LEADERSHIP – IS THAT ART OR CAN WE THROW IT AWAY?

- BASICS REVISITED: THE CLASSIC APPROACH - DR. WOLFGANG LOOSS, GERMANY

- BASICS DISRUPTED: THE MODERN TIMES - SARA NIESE, GERMANY

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- … SO THAT THE FORCE WILL BE WITH YOU

WHY IS „LEADERSHIP" AN INTERESTING SUBJECT FOR SUPERVISORS?

It's all about relationships …

… with a varying mixture of power and love

… with all the dynamic of human interaction

… influenced by culture, history, habits, personality, norms, taboos and ideals

POWER IN RELATIONSHIPS

"Power, properly understood, is nothing but the ability to achieve purpose. It is the strength required to bring about social, political, and economic change …

One of the great problems of history is, that the concepts of love and power have usually been contrasted as opposites - polar opposites - so that love is identified with the resignation of power, and power with the denial of love. We've got to get this thing right.

What we need to realize, is, that power without love is reckless and abusive, and love without power is sentimental and anaemic …
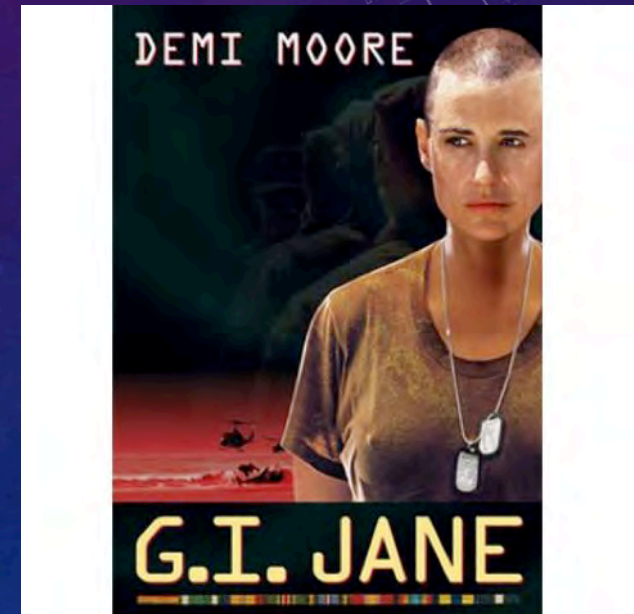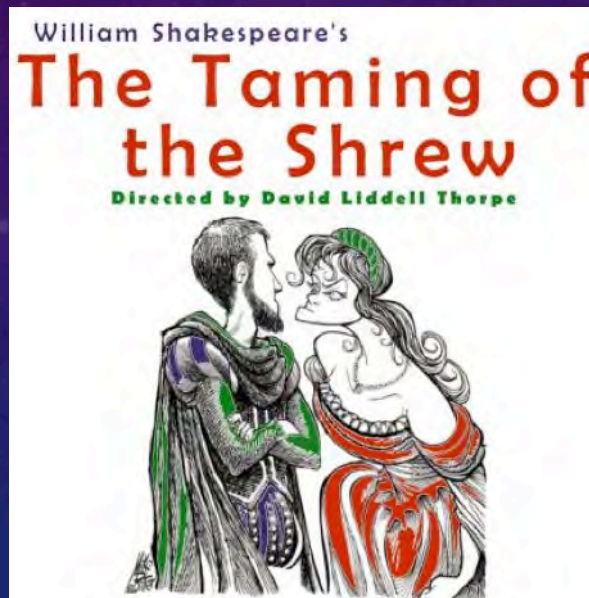
It is precisely this collision of immoral power with powerless morality which constitutes the major crisis of our time."

(Martin Luther King at the Southern Christina Leadership Convention 1967)

THE COMPLEXITY OF POWER AND LOVE
IN HIERARCHICAL ENVIRONMENTS
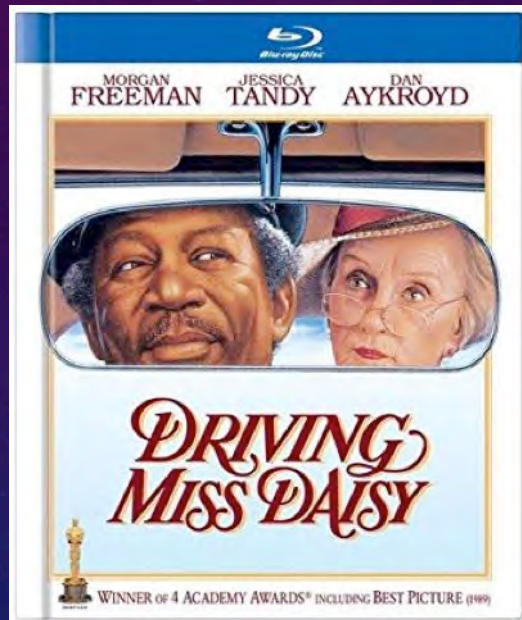
ARCHETYPAL RELATIONAL PATTERNS OF LEADERSHIP: A SHORT LIST OF LEADERSHIP ARRANGEMENTS

- Natural or Holy order: Dominating master and obeying servant
- Educational Arrangement: parent and kid; Teacher and pupil
- Military order structure: Officer and soldier
- Ownership: Employer and Employee
- Institution: Manager and Team-Member
- Goal orientation: Leader and Follower
- Contractual: Principal and Agent
- Sociocratic Order: Chosen Leaders and empowering voters

WHEN YOUR MIND IS ON AUTOPILOT –
WHAT ARE YOUR ASSOCIATIONS REGARDING LEADERSHIP?

LEADERSHIP: HOW WOULD <u>YOU</u> DESCRIBE IT?

„THE BEST WAY TO DEFINE LEADERSHIP IS BY UNDERSTANDING MANY LEADERSHIP DEFINITIONS. AND THEN, MAKE UP YOUR OWN"
(PROF. MURRAY JOHANNSON)

- A leader is somebody who has followers (Peter Drucker)
- Leadership is the craft and art to create and maintain goal-oriented vertical relationships in a power-oriented environment
- Leadership is getting things done by others
- A leader is the inspiration and director of the action
- Leadership is the capacity to translate vision into reality (Warren Bennis)
- Leadership is influence – nothing more, nothing less (Pastor John Maxwell)
- Leading means serving (Hermann J. Abs)
- A leader is a dealer in hope (Napoleon)

OBSERVING LEADERSHIP OPERATIONS: WHAT LEADERS DO

Assignment / Order / Objective / Task

Standards?
Criteria?
Transparency?
Format?

Clarity?
Orientation?
Resources?
Aspiration?

Review
Evaluation
Feedback
Appreciation
Reward
Criticism

Contact
Follow through
Advice
Receivng Reports
Control

Perception?
Distance?
Interfering?
Documentation?
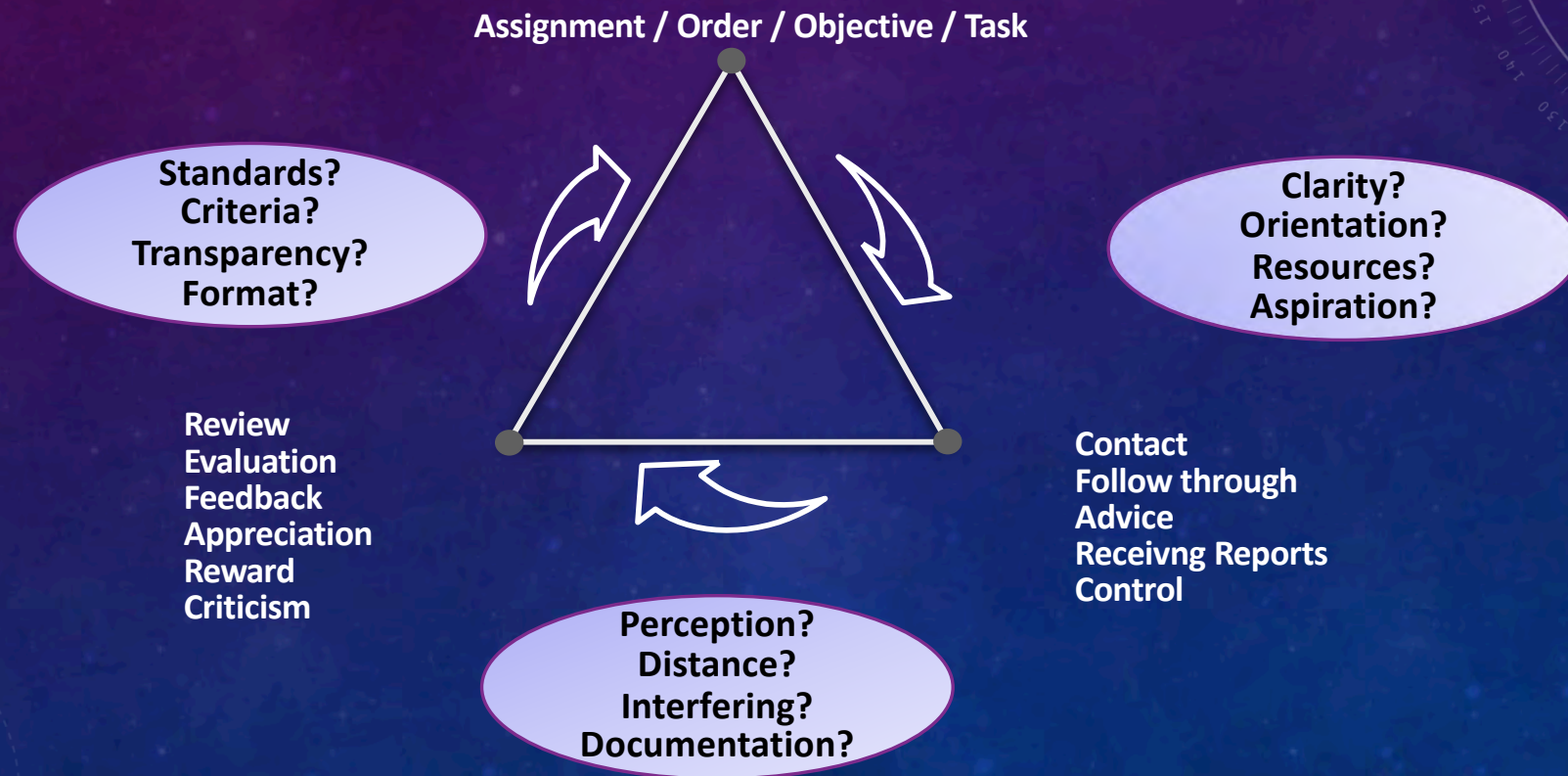
CONCLUDING REQUIREMENT # 1

Supervisors are experts in analyzing
the power-love mixture in given leadership
relationships and take into account
the nature of work, the organization,
the field, the people etc.

CONCLUDING REQUIREMENT # 2

Supervisors have clarified and worked through their own learning history with leading and leaders and their various patterns of power handling.

They are "value clarified" in a more thorough manner than their clients

CONCLUDING REQUIREMENT # 3

Supervisors have transcended the classic attitude
to provide a merely "healing activity"
for the victims of powerful relationship.

They assist their clients in understanding
the dynamics of leading and being led
and empower them to move
from a patients to an agents mode.

LEADERSHIP –
IS THAT ART
OR CAN WE THROW IT AWAY?

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DIGITALIZATION CHANGED THE WORLD

Digitalization changed the world into

… a high-speed place

… with disruptive innovations

… and high flexibility

EXAMPLES FOR DISRUPTION THROUGH DIGITALIZATION

World´s largest taxi company owns no taxis (Uber)

Largest accomodation provider owns no real estate (Airbnb)

Largest phone companies own no tel infrastructure (Skype, WeChat)

Worlds most valuable retailer has no inventory (Alibaba)

Most popular media owner creates no content (Facebook)

Fastest growing bank has no actual money (SocietyOne)

Worlds largest movie house owns no cinemas (Netflix)

Largest software vendors don´t write the apps (Apple & Google)

WHAT DID COMPANIES DO: BECOMING AGILE

- **Individuals and interactions** over processes and tools

- **Working software** over comprehensive documentation

- **Customer collaboration** over contract negotiation

- **Responding to change** over following a plan

TRADEMARKS OF AGILE ORGANIZATIONS
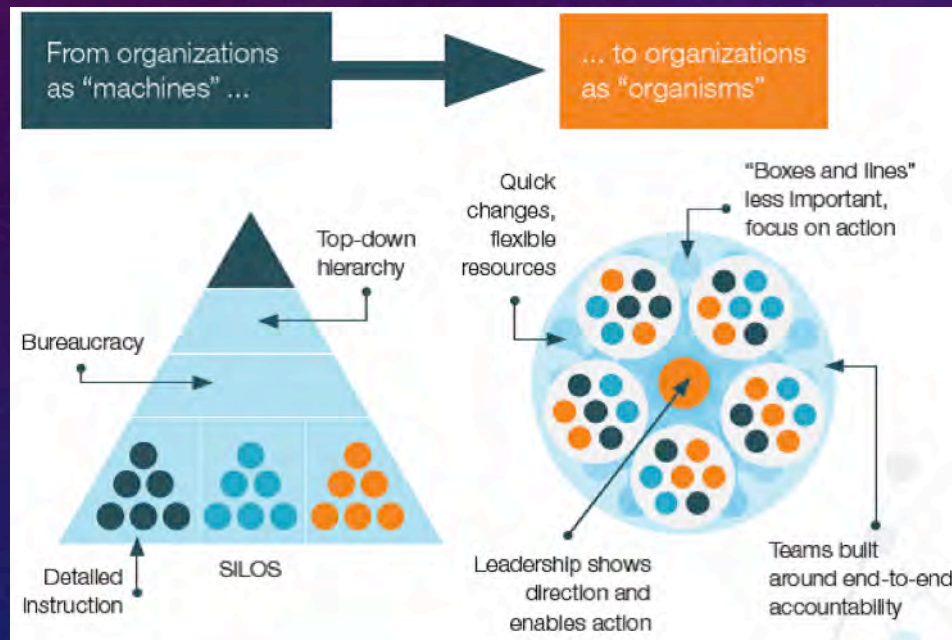
The 5 Trademarks of Agile Organizations (McKinsey 2018)

- Strategy across the organization
- Organized as a network of empowered teams
- Culture of rapid decision and learning cycles
- Dynamic people model that ignites passion
- Enabling technology

NOT ONLY IN BUSINESS, ALSO GOVERNMENTS …

HEALTHCARE …
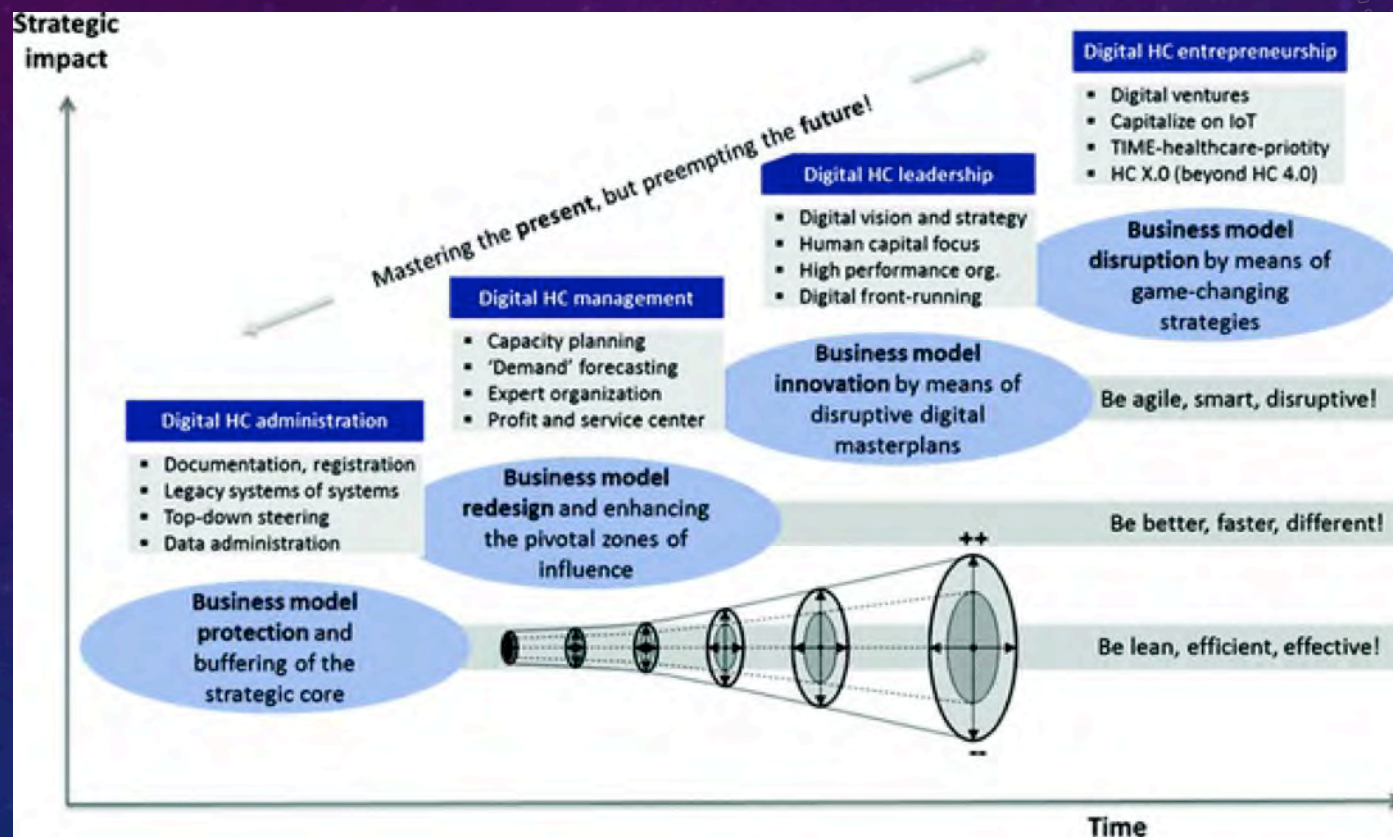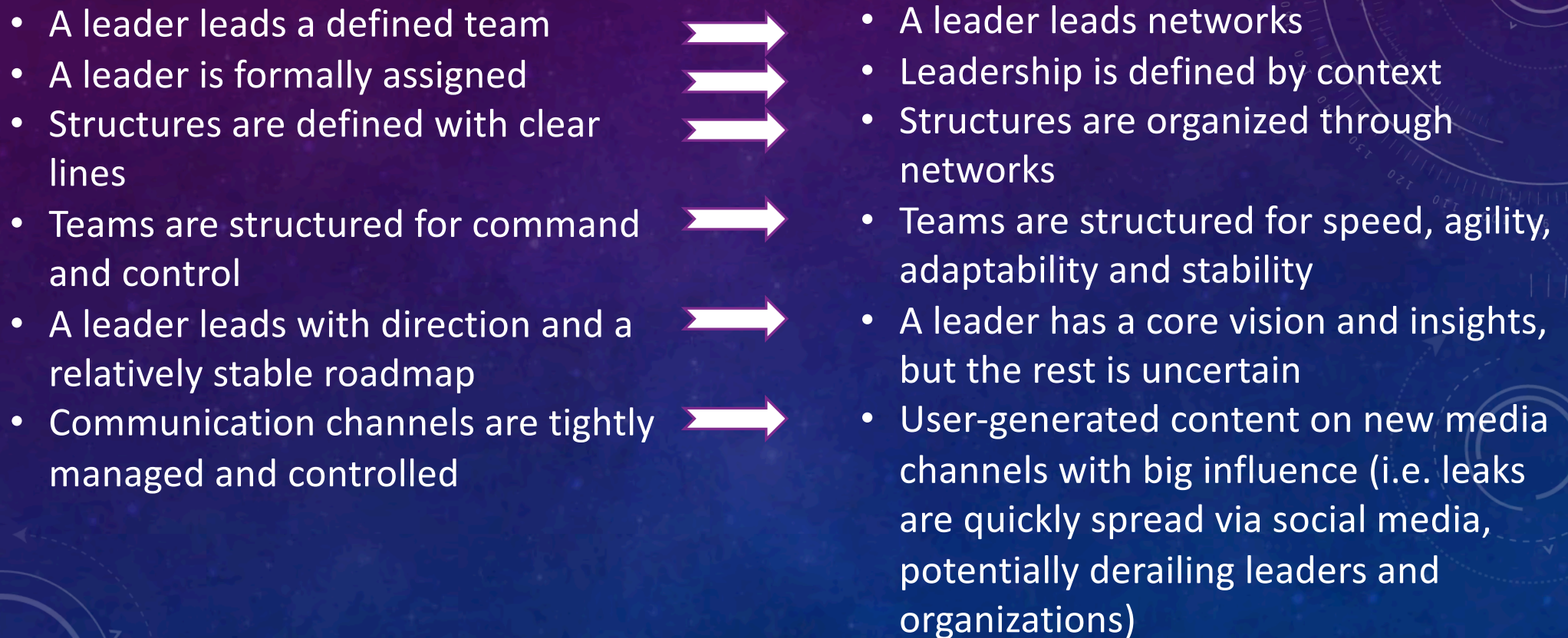
EDUCATION ...
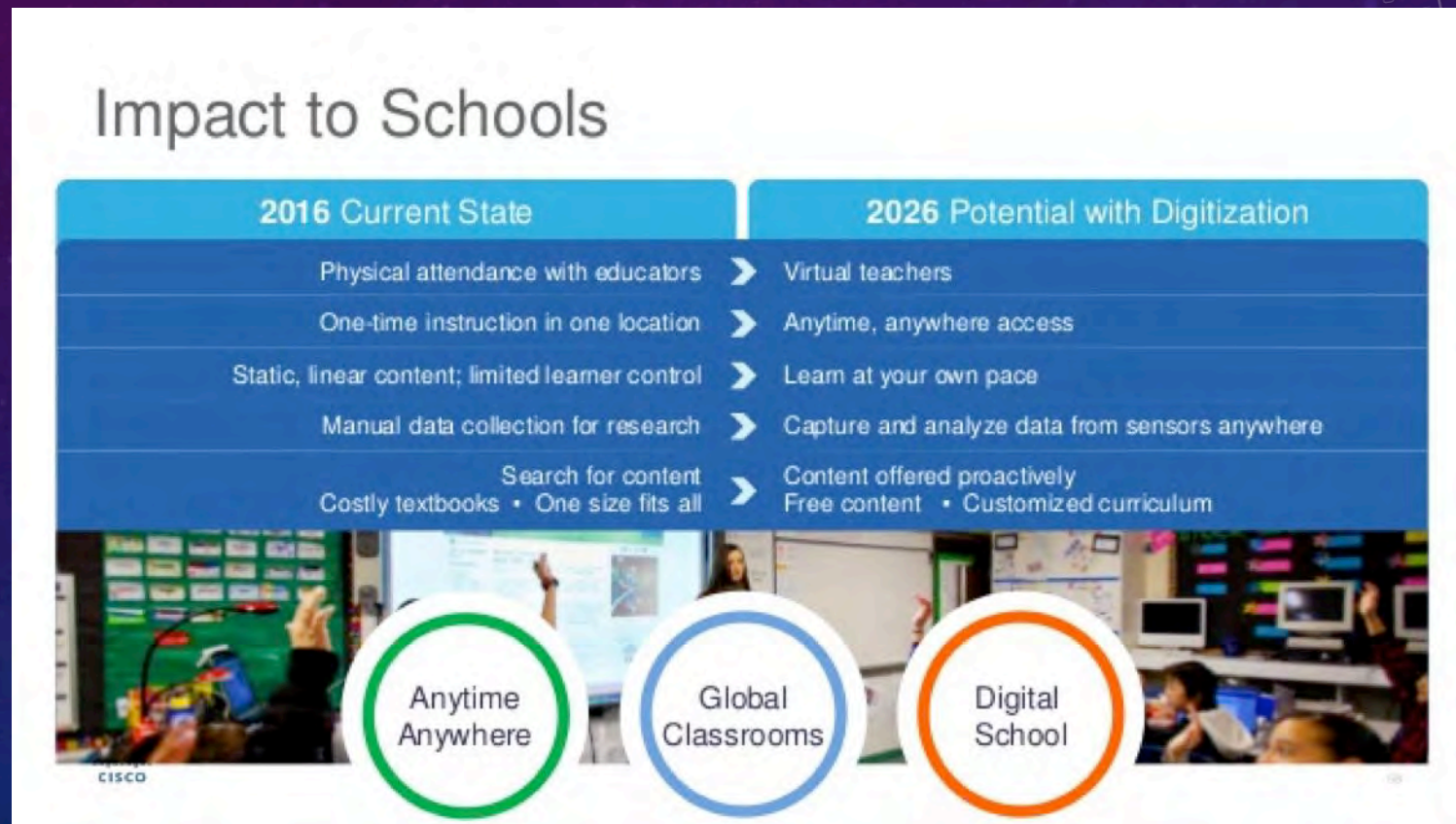
HOW TO LEAD UNDER THESE NEW CONDITIONS

- A leader leads a defined team
- A leader is formally assigned
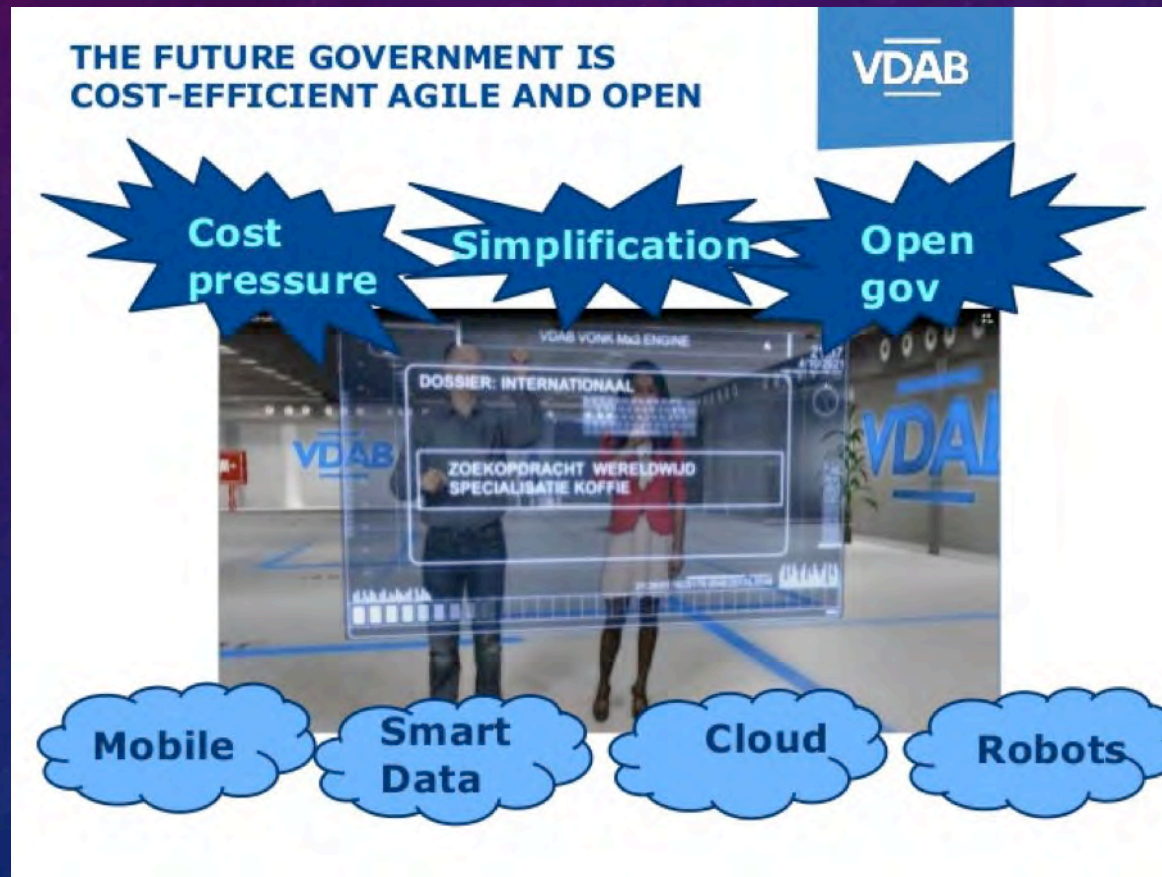- Structures are defined with clear lines
- Teams are structured for command and control
- A leader leads with direction and a relatively stable roadmap
- Communication channels are tightly managed and controlled

- A leader leads networks
- Leadership is defined by context
- Structures are organized through networks
- Teams are structured for speed, agility, adaptability and stability
- A leader has a core vision and insights, but the rest is uncertain
- User-generated content on new media channels with big influence (i.e. leaks are quickly spread via social media, potentially derailing leaders and organizations)

Leadership, Disrupted - How to Prepare Yourself to Lead in a Disruptive World (CCL 2018)

LEADERS ARE EXPERIENCING THE HEAT
AN OPEN ENDED LIST OF QUESTIONS THEY HOLD

- Which skills do I need?
- Is my experince of any value?
- Am I still the authority here?
- Is seniority any good any longer?
- Can I keep the pace?
- Whats wrong with my mental model?
- Where can I get orientation?
- How can I lead a team virtually?
- How much security do we need?
- How to make a career in a network?
- Ho to incentivize in new structures?
- How to give out orders, if needed?
- Do I have to do „Fuck-up-sessions" as well?

WHAT CAN SUPERVISORS DO??

Supervisor

CONCLUDING REQUIREMENT # 4

Supervisors are experts in analyzing the
power-love mixture in given leadership relationships and
take into account the changes and disruptions
in working environments, organizations, the field, the
people etc.

CONCLUDING REQUIREMENT # 5

Supervisors have clarified and worked through their own learning history with change and disruption. They are "agile clarified" in a more thorough manner than their clients

CONCLUDING REQUIREMENT # 6

Supervisors have moved from the classic attitude
to focus on the past and the present.

They assist their clients in understanding
the dynamics of today and empower them
to move towards the future.

REJUVENATE !

... AND THE FORCE WILL BE WITH YOU

Business and Society: Interdependencies and Challenges between the Two Worlds

Prof. Marjaana Gunkel

28. August 2019

TEKsystems Named "Best Place to Work for Disability Inclusion"

The American Association of People with Disabilities (AAPD) and Disability:IN recognized TEKsystems as a top scorer in the 2019 Disability Equality Index

July 23, 2019 02:59 PM Eastern Daylight Time

17% of corporate social responsibility fund unspent among listed companies

The government is considering the option to punish directors of companies that do not spend the required amount in CSR activities, as mandated by law

Sachin P Mampatta & Dev Chatterjee | Mumbai
Last Updated at July 19, 2019 01:50 IST

HanesBrands Earns Corporate Social Responsibility Award for Supporting At-Risk Youth in El Salvador

Business Wire July 18, 2019

FedEx Announces Next Stage of its Global Community Engagement Program – FedEx Cares 50 by 50

Positively impacting 50 million people around the world by the company's 50th anniversary

July 24, 2019 12:30 PM Eastern Daylight Time

But what is CSR?

Triple Bottom Line

- Corporate Social Responsibility comprises of the **three pillars of sustainability**

- Sustainability is thinking about tomorrow already today

Corporate Social Responsibility

People	Planet	Profit
Equity	Environment	Economy
Employees	Eco-efficiencies	Growth
Community	Eco-effectiveness	Jobs
Culture		Taxes
Human rights		Products
		Services
		Brand

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CSR and Triple Bottom Line
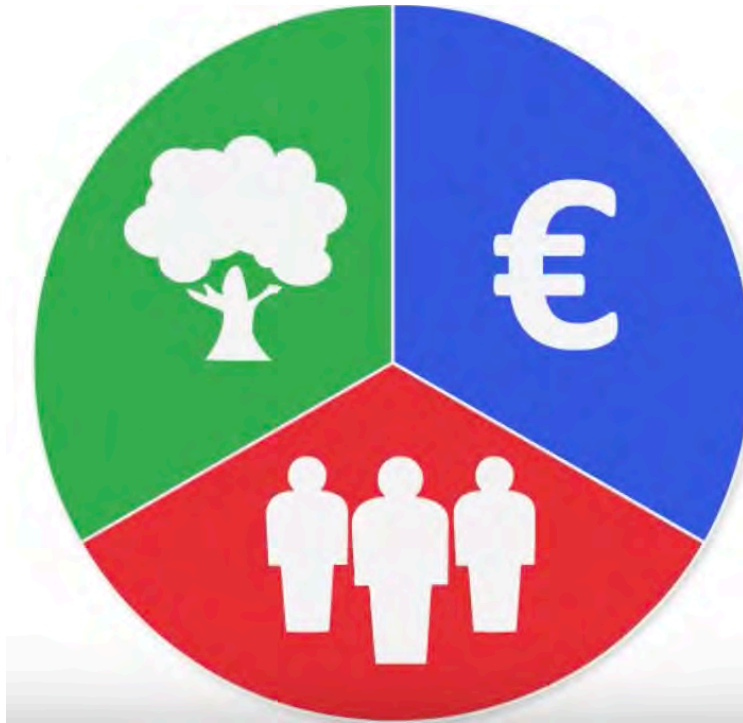
- CSR is all about finding a balance between the three pillars

- CSR is not about what companies do with their profits (e.g., spending money), it is about how they come to their profits

- CSR may lead to competitive advantage for organization via good reputation among stakeholders as well as attractiveness to employees

UN Global Compact – A CSR Commitment

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Corporate Social Responsibility: It's Not Just For the Private Sector Anymore!

- CSR is often considered something that is relevant for business (for-profit) organizations

- Nevertheless, it is of importance to non-profit organizations as well!

CSR is not only for For-Profit Organizations

- Nowadays, the public often demands governments to be run like businesses

- Therefore, the expectations individuals have towards non-profit organizations are also becoming similar than those towards businesses
  - CSR tools and initiatives have become an important aspect for non-profit organizations as well

- Especially among younger employees (Generation Y and Z), social responsibility has become an important selection criteria when exploring prospective employers

MULTIPLE GENERATIONS @ WORK

TRADITIONALISTS Pre-1945	BOOMERS 1946-1965	GEN X 1966-1977	MILLENNIAL 1978-1995	GEN 2020 After 1995
Experienced: Great Depression, WWI and II, GI Bill	**Experienced:** Television, Moon Landing, Watergate, Vietnam War	**Experienced:** MTV, Nintendo, PC's	**Experienced:** Natural disasters, diversity, mobile technology	**Experienced:** Economic downturn, Global Warming
Work is: An obligation	**Work is:** Expected	**Work is:** A difficult challenge	**Work is:** A means to an end	**Work is:** Consistantly evolving
Aspiration: Home ownership	**Aspiration:** Job security	**Aspiration:** Work-life balance; independence	**Aspiration:** Freedom and flexibility	**Aspiration:** Structure and stability
Changing Jobs: Stay for life	**Changing Jobs:** Loyal to employer; connecting to values	**Changing Jobs:** If necessary for compensation	**Changing Jobs:** Is expected	**Changing Jobs:** Constantly
Career Paths: Slow and steady	**Career Paths:** Upward mobility	**Career Paths:** Need to know options now	**Career Paths:** Switch frequently and fast	**Career Paths:** Career "multitaskers"

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Characteristics of Millennials

Digital natives
- driving force behind global digital landscape
- tech-savviness
- internet culture

Global generation
- grew up in the world, not in the neighborhood
- connected to people everywhere
- care about peers around the world

Poorer than their parents
- regarded as most at risk of ending up poorer than their parents

Collectively responsible
- embracing sustainability
- fighting climate change
- fear of terrorism, conflicts, crime, corruption and inequality

Fun, health and leisure
- sense of work/ life balance
- personal development over financial benefits
- conscious but experience and fun-oriented lifestyle

Post-modern generation
- grew up in a world characterized by instability
- general sense of distrust

New Generations of Employees – New Demands for Employers

- A world wide shortage of skilled labor

The Countries Facing The Greatest Skill Shortages
Skills shortage as a % of firms with 10 or more employees in selected countries*

Country	%
Japan	81%
India	64%
Brazil	63%
Turkey	63%
Mexico	44%
Greece	42%
Australia	41%
Germany	40%
United States	40%
Italy	34%
Canada	31%
China	24%
France	21%
United Kingdom	12%
Spain	3%

* 2014
@StatistaCharts   Source: Manpower Talent Shortage Survey via OECD

statista

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New Generations of Employees – New Demands for Employers

- Being attractive employer becomes a key aspect for being able to hire employees with the right skillsets

- **Personnel Marketing** and **Employer Branding** have become important tasks for companies

Picture source: https://stellenpakete.de/blogartikel/pimp-up-your-employer-brand-wie-kmu-bei-kandidaten-punkten/

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**Baby Boomers
– Live in order to work:**
Job security important,
"Workaholics", want to be appreciated

Generation X
– Work in order to live:
ambitious, development
opportunities, Work-Life Balance,
individualists, flexible work time
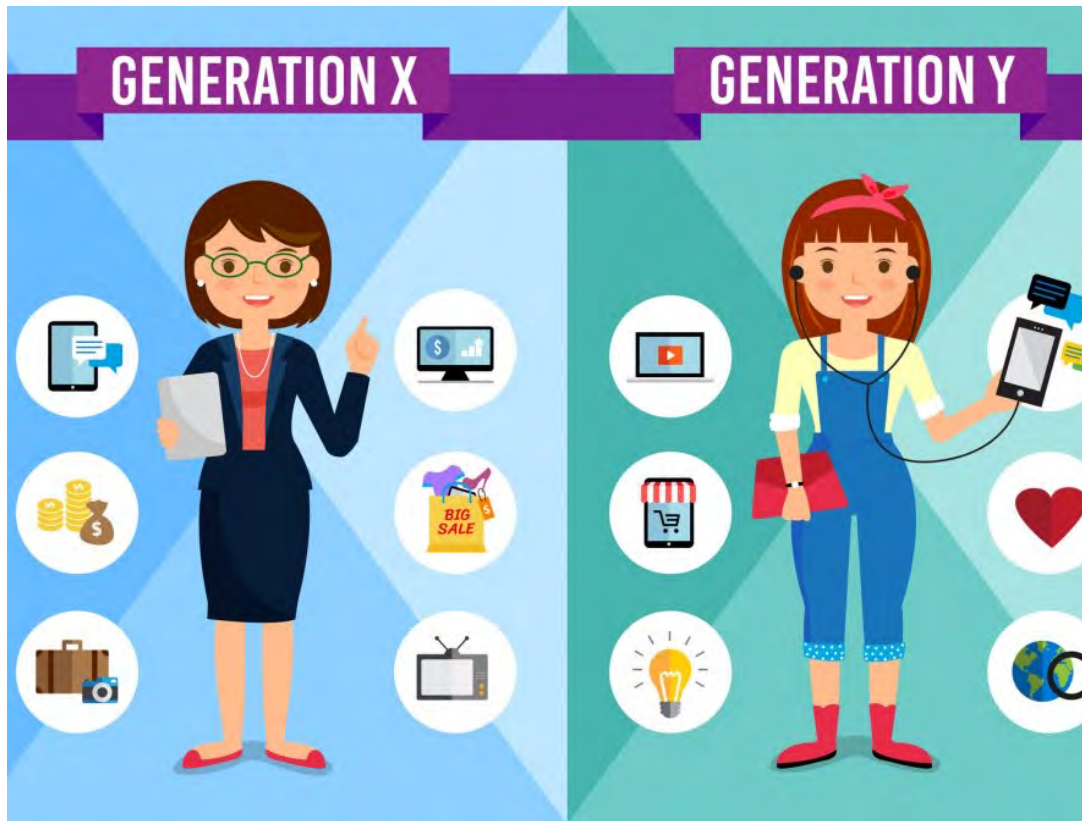
Generation Y
– Live first, then work
Meaningfulness
important, flat
hierarchies,
connecting work and
life, teamwork, family
important

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**Generation Z
– Live while working
and work while living**
Work-Life-Blending, fun
at work, job security,
short information

New Generations of Employees – New Demands for Employers

- Being attractive for the new generations requires rethinking of management practices
  - Meaningful work is for many employees a key priority
  - Company reputation is important when applying for jobs (CSR!)
  - Work-Life Balance and Work-Life-Blending => new forms of working
  - Social media is important for hiring employees, but also communicating with them
  - Leadership styles may need to be rethought => constant feedback important

New Generations of Employees – New Demands for Employers

- Where as many businesses have adapted to new generations, how is the public sector doing?

- Both, Personnel Marketing and Employer Branding, are still rare in the public sector

- Initiatives towards adapting to the demands of the new generations with respect to work models and rewards

WHAT DOES GEN Z RATE AS THE MOST COMPELLING ENGAGEMENT AND MOTIVATIONAL FACTORS IN THE WORKPLACE?

43%
of respondents ranked "Fulfilling Work" as extremely important

31%
of respondents ranked "Work-Life Balance" as extremely important

33%
of respondents ranked "Commitment to Corporate Social Responsibility" as extremely important

29%
of respondents ranked "High Salary" as extremely important

Recap

- The society is changing – the values in society have changed towards social responsibility and sustainability

- People are changing – new generations have new demands for their employers

- Organizations are changing based on the changes is the society and people - new business strategies and human resource practices are called for

Thank you for your attention!

Contact: marjaana.gunkel@unibz.it

UNIVERSITY OF TRENTO - Italy

**Department of Sociology
and Social Research**

The interplay with others is the driver of new solutions:
cooperation, uncertainty and creativity

ANSE Summer University, Invited Lecture
"Connecting Worlds through Supervision and Coaching"
26-30 August 2019

Silvia.sacchetti@unitn.it

University of Trento (Italy)

and European Research Centre for Cooperation and Social Enterprise (Euricse)

Use

The contents of this Lecture can be used if cited as:

Sacchetti, Silvia (2019) «Creatività e interplay nelle dinamiche di sviluppo». Keynote lecture. ANSE Summer University, on *Connecting Worlds through Supervision and Coaching*, 26-30 August 2019.

Aims

The main driver for this presentation is to write a political economy of creativity.

This ambitious task is undertaken by considering **ways in which economies coordinate resources**, and how these foster or jeopardise creativity, but also how they can complement given limitations.

Creativeness in business

- There are several definitions of creativity, mostly developed in psychology, education, economics. In general they refer to **the capacity to bring something new into existence as a solution to a problem.**

- Economics and business in particular tend to emphasise the commercial viability of the novelty (the output of creativity), that is the possibility to transform the novelty into an innovative product or service.

Creativeness and self-actualisation

- Our perspective on creativeness builds on the individual and its context, without necessarily relating its effects to commercial outputs:

- In self-actualisation psychology, creativeness is conceived as **the spontaneous action that occurs without pretentiousness**, and that fits the moment without having to be externally driven or forced.

Some features from the creativeness debate

- **Creativeness is (intention):**
  - Spontaneous, intrinsic, self-actualising
  - Externally determined

- **It happens at:**
  - Individual level
  - Collective level
  - Within a cultural context

- **It requires:**
  - Experiential knowledge
  - Specialised knowledge
  - Obstacles to overcome
  - Collaboration between people
  - The person's originality of vision and purpose

- **Output is (utility and context):**
  - New to yourself (P-creativity) - Margaret Boden
  - New to others (H-creativity)
  - Useful (often equated with valuable) for few or for many
  - Marketable
  - …

  - Beautiful

The effects of exclusion

Exclusion is reflected in a widespread loss of creativity and critical thinking with respect to what is happening in society:

- A decline of democracy, despite rhetoric
- A loss of interest in participation

Can you think about how supervision and coaching can contribute to inclusion and creativeness?

Man in a Cage, Lyle Rowell; photograph by Trama afonA

Creativity and self-actualisation

''*My feeling is that the concept of creativeness and the concept of healthy, self-actualizing, fully human person seem to be coming closer and closer together, and may perhaps turn out to be the same thing''.*

(Maslow 1963, p. 4).

Abraham Maslow (1908-1970)

The political economy problem with creativeness

- For A. Maslow, creativeness is at the hearth of people self-actualization

- The collaborative dimension of creativeness requires some process of coordination.

- How can people coordinate with others so as to foster creativeness (and therefore self-actualization)?

Three complementary methods

Coordination occurs through socio-economic structures and processes to produce certain outcomes, e.g. the possibility to express creativity.

I identify three different but complementary ways of economic coordination, exchanging or interacting:

- **market exchange for gain,**
- **hierarchy (private or public) paired with authority and control**
- **Quasi-heterarchies based on interplay**

Markets are not creative

- The market, in itself, is not creative, but works as the context where resources are exchanged, including the outputs of creativeness.

- From a market perspective, the output of creative action includes:
  – the knowledge that supports innovation (such as the creative work offered by the so-called creative professionals; see Florida, 2002),
  – the ready-made innovative outputs or products and services (including artwork) which are produced by entrepreneurs (in the early Schumpeter) or by teams of salaried workers and managers within bureaucracies (in Schumpeter's later interpretations, see Schumpeter, 1942), or by creative professionals and artists.

Market limitations

- If, on the one hand, the exchange-for-profit rationale may be a motivator to innovate, on the other it may represent a constraint that limits the production and commercialisation of creative outcomes to **what serves investors' interests** rather than multiple public interests.

- Moreover, since relations may be anonymously mediated by price, it may limit creativeness **when market exchange severely reduces relational intensity.**

There is more to creativeness…

- There is more to creative action than what can be exchanged through the market or justified by the willingness to buy, and by the profit motive.
  - These are possible drivers, but they are not the necessary nor the sufficient condition for generating creative action.
- There can be multiple motives beneath creative action, including the individual's necessity to express her- or himself for

  "the joy of creating, of getting things done, or simply of exercising one's energy and ingenuity." Schumpeter" (1912: 93, emphasis added).

Multiple motivations and market failure

Because the market can only offer extrinsic rewards in the form of prices for products and services, we can expect that it will fail to value the outcomes of creativeness that do not meet what is perceived as the established consumer taste, possibly excluding, not rewarding and devaluing "unspoiled creativity".

Organisational bureaucracies and creativeness – when do they fail?

- Unlike markets, organisations, but also informal organizing by citizens, can support creativeness by including both monetary and non-monetary rewards.

- Private organisations fail to promote creativeness when they focus on regressive HRM policies lacking recognition of multiple personal drivers to work, command and control, excessive standardization.

- Public bureaucracies can also fail, for instance when they need to standardise and uniform solutions to diversified problems.

Google Plex California; Source: Pixabay

Google has become a leader in the application of progressive HRM policies and employee friendly environment, with a presence in 40 different countries and 70 offices worldwide.

Liane Hornsey, Google VP Operations
https://www.youtube.com/watch?v=FRsJbpppvEU

Features that support creativity

- Organizational studies emphasise precise organisational resources, such as:
  - autonomy,
  - collaborative teamwork,
  - involvement, fairness
  - Clear/shared overall aims

  as the features that stimulate personal creativity within organisations.

- On the contrary, organizational hierarchies based on exclusion, command-and-control methods and excessive standardization run the risk of stifling creativeness.

  (Amabile, 1983; Sacchetti and Tortia, 2013)

**WHAT DO YOU THINK?
CAN WE THINK OF ALTERNATIVES?**

Interplay – learning from musicians

The idea of "interplay" used in music provides an interesting context for exploring and understanding what enables the emergence of novel solutions or possibilities.

Interplay in Jazz and improvisation

- Interplay is used especially in jazz and improvisation, where the players' mutual listening abilities are as important as their execution skills, their knowledge of music and equipment.

- Use of a shared language and mutual listening, in this sense, is a skill as well as an attitude that musicians internalise to give space, reciprocally, to each others' voices and sensitivities.

- While building on a common theme, jazz musicians use interplay to improvise, that is to express their internal voice or image knowing that this will stimulate new sounds in the other players, to which they can in turn react.

- Performing is not about executing a score. Instead it is about creating new sound through interplay.

There cannot be two identical performances

- *Interplay represents a way to activate each player's imagination during the performance.*

- Therefore, each performance incorporates elements of novelty, meaning that there cannot be two identical performances.

- It requires openness, trust and reciprocity among musicians.

From the individual to the collective

- *Through interplay, images from each player engage with those of other players as to produce **a unique collective output.***

- *From this perspective, **imagination** is the key resource that each player brings into the creative space, and it embeds the sensitivity, motives, competences of each and every one.*

- *So, interplay **adds value** to what each player can possibly imagine on her/his own. It **collectively forms a novel image**, **that is a new situation, possibility, and outcome.***

- *The creative output is enabled by values of **mutual listening, trust, reciprocity and openness**, which define the prevailing modality that players use to coordinate with each other.*

Out of the music parallel

- Interplay is a way of interacting that can be adapted to different social or economic contexts. When?
  - as an alternative especially when power asymmetries, or asymmetric roles are present and can potentially jeopardise the use of creativity and the emergence of novelty.

- If the "ensemble" is the context where inter-play among musicians occurs, a "**creative space**" can be defined, at a more general level, an inter-subjective ground where players interact, sharing rules of **mutual listening, reciprocity, openness**, and use their **skills** as to express their creativity and produce novel outputs.

Creative Space

The creative space is what players form by being together, according to the (implicit or explicit) rules that they are able to give themselves when they want to part-take in an imaginative experience.

Creative space *enables interplay, and it is defined as the situational inter-subjective ground that permits actors to use their skills and sensitivity to generate novel images or products which do not reflect any individual ideas in particular, although it embeds all of them.*

Creative space is «polycentric»: Multiple centers of creativeness

- A creative space implies that there are **multiple, heterogenous centers of creativeness**
- These centers of creativeness **interact** with each other
- In a creative space everyone is treated **fairly** and must relate to all those **publics** who are part of that space.

Note that this is **different from hierarchy paired with control and authority** where there are exclusive centers of creative power, pursuing principally one interest (e.g. namely the investors' interests).

Ph. Courtesy of: Consorzio In Concerto, Monfumo – Castelfranco Veneto (Italy)

Work integration social cooperatives organise to enhance the participation of workers and users. They use a cooperative structure whereby workers, volounteers, and users can become members of the organisation and take part in the shaping of decisions.

The inside of a **work integration laboratory** where people with disadvantages learn at their own pace in a supportive environment.

Users of the laboratories can be then integrated in **work integration enterprises**, which produce and **compete in the market**.

Ph. Courtesy of: Consorzio In Concerto, Monfumo – Castelfranco Veneto (Italy)

The main client of work integration services is the **public sector**, which provides also contributions in the form of tax and social contribution exemptions.

Inclusive scenarios feature co-production with public administrations, while less innovative scenarios are mostly based on service price-competition with criteria chosen by the public authorities.

Private non-profit music schools can take the form of associations or social enterprises where users and teachers can be members.

Ph. Courtesy of: Centro Didattico Musica Teatro Danza – Rovereto, Italy

In Trentino these organisations receive the contribution of the PAT in relation to the number of students and musicians/teachers.

This implies that PAT sets some standards with respect to HR policies and educational outcomes (sometimes in contrast with the specific approach of each school and musicians).

Citizens' initiatives (local retailers; arts foundation) to promote social life in the old town – Via Rialto, Rovereto. (Ph. Silvia Sacchetti)

So, is everything working towards more citizens self-organisation and self-actualisation?

- A major issue regards the denial of the role of the non-profit sector and of spontaneous associations of citizens:

  – These initiatives are not associated to an awakening of citizen self-organising and use of creativity. Rather, there is a widespread sense of citizens disengaging from public life and going back into the individual sphere

  – Non-profit organisations in particular are not considered as autonomous creative actors, but as a consequence of the shrinking of the public sector, as organisations that offer cheaper services than the state

  – The creativity discourse remains focused on certain forms of utility, i.e. profit making and regional competitiveness.

  – Interest in these newer forms of organising remains poor from the point of view of people use of creativity for self-actualisation

Interventions

Challenges

How do coaching and supervision can contribute to create more creative spaces, that is how do we support forms of coordination based on interplay?

Possibilities.

When coaching and supervising:

(a) Re-consider organizations from a new perspective:

not only service provision to answer specific needs, but as the generators of positive effects on society and, specifically as a source of creativeness by means of inclusive values (openess, diversity, listening, use of critical thinking and creativity)

(b) Re-consider the way in which citizens' organisations are created and managed:

(a) distribution of creative power,

(b) use of deliberative paradigms in decision-making,

(c) multi-stakehodership in governance.

Creative failures vs. Creative power

	Creative failure (Command and control/exchange with a focus on monetary gain)	Creative power (Interplay/cooperation in a creative space)
Values and Behaviours	Individuals as passive isolated recipients / authority and direction, profit-centered activities, consumerism	Inclusive values: Openess, diversity, deliberation, critical thinking and use of spontaneous creativeness
Context	Exclusive and constraining spaces : top-down solutions; selection of solutions on the ground of monetary utility	Inclusive and creative spaces: self-management, community-based solutions, multi-stakeholder organisations, co-production
Outcomes	Creative deficits: input of new ideas and ways of doing things are constrained; needs are not satisfied across publics	Creative power: unsopoiled creativity is encouraged leading to self-actualization and novel solutions; satisfaction of needs across multiple publics
Impacts	Negative externalities: Stagnation Conflict, disillusion and mistrust, erosion of democratic values, inequality	Positive externalities: Self-actualization; Novelty; promotion of democratic values Diffusion of a culture of "ownership of problems"; active citizenship; community prosperity

TAN Trio – Rovereto, 2019

Answers to the lowering of unspoiled creativeness is not centralisation and top-down hierarchical coordination in private and public organisations, nor it comes from exchange for gain. Rather it may come from the valorisation of self-organisation and the use of interplay as a modality for interaction.

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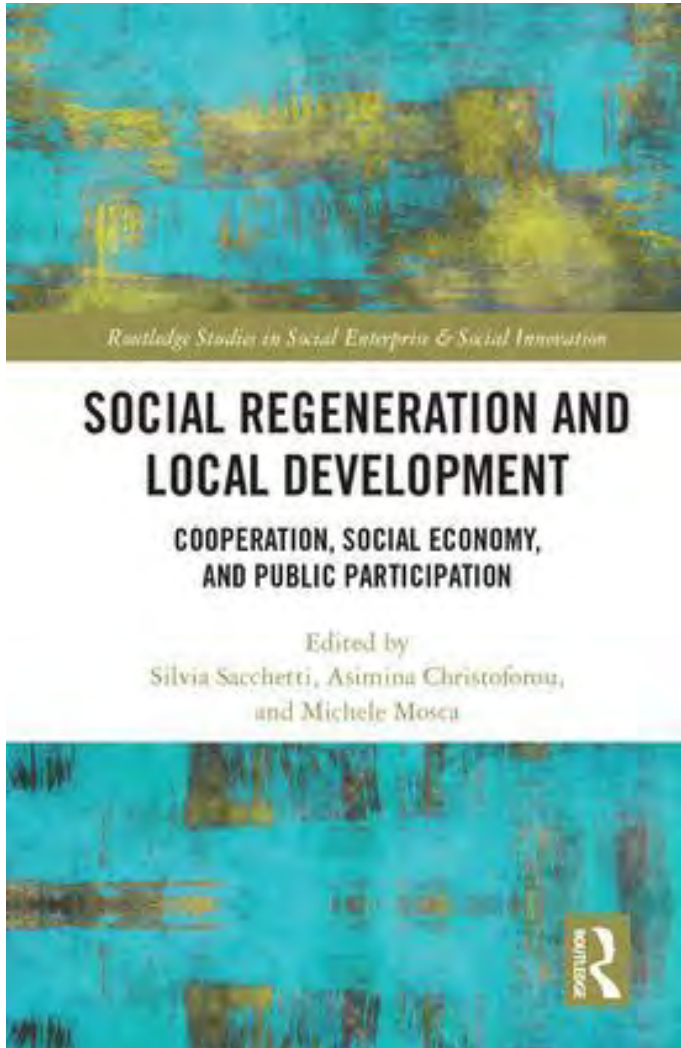
Thank you for listening

Please write to silvia.sacchetti@unitn.it if you wish to get a copy of this presentation

SOCIAL REGENERATION AND LOCAL DEVELOPMENT

COOPERATION, SOCIAL ECONOMY, AND PUBLIC PARTICIPATION

Routledge Studies in Social Enterprise & Social Innovation

Edited by
Silvia Sacchetti, Asimina Christoforou, and Michele Mosca

Use

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The Generation Issue in our Profession.
Experiences and Reflections.
A Dialogue

Shortened version with "visualised" abstract

ANSE Summer University 2019, Bolzano

Prof. Dr. Brigitte Geißler-Piltz   Dr. Karin Herrmann

Overview I

- Introduction: How we are dealing with our topic

- Different concepts of Generation

- The Traditionalists

- Complex Dynamic between Generations

- Intergenerational Ambivalences

- Self-Authorisation

- Baby Boomer

- Generativity and Natality

Overview II

- Questions for the Elder & Questions for the New-Comers

- Generation X (Generation Golf)

- Generation Y

- Somewhere between Epigonality and Avantgarde

- Generation Z

- Literature

- *Quotes of colleagues interviewed by Brigitte Geißler-Piltz in italics*

Different Concepts of Generation

- Everyday concept: Generation creates a feeling of being in alignment with and belonging to a group of people to whom we spontaneously attribute certain behaviours and attitudes.

- Sociological concept by K. Mannheim: Generation has a specific, felt connection in the common experiences of its members which ultimately leads to similar ways of behaving.

- The classical educational concept: "didactic influencing" of the younger generation by the older generation.

- A provocative concept: ZEIT "Vermächtnis-Studie": There is no such thing as generation: generations are less uniform than they have ever been.

Different Concepts of Generation: Etymological approach

- "Generation" stems from the Latin verb "generare" (= to produce, to create).

- "Generare" stems from the noun "genus" (= origin, family, gender).

- "Generation" reminds us of the relationship between parents and children, between the elder and the descendants.

- Generators are creators, producers, authors.

  This leads us to the aspect of authority and authorisation.

The Traditionalists –
Born between 1930 and 1945

- At the end of the war, they were faced with a world that was materially and mentally in rubble

- „Sceptical Generation" (Schelsky) developed into a strong force in the peace-building effort and forged a future for their children, with prospects of a new life that they could shape themselves.

- That opened up for them opportunities to exercise any profession in the European states

Quotes: Generation Traditionalists

- *Self-assessment (78)*: I attach the greatest importance in conveying my own values regarding work and the conception of man. In the overall social context, I also see the supervisor's work in political responsibilities.

- *Self-assessment (66)*: It also seems important to me that we are the generation that had the "easier" way to escape our social class, to ascend. For example, through tuition-free study courses, cooperation in political organizations, participation in different civil rights movements, demonstrations, etc.

- *Self-assessment (72)*: I enjoy working and still find enough encouragement from my clients. I gladly pass on my experience to younger colleagues

- *External-assessment (48)*: Generation 60+ emphasizes and claims a clear political and a sociocritical awareness. Has a negative bias towards organizations, stresses an importance of work to the enjoyment of life.

The Start of Supervision in Europe: The Traditionalists Meet an „American Re-Import"

- The professionalization of supervision was enabled through social workers, educators and psychotherapists who returned to Europe from exile.

- As social workers they had worked with a new method, *case work*: It provides, on behalf of their organisations, guidance for the helping professions to work effectively.

- Social workers, psychologists try to get a training with an "American" seeking to learn from methods like practice-guidance and supervision.

- Most of them had come into contact with the new social work more by chance and experienced it as a challenge to lead a life that was politically emancipated.

During the 1960ties
the Political Face of the FRG Changed

- Young people joined together in social movements which rebelled against the prevailing governing structures of the western states
  (in Europe and in the US).

- This and the following generation, that of the Baby Boomers, were strongly influenced by these movements of the 1960s.

- *(78) Self- assessment: It was "my and our liberation" from established ways of thinking, from prohibitions of emotions, and intellectual constraints. Here, the applied group dynamics of Kurt Lewin was giving as much orientation as the "American" supervision teachers, who conveyed an inkling of democratic thinking and acting.*

Complex Dynamic between Generations

- Giving and receiving

- Owing something to someone

- Fathering and nurturing

- Taking care for someone

- Letting someone go

- Handing something down

- Inheriting something

- Obeying and revolting

- …

Intergenerational Ambivalences

- Continuing the tradition vs. Establishing something new?!

- The dynamic between the elder and the descendants provides a manifold field for pitfalls, enmeshments, ans mutual hurt.

- Double bind situations & potential loyalty conflicts

- (How) is it possible to obey the imperative to disobey?

Self-Authorisation

- Self-authorisation:
  Permitting yourself to be an ‚author', a creator, a doer

- How shall we follow the elder?
  Shall we emulate them regarding their oeuvre, their products?
  Or shall we emulate them regarding their productivity, their creativity?

- Tradition does not only refer to a series of creations but also to the history of self-conception of creators!

Baby Boomer – Born between 1946 and 1964

- Were brought up with the traditional model of the family, in hierarchical structures. They generally left home at an early age.

- BB can be seen as a privileged generation. They grew up in an era of economic growth with an interruption/end of the sixties.

- Due to this economic crisis changes took place that demanded new values, to which this ambitious generation committed itself: humanisation of work environments, equal rights and teamwork

- The BB are now elderly, occupy the majority of management positions in in-dustry, politics, the academic world and in our professional associations.

- Nowadays they have to face the accusation of their children and grandchildren.

Quotes: Generation Baby Boomer

- *(55): With regard to generational transition comparable to business transfers in medium-sized companies, the question of when and whether "older" supervisors will leave to subsequent generations and thus leave the market . In addition, different economic interests also play a role here, since unlike other professional groups supervisors with increasing age are likely to have less financial pressure to secure livelihoods by generating income; however, for existential reasons, the youngest generations are forced to fulfill orders and earn money.*

- *(60): Supervisors usually work freelance for as long as they want or can. Is the generational change then not a permanent moving process?*

- *(55): Desire for work in older age: Possible cause for conflict: If they feel healthy, they should work beyond retirement.*

Mass Liberation Movement

- In a phase that was dominated by the critical social sciences methods experience a radical transformation in values.

- E.g. practices used in casework were criticised and replaced by a broad palette of different therapeutic approaches (with the promise to do self-awareness work).

- Profiting from this development supervision became emancipated from the discipline of social work and conceptualized itself as an instrument of social and political change.

- As professional training courses burgeoned, the market for supervision became complex and confusing.

Generativity (Erikson & Erikson)

- Generativity means parenthood in a literal as well as in a metaphorical sense:

  It is an attitude of creativity, taking responsibility for the next generation, and an attitude of caring.

- The concept of generativity is very future oriented, but:

  It follows the timeline.

- The perspective of generativity is the perspective of continuing, with the unchallenged direction from past to future.

Invitation:
Let's Change the Perspective!

- Otto Scharmer's approach invites us to think and sense from the emerging future.

- This implies a radical change of viewing direction:

  The point of view isn't any longer in the past but in the future that starts gaining shape.

- As a consequence, the concept of generativity with its parental view has to be complemented by a concept based on the ‚child's' perspective.

Hannah Arendt:
Natality as the Human Condition

- Being born as the human condition
  – that means being a new beginning, gifted with the ability to initiate things.

- Arendt's perspective isn't the one of the elder but the one of the new-comers.

- Arendt emphasizes the momentum of beginning with ist freedom and openness.

Two Directions:
Generativity and Natality

- Tradition isn't any longer just a series of acts of generativity but also a series of beginnings

- Generativity:
  The elder authorize the descendants in their role as innovators and creators.

- Natality:
  The new-comers authorize themselves as creators, just due to the fact that they have been born.

Questions for the Elder

- What is my attitude towards the next generation?

- Do I feel hurt or mortification in view of their potential rejection of my habits and practices?

- Is there competition or rivalry? Or a fruitful but precarius cooperation that has to be achieved every time anew?

- Do I want to support the younger ones even if they have some ‚strange' ideas or assumptions that I don't share?

Questions for the New-Comers

- What is my attitude towards the tradition and towards the elder with their habits and practices?

- Has their professional background and their experience an impact that is daunting or intimidating for me?

- Do I feel free to ask them for advice?

- Do I feel free not to ask them for advice?

- Can I authorize myself in the role of a doer?

Generation X or Generation Golf – 1966 to 1980

- Experienced with far-reaching changes on both the societal and the political levels.

- The classical model of the family began to dissolve. Mothers often worked outside the home, the children were left to their own devices (latchkey kids)

- Collective trust in the established system was shaken by events like Chernobyl and Terrorism

- Scepticism towards authorities, critical of and disappointed in corporations, politics and institutions.

- Response: pursuit of independence and individualisation. Oriented more towards achieving material affluence, effectiveness, goal attainment and professionalism.

Quote: Generation X

- *(50) Personally, I can say so much about the qualities attributed to my generation (Golf Gen X): Educational level ok. Consumer behavior rather discreet. Struggling with the economization of other parts of society. Uncertain as to the serious changes in the working world. There is a fascination for the "good old supervision" in my generation, coming from social work, ethically correct, socio-politically relevant, scientifically founded; at the same time there is the desire* **to go new, unconquered territory. To be more creative in methods, to allow different topics and working tempi, to look across different disciplines and to be stimulated, being open to the digital world ...**

Generation Y or Millennials
Grow up in Uncertainties.1980 to 1995

- Their career opportunities are better than of all generations before, but they question whether they still have a future at all.

- In the jungle of different options they have to concentrate on their own personal chances of advancement, everything depends on themselves.

- Socialisation: with anti-authoritarian methods, protected by "helicopter parents". Born into a digital world, they are highly educated.

- Need to communicate in real time with a desire to get an immediate response.

- Confronted with condensed, accelerated work contexts of individuals, teams and groups that no longer have boundaries, create new visions of work in which self-determination, flexibility and open work structure are necessary.

Generation Y and Coaching Particularly Compatible?

- Coaching as a conception of consulting that has been imported from the US, as supervision was – some years ago. But neither format can deny its own origins or history.

- They share the consulting market since the nineteen nineties, expanding into new domains of activity, in both the social and the non-profit sectors.

- A major difference between them could be of importance for the generations issue: coaching might be particularly compatible with Gen Y.

- E.g. change of paradigm in social science: illuminates the differences between generations, evident in the language use, and particularly in the quick take over of new terminologies out of management

Foundation of the Associations of Supervision and Coaching

- Foundation of associations for supervision - the BSO (1976), DGSv (1989), ÖVS (1994), BSC (1996) with the task to provide an "umbrella" for training institutes and self-appointed supervisors.

- ANSE (1997) provides an umbrella for the national associations. 2000 organised a European Congress on the relationships between the competing formats of supervision and coaching.

- A phase of further expansion (e.g. health system, education) was influenced by approaches and models from the sociology of organisations and systems theory.

- App. to the turn of the century the expansion in supervision was mainly restricted to organisations in the non-profit domain and thus encouraged coaches to become established in this field too.

Somewhere between Epigonality and Avantgarde…

- How is it possible to find a quality oriented balance between continuing a tradition and initiating new ideas?

- Dynamic of epigonality:
  lack of inspiration, originality, innovation and contour

- Dynamic of avantgarde:
  innovation becomes a purpose on its own, with pressure to outperform

Generation Z
is the Youngest of the Generations. 1995 - 2010

- Growing up in an affluent society, they have access to a broad range of educational opportunities. The digital media are their actual life-world.

- In a globalised world full of injustices, conflict and terrorism they experience environmental disasters - the effects of climate change - as the greatest threat for their future.

- They find security in their frequently highly diverse patchwork families of origin that care for them and protect them.

- To their work they apply with a high level of seriousness, passion and interest. While they value unrestricted self-realisation, they also create change and new possibilities, which includes rejecting the demand to mix their professional and private lives.

The Future of Generation Z

- When time comes the Gen Z will be meeting supervision and coaching on the market – using a variety of methods and theories for providing support for individuals, groups and organisations.

- The organisations are interested in this generation since they espouse values such as integrity, security, seriousness, self-realisation and the quest for meaningfulness and are referred to as "young revolutionaries", quite inconsistent!

- The comparison to the '68er generation fails to be convincing.

- That leads us to wonder how this somehow mysterious generation will act on the supervision and coaching market, and what role they will assume in the organisations.

A Big Thankyou to All of You

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