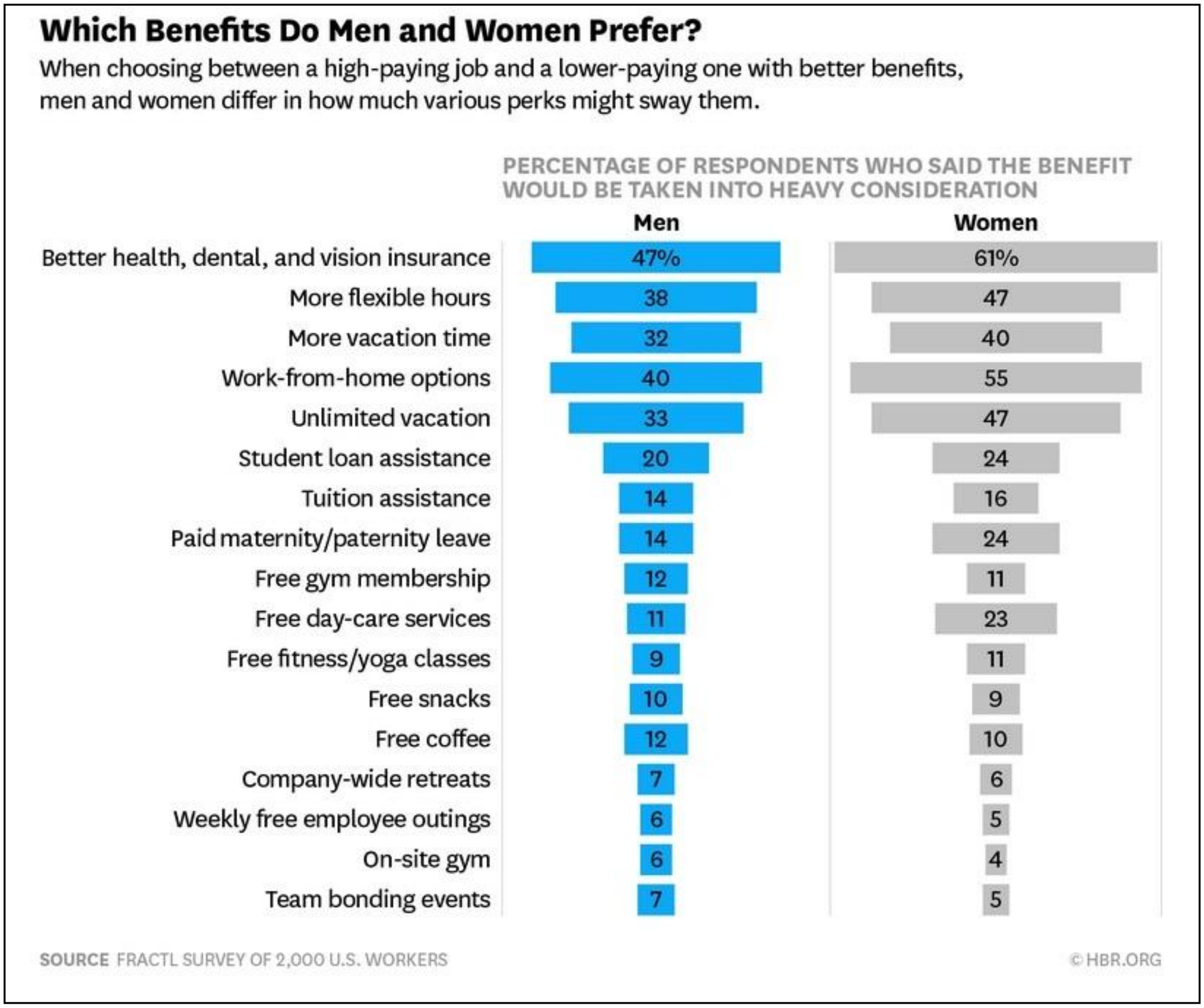
Personalisation has become easier with the advancement of data collection and data analysis. A must read is Josh Bersin's article Employee engagement 3.0 – Humu launches nudge engine. The key phrase in this article: continuous listening. In a next blog post we will get into more detail about techniques to be used to detect (and predict) the individual capabilities and preferences of candidates and employees.

***Personalised HR: some ideas***

Some thoughts about the implications of a more individual approach in different HR areas (in alphabetical order). Some personalisation, and some customisation.

**Compensation & Benefits**

This is an area where traditionally we have seen some personalisation and customisation. More customisation than personalisation. Taking the perceived value of individuals of compensation and benefit elements into account, could be one of areas where improvement is possible. There are certainly individual differences in perceived value, and why not take them into account? An example: in the chart below you can see the difference in preferences for certain benefits between men and women (2017 data). Hypothesis: there will also be considerable differences within these groups. If you have this data, you are able to offer employees (and candidates) the benefits they value most.




*From Kerry Jones: The most desirable employee benefits. HBR, February 2017.*

**Internal Communications**

The trend is: from 'sender determines channel' to 'receiver determines channel'. In the past the sender determined the channel and the receiver had to adapt. Today, the power is shifting to the receiver. With my wife I communicate via WhatsApp. With my oldest daughter via Facebook. If I want to reach my son a direct message via Twitter is most effective. With most business partners I use Slack, and to communicate with clients or prospects it is LinkedIn, e-mail or phone. And this might be different tomorrow, which I find out if people become silent.

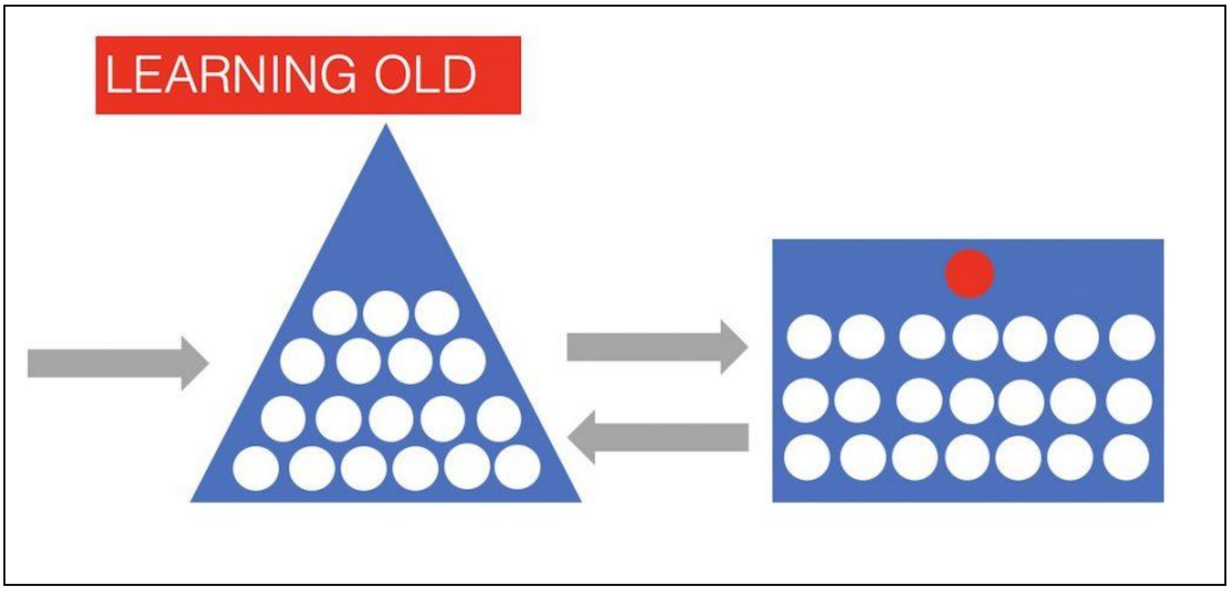
Today it is easy to find out the preferred communication channels for each of our employees. If you want to communicate in an effective way, as management or as organisation, you have to find ways to tap in to these preferred channels, and to adapt the way the message is communicated to the different channels.

**Learning & Development**

Leaning & development is typically an area that is still dominated by a "one-size-fits-all" approach. Standard onboarding programs. Traineeships. The typical management development programs for different levels (beginners, middle management and senior management). Many organisations state that they are in favour of the 70:20:10 approach, but in reality they focus on the easy 10% (courses and training).

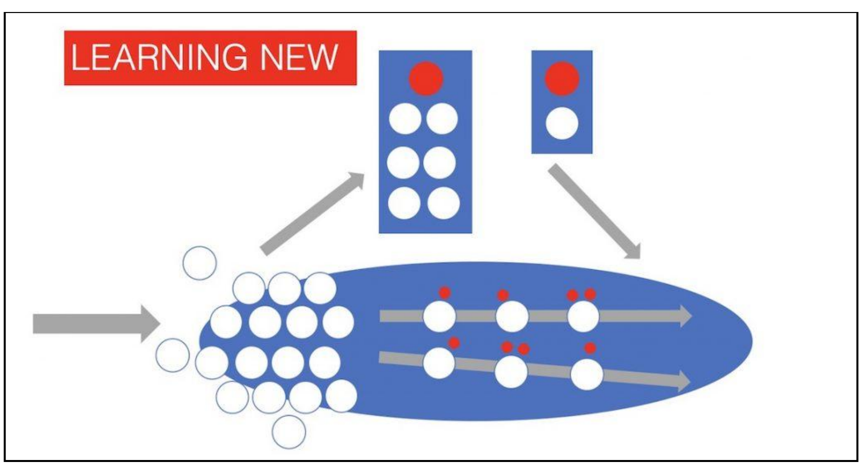
It is very difficult to design effective interventions in the learning and development domain. The learning needs of employees are different, as well as the learning styles. Fortunately current technology will enable a more effective personalised learning and development approach.

In the two pictures below, I try to outline some elements of personalisation, in relation to learning. In the "old" situation: groups of people (new employees, high potentials, leaders) are treated as a group, and receive basically the same learning intervention. Often in a classroom, away from the real work.




*Traditional classroom learning. The triangle is the workplace, the rectangle the classroom*

In the new situation, employees (and other people working for an organisation) are treated as individuals. Most learning takes place on-the-job (the lower part of the picture). Tailored to the individual needs, a wide variety of micro-learning solutions is offered. Of course, when people must learn something new that will take a considerable effort, this will happen off-the-job, but preferably not as collective as in the old situation.



*Micro- and macro learning. Micro learning: small learning interventions provided in the flow of work. Macro learning: learning something new, in the classroom or in another way.*

Personalisation related to learning and development can be done for different aspects.

- The actual work of the employee
- The performance level of the employee
- The learning style- and preferences of the employee.

**Management & Leadership**

Good old situational leadership is a good example of personalisation: how to adapt your leadership style to the specific needs of individuals and the organisation.

There might be other opportunities to personalise management and leadership, like matching managers and employees based on personality and other relevant criteria.

**Office layout**

Many organisations are moving back from the “everybody in open space” concept. Employees prefer an individual approach, where they are able to choose their working location in line with their individual preferences and personal needs. Not one-size-fits all. This will require more creativity and flexibility of the office designers. Tech can help to make the best match between current needs and available space.

Modern office design takes into account the requirements of specific work elements, and the individual preferences of employees and others involved in the work.

**Onboarding**

Onboarding can benefit a lot from personalisation and customisation. A simple example. A big retail store offers all their new shop floor staff a standardised onboarding program of around twenty hours. Per hour the program outlines in detail what the new employee should do. The onboarding program is not personalised. Some of the new employees might already have experience with some of the tasks. There are people who learn faster than other people. Some learn by doing, others learn best by listening to instructions. By personalising onboarding, this retail company could save money, and improve the employee experience.

Most onboarding programs are very top-down: what does the new employee need to learn? The question: what can we learn from this unique new employee is hardly ever asked.

**Organisational Design**

Sometimes it looks like all organisations are transforming into self-managed teams, holacracies, flat organisations and what have you. A flexible workforce is the norm. Most of the time the shape of organisations is not taking the individual needs of employees into account. There are people who flourish in a hierarchical organisation. Others are looking for a secure job, preferably from nine to five. Some people hate to be told by a boss what they should do. There are people who prefer to work alone and people who love to work in teams.

How powerful would it be, if you are able to provide employees an organisational set-up that fits best with their personal profile?

**People Analytics**

Most people analytics efforts today are very much focused on the needs of the organisation. Focusing on the benefits of people analytics for the employees requires a different approach. Some people are very eager to learn more about their behaviour, and how they can use personal data to improve their performance. You could focus on this group. Provide the early adapters with personal trackers, monitor their behaviour and performance and help them to analyse the data and use the outcomes to become better.

**Performance Consulting**

Performance Consulting is focused on helping people to become better. The focus is on the individual employee.

Performance consulting requires a very individual approach. Employees benefit from very specific and tailored feedback. It is not very helpful to give a top performer the feedback that she is "excellent". She will want more granular and detailed feedback, that can help her to become even better.

**Recruitment**

Recruiting for specific jobs and standard traineeships is slowly fading. The trend is to look for people who have future proof capabilities and a certain personality and who have a fit with the culture and purpose of the organisation, and then check how suitable candidates fit with opportunities. Less fixed jobs, and more diverse teams with individuals with complementary capabilities who can be assigned to a challenging opportunity.

Maybe candidates can design their own jobs, as they can customise you shoes online (for Example "Nike by You"). Or more automatically: look at the personality and capabilities of candidates, and offer them a personalised job (content, location, boss, colleagues, clients and other aspects).

**The talent experience**

Talent management has also suffered from the unstoppable urge to standardise. High potential profiles, career paths, training programs and coaching and mentoring are often designed for the group, and not for the individuals.

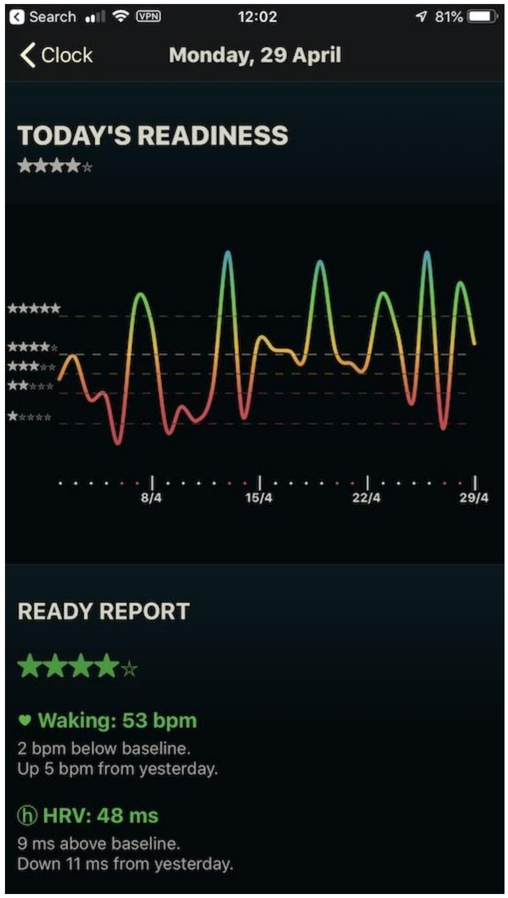
Talent management can benefit a lot from a more personalised approach. Taking the wishes and capabilities of the individuals into account, or even taken these as the starting point can add complexity ("Everybody wants something different!"), but the rewards can be high as well (higher productivity and lower turnover, for example).

**Work**

Personalisation and customisation of the work people can do, is probably the most promising area.

- Job crafting. Allowing employees to reframe their work, physically, socially and cognitively. Read: Job crafting – The DIY approach to meaningful work. It could also mean making sure there is a good match between the capabilities, wishes and needs of employees and the assignments you give them.
- Flexible working hours. A classic customisation solution, making it possible for employees to create a better work-life balance by working on the hours that suit them best (to a certain extend, as most flexible working hours arrangements are rather rigid).

- Flexible working amount. HR can learn from football here. Many football players are measured in the morning, and based on their physical and mental state their individual training program for the day is designed. This could be done at work at well. Detect the readiness of an employee, and adapt the daily workload. My AutoSleep app gives me a daily readiness report.




- Work location. Also one of the more traditional solutions, that could be extended. A call centre found out, that home-work distance was a good predictor of retention (shorter distance > longer retention). The cut up the big call center in small units, that were located centrally in residential areas. Some personalities fit well in an urban environment, some more in rural surroundings. The more options you offer, the more you are able to personalise.

Employee-Boss fit. Can you determine the employee-boss fit? I am sure that with some creativity (and solid data) you can make some predictions. Letting employees choose their own boss might also be a possibility. Similar matching processes you could design for employee-team and employee-client.

***Author:*** *Tom Haak is the founder and director of The HR Trend Institute. Prior to founding the HR Trend Institute in 2014, Tom held senior HR positions in companies as Arcadis, Aon, KPMG and Philips. The HR Trend Institute detects, follows and encourages smart and creative use of trends in the field of people and organizations, and also in adjacent areas.*

# Davos Manifesto 2020: The Universal Purpose of a Company in the Fourth Industrial Revolution *(Republished from Vol.2(2))*

*Article by: Klaus Schwab (Founder & Executive Chairman, World Economic Forum*

Following are the editorial commentaries by the OLDQ Editorial Board Members in response to the above quoted article on **Davos Manifesto 2020**.

## Stakeholder Capitalism

**By Dotun Jegede (PhD)**

**Driving organizational performance through stakeholder's value proposition**

First proposed by Klaus Schwab (Chairman - World Economic Forum), Stakeholder's Capitalism means that a firm's principal responsibility is towards its stakeholders; and thus goes beyond Financial and Performance Metrics aside Environmental, Social and Governance (ESG) Goals.

This therefore posits that, in the current dispensation, companies will no longer run with the sole aim of making financial profits, rather, other stakes will have to be incorporated in the wake of business dynamics.

Targeted at the sophisticated global customer dynamics, businesses have to redefine their value propositions, employee's expectations, social impact, investors' confidence and ROI. Constant demands/expectations from stakeholders affect how businesses champion their value as going concerns. With agriculture accounting for more than 60% of her employment and GDP contributions, today's Africa has over 75% of businesses as SMEs that are fast closing down and thus not surviving half a century. Moreso, less than 5% of Africa's indigenous SME businesses and start-ups collapse within their first 20 years of commencement, leaving only a few advancing to become global corporations. For their inability to deliver value to stakeholders, Nigeria's Corporate Affairs Commission (CAC) reported also that - over 30,000 of the nation's businesses collapsed in the last 4 decades.

*According to Professor Luiz Moutinho, – 'the greatest challenge to management in the* ***next decade*** *will be to change fast enough to keep pace with new technologies; new markets; and new values'.* He further stated that – '*Either we take hold of the future or the future will take hold of us'.* This is all in a bid to create more value for the business stakeholders as – Employee, Investors, Customers & Host Communities.

*For businesses to be able to meet up with all stakeholders' expectations as defined in the stakeholder's capitalism, I therefore advise and posit that, for growing business, including start-ups to respond to the value propositions, shifts and demands, must respond to the following changes:*

- Redefine value propositions in accordance with various stakeholders expectations – employees, investors, customers, host communities, respectively;
- Develop strong internal capabilities and competencies required to meet all the various stakeholders expectations;
- Develop evolving discipline and corporate cultures order to remain dynamic;
- Incorporate the principle of corporate governance for SMEs in order to strengthen institutional practice.
- Respond to the expectations of new markets, technology, disruption and emerging markets and global business environment;
- Build learning organizations that constantly learn, unlearn, and relearn

on how best to meet the ever changing stakeholders needs;

- Position business as an agent of social change through partnerships with social crusaders in the wake of millennial, responding to social needs, environmental challenges-global warning, empowerments of host communities; and
- Non-interference of corruption, politics and politician's influences in business ventures.

If businesses are able to incorporate some of the highlighted advices, in particular, young firms, they will be able to meet both primary and secondary stakeholders' expectations thus making our world a better place for all.

*Dotun Moses Jegede, Ph.D., is Senior Partner at DEE BEE Consulting, Lagos, Nigeria.*

## Stakeholder & Shareholder in 4th Industrial Revolution (4IR)

**By Tosin Ekundayo**

There was an era where shareholders and stakeholders were different group of individuals interested in the growth and sustainability of an organization. The business environment was not as volatile as it is today. All the parties interested in an organization knew their place and valued each other's interest respectively without fear or friction. The same cannot be said about the business environment of 4th Industrial Revolution (4IR). A company's stakeholders and shareholders differ by name and designation but remain key ingredients for organization success. Some would argue that there is no stakeholder without shareholders and vise versa. Recent strategies have proven otherwise, stakeholders are now shareholders or at least treated as such. Stakeholders are usually considered as individuals who share vested interest in a company's business. The value attached to an organization's products/services influences their approach and connection to the organization. It includes staff, potential staff, customer and potential customers just to mention a few, if the organization vision is to be achieved in due time. In fact, customer-is-king strategy has risen to the top of managerial tools for business sustenance.

On the other hand, shareholders share organization ownership. Once upon a time, shareholders were considered of higher importance for obvious finance reasons. Today, there might be no shareholders without stakeholders.

The 4th Industrial Revolution (4IR) refers to the era of technological revolution. It is a period where one or more technologies are replaced by another form of technological advancement within a short period of time. At the peak of this period was Jeff Bezos – the Amazon CEO. Shel Kahan, Bezos' Amazon's first employee in 1994 hesitated to join Amazon as a programmer mostly because he had worked for several failed start-ups. But in Bezos's amazing first job vacancy post he included the phrase *"Your compensation will include meaningful equity ownership"*. Yes, Bezos gave out ownership because he realized that employees were stakeholders on which the foundation of a successful enterprise is built. He expressed the foresight of an entrepreneur who realized the time was right to indulge the interest of key stakeholders, the new shareholders - employees. History pens that Amazon's goal was to give customers the best store experience which was only possible with the touch of dedicated employees. It is interesting to note that Amazon started out as book store in the United States, yet, today it is a multinational technology company that focuses on e-commerce, cloud computing, digital streaming, and Artificial Intelligence (AI). It is the first company in modern history to accumulate a fortune of over US$100 billion and currently has a net worth of US$117 billion, according to Bloomberg. Companies now use the same model to engage stakeholders for sustained value creation. They refer to this as stock option.

The era is here, the future even more promising. The stakeholder to shareholder strategy has been repeatedly validated by technological and other modern start-ups in their bid to achieve business growth and sustainability. It further gears global business pursuit for the development of key organization behavior for the optimization of invested resources.

*Tosin Ekundayo is an author, business coach, and Senior Lecturer at Synergy University Dubai.*

## Responsible Capitalism: a sustainable and holistic value proposition

**By Gene Kamille Lasquite Infante**

Klaus Schwab, Founder and Executive Chairman of World Economic Forum, has written the *'Davos Manifesto 2020: The Universal Purpose of a Company in the Fourth Industrial Revolution on December 2019'*. Schwab mentioned that a company's purpose is to engage all its stakeholders in shared and sustained value creation. We have learned that value chain is a set of organized activities a firm utilizes to build sustainable competitive advantage. *Is value chain a reality?* One of the dilemmas that our society faces today is that firms focus on external competencies such as revenue growth, profit, cost saving, market share and the external customers, and most of the times forget the internal customers and other stakeholders that contribute to value creation through the completion of the product or service. Though the external competencies are important, the challenge is the exclusive focus on such external results whilst missing the underlying dynamics supporting sustainable peak performance. It is disturbing to note that all that most companies care about today is how to amass wealth that lead to collapse in the long run given that focusing solely on this is not sustainable.  A good example is Wells Fargo Bank, one of the largest banks in the US that has one of its values, "*People as a Competitive Advantage*". Though the bank might have been dragged into scandals *'left, right, and centre'*, the bankers have a sense of ownership and keep the customers happy because they themselves feel valued, thus keeping Wells Fargo on top of its game. A company must realize that aside from meeting its revenue targets and customer satisfaction metrics, people in and outside the organization should also be satisfied. I deem that the purpose and responsibility of a firm must be holistically balanced, not only focused on shareholders nor the consumers but also take into consideration all parties from shareholders to suppliers to employees to customers and the global society as a whole. Malcom Forbes once said *"All successful business operations come down to three basic principles: People, Product, and Profit. Without top people, you cannot do much with the others."* In view of the increasing calls for environmental sustainability due to the devastating effects of climate change a focus on *Planet* should be top priority.

The Davos Manifesto 2020 has tackled points that companies must consider to attain its purpose. It also provides a reminder to firms that there is more to revenue generation and fulfilling only the motives of shareholders.

*Gene K. L. Infante is doctoral researcher and Director of Institute of Continuing Education (ICE-MCT) Philippines.*

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**Submission Guidelines**

**Language:** All submissions should be in English

All articles should integrate scholarly and applied concepts. An author bio of not more than 75 words should be provided including the author's affiliation. Articles should be approximately 4,000 words excluding the abstract, author bio and reference list.

**Page format:** The manuscripts should be prepared as Microsoft-Word documents in Constantia (Font Size 11) on A4 size. The line spacing should be single-spaced including references and tables. Tables and Figures should be in their respective position in manuscript with title of Table/Legends of Figure.

**Abstract:** It should not exceed 250 words in a single paragraph and not required sub-headings and should be a brief summary of the work carried out including the objectives of the study, the techniques used and what was accomplished in a concise manner.

**Keywords:** It should contain up to 3-5 key terms related to the work separated by commas.

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**Literature Review:** A brief review of related, empirical, and theoretical literature should be provided. A conceptual framework should be developed to demonstrate new insights and ignite candid discussions and debates. More emphasis should be given to applied engagement.

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**Results and Discussion:** It should contain summary of the article, results, interpretations, speculations and assessment of future research or prospects.

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