

# Annex 1

## The New Leadership Paradigm Learning System

From an evolutionary perspective, all learning has always been emergent and self-directed for the purpose of maintaining or enhancing internal stability and external equilibrium. One could also say that evolutionary learning has always been on-job and on-demand, where entities gauged the efficacy of their responses to challenging events in real-time based on what happened to their internal stability and external equilibrium in the moment or in the days or weeks following a decision.

If the feedback was positive (internal stability and/or external equilibrium improved), then the information about the experience was encoded in cellular DNA memory banks as a response to be repeated in the future whenever a similar situation arose. This gave rise to the concept of rules.

The problem with rules is that they are contextually related. So, if a similar situation arises in a different context, then the rules may no longer apply. For example, if I were brought up and lived all my life in Great Britain, the rule that applies when I meet someone is to smile and shake their hand. Let say I have to go to Japan. I will quickly find out this rule no longer applies. A different context requires a different approach. Now, I have to learn, not only how to bow, I also have to learn when to bow and when not to bow and how far over I have to bend in different situations and contexts.

For these reasons, rules are not the best way of learning unless you happen to be an atom where your context of operation is always the same. The atomic world works on the principle of rules because there is only one context (the fundamental or energetic context of existence) and the bonding energies are extremely strong and the cooperating energies are weak, hence little flexibility in the choice of ways to deal with events or situations. This is why we have chemical

reactions and not chemical responses. Atoms always react in the same ways because of their fixed structural bonding patterns. This is why we have been able to establish scientific rules (formulas) that explain how atoms bond and react to each other.

As soon as entity lives in a world where the bonding energies are weak and the cooperating energies are strong with multiple potential contexts, we can no longer successfully maintain internal stability and external equilibrium using rules. We need a new way of managing internal stability and external equilibrium based on principles.

Thus, in the context of *Homo sapiens*, where structural bonding energies are weak and cooperating energies are strong, we need to replace all our rules (beliefs) with principles (values). Principles give us responsible freedom and allow us to operate in multiple contexts. Principles point us in the direction of the best response, but leave it to us to determine the exact nature of the response. This is why that, when we operate with values, we have to accept responsibility for our decisions and we have to be accountable for the outcomes. But what has this to do with emergent, self-directed/self-managed learning and self-coaching?

- First, every human being has a unique identity, a unique personality, and unique strengths and talents and lives in a multi-contextual world. So any form of structured learning based on rules is not necessarily going to meet our needs. We need to uncover and work with our values.
- Second, we all learn best in the moment—when we have to deal with a situation that we have not encountered before. Ideally therefore, any support or coaching we can get should be instantly accessible.
- Third, we need to be able to access principles, processes, and procedures as and when we want to so we can formulate our own responses, based on our unique identity, in multiple diverse contexts.
- Fourth, we need to be able to establish a customized, institutionalised library of responses based on our previous unique experiences and learning.

- Fifth, in an ideal situation, we need to be able to access advice on the principles we need to apply to a particular situation from the best experts in that particular field, not a single coach.
- Finally, again, in an situation, we need to be able to access information and advice from other people (our peers) who have dealt with similar issues and identified responses that led to successful outcomes.

I am advocating that we use the power of modern technology to return to our evolutionary origins because we can fulfil every one of these six conditions with modern software.

## The Learning System

This is how the New Leadership Paradigm Web site and learning modules have been designed. They provide the user with a self-learning, self-coaching environment with access to expert opinion and a way of growing and learning by creating their own customized memory bank. The exercises in the New Leadership Paradigm workbooks also contain notes for facilitators so the materials can be used in a classroom or training environment. Instantly accessible from your computer via the Internet, the New Leadership Paradigm Web site is your on-job, on-demand coach.<sup>192</sup>

## Components of the System

The New Leadership Paradigm leadership development learning system is comprised of four components:

- The New Leadership Paradigm book, the textbook for the learning system
- The Web site, a publicly accessible resource for leadership development
- The workbooks, self-administered or facilitated exercises for Leading Self, Leading Others, Leading an Organisation, and Leading in Society

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<sup>192</sup> For more information, see Marilyn Taylor, *Emergent Learning for Wisdom* (New York: Palgrave Macmillan, 2010).

- The Leadership Journals, a place to keep a record of your leadership journey with regard to Leading Self, Leading Others, Leading an Organisation, and Leading in Society

### *The Book*

*The New Leadership Paradigm* is the main textbook for the learning system. It is structured in such a way as to support the four learning modules. The first part of the book provides the fundamental principles and ideas that support the New Leadership Paradigm learning system. The next four parts of the book apply these principles and ideas to Leading Self, Leading a Team, Leading an Organisation, and Leading in Society.

### *The Web site*

The New Leadership Paradigm Web site has been designed as an online resource for the learning system. The Web site will continuously evolve and grow based on feedback from users and facilitators of the system and the availability of new articles, books, videos, and other Web-based resources.<sup>193</sup>

### *The Workbooks*

Each of the four modules has its own workbooks and leadership journals that can be downloaded to your computer on payment of a small license fee. We trust that, if you intend to use the information in the workbooks or journals for commercial purposes, you purchase a license for each person that you train or coach. Each person in your training or coaching programme can then have their own workbook and leadership journal on their own computer. The cost of the license is modest and will enable the user to receive information about upgrades to the materials.

The workbooks and journals represent the heart of the self-learning system. Each workbook contains exercises to help you build and complete your Leadership Journal. Every exercise relates directly to one of the sections and subsections of the leadership journal that accompanies each workbook.

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<sup>193</sup> <http://newleadershipparadigm.com>

There are between 25 and 45 exercises in each of the workbooks. The exercises can be self-managed or facilitated. There are instructions with each exercise telling you exactly what to do. There are also instructions for facilitators. Most of the exercises have links to resource materials, some of which include reading assignments from the New Leadership Paradigm textbook, other books and articles, Web sites, videos, and other online resources. Specific surveys are suggested for users to measure their progress. The workbooks will be updated as new resources become available and users and facilitators provide feedback on the learning system.

### *The Leadership Journals*

The purpose of the leadership journals is to provide the user with a customised living encyclopaedia of their leadership journey. The leadership journal is created by completing the exercises in the workbooks. It also provides users with a way of recording the issues they have had to confront, the principles they used in developing their responses, their actions, and the results they achieved.

Each document that users create in the leadership journal becomes part of their leadership journey memory bank, which they can call up on their computer screen and refer to at any time in the future. The structure of the leadership journal is the same for each module. There are five main sections:

- My Leadership Journey (Personal/Team/Organisation/Community) explores the past to the present (where you have been and where you are now).
- My Potential (Personal/Team/Organisation/Community) explores possibilities for the future (who you can become and where you want to go).
- My Challenges (Personal/Team/Organisation/Community) explores the reality of where you are now and the hurdles you have to overcome.
- My Mastery (Personal/Team/Organisation/Community) explores how you manage your day-to-day reality and get the outcomes you need to get to where you want to go.
- My Evolution (Personal/Team/Organisation/Community) explores evolutionary progress (your latest feedback/

performance measures and your commitments to continued growth and learning).

## Structure of Learning System

The learning system is structured in the following manner. See Figure A1.



**Figure A1.** Structure of New Leadership Paradigm learning system.

The Leading Self module is foundational. It is the starting point for living a more fulfilling and effective life. The Leading Others module is foundational for everyone who is involved in managing a group of people in any form of organisation. From this point on, the learning path diverges into Leading an Organisation or Leading in Society.

Feedback loops from the Leading Others, Leading an Organisation, and Leading in Society modules allow participants in the learning system to update their Leading Self journal as they encounter

new situations and deal with new experiences that expand their awareness.

It is highly recommended that those who have followed the Leading an Organisation path also read the section of the book on Leading in Society. At some future stage, they may also want to complete the Leading in Society module. The Leading an Organisation and Leading in Society modules are very similar in content, but relate to a different context.

## How to Use the System

The New Leadership Paradigm leadership development learning system can be accessed and materials can be downloaded by anyone who has a computer that is linked to the Internet.

## Individuals

The Leading Self and Leading Others modules of the New Leadership Paradigm leadership development programme are designed to be self-directed. They can also be used in a facilitated group environment. Individuals will need to purchase the book and a license that allows them to download onto their computer the electronic versions of the workbooks and Leadership Journals of the modules they want to learn. They can access all the other resources they need from the New Leadership Paradigm Web site. Individuals participating in the New Leadership Paradigm learning system are encouraged to form local or Skype-based study groups where they can share their insights and dig deeper into the material to build their collective intelligence and discover the emerging group wisdom.

## Change Agents and Leadership Trainers in Organisations

Internal change agents and leadership trainers can use the New Leadership Paradigm learning system inside their organisations in the following way. Each change agent or trainer purchases a copy of the book and an individual licence for themselves and for each of the participants in the programme for the modules they want to facilitate. The programme can be fully facilitated or partly facilitated and partly self-directed. We would suggest that, if it is partly facilitated, groups of participants meet every six to eight weeks to report on their progress

and share the results of some or all of the exercises they have completed during the intervening time period. Each participant would have the workbook and Leadership Journal on their own computer and would be able to access the resources he or she needs from the New Leadership Paradigm Web site.

Facilitators are not obliged to use all the materials in their training programmes. They can customise the programmes by adding or deleting specific exercises as appropriate for the organisation, group, and local culture they are working in.

## Consultants and Coaches

Consultants and coaches can use the New Leadership Paradigm learning system to work with their clients in group or one-on-one situations. The consultant or coach must purchase a copy of the book and an individual licence for himself or herself and each of the participants for the modules they want to facilitate. They can facilitate a whole module, or they can set goals for their clients to complete specific exercises and meet with them every four, six, or eight weeks to review progress and discuss the participants' findings. They can customise the programmes by adding or deleting exercises as appropriate to the specific organisation, groups, or individuals they are working with. Each participant would have the workbook and Leadership Journal on their own computer and would be able to access the resources they need from the New Leadership Paradigm Web site.

## Universities and Colleges

The New Leadership Paradigm learning system can easily be integrated into college and university courses. Professors will need to purchase the book and individual licenses for themselves and each of the students in the programme for the modules they want to teach. The programme can be fully facilitated or partly facilitated and partly self-directed. They can customise the learning system to their needs by modifying, adding, or taking out exercises. Each student would have the workbook and Leadership Journal on their own computer and would be able to access the resources they need from the New Leadership Paradigm Web site.

## User License

Each person participating in the learning system will need to buy the textbook, *The New Leadership Paradigm*, and need to purchase a license to download the workbook and journal for each of the modules. The license fee for a particular module must be renewed every two years. This allows you plenty of time to complete a particular module and enable you to continue to receive updated workbooks and journals while your license is valid. If you live in a developing country and do not have a credit card or funds necessary to purchase the book and workbook materials, we will send you downloadable versions free of charge.

When the learning system calls for participants to obtain feedback about their performance in leading themselves, leading a team, leading an organisation, or leading a community, various alternative methods are suggested. Some of the methods include using commercially available products and services. The use of such products and services are at the discretion of the user/facilitator and are not covered by the license fee.