

# THE APPLE & THE CANDLE

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HUMAN STUDENTS TRANSFORMATIVE LEADERSHIP EXPERIENCE

[SPIRITUALITY - BUSINESS - TECHNOLOGY]



EDITED BY MARCELLA ZOCCOLI

## The Apple & The Candle



## The Apple & The Candle COVER DESCRIPTION

eBook front cover layout design  
"Polaroid" by Chiara Gentile (2020)

Insights, Symbols & Colors  
by *Marcella Zoccoli*

THE BLACK PATHWAYS:  
Transformative Energy Space

THE RED APPLE:  
Nature, Reason and Spirit

THE YELLOW CANDLE:  
Conscious Living

THE WHITE LIGHT:  
Infinity - Dynamics

THE LIGHT BLUE IN THE  
BACKGROUND POLAROID:  
Human Existence-Experience

THE EMERALD GREEN-BLUE  
SHADE OF THE COVER:  
Words Spread From The Heart  
Bridging Earthly and Spiritual Aspirations  
Healthy Relationships and Expression

CHAKRA: 4<sup>TH</sup> HEART (GREEN)  
& 5<sup>TH</sup> THROAT (BLUE)

Poem by *Kirill Anton*

Where the land meets the sea,  
Where the light evades the darkness,  
A human life comes free,  
Ready to embrace the harshness.

Where the heart feels no beginning,  
Where the mind holds no end,  
Past and future condemn the living,  
While present implores to mend.

Where paths are fateful,  
Where steps are binding,  
The choices made are plentiful  
Which makes the spirit never idling.

That is the place to lead and be on your  
mettle,

That is the place of here and now.  
So, harvest an apple and ignite a candle  
To come forward and take your vow.

PUBLICATIONS OF JAMK UNIVERSITY OF APPLIED SCIENCES 285

MARCELLA ZOCCOLI (ED.)

# The Apple & The Candle

HUMAN STUDENTS TRANSFORMATIVE LEADERSHIP EXPERIENCE

The Apple & The Candle  
official video



[https://youtu.be/  
IPqfvTH3qzE](https://youtu.be/IPqfvTH3qzE)

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Marcella Zoccoli (Ed.)

THE APPLE & THE CANDLE

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A story written unpublished by Marcella Zoccoli, narrated by Andal  
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To All of You

*...in loving memory of the wisdom of my father, Carlo, and  
in the powerful energy of the digital presence of my grandson Tommaso –  
mentors of my infinite Human Leadership Experience...*

# ABSTRACT

Marcella Zoccoli (ed.)

The Apple & The Candle

Human students transformative leadership experience

[spirituality – business – technology]

(Publications of JAMK University of Applied Sciences, 285)

The attitude and willingness to seek, explore, discover, develop and share the human talents, skills, and virtues necessary for personal and professional evolution as an active human dynamic process of leadership has connected and bonded the students and guest writers of this eBook.

**The Apple & The Candle** is a unique album of "*polaroids*" shot between spring 2018 and spring 2020 that show human transformative leadership from different angles, interpretations, and expertise, as perceived and experienced by the authors, in the dynamics of the intertwining of Spirituality, Business, Technology.

The combination of the use of digital devices and contemplative practices as pedagogical tools can contribute to the achievement of conscious living and learning, especially when, events as the Covid-19 pandemic happened in spring 2020, abruptly call human life to happen and manifest its essence and energy in a *non-human* ambiance.

In the role of actor-witnesses, the authors message their leadership stories that happened during an epochal evolutionary passage for humanity, in a human, simple, and natural way. The challenges and the changes, in the here and now, mark the inevitable moment when the human leadership experience ought to happen.

Keywords: Human Leadership, Human Existence-Experience, Transformative Energy, Conscious Living, Contemplative Practices, Spirituality, Business, Technology

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**Alessia Tanzi** (Italy/USA) – **Andrea Alfredo Bricchetto** (Italy) – **Danilo Laurindo Pinto** (Brazil/Finland) – **Fabio Crepaldi** (Italy/UK) – **Iain Moore** (UK) – **Lorinda Pretorius** (South Africa) – **Oxana Usova** (Russia/Finland) – **Raj Singh Taxak** (India)

Special thanks to **Chiara Gentile** (Argentina/Italy) for being able to transform in images Marcella's insights, vision and wishes, and **Kirill Anton** (Russia) for the constructive vibrant comments shared during the path.

**Thank you for walking with us  
on the #LeadershipROUTE2020**

*the BLS course Students with Marcella*

*Jyväskylä, 31<sup>st</sup> of July 2020*

# MAKING OF

message from the Editor

(reviewed by *Andrea Alfredo Bricchetto*)

*Dear Reader,*

before approaching the story behind the publication's title – ***The Apple & The Candle*** – and the intro, you must know that this is an open-source electronic book, the final product of the hard work and efforts of human beings willing to find dedicated space and time to co-create although the individual contingencies of life.

The context of the eBook is related to the educational and pedagogical activities experienced in the Basic Leadership Skills course that Marcella delivers and facilitates, among some others, at the School of Business at JAMK University of Applied Sciences in Finland since the semester Fall 2016.

The writers – Marcella, the students, and their guests – through their volunteer contributions, have realized it entirely operating in a digital environment. No face-to-face meetings supported the work, and especially during the unexpected COVID-19 pandemic started in Spring 2020, the writing adventure, the digital interaction, and intrapersonal relations have faced several challenges, making of this research-project a five months *human-digital* epopee.

Behind the scenery, four generations worked actively together (a few of them belong to *Gen X* and *Millennials* but the most are *Gen Z* and one *Boomer* – Pinuccia, the editor's mom – observed their moves from the backstage). Physically geolocated across time zones, with origin from different countries – they counted at least twenty, the most of them are non-native English speakers – they all, as contributors and as individuals, experienced the new global situation uniquely, and this is also part of this leadership process flow, both from the human and the digital perspective.

Though the ambiance of the most known digital platforms has been their working place and space, they walked together orchestrating a shared path on the ***#LeadershipROUTE2020*** through the support of spirituality, business, and technology. They have been able to transform – through countless video-conferences, calls, e-mails, voice messages, group chats – their intangible purposes, intentions, dreams, thoughts, and vulnerable moments into real things, making of this work itself an authentic transformative leadership experience.

Still, the experiences and stories spectrum offered in the publication cover the editions of the Basic Leadership Skills course between the academic seasons of Spring 2018 and Spring 2020.

It is relevant to highlight that this eBook does not want to be the continuation of the previous JAMK publication **"Flying on the Eagle"**<sup>1</sup> in which was presented a *"collection of articles about the ingredients of Mindful Leadership, as perceived and experienced by the students"* (Zoccoli 2018).

Still, it certainly is the natural development of those elements taking different shapes coming and sourcing their applicability from the beginning of the course-life in Fall 2016 up to today.

The infinity symbol in the previous book was ideally positioned at the end of the Fall semester 2017. It is precisely from there that this publication unfolds new stories. In fact, through the graceful and creative presence of Chiara "Kiki" Gentile – student in Fall 2017 (*Simulators*) – a time-bridge is offered; she designed the cover and realized the teaser-video based on Marcella's insights. While, Kirill Anton, *Pioneer*, and *Ambassador* of the leadership course 2016–2017, shares the perspective on how the spiritual integrity of leadership values, principles and virtues envelops these publications and evolves together with the readers; and his words are expressed in the poem in the cover description page, which translates the essence of the book's human explorative leadership experience.

Through the reading of the book, you can detect major leadership theories, styles, approaches, and models nicely entangled with personal stories, reflections, conversations, insights, inner dialogues; may these *"leadership tales"* be useful to brighten up the unknown of the upcoming future.

In Marcella's word, *"...regarding the Human Education for Humanity: only with a clear leadership direction which stems from the core-essence of the human being, and that shines through the light of the vision, we will survive the change, even the technological one while accompanying other humans with grace into their next evolutionary journey, which should be the primary, and focused, real business of humans"*.

## the Editor

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<sup>1</sup> Zoccoli M. (Ed)., (2018). *Flying on the Eagle: Millennials' educational journey into the Mindful Leadership*. In: Jyväskylän ammattikorkeakoulun julkaisuja 244, Jyväskylän ammattikorkeakoulu. URN:ISBN:978-951-830-479-4

## BEHIND THE TITLE THE APPLE & THE CANDLE

*in the essence and light of the Leadership spirit of this eBook.  
A story written unpublished by Marcella Zoccoli, narrated by Andal Lakshmi  
Clogs & Minna Klogs*

### STAR(T)GATE – RAJAKATU 35

Marcella's intellectual activities, together with the contemplative practices, accompany her days and frame her life. She sees herself as a passionate life-long learner and seeker, with strong self-discipline and determination. The dedication to her studies, and to her work as an educational facilitator, teacher, and coach, contribute actively with some new perspectives for the personal and professional development of her students and everyone keen to a growth mindset. She intensified the practice of meditation, yoga and walking in the nature, preferably close to the water, especially since August 2015, when she crossed the **star(t)gate** – as she calls the main door of JAMK campus – and she moved the bar of her experience-existence upwards by upgrading the quality of her education and the frequency of **her [self]-leadership Tempo** (Zoccoli 2017). That was the time life physically brought her "... to Finland: *The Land of Fair Humans. After facing many internal and external challenges, but eventually, succeeding in life, **March** [her nickname] was admitted into the SISU land, where the **power of Creative Essence** and **Pure Energy** can transform dreams into reality. But one has to work hard on them with innovative passion, courage, vision, precision. [It is called] the Finnish way.*"(Al 2017). Five years journey, from international business to international education. It looks like she did fairly well ;)



Figure Zero. Rajakatu 35 – the star(t)gate  
(image sourced on [www.jamk.fi/en](http://www.jamk.fi/en))

## THE BRIGHT HOUSE OF LEADERSHIP – SEMINAARINKATU 30

Marcella' s favorite walking meditation areas in Jyväskylä, the town in Finland where in spring-summer 2020 she envisioned, designed, and was leading-writing this research-project, are those close to the lovely little discreet body of water beyond the **Ylistön silta** (Ylistö bridge) on the **Jyväsjärvi's lake**; especially the exact point where the lake seems to start or end according to your perception. A second very peaceful place, particularly now almost desert because of the pandemic restrictions (Covid-19), is the **campus of the University of Jyväskylä**. It was designed by **Alvar Aalto**, the architect known worldwide for his buildings with red bricks as predominant material. There, if you are lucky you can see and hear the drumming of the red woodpecker, a charming bird engaged in its precious and incessant cleaning of the trees (its specialty: eating larvae, worms, and termites extracted from the tree bark). Moreover, in those snowy days late in the winter, while walking on the frozen paths of the campus, you can still perceive the energy of the temper of **Minna Canth** (1844–1897) "*one of the most influential playwrights and realist prosaists in the history of the Finnish language. She was also the first Finnish-speaking female journalist*" (Yle 2017). She was one of the first women in Finland to have access to education, and a student of the school for elementary school teachers *kansakoulunopettajaseminaarissa* founded in 1863. The 19<sup>th</sup> of March is *Minna Canth's Day*, also known as **Equality Day**. But it is on the 1<sup>st</sup> of May, International Labor Day, that in Finland is known as *Vappu*, and represents one of the biggest festivals of the year in Finland marking the end of winter (30<sup>th</sup> of April, Walpurgis night), and the closing month of the academic year – that day she is greeted with respectful joy



by the students, who lay down a student cap on her statue. Marcella feels admiration and esteem for her.

What above, to introduce, and frame, an extraordinary event happened to Marcella on a special day of summer 2018 when she was on her way to reach one of these two places for her daily walking meditation.

She is used to stopping in the corner next to the entrance of the main library of the University of Jyväskylä, and make her path choice according to what her senses suggest in that inevitable moment when the question *"should I proceed towards the lake in the direction of Ruusuipuisto (the park of the roses) or approach the campus?"* arises in her mind. By standing there, where the road seems to shape a slight fork, if you look on the other side of the street, you can see, observe and contemplate, what she feels to be the most beautiful house in the city. It is closed, inhabited, and looks abandoned, but for some unknown reasons, that building emanates a power of creative energy and its name recalls the street where it is located: **Seminaarinkatu 30**. This is the place where the title of this book appeared.

Yes, you read well, it appeared there, because that day, Marcella decided to stop and meditate there, grounding her feet on her *"Finnish lucky corner"* (she has a couple of *lucky corners*, one it is in Mumbai, India, and the other one is Milano, Italy, but this is a story we cannot tell you here and now – may be another day). We know some people could consider unconventional this kind of outdoor mediation, but we invite you to try it some time, it may bring you some surprise or revelations. In fact, this choice opened a meditative extraordinary experience that delivered insight and some glimpses of a past life.

In fact, even if it was the month of August, Marcella could perceive the wintertime on her face, and see very normal students inside that house, where they were occupied with their daily lessons and in some kind of educational art activities; it was dark and cold, but that house was warm and bright. Through one of the three little mansard's windows, the glimpse of a young girl who was busy writing at the light of a candle, and on her little wooden writing desk, a red apple was adding colorful sparks to the scene. **"The Apple & The Candle"** words very clearly appeared; they were displayed there in front of Marcella – somewhere – as on a maxi screen.



Figure 1. Seminaarinkatu 30. *"my bright house of leadership"*  
(Photo taken by Marcella Zoccoli on 4<sup>th</sup> of May 2020 in occasion of her very first outdoor day after the self-lockdown started on the 13<sup>th</sup> of March evening)

At that time, she did not know, that one day, two years later she would start writing a book of human leadership experience stories with her students, titled **The Apple & The Candle**. After that meditation, still, she says, she can feel the vibes, her body was shaking by different unknown energies and tears of joy in her eyes. Slowly she walked back home allowing this new energy to flow and to settle in liberty. After a couple of days or so, she called, Lea Goyal. She is one of her dearest Finnish friends, a passionate specialist in Finnish culture, education, and history. Marcella shared what was happened and asked her about that house. Although Lea is not grown in Jyväskylä, she knows many stories about the town. She was curious to know the history of the building, and believe us, some of the coincidences with her life are terrific and magical, as Finland is. Lea G. translated for her the words written on the bronze table hanging on one of the front walls of the house (see Figure 2) and she gave her some preliminary information to facilitate the research. From the text on the table, she understood *"the building was designed by the architect Wäinö*

*Gustaf Palmqvist in 1907. He was a student at Jyväskylä Lyseo (it looks like was the first school using the grammar of the Finnish language). The building was ordered by **Hanna Parviainen** (1874–1938), she was the first Finnish woman to receive the title of commercial adviser in 1926. In the beginning of the 1950's the Voluntary Fire Brigade moved in the house. Since 1984 the present user of the house, the Museo of Finnish cottage industry moved in.”* In addition to this and prior to the insight, Marcella was not aware of the meaning of the words written on the little table on the front door saying: *”Jyväskylä Yliopisto – Taiteiden ja Kulttuurin Tutkimuksen Laitos – Nykykulttuurin ja Tutkimuskeskus”*, the fact they mean: *”University of Jyväskylä – Department of Arts and Cultural Studies – Center for Contemporary Culture and Research”* offers an interesting correlation to her flashback.



Figure 2. Seminaarinkatu 30. Informative tables, details.  
(Photo taken by Marcella Zoccoli)

Currently, as you can see in the image in Figure 1, the building is closed, and we do not have additional information about its use, even though we would love to know about the destiny of the house that Marcella tenderly calls ***”my bright house of leadership”***.

But this event-story does not end here. There are many surprising elements that resonate with the title and the content of this book. We feel important to share with you at least three of them: the leadership, the apple and the light of the candle.

## A STORY OF LEADERSHIP

Most of the information Marcella could retrieve is in the Finnish language, despite her goodwill to learn it, her studies of the language are still at an infancy stage. So, through the help of Lea G., she can read from the net: *”Hanna*

*Parviainen was born in Jyväskylä on the 3<sup>rd</sup> of August 1874; she studied in Geneva and Stockholm. She was accustomed to a luxury life in the European social circles. In 1922–25 she was the director at the company Joh. Parviaiset Tehtaat Oy, the Säynätsalo plywood and sawmill factory, and the chairman of the board in 1925–30, and the owner of the factory in 1925–36. This was not expected, but after the death of both brothers who were leaders, Hanna took the lead of the family business.” (Her father, Johann Parviainen (1834–1900), purchased the island of Säynätsalo in 1897).*

## APPLE TREES

*”Hanna was interested in the social conditions of the factory’s workers, she built a church, a nursing home and a kindergarten. She asked her friend, the architect Wivi Lönn to design a dedicated model of for them and she donated apple trees and berry bushes to her workers. **The apple tree became a symbol of Säynätsalo and a sign of Hanna Parviainen’s charity.***

The apple clearly appeared in Marcella’s insight well before knowing this story and she cares to remind us this book has been created on volunteer base by all the authors – none of us received material rewards for this work – it is an offer of time to write about our human stories experienced in different leadership processes.

*”Hanna designed an orchard for the farm, where several varieties of apples were grown experimentally, and their properties were studied in the Finnish climatic conditions. From the farm, Hanna moved to the terraced house in Seminaarinkatu, where the house is still located, but uninhabited. After Hanna’s death, the heir sold Sulkula’ farm, now it is as a Christian vocational school (Jyväskylän Kristillinen Opisto). Particularly close to her heart were the women’s organizations to which she funded the premises and donated money. Hanna and Wivi traveled together around the European spa towns [I grown up in Italy in a spa town-region] and shared a home in Paris. Eventually, the recession of the 1930s forced the factories to be sold and they moved to Helsinki, the YWCA house designed by Wivi and financed by Hanna. She died in Helsinki in 1938 on the 12<sup>th</sup> of February.” (source [fi.wikipedia.org/wiki/Hanna\\_Parviainen](https://fi.wikipedia.org/wiki/Hanna_Parviainen)). [that was the day, in Spring 2020, when #LeadershipROUTE2020 course journey started]*

The **red apple** in this eBook symbolizes the essence of mother nature and human nature, the reason and the spirit of the human leadership (without referring to cultural or religious meaning belonging to different beliefs, traditions or countries – *an apple is an apple*).

## CANDLE'S LIGHT

For overseas readers, we care to inform that the town of Jyväskylä is "a forerunner in city lighting in Finland and abroad. In addition to energy efficiency and safety, Jyväskylä invests in aesthetics in city lighting, making the city even more enjoyable for its residents and further improving their quality of life. This systematic work has gained major international recognition, including first prize in the city.people.light awards in 2009."

The warm light and the scent of the Finnish candles fills the air of the town, especially during the short and cold days of the winter, where in each house there are candles illuminating the ambiance. We guess even more candles were transcending the northern dark at the time of the story of Hanna Parviainen.

Doesn't all this sound magical? If those above are coincidences or not, this is something that cannot be explained with the logic of the mind, so, we wish you formulate your conclusions, while we end this tale with some words found in Yle's living archive (Säilynoja 2013) and that sound: "*Hanna Parviainen peri sukunsa vaneri- ja puuteollisuuden vuonna 1925. Pian hänet opittiinkin tuntemaan loisteliasta elämää viettävänä hyväntekijänä*" [Hanna Parviainen inherited her family's plywood and wood industry in 1925. She soon became known as a benefactor living a glorious life].

We invite you to explore something more about the story of the life of Hanna Parviainen and her house in Seminaarinkatu 30. Without doubts, this generous lady was an open-minded, innovative, caring human being, entrepreneur and leader, oriented to the long-term wellbeing of her people and consequently the collective prosperity.

The **yellow candle** and its **white light** in this eBook symbolize the existence of a human attitude keen to live a conscious physical, mental, and energy dimension of the leadership "body" in a way to open up infinite possibilities to new present dynamics, whether they are individual or collective, that goes *beyond* and *above* the web of memories of the past and the illusions of the future.

Several factor-situations recalled from Hanna Parviainen stories are familiar with those we worked on, seriously committed, during the Basic Leadership Skills course-journey was rolling on. Learning to take care of our self and each other, developing evolutionary skills, allowing talent, dreams, and visions to emerge, overcoming human inner fears, limitations and social-cultural boundaries, are all the necessary process to the creation of new spaces, opportunities for ourselves and the people with us. Through our leadership

dynamics, the inter- and intra- awareness-based connections we established, and the various activities, we co-create an education meant to develop *human literacy* of the leadership skills. The intention is to balance the human science and the technology and to transform our human experience in disposable energy to master with success each new leadership chance. This you can find everywhere in our course production: logbooks, articles for the e-journal, self-reflections, presentations, videos, etc. It reverberates through the words of this eBook showing our aim to keep alive, on the path, the *burning leadership signs* left by the previous students for us and ensuring the taste of the new *seeds of wisdom* for those in the future to come. In the essence of the apple and the transcendence of the light of the candle, here is when, in the moment of an illusory eternity, the human leadership experience just happens.

## THE BRIDGE TO INFINITY – YLISTÖN SILTA

Around the half of March 2020, the distance learning became official in Finland and JAMK closed the campus. Prior to her volunteer self-lockdown started on the evening of the 13<sup>th</sup> of March, Marcella had a very final outdoor meditation close to the **Ylistön silta**. It is the bridge connecting two areas of the town, Mattilanniemi, and Ylistönmäki, and it is 208 meters long and its two pylons are 26 meters high. It was opened in 1991 and it is reserved only for pedestrian and bicycle traffic (see detail in Figure 3). Its name seems not to have a specific English word as translation, but because it is close to the Nanoscience Center (NSC), the Konnevesi Research Station and the Accelerator Laboratory (one of the biggest and the most international research infrastructures in Finland and best-known in Europe), after a confrontation with Lea G., Marcella felt to associate it with something that is *beyond and above or in the high*. Thus, it is easier for her to call it "**my bridge to Infinity**". You can find her there, each time she needs to connect with the water, discuss with her spirit, and boost what she calls her "**inner immunity**" from the toxins of the outer world. It is a powerful observation point for her, with a high-speed open connection, from where, if you are not interested in sci-fi but in real leadership movies – you can see your life mirrored on the frozen or the fluid water of the lake. Sometimes, if you are a good listener you can perceive through the white snowflakes, or leaves, chased from the wind, the notes of the song **Innuendo** of Queen (1991) echoing "*you can be anything you want to be*". Moreover, about halfway across the bridge, you can admire the padlocks that some lovers, striving for a sunny promise of eternity, used to lock their loves, made of snow, on the railing of the little balcony. That is also the place, where in late 2019, Marcella

decided, metaphorically, to deliver to the lake those fatigued cells of her heart and break free from all those things and patterns that do not serve her vision and mission. Those who know her a bit more, they also know she feels a strong connection with the symbol of *Infinity* and a compassionate empathy for the number *Zero* – as she says, “*they are always pregnant of possibilities*”.

This is also one of the reasons she feels an infinite intellectual love for Giacomo Leopardi (1798–1837), one of the greatest Italian poets of the 19<sup>th</sup> century, known worldwide for the poem “*l’Infinito*” (Infinity). Wherever she goes, he travels with her, inspiring always new inner journeys by imagining in her thoughts “*endless spaces beyond the hedge*” (Leopardi 1819).

In Spring 2020, when the leadership course was “on air” immersed and flying in pandemic mode, with some extra efforts – in terms of work, time but especially energy – Marcella felt the time was come “to use” ***the Apple & the Candle***. We started the production of this book with the aim to offer evidence of unique human leadership experiences.

Thanks to our goodwill, and that of some students of the past, and our generous guests, we built an experiential bridge – *our infinite bridge to leadership*. In the role of witness actors, we messenger this epochal evolutionary passage for humanity, and we did it, in the way we sensed, perceived, felt, and thought to embody Leadership.

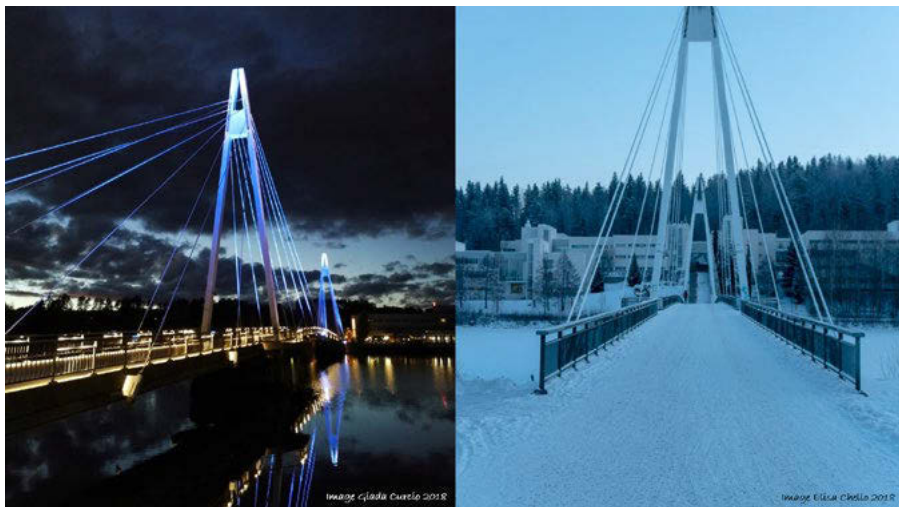


Figure 3. Ylistön silta – My bridge to ***Infinity***, meditative paths to Leadership (image taken and offered: on the left by Giada Curcio, image on the right by Elisa Chello)

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***The Apple & The Candle*** – the places that inspired the title. Jyväskylä, Finland



# FOREWORD

by Kirill Anton

Being. Existence. Life. These concepts might all have different connotations to each and everyone one of us. Nevertheless, I believe that there is an underlying truth that connects them all – you can only truly **”be”** in the present.

Where are you now? Where does your spirit lie? Where does your mind connect to? These are some of the questions that Marcella Zoccoli asks her students on the Basic Leadership Skills course and each session starts with an opening of ”How are you?”. Through these questions, one can establish a connection not only within oneself but also with others which enables a physical presence for everyone involved, which is, in turn, integral to the studies of the subject of Leadership. Marcella’s approach to teaching reflects not only the principle of mindfulness, the capability of being in the present but also the aspect of timelessness, the capability to see life as a continuation of past, present and the future.

There is no single answer to the notion as to what it means to be a leader of today, neither does the study of leadership provide one. However, what it does provide is insight into the human mind – the motivation and experience of leading oneself and leading others. We learn that there are examples of leaders who base their leadership style on their gained understanding of what was prior as well as leaders who guide their execution by portraying a vision of what’s to come. From my personal experience from the course, I learned to call upon the past and to tap into the future when looking for the sources of creative energy which drive my practice of leadership.

This attitude allows me to meet the challenges of the modern age with an open mind and an open heart without restricting myself to a pre-determined, single-fit option of what is right at this particular moment of time. Indeed, the reality of the present is such that we can only be certain that everything could be uncertain. Thus, it stipulates the abundance of choice the generations on the turn of millennia came to meet. Guiding the way of human leadership in the 21<sup>st</sup> century is shaping to be more than just traversing through complexity and ambiguity to achieve sustainable business outcomes. There is an evident separate dimension of human-technology interactions where leadership augments and evolves to enhance human strengths and create new organisational capabilities (Aurik, Anscombe & Jonk 2018).

When we acknowledge our current presence and the continuous nature of life, then we are able to come closer to understanding what it means to change. In this regard, Marcella has shown that she can intuitively grasp the tides of change and implement this flow into the teaching of leadership. She recognises and welcomes the new reality by creating a learning environment which incites capacity to change within her students as well as within herself. This is one of the reasons why the Leadership course has not ended for me in the Autumn semester of 2016. Conversely, it highlighted a path of insight and discovery which I and other students together with Marcella continue long after the final lecture.

We are all leaders of our own lives and it is exactly this leadership that comes from within which allows us to embrace the change, to meet opportunities and challenges in front of us. By accumulating energy from the past and the future into our present selves, we can manifest our inner leaders into the outside world where change becomes shared. Furthermore, seeing leadership as the process signifies that there is no culminating point to where its evolution truly ends. It evolves together with those who exercise it – with people like me and you.

*You might not have realised it yet, but if you are reading these lines in this very moment, you have already become part of the evolution of leadership.*

In Jyväskylä, 5<sup>th</sup> of August 2020

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# INTRO

by Marcella Zoccoli

**The Apple & The Candle** is our unique human transformative leadership experience album of "polaroids" that we shot between Spring 2018 and Spring 2020. The contributions in the publication are designed in the form of articles, self-reflections, conversation papers, poems, letters, songs, inner dialogues; they are based exclusively on the personal experience of the author who depicted and interpreted its resonance with the leadership moment. They are gently and harmoniously integrated to create interdependency among the parts, but at the same time to offer to the readers, a free and fresh reading style according to the interest and the curiosity of the leadership themes presented.

The design of the structure of the eBook naturally happened. At the beginning of the publication you can find the introductory information: cover description, the abstract, the making of (the editor message for the readers), the story behind the title, the foreword, and if you are here, in the intro, it means you are approaching the four sections core of our work. At the end of the book are accommodated the information related to the authors, the appendix Basic Leadership Skills course info, curiosity, pedagogical and leadership attitude.

The titles of the four sections, that represents the heart of the book, are insights reached out through my yoga-meditation practices while I was connecting to the essence of the book. This publication is meant as a digital-energy conveyor of our message on an international level. It is our concrete and vibrant contribution to the leadership paradigm change and the shift of consciousness all human beings are called.

Our "polaroids" of leadership experiences are an example of the way the personal wish, talent, and attitude of each one of us, our diverse cultural background, gender, and age, study field, and leadership approach can nourish the human leadership experience and illuminates our path whatever the future will be and will take us. This is the essence of the book, that is also ably depicted in the cover designed by Chiara Gentile, and expressed through the words of Kirill Anton in the poem in the cover description.

The structure is composed of three main sections that unfold dedicated insights that are preceded by the section zero.

**Section Zero – Towards #LeadershipROUTE2020** – is an example of the path of the Basic Leadership Skills course. As **Vittoria Mele**, the author of the paper says "the content structure is based on the leadership subjects explored but each semester the co-creation with the students and new situations or tools make the course path unique". **BLS-11 Roadmap for committed participants** is a conceptual roadmap for understanding the context of the student-writers' moves through their leadership experience.

### **Section One – Human possibilities, Leadership capabilities**

Insights: human intelligences, voices and meditative beings

#### HUMAN INTELLIGENCE(S)

We could not fail to document the human potential possibilities necessary to undertake a leadership path with equipment suitable for the chosen direction. So, we focused our camera's objectives on four of the human intelligences (physical, intellectual, emotional and spiritual) of which we have captured the aspects that we considered most important in the sensitive moment we are experiencing as human beings and leaders. Although artificial intelligence is today considered an extension of our human intelligences, we intentionally did not include it in this insight section, here the aim was to highlight what is already available in our perfect human system. You will find a taste of it in section two.

Here the words of the sweet song **Human Intelligences** that **Marie Chretien** wrote and sang for us during the journey: "Human intelligences – Remember this you'll see how cool it is"; the **Leadership Logistics: heart, head and hand** suggested by **Mikhail Oliveira** will give you his perspective of the meaning of physical intelligence in leadership; some wise advice about the intellectual intelligence, and the reasons we should use a bit of **Cognitive Agency: why?** are presented by our guest-writer **Oxana Usova**, a psychology teacher, and friend, who often visited our course. **Michelangelo Fusaro** with his **Empathy walk** shows us its "significant positive impacts on the leadership process itself". To conclude this section a couple of tips in case of some adventures happening in the dark during the walk, and for which you could need some extra light. In such extreme conditions, **Inverted Lights** offers a bit of spirit in recovering the purpose and the intention of the direction. It is a kind of "West-East rescue consortium" imagined by **Marcella Zoccoli** and **Andal Lakshmi Clogs**.

## VOICES

The insight **Voices** is dedicated to what lies behind the behaviors and the actions that emerge from the sophisticated processing of our intelligences. Our "human" system as we know it, allows us to hear inner voices that are not spoken. Something exclusive that happens inside us and of which we still ignore some of the mechanisms, but that often influences us and leads us to unexpected, disoriented deviations from our path. What we know, however, is that we are connected to nature through evolutionary chains that have passed down, during their development, several kinds of communication patterns and skills, that are not necessarily linked to the articulation of the words, but that we still use. In the leadership dynamics, they can have a significant impact on the relation of the leader with him/herself and of course on the leader-people interaction. In the perspective to develop with awareness our human communication skills as leaders, this section offers four different observation points from which retrieve some tips to enlarge our portfolio.

I asked my friend **Fabio Crepaldi**, who is a researcher in Comparative Psychology in the UK, and has some research experience on orangutans in Borneo, to tell us something more about his perspective on ***What we can learn from the nonverbal communication of apes*** when we observe them, not just when they "jump wildly in our mind", in those moments when unbalanced emotions are overwhelming us. Some of those possible manifestations of the dialogue happening among these Voices are, instead, at the core of the interesting paper of **Pavelec Übelauer** titled ***Play the game by your own rules*** and the solution-oriented article written by **Lukáš Skalík** ***Inner peace rather than chasing money***. Both contributions open reflective spaces to broaden our inner horizons.

The last article of Voices is dedicated to what I consider art in leadership, and not just a skill, and it is very difficult to train and apply, especially when you are an extrovert, talkative, and keen to sociability as a leader, as an individual: the silence. In my previous working experience in the business field, often, I noticed how, in the leadership communication flow, the social influence of the silence readjusted the alignment of operational phases between leadership and management during organizational change phases or sudden crises were happening. With this premise, the lively analysis of **Giada Curcio**, her polaroid ***Inquiring the Silence, filling the Gap*** shows the majestic potentiality of Silence.

## MEDITATIVE BEINGS

Training the communicative art of silence, developing awareness skills, and learning to manage the waiting time, aka patience, between actions, in leadership is possible. It is not necessary to be born equipped, you can learn them through your goodwill and dedication to the practice. We all can be or become **Meditative beings**.

By sharing her intimate story ***Between the acceptance and the resistance***, **Maria José Zapata Fernández** shows you the way she made it happen, and how the **Wednesdays MeditAction** practices supported her during an unexpected experience of life. Additionally, as **Bilal Parkar** wrote in his paper titled ***Energy, human life itself***, especially during periods like the current pandemic it is necessary to "became aware that without my daily practice, I was not directing my energy, through the right channels", and "... That was the reason for my unbalanced mental state that started affecting me also physically".

Of course, if we want to succeed, we must learn and practice. This is the kind of activity that if you stop for a long time, you have to restart from the very beginning. About ten years ago, in India, I started learning the basics of meditation as my Indian colleagues and friends passed it on to me. Sometimes, in my very little free time from work, they allowed me to attend their rituals and meditations. Today I practice yoga and meditation on a regular basis. A couple of years ago, my longtime friend **Raj Singh Taxak**, a specialist in meditation, Ayurveda medicine, was a guest in one of our course sessions to present spiritual intelligence through the fascinating stories about ancient India. He knows very well the subject not only because of Indian origin but also because he guides tourists on spiritual travels in the country. From the Western perspective when we use the construct of mindfulness, or we think of meditation or yogic science, we cannot ignore their ancient origins in India. I asked Raj to share his story, to show us, his meaning of meditative beings. I am glad he accepted. You can read his story in the paper ***My incredible INDIA...incredible human stories of meditative leadership and education***.

## **Section Two – Human destinations, Leadership directions**

Insights: (r)Evolutionary Passage – Spring 2020 – Africa

### (R)EVOLUTIONARY PASSAGE

By now it should be clear to everyone that we are experiencing an epochal revolutionary transition. If not clear, we convey here some food for thought outlined with courage. We hope they can serve you to frame human evolutions and industrial revolutions, human and digital issues, changes in the perception, and the environment of the possible new meaning of being humans.

In this moment of unclear human destinations, these three articles can inspire to deepen the subjects and open perspective. They are written through the passion and commitment of the students, who despite the stormy, intense spring, rich in twists, surprises, or comparisons on the international leadership landscape, have offered unparalleled material for quick leadership direction adjustment.

As **Aleksandr Dzharatov** enounces in the first line of his article **Leadership is not management**, "...These days management and leadership go hand in hand" but still, it looks like "People on leading positions are often trying to perform some combination of management and leadership, but as a result, they can't succeed in the long term"!

In the network experiential project paper titled **Industry 4.0 – a three layers revolution** five *WhiteCats* (this was the name of their community in Fall 2019), namely **Ànnia Macipe, Michelangelo Fusaro, Cynthia Lefevre, Puangthamawathanakun Bunyarit (Aof), and Dennis Otto**, they present and offer their interpretation, and explain what attitude and necessary changes are required to leaders/leadership. Especially in the period of digitalization, prior the pandemic, during it and how should they look forward to the future, how does it could affect leaders and companies, and how the leadership style should be adapted to be more efficient, with an attentive gaze on the female leadership rise on one side and artificial intelligence on the other.

Meanwhile, **Elisa Chello**, on her skateboard, metaphorically leads us into a different new leadership experience that shows us the meaning of **Being "Onlife" – humans in the infosphere**. Her article delivers some information meant, as she says, as a "preparatory ground for providing satisfactory answers precisely for the revolution we are experiencing".

And we had a taste of it. In Spring it was reality, not fiction.

## SPRING 2020 – #LEADERSHIPROUTE2020

On the 12<sup>th</sup> of February 2020, I met for the very first time the students of the semester of the spring and we embarked, in the spirit of the course, on a new individual/collective adventure. Each semester, since 2016, the course has a dedicated track theme as background of our learning direction, and the class, during the path, takes a name resonant with the collective attitude. The theme for the Spring 2020 was **#LeadershipROUTE2020**. The aim was to combine leadership with spirituality, business e technology and to learn to be 360° effective leaders by training the individual attributes and competencies in sync, to achieve leadership skills for a changing world. To walk this new voyage, three "communities" of students have been set up randomly as to mirror the three perspectives. Their names: **butterfly** (symbolizing **spirituality**), **eagle** (symbolizing **business**), and **snake** (symbolizing **technology**). The idea was to explore-experience leadership skills intertwined with the talent of the students, the wide spectrum of leadership shades meant to activate and enlarge the complexity of the process and their skills portfolio. We were not aware that the black swan of the pandemic was flying around, unexpectedly the Covid-19 emergency was going to appear and shake our walking path just after a few weeks. The students of this class turned naturally to be named **2020 Leadership Change Agents**. In fact, for the second part of the course, we had to redesign in 48 hours, with the support of technology, what was meant to be experienced in presence. From the warm familiar place of JAMK's classrooms situated in the main campus (Rajakatu 35), where we were used to perceiving our human presence and energy flying high and free like a **mindful eagle**, we have been locked down in a limited digital environment. From there, like clustered, but still, **colorful snakes**, altogether, even though individually, and geographically displaced, we proceeded our experiential interdisciplinary learning, intensifying the individual and collective coaching, the network activation, and to become executive processors of our human intelligences by extra-training of awareness to ground our actions and decision making, made of new dimensions of emotional intelligence. By learning the art of the patience and to pose, amid a storm, like **fearless butterflies**, we kept our emotional balance alive. This new phase of the course offered the possibility to experience, and practice unexpectedly in the digital environment, some of the contemplative practices designed in advance as pedagogical tools, methods of intervention in the learning process. Different kinds of meditations, yoga-coaching breathing techniques, silence, among some others, have been the extra activities in the project named **Becoming Leadership: 5 weeks**



**”Kontemplative Praktices Parkour”**. It was redirected online according to the original course calendar. From the 23<sup>rd</sup> of March till the 29<sup>th</sup> of April we performed the five challenges: **Grounding – Ignitiating – Listening – Shaping – Becoming Leadership** only through the virtual platform, that became our meditative room space: a new meditative experience for us, physically far, while virtually close.

Their papers in this publication present you their journeys in the journey:

Spirituality on the leadership path – **Mattia Santolini with the Community ”Butterfly”**

**Learning TO BE a conscious leader, the spiritual shade of the leadership process**

Business on the leadership path – **Jan Spörri with the Community ”Eagle”**

**Learning TO BE business leaders and managers in an emerging future**

Technology on the leadership path – **Yada Ruppert with the Community ”Snake”**

**Learning TO BE a digital leader: blending humanity and technology**

## AFRICA

Africa is undoubtedly considered by researchers and archaeologists the womb of humanity; multiple scenarios of evidence are spread across the continent. The leadership experience, in this evolutionary marathon of humanity towards future directions, calls all of us to the awareness of the origin from which it all began. Our ”polaroids” from Africa open a ”terrace with a view” on the land that in size is such big as Europe, India, China, and the United States combined and which has only recently been seen as the fast-growing market; and from where, if we pay the due attention, the echo ”the future is ours” seems to come to us.

**Lorinda Pretorius**, psychology student at the University of Johannesburg, friend and guest-writer from South Africa, opens with the paper **Africa, my Africa**: an exploration of the ”current economic and global position with the focus on the importance of leadership and individual perspective”. While **Faith Mwhaki Kariuki**, from Kenya, depicts ”the subject of women and leadership remains one that has continued to receive sustained attention several decades’ post-colonial independence in Kenya” in her article titled **Women as Transformational Leaders – Africa**.

As for **Marcella**, five years ago, as soon as I came to Finland, the first word in the Finnish language that I learned was: SISU. I will not reveal here in this into the meaning and the interpretation behind the word. But I want to share I followed the academic developments of the research on it with high interest. With **Minna Klogs**, we processed a little research on the term, and we found the existence of a concept called Sisulu deriving from the surname of an important South African woman. You are welcome to explore more in the article, ***The Finnish SISU and the South-African SISULU***.

### **Section Three – Human Leadership, Immortal Leadership?**

Section three, this is the section with the One question: Human Leadership, Immortal Leadership?

#### **LEADERSHIP THE 'FLYING CARPET'**

Some years ago, I was in a meeting with a friend-coach, she asked me with what kind of object I would identify leadership. I answered that to me leadership is like a flying magic carpet. The four corners represent health, time, space, and of course, the helm of vision. If these four elements-dimensions are out of balance, they do not orchestrate the energy, the sync; if one of them fails its function in the required moment, the "leadership carpet" does not fly as it should, and even if it does not crash, it certainly does not carry you to the desired destination.

Because human leadership experience embraces human life-existence, I asked my intellectual-life friends to help me in offering to the readers some drops, of these essential variables in human leadership. In this perspective, the four insights about **Health, Time, Space, and Vision**.

#### **Health**

The life of all us is at the base of our human activities and capabilities. It is continuously subjected to some health-related issues. It is part of the reality of our human system. There is one disease that always arose my interest in the perspective of the **Health** and wellbeing of people, and the way we could prevent it: Alzheimer's disease. It is a form of lethargy that affects human beings' memory. Step by step contributes to shut down, one by one, the body's functions. If we look at leadership as a dynamic process some of its threats are stagnation, inertia, inactivity. I invited **Alessia Tanzi** to join us in this discussion to highlight the state-of-art of the research on Alzheimer's and

possible future scenarios. She is a Brain Longevity® Specialist, and researcher on Alzheimer's diseases. I met her three years ago when I was conducting, in Italy, my research about the Mindful Leadership case study. She accepted, shooting for us the polaroid: **Generation Z, Alzheimer's free?**

## Time

Sometimes I see time in leadership like an airship that can take us far away, but also nowhere. It is not confined in time management, which is, of course, an important moment of the process, it orders the episodes of it; but time in leadership represents the flow, the energy, and the sync of the present moment of people acting, executing situations aiming to the shared desired future. In September 2019, at the European Researchers Night in Jyväskylä, I took part in different kinds of workshops, panel discussions, and exhibitions, the researchers opened their doors to the public. I had the chance to visit the Accelerator Laboratory (an incredible experience in terms of energy perception), and to attend the colloquium of Iain Moore. Prof. Iain, as it was mentioned in the advertising material of the University of Jyväskylä, "studies exotic nuclei, one of which has the potential to become the world's most accurate clock". His original approach to the subject: **Time – a scientists' perspective with a touch of philosophy**. We are grateful he joined our leadership adventure with this gift; an anticipation of the upcoming colloquium I plan to attend with the new students once the remote working period is lifted.

## Space

A black swan was the connection node between Danilo and Marcella. It was an object of our leadership studies and presentations during our master's studies at JAMK. In fact, leadership is our common interest, in these five years we have discussed and explored it from different, but complementary angles. There is a space in leadership that only the leader knows, it is his/her own private leadership space where vision plays its game. Then there is the human space of the relations in presence, visible and usable in their material form. But what does it happen in leadership when that **SPACE** becomes virtual? **Laurindo Pinto Danilo** is an expert in business transformation in the digital field. His polaroid **The virtual tunnel to leadership** opens new perspectives towards the virtual future of leadership.

## Vision

The fourth corner of Leadership *flying carpet* represents the helm of the process. We all have dreams, wishes, aspirations, but not all of us are able to see our own **Vision** or to transfer it to the people who could support the path towards it. It should be easy to do it, it is the desired future, but paradoxically it seems the most difficult thing to achieve. It looks like, without leadership, there is no vision, and without vision, there is no leadership. With the wish to inspire the movements in the present days towards a desired future, I deliver my polaroid, ***Vision – the Star beyond the sky***. The *quick thoughts from Zero to Infinity* can be used, as a little exercise, that can be practiced each time we wish to educate ourselves, with the joy of the wonder, about what our vision can do for us, but especially can do for others around us transforming the human leadership experience.

Before greeting you and thanking you for choosing to read this work, we inform you that, as usual, our leadership journeys have no end, but only new beginnings.

For five months we worked and walked together on this exclusive leadership path **#LeadershipROUTE2020**. We shared our dreams, intentions, purposes. We faced the weaknesses, and the fears of the *black pathways*, with courage we explored and developed *inner strength, nature, and spirit*. We let go of what was no longer serving our personal and professional formation, and we welcomed new leadership virtues and skills when they emerged from our *relational dynamics*. Numerous questions arose about the past, the present, and the future of human leadership existence-experience. Sometimes, during the journey, the sharing activity and the creation process was so intense, personal, profound that, also me, as the leader of this community of practice, I had to explore, activate and apply new dimensions of my human abilities. We have been evolving together through healthy relationships and expression.

We do not have all the answers, but we hope to have raised other questions and increased your curiosity activity, your attitude to dream, trust, and share. Please do not look for the book's conclusions, as I am used to telling my students... leadership is an open and infinite journey, and like life, it is full of joy and challenges. Please accept our invitation to fully enjoy your leadership process, even in its dark corners and difficult moments... Sometimes, to nurture and enlighten it, what you just need are **your apple and your candle**.

Take care, Marcella





Towards *#LeadershipROUTE2020*

BLS-11 Roadmap for committed participants

# BASIC LEADERSHIP SKILLS COURSE VOYAGE

## BLS-11 ROADMAP FOR COMMITTED PARTICIPANTS

written by Vittoria Mele, Italy

*How to approach and design your leadership process  
with awareness, motivation, and courage  
welcoming the inside-out and upside-down challenges and chances posed  
while walking your leadership experience – Vittoria*



Figure 4. Leadership Voyage: from West to East, from North to South  
(image source: [unsplash.com](https://unsplash.com))



(Vittoria Mele. Image offered by Vittoria Mele)

*My name is Vittoria and I am happy to open my diary and share with you some of the personal notes collected during the Basic Leadership Skills course-voyage I experienced during my exchange studies at JAMK in Fall 2018. You can find my initial approach, my thoughts, what I learned, how I felt, and the way I created my own leadership process. The work is sourced and adapted from my logbook. This is not a course description. The content structure is based on the leadership subjects explored but each semester the co-creation with the students and new situations or tools make the course path unique. Through my memories, I*

*am offering you, reader-travelers, the roadmap of the journey with 11 signposts. On the left side my notes and on the right side my key concepts. With hope, my simple drops of experience facilitate your reading through the book and the learning habit to express, understand, and accept yourself.*

Let's begin!



**Signpost 1**

#Session Zero – *Should I stay, or should I go?*

11.09.2018

First contact session of the Basic Leadership Skills (BLS) course was among the very first lessons at JAMK. I had chosen it to substitute the course "Business Organization", the English translation of the "Organizzazione aziendale" course at my home university in Firenze, Italy. I did not know exactly what to expect while joining the intro day, I wasn't really sure this "Basic Leadership Skills" course was the right one for me. The class was crowded, there were almost hundred students from all over the world, with different experiences and backgrounds. I was still intimidated and confused but knowing that the teacher was Italian made me more peaceful and relaxed. I thought I would have been in a traditional academic course, like those we have in Italy, but after a few minutes, I realized that my assumption was completely wrong and that I was already jumping out from my comfort zone. The teacher asked us to call her with her first name and that is a habit that I have never had in my country. She explained to us that in the BLS course, we were all together on a journey exploring lessons by lesson our leadership path. Then we watched a short video by Simon Sinek, a British-born American writer, and motivational speaker, in which he talked about the "Why" factor, at the core of his leadership attitude. He uses this frame to help people become more inspired at work. This was a preparatory step to make our first leadership decision; in fact, Marcella concluded the lesson with an open question we had to reflect upon prior to access to the next class: "Should I stay, or should I go?". In the case we would have liked to stay and attend the course by being seriously committed, each one of us had to reflect and find his/her own WHY, a deep inner purpose to stay. At the beginning, I wasn't sure that the Basic Leadership Skills course was fitting with the shy and quiet girl inside me. The course seemed to be really challenging. However, after a long reflection, I have realized that was my own reason to stay! Why not try? Why not explore what is there outside my comfort zone?

Wasn't that the chance I was looking for at the very beginning of my Exchange study experience?

#RealityCheck

THE SESSION ZERO IS A  
REALITY CHECK WHERE YOU  
UNDERSTAND THINGS AS THEY  
REALLY ARE –  
AND YOU UNDERSTAND THAT  
THEY ARE DIFFERENT FROM  
THE WAY YOU THOUGHT THEY  
WOULD LIKE TO BE

DON'T BE AFRAID TO GET OUT  
FROM YOUR COMFORT ZONE, BE  
RELAXED, PEACEFUL AND READY  
TO WELCOME THE EXPERIENCE

**Signpost 2**

#Session 1 – Leadership Past-Present-Future  
18.09.2018

Who is a true leader? Is there a unique definition? What does it mean to be a leader? What is leadership? What are the leadership skills we need in the 21<sup>st</sup> century?

If you look for clear answers, well, you will be a bit confused. What most of the people think about the leader as a figure, they think about a powerful person that tries to express his/her ideas in a strong way. However, different leadership styles and attitudes have evolved during different leadership eras. People born in different years have a distinct approach.

During this session it was time for the community formation. To facilitate the intercultural aspect of the experience, the teacher communities have formed them randomly.

This session supported us also in exploring and in defining our community project-based work. Our common purpose to be settled beside the individual purpose.

We started our work from the question: Who are we? And of course! We are *"The Millennials leaders!"* – This was the starting point from which we started building our relations. Our view of authority was relaxed, and our interactive style was participative. We were quite different from the traditional concept of the leader as a boss.

At the end of the day, none of us has ever experienced a community of nine people with different habits and cultures, so the major difficulty was finding a common vision and goal. But we made it, and I also finally found my grounded WHY: *"To improve myself and change my shyness and insecurity so that I can contribute with my ideas and my organization to my Worldwide group"*.

Another main topic that we have studied during this specific lesson was the difference between management and leadership. I have never wondered about it, but at the end of the lesson, and at the end of the semester, I had a very clear understanding of it. This moment of knowledge was preparing the ground for the next couple of intense weeks: diving deep in the complex world of the leadership theories.

*"Management maintains stability, predictability, and order through a culture of efficiency. Leadership, on the other hand, creates change, often radical change, within a culture of agility and integrity that helps the organization thrive over the long haul by promoting openness and honesty, positive relationships, and long-term innovation. Leadership facilitates the courage to make difficult and unconventional decisions that may hurt short-term result" (Kotter, 1190).*

#HigherCognitiveSkills  
#Social&EmotionalSkills  
#TechnologicalSkills

*"The greatness of a leadership is based on something very primitive: the ability to leverage emotions"*  
– Goleman

ACCORDING TO MY LEADERSHIP EXPERIENCE, IF YOU WANT TO BE A REAL LEADER, BE RELAXED, HONEST, POSITIVE, CREATE A PLEASANT CLIMATE, ENCOURAGE, BRING OUT THE TALENTS OF THE PEOPLE AROUND YOU AND LEARN FROM YOUR MISTAKES

**Signpost 3 & 4**

#Session 2 & 3 – Leadership definitions, theories, styles  
25.09.2018–02.10.2018

During these intense lessons, we have studied leadership definitions, theories, and styles. According to the professor and writer Stogdill, "there are almost as many definitions of Leadership as there are persons who have attempted to define the concept".

And it is true! Comparing my definition of leadership to the ones of my classmates, I could not find a common one. Anyway, we had some similar ideas such as the intention, personal responsibility, and integrity, the influence, the shared purpose, the change, and the followers.

But what about me? Who is a successful leader according to me? A guide and a comprehensive, charismatic, competent, and efficient person.

We explored the Leadership Eras and the five different approaches to leadership: the trait approach (*Born to Lead*), the behaviour approach (*Behave to Lead*), the power-influence approach (*Exchange to Lead*), the situational approach (*Fit to Lead*) and the integrative approach (*Engage to Lead*). (Zoccoli, 2018)

This learning process was propaedeutic to our learning and reflective work with the perspective to present theories to the class according to the combination community/theory of reference.

We also had an overview of different leadership styles with close attention to those designed by Goleman. We moved from the Commanding style to the Visionary, Affiliative, Democratic, Pacesetter, and Coaching style. Then we were asked to reflect on what should be among the six styles the one more suitable for effective leadership. We learned that a good compromise of all these styles is the answer. There isn't a real formula so how to act is a personal choice the person should take with responsibility.

To learn to lead, first, you need to explore, experiment, and enhance your leadership skills. You should have a vision and an idea about the manner and approach in which you want to provide direction implement plans and motivate people.

#LeadershipEras  
#TheoriesMarathon

THERE ARE MANY DEFINITIONS OF LEADERSHIP. BUT ONE THING TO REMEMBER IS IMPORTANT: TO BE A LEADER, DOES NOT NECESSARY MEAN BEING A BOSS.

YOU CAN LEARN FROM ALL THE DIFFERENT LEADERSHIP STYLES, AND SHAPE YOUR OWN LEADERSHIP ATTITUDE, YOU SHOULDN'T FORGET WHO YOU ARE.

Be yourself.

YOU SHOULD HAVE A VISION AND AN IDEA ABOUT THE WAY AND THE APPROACH YOU WANT TO APPLY TO PROVIDE DIRECTION, IMPLEMENT PLANS AND MOTIVATE YOUR PEOPLE

**Signpost 5**

#Session 4 – *The leading of the Self*  
09.10.2018

That day the time was come to look ourselves – as individuals – in the mirror. Leaders are individuals. Who am I?

One of the major challenges of leadership is to keep a good balance among the spectrum of skills and attitudes we could source from our talent.

But even if you know the theory, practicing it is not simple. Finding the right balance between who you should be and who you are is quite hard.

There are big five general dimensions that describe personality and we should always keep a careful attention at their influence on our experience: extroversion, agreeableness, conscientiousness, emotional stability, and openness to experience.

In this perspective, my "ME" analysis.

Surely when I first meet a new person, I am not extroverted. I am quite insecure and, so, I do prefer to stay in silence instead of talking just to talk. I always try to get along with others by being good-natured, cooperative, forgiving, compassionate, understanding and trusting. But this does not mean that if there is something that I do not like, I do not express it. I am a responsible person and I always try to achieve my goal thanks to persistence. My ability to master my emotions is still under practice, but over time I am learning to be more reflexive and secure. In conclusion, I am always open to new experiences. I am imaginative and creative and I always want to improve this aspect of my personality.

But coming back to the journey. In this specific week as community work, we had the task to decide our community dream. This assignment has been quite easy. Everybody was there, in Finland, because of the same reason: a common passion – traveling and exploring. We started working on our project with this awareness.

#Self-Leadership  
#Self-Discipline  
#Self-Care

*"The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humour, but without folly"*  
– Rohn

Week 42–16.10.2018

Awareness week – Silence

Meditation was offered & facilitated  
by Marcella as optional pedagogical tool

**Signpost 6**

#Session 5 – *Four Human Intelligences & Artificial Intelligence*  
23.10.18

On the 23<sup>rd</sup> of October, after the usual morning greetings and the program of the day presentation, we started the lesson by experiencing Tai Chi, the Chinese martial art practiced for both its defence training, its health benefits, and meditation. One of our classmates from China and Marcella showed the poses and then we practiced together for a few minutes.

But why? Why expiring Tai Chi during a leadership class in a School of Business? In the beginning, I was quite impressed but the more my teammates she was showing, and Marcella was sharing, gradually, I understood. Leadership is a process involving all the parts of the human being (body-mind-emotions) and there are some principles and attitude that can be sourced from many other disciplines; this Fall 2018 was presented Tai Chi & meditation, the previous years there were some different combinations.

Let's try to better understand! In leadership as in Tai Chi, for example, you must remain calm, be reflexive to take a pause before you act. You have also to keep your back straight and head high to be elegant and to be cantered and focused on your goal. In conclusion, according to one of the Tai Chi Principles, you must use the strength of the mind and not the strength of the body, as many leaders do instead.

Lesson learned: to learn the art and the science of leadership (Nahavandhi 2015) you need to learn yourself as individual, in all your parts.  
The session proceeded on the study of the human intelligences in leadership.

But what is human intelligence?  
Everyone could shape a personal definition of human intelligence. However, in our leadership journey we explored and discussed the following four: *Physical Intelligence, Mental Intelligence, Emotional Intelligence and Spiritual Intelligence* (Zoccoli, 2017)

Personally, I have never reflected this difference since I have always thought only about Mental Intelligence. To get deeper into the subjects, we had the opportunity to listen to different dedicated guest speakers. Their knowledge and experience offered us the chance to learn that a well-balanced leader – as a human being – needs the right combination of all the four. Marcella covered the Emotional and Spiritual intelligence and some introductory elements of Artificial Intelligence and then we had to work on our intimate individual assignment regarding this topic.

#HI & #AI

TRY TO EXPERIENCE TAI  
CHI OR SOME OTHER  
CONTEMPLATIVE PRACTICES.  
YOU WILL FIND A HARMONY  
BETWEEN INSIDE AND OUTSIDE,  
BETWEEN MIND AND BODY THAT  
YOU WILL REFLECT IN YOUR  
LEADERSHIP WAY.

YOU WILL LEARN TO REMAIN  
CALM, BE REFLECTIVE, TO TAKE  
A PAUSE BEFORE YOU ACT, TO  
BE CENTRED AND FOCUSED ON  
YOUR GOAL AND TO USE THE  
STRENGTH OF YOUR MIND FOR  
YOUR WELLBEING

Everybody had to do a self-reflection that I partially convey here to you. At the time of the course, this was my feeling:

*"I'm the classic emotional woman.  
I always try to create a good environment around me  
according to emotions and relationships.  
Then, I'm quite spiritual intelligent  
because I always want to learn and grow  
from mistakes and suffering.  
What Intelligences should I improve?  
Surely the mental and physical ones.  
But... today, I really think that I've been able to improve a bit  
of my IQ thanks to this course".*

After two years, I can affirm I have improved myself from different points of view.

According to Spiritual Intelligence, I've started doing yoga once a week. Yoga is a meditative practice that stimulates the Spiritual Intelligence but also the Physical one.

From the Emotional Intelligence point of view, I'm always more confident because I've learned to express, understand, and accept me, as you should do.

In conclusion, I'm practicing the Mental one too, thanks to my master's degree, but also to my curiosity and my attractiveness to new things.

**Signpost 7**

#Session 6 – Ethics, compassion and equity in Leadership  
30.10.2018

Through this session, we were offered a seminar in combination with the case study of Mindful Leadership and the related skills. We have looked and analysed two concepts: Equality and Equity. People often confuse the two terms, so what is the difference? Both promote fairness, equality refers to treating everyone the same regardless of need; equity refers to treating people differently dependent on need.

In reference to this, Goman provided his vision of how equity and equality contribute from a corporate perspective.

*"Most individuals automatically attempt to keep a mental balance between what they contribute to a relationship and what they get back from it. When employees believe that they are putting more into their company than they are getting back, or when they do not believe the rewards distribution to be equitable, engagement slips dramatically. And we know that when engagement tanks, so do productivity, innovation, and customer service."* (Goman 2012)

Behind these two fundamental terms, there is the theme of interest towards others. Accordingly, we could relate this to the concept of compassion.

What does compassion mean? You are compassionate if you recognize others' joy or suffering, and step into their shoes.

We have talked about this concept to introduce the main one: the mindful leader. What about this figure? A mindful leader is a leader who pays attention to what is happening inside. He/she is someone who embodies leadership presence by cultivating focus, clarity, creativity, and compassion in the service of others. These innate capabilities of the mind can be trained and strengthened as our body's capabilities. The leader can train the innate capabilities of the mind through mindfulness meditation, purposeful pauses, and leadership reflections.

One of the most important factors in being a successful leader is to know yourself, even if it is hard. How can you lead a group of people if you do not know yourself?

A known example of mindful leadership is the case of Niccolò Branca, CEO, and Chairman of Branca International S.p.A, who received the award as part of the international conference "Leadership in the third millennium", thanks to his personal awareness.

#Seminar #CaseStudy  
#Mindful #Leadership

DURING YOUR PERSONAL  
AND WORKING LIFE,  
REMEMBER TO BE EQUAL AND  
COMPASSIONATE. EQUITY  
REFERS TO THE QUALITIES OF  
JUSTNESS AND IMPARTIALITY,  
AND THANKS TO IT EVERYBODY  
HAS THE OPPORTUNITY  
TO ACCESS TO SAME  
OPPORTUNITIES.  
WHEREAS, YOU ARE  
COMPASSION IF YOU  
RECOGNISE OTHERS' JOY OR  
SUFFERING, AND STEP INTO  
THEIR SHOES.

**Signpost 8**

#Session 7 – *The Leadership Experience*  
06.11.2018

On the 6<sup>th</sup> of November, we were almost approaching the conclusive passages of our journey into the Basic Leadership Skills course. At the beginning of the session, we have talked about one o common challenge-fear: public speaking. How to overcome this fear? Let us give some simple tips.

*Before the speech:* preparing, practicing, and having feedbacks.

*During the speech:* breathing, visualizing, and connecting with the audience.

*After the speech:* recognizing success and asking for feedback.

I am one of those people who is intimidated by public speaking and for our team's final work I would have a deal with it. However, I can already "spoiler" these basic tips have been useful. As I will explain later, I am very proud of the work. In the end, it was precisely the time for the communities. Everybody had the possibility to talk and organize its final assignment. In my team, we opted for the fastest way: dividing the task for everyone and meet again before our presentation. I offered to take care of the creation of the video, even if it was my first time, of the design of the presentation and of our *Worldwide Leaders'* principles.

With awareness, I can share that I was an accountable point of reference for all the members of my group, from which I have learned to listen carefully to other people's thoughts.

#Leadership Experience  
#Community #Coaching

ARE YOU SCARED BY PUBLIC SPEAKING? TRY TO OVERCOME YOUR FEAR.

BEFORE THE SPEECH:  
PREPARING, PRACTICING AND HAVING FEEDBACKS.

DURING THE SPEECH:  
BREATHING, VISUALIZING AND CONNECTING WITH THE AUDIENCE.

AFTER THE SPEECH:  
RECOGNIZING SUCCESS AND ASKING FOR FEEDBACKS.

WE CAN ALL BE ABLE TO DO SOMETHING WE HAVE NEVER THOUGHT OF, SO WHY NOT TRYING?



**Signpost 9-10-11**

#Session 8 & 9 – Leadership 360°  
[13-20.11.2018 + Final Session]

The last two sessions. Usually, the last lesson of the course is designed as a learning circle. In autumn 2018, however, we were so many people– we ended the course in 98 students – so it has been shaped by Marcella through the communities' presentations.

This was the time to conclude our journey into the Basic Leadership Skills course.

Each community had the possibility to present its community dream. Seeing everybody's work has been nice and emotional. We could notice the happiness, the fear, the pride in everybody's face. Someone was more determined, and someone was more scared, but everybody had concluded (or maybe began) his/her own journey into leadership.

I can remember how I was satisfied and happy for our community's work and the way we have grown together as individuals and as a community.

I am sure that everybody had the possibility to improve him/herself and the leadership knowledge, from communication and teamwork skills to English knowledge and digital skills.

The main point of our presentation to share with our classmates was the journey was not ended yet. There would have been always space for improvement and growth.

I would like to share here what someone has written on our WhatsApp group after the presentation: *"I'm very happy to have been in your community and have met all of you", "I just want to say thank you so much", "This project has brought me a lot on a personal level"*.

I would like, also, to share my happiness, satisfaction, and pride to encourage you who are reading this sort of personal diary to believe in yourself. Even if you do not think you are a person for leadership, you should first try with your whole being and only then you can take a different journey.

In conclusion, I would like to leave you with Marcella's message-conclusive feedback on my course journey. Since I came back to Italy, when I am demoralized, I read it and that helps me a lot.

It says:

*"Cara [dear] Vittoria, you have to be proud of yourself, and I hope you will bring with you this piece of art you wrote in terms of self-awareness and motivation. I wish you to go back to Italy inspiring those friends of yours who are less aware of their talent and have lower motivation and less courage than you. Your wings are ready to make you fly towards the next level of your leadership journey"*.

This is my gift to the readers, may these words be useful for everyone since are a message of hope, motivation, and love.

Ciao, Vittoria

#Presentations  
#Learning Circles  
#Feedback

THE END OF EVERY EXPERIENCE  
IS ALWAYS A BIT SAD.

THE END OF OUR LONG  
JOURNEY WITHIN THE BLS  
COURSE, HOWEVER, WAS NICE  
BECAUSE IT WAS EMOTIONAL

WE COULD NOTICE THE  
HAPPINESS, THE EMOTION TO  
SPEAK, THE FEAR TO FAIL, THE  
PRIDE AND SO MANY OTHER  
EMOTIONS ON EVERYBODY'S  
FACE

SOMEONE WAS MORE  
DETERMINED, AND SOMEONE  
WAS MORE UNSECURE, BUT  
EVERYBODY CONCLUDED OR  
MAYBE WAS GOING TO BEGIN  
HIS/HER OWN NEW JOURNEY  
INTO LEADERSHIP



Figure 5. A little taste of my Erasmus. Fall 2018. Finland (images taken by Vittoria Mele and Rossella D'Elia)

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SECTION  
1

Human possibilities,  
Leadership capabilities

*Intelligence(s) – Voices – Meditative Beings*



Intelligence(s)

# HUMAN INTELLIGENCES

written and performed by Marie Chretien, France



To be a good leader, there's something that should remain

There are some funny stuffs hidden inside our brains  
Just quit your smartphone and forget the emojis  
Because we're gonna talk about intelligences

The first one is physical, it's about the body  
Can you reflect your ideas without being noisy?  
Your physical vocabulary should be truly as wide  
As all the words you use just to describe your mind

Human intelligences  
Human intelligences  
Human intelligences

Remember this you'll see how cool it is

The second one is about IQ, it's more mental  
It can be measured and is very numeral  
But no one is Einstein, please do not be afraid  
If you can't multiply 16 by 300

The third one is all about our emotions  
How we spread good mood, confidence, motivation  
You should self-regulate while caring about others  
Be empathetic and understand tempers

Human intelligences  
Human intelligences  
Human intelligences  
Remember this you'll see how cool it is

At last but not least there is the spiritual one  
It's like accomplishing your inner person  
If you know who you are, who you aspire to be  
Then you will be the best leader we'll ever see

Now I think that you know that you should be loyal  
To physical, IQ, emotion and spiritual  
Get to know yourself, how you act and how you think  
And you will be the best in less time than a blink



Figure 6. Human Intelligences. Lyric & Image by Marie Chretien  
With the permission of the author the audio-video of the song  
is available on Marcella Zoccoli YouTube (Education channel)



# LEADERSHIP LOGISTICS: *HEART, HEAD AND HAND*

written by Mikhail Oliveira, Brazil

Plenty of material can be found in the academic, professional and personal areas when leadership is the explored core topic; although shaping the leadership ought to be done for each sort of specific situation, leader, subordinate and target, taking into account and weighting different needed aspects, some virtues, qualities and competencies are shared. As an example, Pagonis, Cruikshank and Cohen (1992, 159–183) described many traits and actions that are required in order to be successful in leading a *logistics strategy* and plan during a war. Briefly explained, first of all, knowing oneself is extremely necessary, in other words, being self-aware of one's strengths and weaknesses, thus, improving flaws while augmenting competencies. The second matter is that you must be able to present yourself as a leader to be followed and trusted. A seamlessly communication between all vertical levels must be in place, learning how to listen, how to present your ideas and plans as well as reading the body language.

Therefore, the informal and non-expected exchange within your team or subordinates is as important as the official contact. The third aspect is creating "*momentum*" and synergy across your team towards the same vision. Engagement and commitment to goals should be clearly seen inside the leader's team who, leading by example, motivates and develops his/her followers. Pagonis and coworkers (1992) showed how important the three sides of leadership (heart, head and hand) is for moments of high level of stress and pressure, when leading broad operations such as logistics during a war.

From a different type of environment, Lynch (1998) analyzed the leadership elements which are necessary in logistics in the business field. He stated that there are several great managers although only a few can be called as true leaders. In first place, a great leader is informed and educated. Even though having a diploma is an advantage, being a true leader does not require it. Being always eager to learn and aware of current challenges, business, opportunities in relevant fields are the essential points. The second factor is being visible to internal and external stakeholders, in other words, it means the ability to create awareness about current tasks, activities, failures and successes in higher levels inside the organization as well as to their subordinates. The third aspect includes knowing the potential of people around the leader and

surrounding oneself with more competent people than the leader himself/herself. Consequently, efficiently communicating to them and to external people which kind of leader you are, which qualities are supported and desired are the main outcomes. Last but not limited to, an exceptional leader is risk aware but not risk averse, honest, ethical and creative.

From my personal experience, there had been many situations which I witnessed people being leaders as well as either experiencing or learning leadership concepts and qualities. One of them was very important for me during my time at JAMK and I would like to share it. Briefly describing it, in the spring of 2018, my team and I had to do a final group project for the Basic Leadership Skills course, and we decided to present the theme "*climbing the mountain of leadership*" according to the concepts, theories and styles of leadership learned during the course. As complementary tool for the presentation I have printed one mountain miniature from the 3D printers available at JAMK for our final speech. At the time of the presentation in Spring 2018, the mountain was turned on the "upright" vertical direction.



Figure 7. The mountain of Leadership  
(photo taken by Marcella Zoccoli)

During the following semester, my former teacher, Marcella Zoccoli, invited me as a guest speaker to present a keynote about the relation between physical intelligence and leadership performance. She offered me this opportunity because of my previous participation in the course and due to my climbing background. I gladly accepted the invitation and asked her to bring the mountain I had given her as a gift after the spring 2018.



Figure 8. Reaching the peak of "Agulhas Negras" in Brazil.  
On the left of the picture is my father and I am on the right – July 2019  
(photo taken by Mikhail's friend Rodrigo Lins)

At the conclusion of my talk, I showed the mountain to the students on the "upright" position and described the story behind it; but Marcella, with her sagacious look, kindly took it from my hand and turned it upside down, saying to the new students: *"now it is actually showing the very beginning of the leadership journey!"*.

That moment and insight were really paramount. Before all, there is a whole underneath mountain which has to be built and developed in order to create a robust foundation and, ultimately, become a true leader for others. And that underneath mountain means becoming a leader for yourself, the self-awareness.

Only after a study base is constructed, the next leadership process can begin. The leadership in logistics is all about it. In many situations, cases and aspects the leader's decisions will greatly affect the ones in his/her supervision.

Therefore, the leader must be prepared to engage and commit to the team with his/her balanced heart, head and hand, climbing one mountain every day as shown in the figure 9 here below representing my own experience.

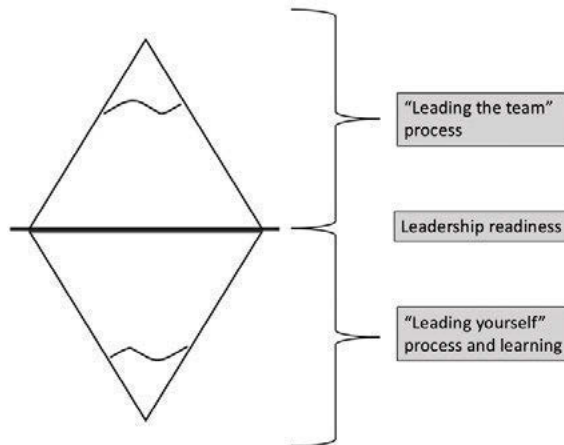


Figure 9. Climbing the mountain of leadership: process  
(author's own intellectual creation)

The leader is a leader, in first place, of himself/herself. And it begins as exactly as an upside-down mountain appears, starting with a very small piece of yourself and growing wider every step forward toward a true, authentic and mindful leader. As in logistics, the leadership process is better conducted when it follows the correct and chronological steps. It has inputs, a cyclical process and outputs. Cyclical processes because the leadership process never ends, and we are always learning how to become better leaders and people. Making a metaphor with the logistics field, for instance, plans, proper resource allocation and external support are indispensable. Once the leadership process has started, the goal is to achieve the best balance between the physical (hand), emotional (heart) and intellectual (head) intelligences. The unbalance between them is one of the biggest barriers for the true leadership journey. In light of that, for the physical intelligence, e.g., a strong physical body is necessary, therefore, practicing regular and appropriate trainings for each kind of person and goal. Regarding the emotional intelligence, the techniques of yoga and meditation can be cited as ways of training it. Lastly, the intellectual intelligence can be trained by studying, reading, talking to people with different opinions/cultures and listening to experienced ones. Ultimately, when the three of them are in

balance, there is, what I called in my picture, the leadership readiness. It simply means that the person is ready for becoming a leader for others, polishing each one of his/her followers into the best of what they can be.

As Scharmer and Kaufer (2013, 16–17) stated in their book, there are three dimensions which are needed for transforming a person from "I" to "we", i.e., from zero to leadership. They are improving and developing the relationship with every external system, to other people and to yourself. In my leadership concept and structure, the first relationship which needs to be developed is internally with oneself in order to be possible to develop the other two categories. Moreover, similarly to the logistics field, the need of measuring performance is commonly seen in leadership effectiveness. If the leadership effectiveness is neither correctly measured nor even measured, the leader and his/her team are not able to take corrective actions towards their goals and objectives. Yukl (2013, 24–25) defined a few ways of measuring the leadership effectiveness. One of them is how much the leader facilitates a company or team to achieve their desired results. Another form of measuring is more subjective where peers, superiors and subordinates evaluate the leader. The last example is by measuring how successful and fast the leader achieved his/her career positions of leadership. However, the relevancy of each measure is usually based on subjective aspects, therefore, there is no correct or wrong way of measuring leadership effectiveness. There are only different ways of measuring according to one's needs.



Figure 10. Keynote guest speaker – @BLS Fall 2018  
Physical intelligence and Leadership performance  
(photo taken by one of the students of the Basic Leadership Skills course – Fall 2018)

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# COGNITIVE AGENCY: WHY?

written by Oxana Usova, Finland/Russia

The American psychologist J.A. Russel in his book *"Agency: Its role in mental development"* states that exercise of agency is necessary for developing a conception of the physical world and a conception of mind. By agency Russel means, *"the power to alter at will one's perceptual inputs"*. Acquisition of knowledge by a human, even from the very early age, is impossible without cognitive agency.

It would be great if people were born with strong cognitive agency. Unfortunately, that is not the case. We gain more of it over time as we grow, develop, experience success and failures. At the same time sense of agency in the young adult is much stronger than in the person of old age. In a large-scale survey of Americans, Lachman and Firth (2004) offered to evaluate the statement "What happens in my life is beyond my control". They found that 62% of older adults disagreed with it. In turn when young adults (25–39 years) were given the same statement almost 80% of them disagreed with it. Let's try to understand what cognitive agency is, why is it so important and how do we gain it? Psychologists view agency as the capacity of the person to grasp and adjust his/her reality, which involves being able to act upon it and reach his/her target.

People with cognitive agency 1) fully experience the moment "in the moment", but do not stop there. They as well 2) reflect and observe themselves. They can control their own thinking, which allows them to be present in their environment both unconsciously and consciously. They can then make plans, take efforts towards a goal and conclude with analysis. In the process they are able to face own fears and deal with them in a productive way. As human beings we should grow fearlessly in our cognitive agency and autonomy. It is crucial in the modern world so that we do not give up our executive role to the AI. It is important that we learn to exercise our right of choice, free will and thoughtful decision making.

Great leaders are the ones who have a strong sense of cognitive agency. They commission themselves and are able to manage their own attention by directing it towards their assignment. So as a result, they influence their own life in a way, that leads them to success. Real leaders believe that their own actions matter, and they can change the world around them.

Would you like to gain more cognitive agency? Would you like to give shape to your life and your environment? Do you know what is it that you

want to achieve in your personal life, in your career, in your physical and psychological wellbeing? Do you want to be your life's active agent? True leaders are also aware of the choices they have. They are confident that it is up to them to decide what action to make and are aware of the consequences of their deeds. Genuine leaders presume responsibility for own behaviour, they do not blame others and do not view themselves as misfortunes of someone else's actions.

Your ability to act promptly and be effective in your life has potential to expand. There are many ways to increase your cognitive agency. You may consider taking steps towards raising your self-awareness, for instance. One simple thing you can do is to ponder about the area of your life where you are not successful. Then think about the area of your life in which you are victorious. What helped you to achieve success? Can you try the same approach to the areas where you need improvement? Another strategy you can apply is to ruminate on the situation where you yielded to the opinion of majority. Why did you do this? What was the outcome? Should you act differently in the future? How do you break your tendency to conform and begin taking a proactive approach? Learn to regulate your thoughts. Be ready to learn from everything that happens. You will notice that more and more often you are making informed and voluntary decisions based on your extended knowledge and true intentions. Your power of choice and control over your life will grow extensively.

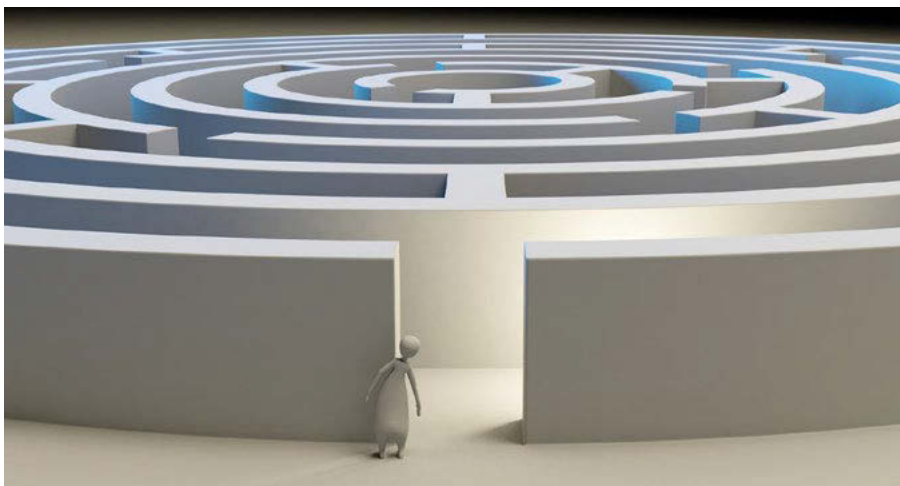


Figure 11. Find your way  
(image source: pixabay.com – Socha A.)



Cognitive agency is only one segment of the whole complex of a person. Your system of beliefs, values and principles you have, life promoting morals you possess or reject, your ethical acts and your physiological condition all compliment to shaping your existence as a human.

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# EMPATHY WALK

written by Michelangelo Fusaro, Italy

The "empathy walk" is an interesting experience that allows us to understand better and deeper the real personality of other people: the feelings and the thoughts that are not visible after a simple talk. The word empathy, in this context, means in "an authentic way": to see the world from the perspective of the other people. Through the empathy walk, we are beyond active listening and we are going deep into the zone of non-judging, for this reason, it is fundamental to be open-minded.

In the beginning, it is not easy, there is a barrier between the two persons but after time, the connection increase and it is easier to speak, overcoming the fear of judgment. It can happen that, for someone, the real empathy walk experience, is hard to achieve because we can have a feeling of vulnerability to reveal our deeper personality to another person. In this case, it can take more time, but we can start to train ourselves with people that are more emotionally connected to us and try to improve. The empathy becomes even more important in situations like the one that we are living today in the Spring-Summer 2020 when the people are facing hard and stressful moments as those caused by the Coronavirus disease. The social distancing experience should be interpreted more like a physical distancing not a limitation to our social relations.

In struggling periods all the fears and the doubts come to the surface and the people, therefore, are more vulnerable. For this reason, one successful way to overcome social isolation and the feelings of loneliness is to cultivate empathy, as a human being part of the community. Being able to identify and handle the feelings of the person that is speaking in front of us is a fundamental element of Emotional Intelligence and can lead to intensify the quality of the social relations and increase our psychological well-being.

Empathy as an element of the construct of Emotional Intelligence has to do with two main domains of the human system: the affective domain and the cognitive domain (Northouse 2018). Especially in leadership, intelligence means the ability to learn, understand and manage and when it is combined with emotions (individual and of other people) becomes essential for the stabilization of the inner balance, the boost of motivation and the consolidation of the team relations. The Emotional Intelligence, through empathy, prepare

leaders to become more conscious about the "context, the self and others" (Shankman & Allen 2015) and achieve significant positive impacts on the leadership process itself.



Figure 12. Empathy Walk  
(image source pixabay.com – Sasin Tipchai)

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# INVERTED LIGHTS

## *ITALY AND INDIA IN A VIRTUAL DISCUSSION ON MACHIAVELLIAN-STYLE LEADERSHIP*

written by Marcella Zoccoli with Andal Lakshmi Clogs

*Jyväskylä, Finland – 21.06.2020 in the anniversary of  
Machiavelli's death 21.06.1527*

This contribution in the book is an offer of perspective; it does not deliver answers, but eventually questions. If you are looking for prompt remedies, you can skip the reading; conversely, if you are an inquiry seeker, well, this is a reading invitation coming from Italy and India about a supportive practice to leadership, even though – at first apparently "awkward". We wish to open a discussion moment and reflection within yourself through our exploration of the characteristics of Machiavellian-Style Leadership (Daft 2018) by looking at them as dynamics occurring in the leader as an individual. By following up on an interesting self-reflection of Erika M. (one of the students of the Basic Leadership Skills course in spring 2020), we wondered what would have been the "What If" question strategy process destined to check a manner to use the energetic power of the alert, the fear, the deception, the reward and punishment constructively and positively with the aim to maintain order, balance when shaping the leadership process. From the excerpt of her feedback on the course experience, we read: *"While conducting my leadership studies, I did read through many types of leadership and still haven't found to which I should orientate; however, combining them with Machiavellian-Style Leadership would be efficient and interesting to some extent. Some sort of combination with the ability to adapt to the changes quickly."*

It is known that leaders always have to work hard in terms of self-leadership, self-care, self-discipline and self-intervention to balance and nourish their whole human system made of different kind of energies and shades, and consequently it is not only important to develop those human capabilities and abilities to be used during the leadership process creation and execution, but it becomes vital to know where to source some useful "survival weapons" to climb, metaphorically, the dark wall of the leadership mountain when soon or later appear on the leader's path.

There is always a moment of darkness on the way, especially when the leaders face unbalanced, uncertain picking outer situation, it is easy and natural to experience inner conflicts, emerging by an "inner shadow" working full time tirelessly, with the risk of being engulfed in dullness and when it gets worse bringing followers/other people along, destroying the process and with it also organizations, institutions, companies, communities etc.

Sourcing useful, valuable, and relevant tools to be applied for the endurance of whatever system implying leadership is fundamental. Because we are creatures equipped with an epistemic curiosity and we are meditative beings, in the following pages we deliver our thoughts and insights.

## MACHIAVELLIANISM AND THE DARK TRIAD OF LEADERSHIP

Machiavellianism is derived from Machiavelli's philosophy and thoughts and it is known worldwide. His works, the Prince, the Discourses on the First Ten Books of Titus Livius, and the Art of War are the most known along with some other writings and letters. The satirical play, Mandrake, is considered a jewel of the Italian literature in which with skilful ability, Machiavelli depicts a less known aspect of the magnificent Renaissance: *"a cynical, desolate [humanity] world, without light, without goodness, in which there is not a single character who possesses a moral stature, even if only acceptable, who acts on the basis of values, who aspires to something other than pure aiming calculation to his own convenience, and totally indifferent to his neighbour, to his rights, to his own dignity: everyone "uses" everyone, everyone deceives everyone, everyone tries to rub each other, in a hellish "sarabanda" [uproar] of selfishness as lucid, as unleashed"*. (Lamendola 2017). These literature's studies are in the program of most of the different levels of Italian schools. Offering a taste of Machiavelli's works is not the purpose of the paper, but they are supportive to our discussion on the subject.

From the memory of a conversation had during one of her travels to India some years ago, Marcella was recalling the existence of an "Indian Machiavelli". His name is Kautilya or Vishnugupta, he transformed himself into Chanakya; he is one of the very first – if not the first – Indian economist and philosopher who lived in 370–283 BCE; this means almost 1600 years well before the Italian Machiavelli. Through our conversation and brief research, we found that his work "Arthashastra" was discovered in 1906 by Shamashastry and from that moment many academic studies have been conducted both in India and in Western countries. Their common aim was to try to find similarities between the two political thinkers (Deo 1983), and this is

the reason also in India, the name Machiavelli often recalls *"unscrupulous, even diabolical behavior aimed at increasing one's power of personal gain"* (Daft 2018). In the West, Machiavelli's philosophy and its concept of the power have been often "demonized". Shakespeare himself – the famous English writer of the 1500 – had appellatives like "subtle", "notorious" and "murderous" while describing him. (in Chadwick: Henry VI, Part III – in The Merry Wives of Windsor, Act III. Scene I). The Machiavelli of India, Kautilya, is known for the realistic approach to diplomacy he offered through the words of the "Swami"<sup>1</sup>. Arthashastra, despite his attitude that to some extent, as pointed out by Chandrasekaran (2006), *"makes Machiavelli's Prince seem almost harmless"* and, as it was written by Max Weber in 1912 in his work *Politic as a Vocation*, the literature in Kautilya's is a kind of *"truly radical Machiavellianism"* his *"science of power, influence and wealth"* (the meaning of his name), after centuries is still catalysing the international debate on diplomacy and national security (Saad & Wenxiang 2020).



Figure 13. Kautilya (Chanakya), India 375–283 BCE and Niccolò Machiavelli, Italy 1469–1527 CE  
(Images source: en.wikipedia.org and fi.wikipedia.org – public domain)

<sup>1</sup> Swami: a Hindu ascetic or religious teacher. (<https://www.merriam-webster.com/dictionary/swami>)

As pointed out by Deo (1983), in their works the two thinkers use the concepts of "Force", "Power" and "Udyama" (an Indian word meaning attempt, effort aimed towards desired outcomes) interchangeably and these words in the leadership studies are often combined with the name of Machiavelli and the Machiavellian style which relates to the so called "Dark Triad of Leadership" (Machiavellianism – Narcissism -Psychopathy) connected to Ethics (Northouse 2018).

It is important and necessary to notice that most of the leadership books presenting theories, styles and approaches often warn the students-learners, explicitly or slightly, about the alignment of the their research content to the "West side story of the leadership ". Trying to resist the temptation of assuming the universality of leadership theories can be hard because, as shown by the research of Lee (2012), on almost 326.324 books on leadership, the top sellers were all Americans and only some few were from India but discussing and talking Western leadership theories. This data is relevant because when exploring the dark triad of leadership, the references are mainly from westerners. But by bringing Kautilya into our conversation we can attempt to conceive a more valuable West-East alignment.

The literature on the Dark Triad is rich and extensive, but for our reflection around Machiavellianism we had a look at the model of D'Souza, Franco de Lima, Jones, & Carré (2019) "Main characteristics of the Dark Triad personality traits" (see Figure 14). It represents the dark triad as a "...*combination among the three socially, malevolent characteristics and behavior that include Machiavellianism, subclinical narcissism and subclinical psychopathy...*" (Nahavandi 2012, 147). Although these three kinds of personalities share several common features, they have different contexts: Machiavellianism is not considered a mental health disorder, while Narcissism and Psychopathy are sub-clinical personality disorders (Paulhus & Williams 2002).

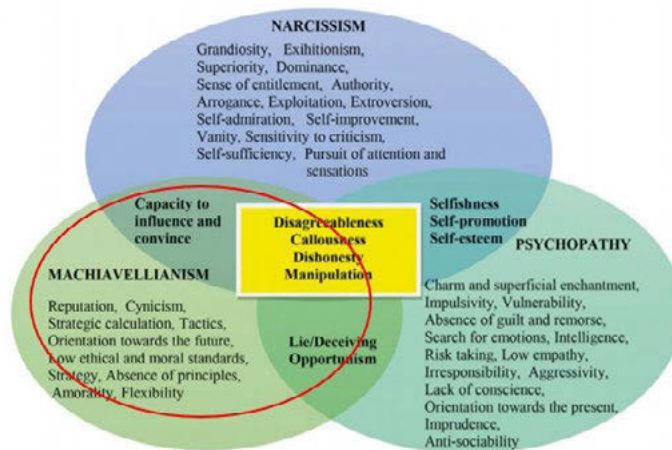


Figure 14. "Main characteristics of the Dark Triad personality traits " Adapted from D'Souza, M. F., Franco de Lima, G. A. S., Jones, D. N., & Carré, J. R. (2019). Do I win, does the company win, or do we both win? Moderate traits of the Dark Triad and profit maximization.

"THE LONG BAG OF THE SHADOW" – EGO DRIVES WESTERN ACCUMULATION, EASTERN TRANSFORMATION

*Our unawareness of the shadow is not only perilous, but profoundly energy depleting – Baker (2011)*

With the attempt to overcome the West-East social and historical frame and observing the leadership related intrapersonal dynamics from a specific angle through questions strategy, we focused our research in looking for a common conceptual bridge between the "Prince of the West" and the "King-Swami of the East". We tried to find a scientific ground on which to intervene with tools resonating with the dimensions of the *mindful* leadership, people-process-product (Zoccoli 2017), that could have been useful for the Leader, as an individual, in his/her time, energy, and space of leadership shaping, especially when facing the threats of the dark wall of the leadership mountain.

The construct of time in the leadership process is a broad and articulated topic and though it is not an object of discussion here, it can be summarized as an intersection among the past, the present, and the future; a composite of both collective and individuals' actions-functionalities that not always are conscious and aligned and in leadership can create frictions, internal



or external dysfunctionalities (Hill & Bartol 2016) and that can happen in a physical or virtual space.

Energy here is meant as tension, capacity to magnify the vigor, the influence and the motivation (Zenger & Folkman 2014) is a key dimension in leadership. In this context we must imagine it by using the analogy of the utility frequency (alternating current), an oscillation power creating a distance between reality and possibility. By opening new spaces, sometimes, a latent reality in the form of shadow, prejudice or bias appears on the surface of our daily routine made of physical and virtual environment; and especially, in the second case, it could decrease the cycle of trust between people, because as pointed out by Laurindo Pinto (2018) *"harsher techniques, such as coercion or omission of information"* could emerge and *"must be considered carefully, as their effect could be amplified in these situations (Switzer 2000)."*

Through these projected distorted ideas and behaviors based on past memories and social identifications sometimes the leader unconsciously move this unknown material into the leading process itself, and instead of seeing how to delve into him/herself, he or she ends up being lost on the thin borders of the spectrum of consciousness states between the "I" and the "Self" (Fisher 1976).

As pointed out by Bly (1988), that could be the moment when the *"long bag of the shadow we [leaders as human being] drag behind [appears]"* and *"when we put a lot in our private bag, consequently we often have little energy. The bigger the bag, the less energy"* and when we cast that shadow, we lose our energy, our power that is actually our most precious treasure.

Because we both agree on the fact that when looking in the dark you can always see something, we started our inquiring process from the assumption that *The Prince* of Machiavelli, as stated by Chadwick (2017) was intended as a practical guidebook for a *city ruler* and it is all about the leadership at the local level, and Arthashastra the "Swami" of Kautilya as pointed out by Deo (1983) is a traditional monarchist embodying the king *"as divine and executing the laws of the God"*, furthermore as stated by Budac (2015) he needs a *"...training of a future king implies discipline and self-control..."* and *"...Self-control, which is the basis of knowledge and discipline is acquired by giving up lust, anger, greed, conceit, arrogance, and foolhardiness. [...] A king who has no self-control and gives himself up to excessive indulgence in pleasures will soon perish, even if he is the ruler of all four corners of the world."* (1.6.4) (Kautilya, 1992: 144).

The more we were reading, discussing, meditating, and practicing our Yoga, the more the common keyword to connect the Western and Eastern

Machiavelli was taking form. What is more local than the "I", the Ego in the human being system? What is most strategic and dangerous on the "dark wall" of leadership for the human system and the system of humans, if not a Selfish or unbalanced Ego badly using and misusing leadership? How could the leader make use of some of the Machiavellian characteristics to balance the inference of the Ego in his/her leadership process and style? What are the Machiavellian tools that could serve as a reality check and adjustment of the Ego on its collision roadmap against us? From the followership perspective: how to detect and understand if the leader is walking the Ego or the Ego is walking him/her?

The three letters of the word "EGO" suit our purpose. Where there are human beings there is Ego, an "I(d)-entity" that it would be beneficial to understand and use in a manner to empower human beings shifting from an existential ignorance to a scientific knowledge of the process life-leadership to understand its uniqueness and language (Rapport 2015) so that to becoming responsible in all the inevitable moments composing of our life experience (Sadhguru 2020).

But unfortunately, as stated by Bignetti (2014) in the Western part of the world questions like: *"Is self a sheaf of experiences collected and well organized by some type of automatism of the brain, or the manifestation of a spirit?"* are abundantly nourishing the literature accumulating tentative answers, that still focused on finding the nature of the Ego-Self can disorient the less experts, but motivate the most interested in understanding how it works; meanwhile, in most of the Eastern tradition (e.g., Yoga, Advaita Vedanta, Shamkya and early Buddhism) always according to Bignetti (2014) the Ego seems to be conceived as a sort of *natura naturans* (self-causing activity of nature) so that the actions of human beings can be mediated and meditated to see beyond the individual self. This practice interrupts the endless chain of events and transforms the illusory thoughts, emotions, and projected shadows into energy to fuel the final aim: to liberate from the psychological prison created by the mind and to live a balanced and conscious existence.

To facilitate our conversation around the Ego without pretending philosophical, psychological, quantum physics or neurosciences debate about the meanings, interpretation and different schools of thought, we adopted the western meaning of the Ego word as introduced in the modern language by Sigmund Freud the father of the Psychoanalysis, with its meaning of "I" deriving from the Latin word *ĕgo*.

It is important to note that according to Freud (1910), the Ego is part of the tripartition of the psyche: I (Ego), Es (Id), and Super-Ego (Super-Ego). This

portion of the human personality has a key role in the balance of the dynamics occurring between the instinctive, irrational, and animalistic part of man (Es) and the tendency of the moral conscience (Super-Ego) to repress the Id's impulses. As stated by Boag (2014) *"The ego is also an agency that controls and initiates action whereas the id can only act through influencing the ego:*

*... in each individual there is a coherent organization of mental processes; and we call this his ego. It is to this ego that consciousness is attached; the ego controls the approaches to motility... it is the mental agency which supervises all its own constituent processes....*

*Freud, 1923b, p. 17, his italics"*

Based on the psychoanalysis of Freud's (1910) ego-instincts and according to Maze (1983,1987) *"ego-drive[s]...constitute the ego develop a sense of identity (self-hood) whereby the ego-drives identify with various states of affairs in unison, which for the most part includes a view of a singular organism ("person")."*

A different perspective is offered in the analytic psychology of Carl Jung, a student and disciple of Freud. He introduces the construct of the Self as *"a transcendent factor of the mind"* (Brabant 2018), composed by the Ego (conscious), the Shadow (unconscious) and the Persona (what we show to the outer world). As pointed out by Taylor (2012) *"Freud was only interested in the content of the image and how that can be traced back to early childhood sexual memories, Jung wanted to know what function it served in the larger psycho-spiritual life of the person"*. In fact, as to quote Jung (1970, p. 259) words *"the ego stands to the self as the moved to the mover, or as the object to subject, because the determining factors which radiate out from the self surround the ego on all sides and are therefore supraordinate to it. The self, like the unconscious is an a priori existent out of which the ego evolves"*.

In the field of the neurosciences as stated by the emeritus Prof. Kagan of Harvard *"...a neural definition is virtually nonexistent. Ego doesn't exist in the brain. What does exist, is a brain circuit that controls the intrusiveness of feelings of self-doubt and anxiety, which can modulate self-confidence"*. (The unhealthy ego: What can neuroscience tell us about our 'self'? 2010).

From the Eastern perspective, the ancient Yogic Science offers a description of the human mind, the mental body (Sadhguru 2015) as formed by four main categories: Buddhi (intellect), Manas (memory), Ahankara (identity – sometimes translated as Ego) and Chitta (pure intelligence); this concept of

*Ahankara as "the sense of identity within a person, one of the consequences of which is the Ego" (Sadhguru 2016).*

The intellect (buddhi) is guided and sustained by the ahankara (identity-ego): *"the intellect cannot transcend this, because this is its nature. But there are other ways to know life beyond identities we have taken on for our survival in the world"* (Sadhguru 2017).

Our conclusion is that from whatever angle we look at the *ěgo*, it is a dynamic situation, and this is the aspect we are interested in for our leadership discussion, especially in the perspective of using its full potential of *"Aware Ego. An Energetically Based Psycho-Spiritual Approach to Consciousness"* (Stone & Stone 2007) aiming, in our intention, to support the leader in the creation of his/her long-distance journey of leadership.

### *"WHAT IF?"*

#### LEADING THE EGO DRIVING INFERENCES INTO OUR LONG-DISTANCE JOURNEY OF LEADERSHIP THROUGH THE LESSONS FROM MACHIAVELLI AND KAUTILYA

Through the reading of some of the writings of Machiavelli and Kautilya appears the clear need for balance and wisdom in the leadership journey of the *Prince* or the *Swami*. Besides the Ego that they show through their Machiavellian different shades according to their historical and geographical moment, in both authors we noticed another important common element: the virtues. In Machiavelli, the word virtue has multiple meanings, but it does not align to Plato's moral characterization or, as suggested by Matei (2011), to the Aristotle's *"morally correct way of living having a virtuous conduct"*. Virtue, or *virtú* in the Italian language of Machiavelli, has to be considered in its derivation form, from the Latin *virtus*: fundamental quality that allows man to perform great actions and works (Gilbert 1965). In other words, for the Prince this *virtú* is as *"flexible disposition"*, like ability, value, energy, prudence, prowess and power, they are skills to be used to change the mind and the conduct according to circumstances to achieve higher goals (Bidac 2015).

The Kautilyan approach as mentioned in the work of Deo (1983) is more in accordance to Plato, Aristotle or J.S.Mill: *"Plato wrong action is due to intellectual error and vice in man, according to Aristotle it is due to wrong desire and poor judgment. J.S Mill emphasized liberty of one without impeding the liberty of others."* and *"The very distinction between qualities of Prince and Swami enumerated by Machiavelli and Kautilya show that the former relied on physical virtues but latter on the virtues of moral and intellect"*. This virtue-

attitude can be retrieved in the King-Swami six forms of diplomatic relations as depicted in the mandala theory. (Chandrasekaran 2006).

Said this, ***What if we assume for a while that the Ego is functioning towards us like the Prince or the Swami?*** What could happen if the leader learns from the Ego to deal with the Ego by applying the Machiavellian "*flexible dispositions*" and the Kauttylian "*mandala theory*" when climbing the dark walk of the leadership mountain?

Because we are joyful and playful creatures, we present a couple of situations for your self-reflective intimate discovery journey "*game*". From Italy "***the flexible dispositions***" (***virtues-skills beat luck in leadership***) and from India "***the mandala theory***" (***tips for diplomatic relations with your EGO***).

## ITALY – MACHIAVELLI'S PRINCE: "*THE FLEXIBLE DISPOSITIONS*"

### *(VIRTUES-SKILLS BEAT LUCK IN LEADERSHIP)*

As pointed out by Deo (1983) Machiavelli virtues like consistency, courage and wisdom – to mention some – can overcome the vicissitudes of life. His ability to adapt to immediate changes of environment, his courage to abandon the traditional ways to follow new path are exemplary.

What if the leader through some of the insight-passages of Machiavelli's work act on his/her Ego, and to use his words, for "*the well-being, not of individuals, but of the community which makes a State [here leadership process] great...*"? (The Discourses: II, 2)

<b>TABLE 1. <i>What if?</i></b>	
Authors own intellectual creation: <i>quotes-insights – questions strategy process.</i>	
<b>Quotes-Insights</b>	<b>Questions strategy process</b>
<p><i>"When it cannot be avoided... the prince should enter an alliance with one of the parties."</i></p> <p>- The Prince, Chapter XXI (How a Prince should conduct himself so as to gain renown)</p>	<p><b>What if entering in alliance with the Ego instead of fighting it? What if dissolving it by owing it?</b></p>
<p><i>"Whoever is more vigilant in observing the designs of the enemy in war, and endures much hardship in training his army, will incur fewer dangers, and can have greater hope for victory."</i></p> <p>- The Art of War: Book VII</p>	<p><b>What if to use the tricks Ego poses to our mind to empower the skill of the attention?</b></p>
<p><i>"The art of deception, an art always necessary for those who would mount to great heights from low beginnings; and which is the less to be condemned when... it is skilfully concealed. ...the only inference to be drawn... is that the prince who would accomplish great things must have learned how to deceive."</i></p> <p>- the Discourses: II, 13</p>	<p><b>What if the leader uses his/her Machiavellian-style ability "to deceive the Ego" when harmful for the highest good?</b></p>
<p><i>"Every man achieves results by various methods; one with caution, another recklessly; one by force, another by skill; one by patience, another by haste. Each one succeeds in reaching his goal by a different approach. One can also see with two cautious men, that one will attain his goal, but the other will fail. Similarly, a cautious man and an impetuous man will prove equally successful in reaching their goals."</i></p> <p>- the Prince, chapter XXV</p>	<p><b>What if to learn from the Ego the art of being versatile?</b></p>
<p><i>"Act like the skilled archers who, designing to hit the mark which yet appears too far distant, and knowing the limits to which the strength of their bow attains, take aim much higher than the mark, not to reach by their strength or arrow to so great a height, but to be able with the aid of so high an aim to hit the mark they wish to reach."</i></p> <p>- the Prince</p>	<p><b>What if to learn from the Ego the way to design a suitable hit to reach the highest aim on our running leadership wheel?</b></p>
<p><i>"The prince must consider how to avoid those things which will make him hated or contemptible; and as often as he shall have succeeded, he will have fulfilled his part, and he need not fear any danger in other reproaches."</i></p> <p>- The Prince, Chapter XIX (that one should avoid being despised and hated)</p>	<p><b>What if the leader learns from the Ego to become a toxins' avoider or a healer through virtue?</b></p> <p><b>What if to use, as an example, a calculated "dose" of cognitive empathy as a "mean to justify ends" for the highest good?</b></p>

TABLE 1. <i>What if?</i>	
Authors own intellectual creation: <i>quotes-insights – questions strategy process.</i>	
<p><b>Skill &amp; Virtue</b></p>	<p><b>Small insight</b></p> <p>In this regard an example: <b>Empathy</b> can be considered a skill and a virtue (Maibom 2014) that can be also used intentionally to achieve the goals.</p> <p>It is a <b>Skill</b> when it is:</p> <ul style="list-style-type: none"> <li>- mirroring (resonance of the observer) &amp; enactment of imagination (with efforts);</li> <li>- showing and knowing mindreading “<i>in his/her shoes</i>”;</li> <li>- multiple meanings as a process– cognitive grasp</li> </ul> <p>It is a <b>Virtue</b> when meant as a:</p> <ul style="list-style-type: none"> <li>- caring condition</li> </ul>
<p><i>“It is the duty of every good man to teach others those wholesome lessons which the malice of Time or of Fortune has not permitted him to put in practice; to the end, that out of many who have the knowledge, some one better loved by Heaven may be found able to carry them out.”</i></p> <p style="text-align: right;">- The Discourses: II, Preface</p> <p><i>“Fortune may be the arbiter of one half of our actions, but she still leaves us the other half, or perhaps a little less, to our free will.”</i></p> <p style="text-align: right;">- The Prince, Chapter XXV what <b>Fortune</b> can effect on <b>Human Affairs</b>, and how to withstand her</p> <p style="text-align: center;"><b>“The prince who relies entirely upon fortune is lost when his luck changes...”</b></p> <p style="text-align: right;">N. Machiavelli</p>	<p><b>What if the Leader learn to rely more on his/her skills instead of luck while shaping the leadership process ?</b></p> <p><b>Skill beats Luck</b></p> <p><b>“Virtue itself is therefore the only good; she marches proudly between the two extremes of fortune, with great scorn for both”</b></p> <p style="text-align: right;">Seneca - letter 76</p>

INDIA – KAUTILYA’S ARTHASHASTRA:  
 ”THE MANDALA THEORY”  
 (TIPS TO DIPLOMATIC RELATIONS WITH YOUR EGO)

MANDALA THEORY

**What if to consider the Ego as:**

”Your neighbor is your natural enemy and the neighbor’s neighbor is your friend” This was the basic thought behind Kautilya’s Mandala Theory. And it is the very first thought that comes to one’s mind when we read the texts of Kautilya. Mandala is a Sanskrit word that means ”circles.” (Shobhit 2012)

**And what if the Ego takes the form of one the 12 kings of Kautilya?**

TABLE 2. Kautilya’s Mandala Theory	
Sourced from Shobhit Mishra (2012)	
1	The would-be conqueror, at the centre of the mandala. ( <b>Vijigisha</b> )
2	The enemy whose territory borders on that of the would-be conqueror, i.e., the hostile neighbour.
3	The ally’s whose territory lies immediately beyond that of the hostile neighbour.
4	The enemy’s ally who is the neighbour of one’s own ally.
5	The ally’s ally who is territorially distant. ( <b>Vijigishu</b> )
6	The ally of the enemy’s ally who is also territorially distant.
7	The rear of the would-be conqueror, i.e., rearward enemy
8	Rearward friend
9	Friend of the rearward enemy
10	Friend of friend is the rearward friend
11	A neutral king/state neighboring both the would-be conqueror and his/its enemy but is stronger than both.
12	The king is very indifferent towards all other kings/states but is more powerful than the would-be conqueror, his enemy and the neutral king/ state

In Kautilya words the meaning and the importance of diplomacy:

**”A King who understands the true implication of  
 diplomacy conquers the whole world” –**

Bharati (1976)



## SIX FORMS OF DIPLOMACY<sup>2</sup>

*"Kautilya elaborates on strategies for not only the strong king and the aggressor but also explains the strategies a weak king should follow to defend himself and protect the state. His forms of diplomacy also depend on the type of the king whether the policy is directed toward the superior, inferior or equal. The six types of foreign policy that he advocates are: Sandhi, Vighraha, Asana, Dvaidhibhava, Samsarya and Yana"* (Chandrasekaran 2006)

### **What if to practice diplomatic relations with the Ego?**

TABLE 3. Six forms of diplomacy.	
Sourced from Chandrasekaran Pravin (2006) KAUTILYA: POLITICS, ETHICS AND STATECRAFT	
Six forms of diplomacy	Meaning
<b>Sandhi</b> This means accommodation, which means that kings seek to accommodate each other and does not resolve to hostile means. These Sandhis could be temporary or permanent and it depends on the environment and relative powers of the kings. The various sub-forms in this sandhi have been practiced by statesmen later. (Bismarck had used Karmasandhi with Austria and now Britain's foreign policy has been to maintain Anavasitasandhi with the United States) <sup>2</sup>	accommodation
<b>Vighraha</b> This means hostility shown to neighbor or a state. Kautilya strongly believed that the states are always at war and seek power hence it is necessary to have hostile foreign policy towards few states which are either equal in power or subordinate in power.	hostility
<b>Asana</b> This means indifference and he choose this policy for states which are neutral in his mandala concept of nations. He also believes that an indifferent foreign policy works well in the case of equal power. I may not agree on this point as we have seen in case of equal powers in history, there has been always tension which either led to a war or an alliance. Germany viewed Britain as an equal power and could not be indifferent neither could US be indifferent to Russia during the cold war.	indifference
<b>Dvaidhibhava</b> This means double policy which was very well practiced by Bismarck. Kautilya advocates this foreign policy for states which are superior militarily. Kissinger followed this strategy where he made alliance with China such that at no time Russia and China could become closer in ties than US and China. Kautilya advocated the same concept within his Mandala framework.	double policy
<b>Samsarya</b> This policy of protection is followed where a stronger state intervenes and shelters a weak state. Kautilya advocates this policy when a stronger state needs a shield to protect itself from an equal power it is good to use this policy of protection for a third state and use this alliance to defend against the potential enemy. In one sense the colonization was followed where European powers started controlling weak nations in Africa and Asia and thus strengthening their position against one another.	protection
<b>Yana</b> This policy is to attack. Kautilya does mention that peace and stability in a state makes the state even powerful but never shies away from attacking the weak and unjust king. He thinks that an unjust king keeps the society unhappy which makes that state a potential target as it is weak due to social unrest. Who knows maybe George W. Bush read Kautilya before pursuing the Yana policy on Iraq!	attack

<sup>2</sup> Diplomacy: the art and practice of conducting negotiations between nations. <https://www.merriam-webster.com/dictionary/diplomacy>

## "EATING THE SHADOW" OF THE DARK WALL OF THE LEADERSHIP MOUNTAIN RE-ENGINEERING THE EGO OF THE LEADER

*"You cannot transform the world without transforming the individual" and  
"If you want to enjoy success, before you engineer situations,  
first of all you have to engineer yourself"*  
– Sadhguru, Inner Engineering

Considering our exploratory discussion, our observations and our inquiring brainstorming "game" process based on the works of Machiavelli and Kautilya and thanks to the professionals on the subjects, when we think about the meaning of re-engineering the Leader's Ego by "eating the shadow" we think about the way to liberate the leader from the potential toxins coming from his/her Ego and to protect the leadership process from the most menacing form of leadership: the toxic leadership (Whicker 1996, 189).

Through the suggestions of Bly (1988) offered for overcoming the shadow's influence, as pointed out by Hoff (1997), *"the "eating the shadow" is a process of retrieving our projections of our own shadows onto others and lessening the length of the bag we drag behind us. One way is through the use of careful language -- language that is accurate and that has a physical base. Energy we have sent out is floating about beyond the psyche, and one way of pulling it back into the psyche is by the rope of language. Language contains retrieved shadow substance of all our ancestors. If language does not feel appropriate, then try painting, sculpture, or making images with watercolors. Every bit of our own shadow energy that we don't capture through language, art, poetry, or music [or contemplative practices] remains floating somewhere in the air..."*.

The Ego's shadow's threats could be transformed in opportunities, in agent of change and balance opening possibilities of positive transformation by applying skills and diplomatic relations to shape the leadership process. From this angle, we could approach Machiavellian's capacity to influence and convince [our Ego] though the use of the deceiving opportunism meant as "manipulation" – *here transformation* – or expulsions of the toxins coming from our mind. In this way it could be possible to empower the Ego in a positive way and to accomplish the process of the *"four dimensions associated with transformational leadership (Bass & Avolio, 1994; Pearce & Sims, 2002)"* as stated by Eisenberg, Post & DiTomaso (2019).

Machiavellianism’s capacity to influence and convince the Ego could move the mental body from a fragile to an agile condition as to transform emotions from noisy voices in the head to motivated expressions-actions on the field. Machiavellian’s lie/deceiving opportunism could be used to fuel the Ego as a transformer of the intellect, a ”razor-sharp” tool to reshape the leadership culture from the imaginary path walked with passive steps on unfashionable outdated patterns and beliefs, and become instead an active vibrant leadership route illuminated by *inverted lights*. When we are able to accept the shadow instead of becoming angry, we can transform ourselves in more tolerant individuals; when we are able to own our shadow we can transform our ambition in inspiration; each time we know our shadow and we accept it without fear of judgment and guilt it turns in positive emotional energy. We can then lead our Ego at the best of our human capability, free from victimization and pity and by transforming it into a spiritual and strong companion it brings us to the co-creation of new places that will become the *new familiar*.

TABLE 4. Inverted lights.	
Authors own intellectual creation (Zoccoli & Clogs 2020)	
Four dimensions associated with transformational leadership (Bass & Avolio, 1994; Pearce & Sims, 2002)	Main characteristics of the Dark Triad personality traits ( D-Souza et Al.)
1. Providing idealized influence (enthusiastic approach)	Machiavellian’s capacity to influence and convince [the Ego]
2. Inspirational motivation (dedication to higher purposes or ideals)	
3. Individualized consideration (individualized performance expectations)	Machiavellian’s lic/deceiving opportunism [ to transform the Ego’s toxins]
4. Intellectual stimulation (challenge the status quo)	

In *”the spirit of times”*, as to use the words of the Prince, we conclude this conversation with a gentle provocation for the leader’s mind, with the harmless aim to achieve a positive change and activate more powerful and diverse geometry of interactions suggested through the *”mandala”* messages delivered from Arthashastra. With the wish our reflection can inspire your leadership journey, we close this friendly discussion with an open-ended question:

**ARE YOU LEADING YOUR EGO?  
OR IS YOUR EGO LEADING YOU?**

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Voices

# WHAT CAN WE LEARN ABOUT OUR OWN USE OF NONVERBAL COMMUNICATION: A "LECTIO MAGISTRALIS" FROM APES

written by Fabio Crepaldi, Italy

Trying to give an exhaustive definition of what nonverbal communication is, could be complex and it would require investing time in reconstructing its origin and the different approaches scientists have adopted to study it. Nowadays, different authors provide several definitions of it: some include all the ways through which information can be conveyed without the use of verbal language (Hall 2001), others adopt a more broad definition including cues such as "hairstyle, facial hair, use of cosmetics, grooming, and dress" (Riggio & Riggio 2012), and while some seem to redefine verbal and nonverbal communication in terms of intentionality and non-intentionality (Buck & VanLear 2002), others point out that nonverbal communication (i.e. basically everything, except speech) could be intentional too (Mandal 2014). Looking at the previous literature we can here assume that nonverbal communication is any form of communication that doesn't involve the use of words.

Our daily interactions are typically constituted of both verbal and nonverbal components and even in a highly talkative species like us, the major part of the communication is made of nonverbal elements. Although it is commonly assumed that the percentage of nonverbal communication in human's interactions is over 90%, more recent and precise estimates indicate a quote as big as "just" 2/3 of the total (Burgoon & Hoobler 1994).

Depending on the circumstances, the relative amounts of verbal and nonverbal communication can differ (for example, think about giving someone the same instruction in person, via audio message or via text) and it is not always clear whether a cue or a signal belongs to the verbal or to the nonverbal set. Even deciding which behaviour is communicative or not could be debatable. In addition to that, verbal and nonverbal elements can be manipulated during the communication, leading to a degree of complexity that has no equal in other species. Indeed, some elements of the communication can be either an automatic response to a certain stimulus, or partially (up to completely voluntary) controlled (Dimberg, Thunberg, & Grunedal 2002; Pisanski, Cartei, McGettigan, Raine, & Reby 2016). Good examples of such elements are pitch and intonation of the voice, facial

expressions, laughter. All these features can heavily affect the outcome of an interaction, and their use could be totally intentional, unintentional, or any of the possible in-between combination of the two.

However, especially from an evolutionary point of view, there are some broad differences that could distinguish all verbal and nonverbal communication. In general, the former is recent, sophisticated, and a rather precise tool, while the latter is an ancient and usually less controllable communication. Even "more genuine" to some extent.

## THE PERVASIVENESS OF NONVERBAL COMMUNICATION IN HUMANS: AN EVOLUTIONARY HEREDITY

Although some animals can be taught about the use of specific words and their relative meanings, verbal communication is uniquely human. This means that all the vocal communications occurring among the members of one or more nonhuman species are also considered nonverbal communication.

Note that a sequence of words could be entirely meaningless; at the same time, a form of communication that doesn't include words can be absolutely meaningful. Indeed, the latter is often so efficient that it can cross the barriers between species: even at your first encounter with a barking dog or a hissing cat, you will hardly mistake these specific signals for friendly messages.

On the other hand, we can observe among humans sheer verbal communication in the absence of vocalisation or in the absence of a second individual: written words. This powerful tool had greatly enhanced our information-sharing processes and had boosted human's culture far from other animals' culture. And yet, even in this "delayed" way of communication, nonverbal elements can be included and affect the reception of the message. For example, think about the use (or lack, misuse and abuse) of CAPITAL letters, emotion icons (better known as "emoticons") and... punctuation...!?!

At this point one could ask: why nonhuman animals are important in this context? The answer is that, as per other traits that could appear to have less strictly biological roots (such as cognition, behaviour, emotion etc.), most of the nonverbal channels we currently use is heredity of our ancestors and can be traced in many extant species. This is the basic reason why is not just possible but quite important to study nonhuman great apes in order to better understand our own species.

## HOW AND WHY NONVERBAL COMMUNICATION EVOLVED

An important feature that humans share with other apes (and many other animals) is sociality. Sociality evolved independently in different groups of animals, from insects to mammals, for different reasons and with several consequences. Among primates, for example, it probably emerged with the shift from a nocturnal to a diurnal lifestyle in order to obtain major protection from predators. Consequently, cooperative behaviour has been positively selected, perhaps boosting the increase of brain size and, to some extent, intelligence too (Shultz, Opie, & Atkinson 2011). One of the most immediate advantages of living in a group is to benefit of the information gathered by other individuals, whether when the process is intentional or not.

For example, warning other members about an imminent threat, or redirect the attention of a mother to her distressed cub will eventually result in better survival of the group. Less obvious – but equally important – tasks otherwise impossible without nonverbal communication are: recognise and respect the hierarchy (or decide to challenge it), initiate a courtship ritual, communicate the intention to play vs intention to fight, build and maintain cohesion among partners and friends. Many of these elements are clearly present in human societies too and are extensively common. This indicates that the advantages offered by being able to detect the intention and the emotional status of another individual are undeniable. In fact, as stated by Preston & de Waal (2002) they constitute the basis of more sophisticated and relevant aspects of social interactions such as emotional intelligence, empathy, and perhaps even theory of the mind.

In nonhuman primates it is difficult to state that nonverbal communication could also be intentional, but it surely can be flexible in some cases. In fact, many species can adjust their signals depending on social circumstances. For example, as pointed out by Waller and colleagues (2015) visual or auditory signals are preferred depending on the status of the receiver (i.e. paying/not paying attention), and the use of more "play faces" when playing in the presence of a third individual that could potentially interfere helps making clear that it is not a real fight but only a mock (Flack, Jeannotte, & de Waal 2004). This partial flexibility of emotion's expression doesn't fit very well into a view that considers the production of facial expression mere responses being given by certain stimuli. Indeed, a more recent approach considers such expressions a social tool that can influence the receiver (Seyfarth, Cheney, Bergman, Fischer, Zuberbühler, & Hammerschmidt 2010) and laughter and laugh faces are good examples.

Although they can be completely voluntarily in our species – nonhuman primates don't possess this ability – they are yet an essential tool to show affiliation and non-agonistic behaviour. Crucial during play sessions and more common in social rather than in solitary contexts in all apes, among humans they are constantly used to build and maintain friendly relationships and are more frequent among friends rather than strangers (Smoski & Bachorowski 2003). Interestingly, flexibility in the production of laugh faces is found also in those species which conduct a largely solitary life.



Figure 15. Adult female and male orangutans staring at the camera  
(image source: flickr.com)

## AN INTERESTING EXCEPTION: ORANGUTANS

Of all the great apes, orangutans are the phylogenetically more distant from us. All the three species are at high risk of extinction, mainly because of the destruction of their habitat. And the habitat played a big role in shaping their social structure. During my (too short!) stay in Borneo I had the chance of seeing how they move into such habitat, observing daily behaviours and tasks such as looking for food, using tools, sexual approaching and obviously play. Seeking for an individual and following him/her through the jungle (always

accompanied by a ranger both for protection from hostile wildlife and for orientation) is an experience you don't easily forget.

Orangutans are the only solitary species among apes and monkeys, with only a handful of other rare cases of solitary primates among tarsier, lemurs and similar. They lack permanent couples, hierarchies, leaders and subordinates, and the biggest nuclei are the ones made of a mother, a newborn and a youngster on the verge of taking its own path. And yet, when put together they exhibit high social skills, frequent play behaviours and numerous and various facial/body expression. This was probably the most unexpected side of my field study. Plus, looking at their playing sessions was almost like looking at a video without the audio: they are incredibly silent. If it wasn't for the background noise made primarily of birds and insects, and for the sound of hits and slaps you might think someone forgot to "unmute" the scene. We are so familiar with our way of playing that it seems almost unconceivable to play fight and chase barely without emitting a single vocalisation and producing unmistakable joyful face expressions at the same time. However, as mentioned above, nonverbal communication is not limited to vocalisations, so the question remains: how did they evolve complex nonverbal communication in an environment poor of social interactions? The answer is rather simple: they did not.

The social skills showed by orangutans are the heredity of shared ancestry with the extant great apes, brought at a lesser use by the environment in which they live. The forests that these species dwells are dense and vast (or at least they were) and the food is rather scarce and dispersed, to the point that it would be impossible to maintain bigger groups and move altogether in order to survive. In addition to that, being noisy could attract the attention of unwanted predators (big cats for instance): a behaviour quite risky without the protection of a group.

Hence, the strategy of orangutans, which "choose" the thrive of big individuals versus the thrive of small groups constituted by small individuals. Adult flanged orangutans' males are not only the biggest arboreal animals of all, but probably the most solitary of all primates too.

## HUMAN-HUMAN INTERACTIONS

As previously mentioned, the largest percentage of information shared in our daily life comes from nonverbal communication. And it comes so naturally that we can't stop from gesticulating even when speaking at the phone, especially when we become emotionally involved (and I'm not talking just about Italians).

Given the importance that unwittingly we all give to this informational channel, it appears obvious that an effective communicator (or an aspiring leader) cannot ignore this aspect when delivering his/her message.

At the moment, there is no scientific evidence to claim that other species possess the ability to simulate an emotional state by feigning a facial expression. Humans, on the other hand, do it continuously in order to manipulate social interactions. Or at least they do it when they grow up. Indeed, human babies have more in common with other primates than with their own parents, as they lack the ability to produce and recognise voluntarily smiles and laughter until a certain age.

The message conveyed by such nonverbal elements is very strong and should cautiously be pretended on purpose. Showing affiliation and submission with your facial expression might be dangerous if your goals are not crystal clear, notably during negotiations (or other "workplace scenarios"), within the couple, and in many other contexts. This is particularly true because our brain is "tailored" to recognise the nonverbal clues at a less conscious level, and at the presence of conflict between verbal and nonverbal signals (words' literal meaning vs speaker's intentions/emotional state) we instinctively give the priority to the nonverbal channel. Similarly, no one can prevent his/her nonverbal elements to cause an emotional response in the audience when interacting, and the only way to prevent it could be living an orangutan-type life. The choice is yours: would you prefer to be social but "mindfully nonverbal" or to avoid all the risks (and perhaps all the benefits too) being solitary and therefore non-communicative?

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## PLAY THE GAME BY YOUR OWN RULES

written by Pavel Übelauer, Czech Republic

If I told you there is a whole different way to live, other than what we know, would you believe me? I don't think so. Describe an alien... You just can't. There are some visual ideas but who knows if they are real. Although there is a different way to live and some people manage to do so quite successfully.

I am writing this article in one of the hardest times of this planet. Currently, it's the first wave of coronavirus<sup>1</sup>. My intentions are more of a wake-up call than a description of the current situation. In times like this, some people are trying to adapt, some are dwelling, some are criticizing, but they are overlooking the right move which should be to restart, improve, and become better. Some people see the opportunity, and they execute. Imagine that you don't realize that you can restart, improve and become better every single day without any needs of a crisis.

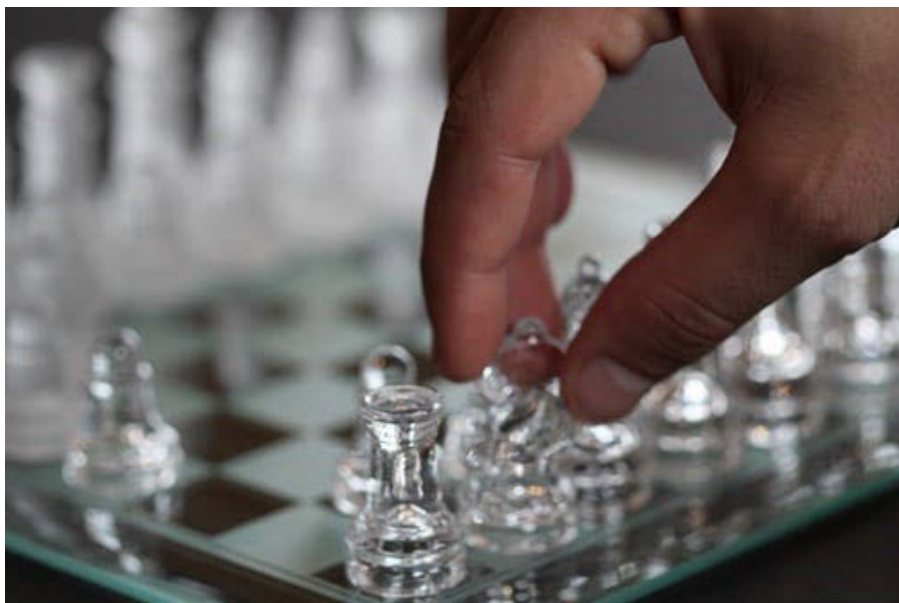


Figure 16. It's in your hands  
(image source: unsplash.com)

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<sup>1</sup> coronavirus – infectious disease caused by new coronavirus SARS-CoV-2, that spread from Wuhan (China) and paralyzed the world in 2020

Let's make it happen now. Call it instruction, lecture, article, sci-fi, it doesn't matter. Each part connects the main purpose and sees it from a different perspective. I don't want you to read it, I want you to think about it. Turn off everything except empathy. Forget everything you think you know about the world.

Let's assume that our life is the game. Each of the upcoming parts is some periods of our games. We go through these more or less intensely although their levels of importance remain the same. They influence our vision of life. Usually, we are taught how to deal with those parts by our parents or we just copy the behavior of our peers. I am not saying it's necessarily bad, but we became so simple, we created some bad habits.

## PART 1: DECEPTION OF LIFE

*"It's either bad times or good times. Life is unpredictable."* Once a sad man said, he continued to feed the sadness and put the blame on the world. His life was average, but visions were not. School gave him friends, education, values but what others saw was more important because that's how social classes were made. He got a job, well done. Now he can afford things he doesn't even like. It doesn't matter. Others have seen that. The higher social class reached. He was not average anymore. Time went by, he kept his job, had things he doesn't like. Maturity replaced puberty. He wanted to live alone by his own rules, ride his own car, get his own partner, conceive his own little baby, have his own family, pay his own bills. Did he ever really want all of this? Maybe he did, but isn't it just how it's done? Why is he feeding the sadness?

## PART 2: "HAVE" CURSE

One of the most incomprehensible life milestones is a decision made by two lovers. *"Let's have a baby, baby"*. That is how it's done, isn't it? Couples have babies, right? Unfortunately, those are sometimes the only questions we ask ourselves. Compare these two: *"I want to have a car"* and *"I want to have a baby"*. Both are fed by the desire to have or own something. *"It is going to be nice. My partner and I will have a baby, we will enjoy it"*. Is it only about them? What is the real reason for them to have a baby? They will probably enjoy it. They will feed that something inside them but what is it?

Now, please, stop for a minute and think about these two approaches.

- I want to HAVE a baby.
- I want to GIVE someone the biggest opportunity – to live.

The real question here is: "Does desire to HAVE something really that true and important?". People confuse these two points of view. Some of them are not even bothered asking themselves. In my opinion, a desire to HAVE a baby is the wrong way to go. They see the baby too materialistic and the whole purpose is too selfish.

Think about what you WANT or want to HAVE a little bit more. You will be surprised how irrelevant this way to go can be.

### PART 3: VALUES FIRST

Think about your best friend and your relationship with that friend. How did you meet? Is he, or she, your best friend because you wanted or because it is how it should be? What if you meet someone on the street and say: "*By now, you are my friend?*" Sounds weird am I right? Because that is not how it works. Even if someone wanted to find out if you can be friends. It may not work out because of the thing that is the most important is value. You and your best friend have value for each other. You share so many things and feelings and you support each other, you are here for each other. That's is how friendship works.

Now I recommend you read the first part again. The thing is that people are trying to say "now you are my best friend" to everything. Does the car you just bought have any value for you or do you buy it because it's some kind of achievement in your social class? Don't ask your car if it wants to be your friend.

### PART 4: UNINTENTIONAL OPPORTUNITY

In the current coronavirus crisis, some people lost their job, can't afford to pay all those bills, and can't spend as much money as they are used to. It takes some time until they realize they can travel by public transport, which also becomes an economic option, they don't need to buy all those fancy things, they don't need to buy that five-dollar Starbucks double latté, they find a cheaper restaurant which is actually better or they even learn how to cook. They start to work out or jog, they spend more time with their family or friends, they become happy with their life. Some finally find out what they

would love to do for a living. Until now they didn't have time or motivation to find it out. They were dragged away from reality by their busy and stereotypical life (Vaynerchuk 2020).

They were in a cage of life they built on different values which were either

- This is how it should be done
- This looks good
- I was told this is the right way
- I was forced to do so, there were no other options
- My parents told me
- I was trying to impress someone
- Many others.

The only thing that matters is YOU. Take your time, do things for yourself, but most importantly, don't tell your car to be your friend.

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# INNER PEACE RATHER THAN CHASING MONEY

written by Lukáš Skalík, Czech Republic

You can be a leader and still feel rather relieved than stressed. For me, this is a lasting experience and as I am growing up mentally, I begin to realize things. I always had the mindset of one day being successful and having a lot of money in some managerial positions. But as I am growing up, I realize that money is not everything, I would rather do something that fulfils me for lesser money than doing a crappy job with a huge salary. More life satisfaction rather than money satisfaction (Diener & Oishi, 2000).



Figure 17. Career or Freedom?  
(image source: unsplash.com)

In my opinion, it is important to connect our minds with our body, to know and visualize our strengths, weaknesses, and opportunities. To truly understand our inner Self, to find out our hidden passion. By becoming more aware of your inner processes, you learn to make small shifts in your reality (Griffin 2015). The biggest impact Basic Leadership Skills course I attended in Fall 2019 had on me, it was on my thinking and forming priorities. It was a course I attended to trying to understand how to be a good leader, but I felt it more emotionally than rationally. I felt like during the course journey session by session I was waking my potential being through awareness. I was becoming more aware of my feels, feels of others, aware of opportunities that life gives us in these days, aware of the connection between the world. I could talk about our team projects and presentations, but this was all mandatory and on the surface. I want to dive into the water and talk more about the inside of the course.

My group, for instance, wasn't good and motivated. They somehow "chose" me as a leader. And I had a problem leading the same Millennials with no motivation completing the course journey. So, this was difficult, and it ended up in me doing most of the work as it mostly is. I think this is same for many people, I would rather do the job properly myself, do the good work rather than have someone do something wrong and make it messed up. As in my country, we often use the quote of Napoleon Bonaparte: *"If you want a thing well done, do it yourself."* But this had small impact, since this happens often in school. And still, you can learn from that because even in school you prepare for the future life. It is good to experience these things in practise, where is nothing to lose, nothing happens if things don't go as planned. As pointed out by Twain (1835–1910) *"Good decisions come from experience. Experience comes from making bad decisions"*. We learn the best from it. People would not learn from good experience because they would have nothing to overcome, nothing to make them move onward.

”GOOD DECISIONS = BAD DECISIONS + EXPERIENCE”  
(KUMAR 2017)

- Good decisions
  - As they are, they don’t move you forward, you hit the right spot, you feel fine, but you go without change. And you cannot do a good decision without experience, maybe with luck only.
- Bad decisions
  - It is bad decisions that gives you experience. You would know you cannot choose that again and that you have to do it differently because you wouldn’t want to end up doing that decision again. You must learn how to embrace bad decision and how to squeeze the most out of it.

And then bad decisions mixed with proper experience make the good decision. As Maraboli (2014) rightly said, *”Do not confuse poor decision making with destiny. Own your mistakes, its ok, we all make them, learn from them so they can empower you”*.

So, people might start to think – how can I lead other people since I don’t like communication with them, and I don’t want to work with people or maybe I just don’t feel like leading people? It can be two different things. Firstly, you can lead people in the workplace you don’t like. Which will not fulfil you, you will not feel happy and eventually, you will hate what you do. And secondly, you can lead people in your own business or in the workplace you have meliorated and worked on so the work can be pleasant for everyone. You basically make a hobby from your work or vice versa – you turn your hobby into a business. You should wake up and be glad you are going to work; you should not like it but love it (Simon Sinek, 2012)! But it is up to everyone how they make their own workplace. And as for future leader, it will be up to you to make it pleasant for everyone. Socialize, ask people what they want to improve, how they feel, what they need. Communicate and be openhearted!



## SPIRITUAL WAY – A WAY TO OVERCOME THE UNCERTAINTY AND INSECURITY



Figure 18. Our mind is limited only by ourselves  
(image source: unsplash.com)

With the course, we started the basics of meditation. Experiencing the spiritual way. Meditation can lead to relieving stress; you can sort things in your head, or you can just simply empty your mind and let the time flow. I personally started with a tai-chi, it is an internal Chinese martial art, but you can do it as a form of meditation with proper moves and breathing. It is practised for its defence training, health benefits and as said – for meditation. The concept of Taiji (“supreme ultimate”), in contrast with wuji (“without ultimate”) represents the fusion or mother of yin and yang into a single ultimate, represented by the taijitu symbol known as yin and yang. Other kind of meditations are boring for me and I cannot concentrate in one position. But with tai-chi when I go outside and start with the moves, I empty my mind and it is such a relief. I can feel my own presence, my being, the present moment, rethink specific situations and calm my soul. Hearing the birds singing, I focus on breathing and with the moves of my hands I feel like forming a clay, moving with wind or following the currents of water. You move your legs; your arms and you just

play with the wind. It became my daily habit. Many people in higher positions in companies meditate. How do you want to lead other people if you cannot even lead yourself? If you do not know where you are going? Those leaders want to control their mind, so it becomes peaceful and focused. They become more aware and they stop the mind from rushing about in an aimless stream of thoughts.

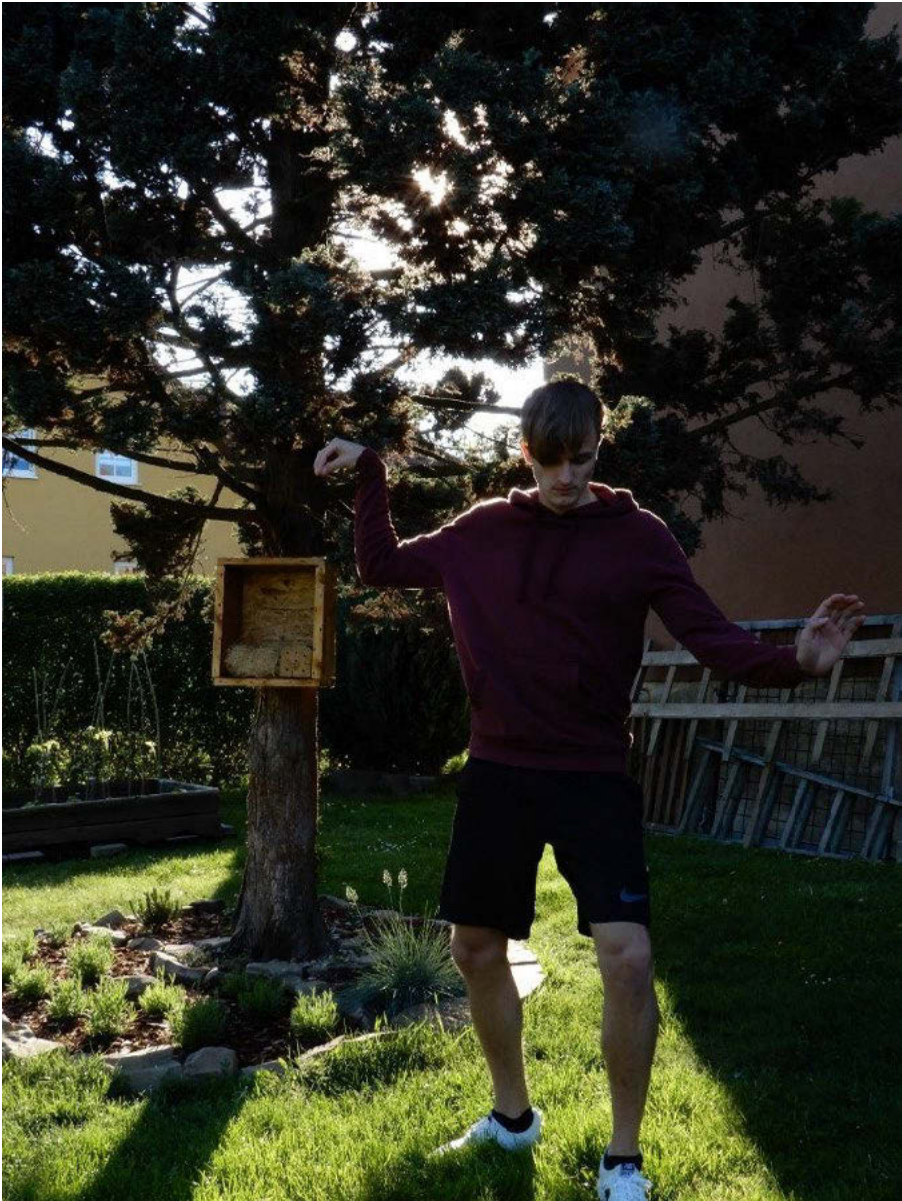


Figure 19. Lukáš Skalík. Single whip move  
(Photo taken by Lukáš Skalík)

Why am I sharing with you all of this? It is important to know from where you are moving, with what load you are going, before you even go somewhere. You have got to analyse your past to visualize and see your future. I believe everyone can recall their breakpoints in their life which formed their personality and their journey through life. These are the signs you have got to follow. You cannot experience something huge and just go with the flow. Even more, if it is unpleasant to experience. You must work on improving and finding ways not to experience that again. Many people just lower their heads, wave a hand, and continue. You can be like that few years, but it will catch up with you and you will burn out. You will feel miserable like you haven't lived those years. But it is never too late. So, what you have got to do, for example, when you feel down in your job or it does not satisfy you? When listening to Marcella's working experience and the choice she made in her life, I found the perfect example of a person who did stop to work in a business environment in which she had the feeling of misalignment with the management approach and style. By becoming a teacher in Finland, she transmits the experienced knowledge to students and other people. She is living in awareness and on the wave of the spiritual way. Everyone can change their lives fundamentally. It is never too late for a change.

Base on my personal transformative experience, here below I offer my perspective on the steps useful to approach a process of change:

Step 1. **Observe** – You have to find the problem.

Step 2. **Realize** – You have to admit it is not good for you.

Step 3. **Analyse** – Why do you feel like that, what is a core of the problem?

Step 4. **Awareness** – Is it okay to feel like that or should you change anything?

Step 5. **Planning** – If changing, see all the variables before doing so.

Step 6. **Make a step** – Everything figured out? Make up your mind and jump.

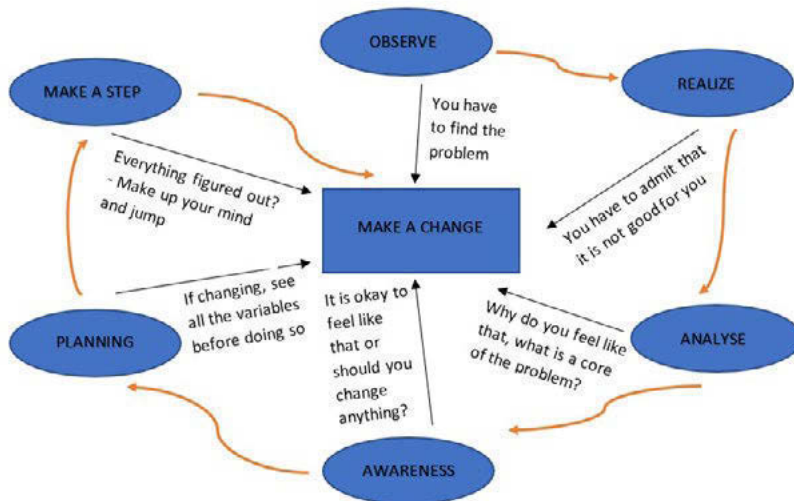


Figure 20. Steps to make a change  
 (author's own intellectual propriety: Lukáš Skalík)

Making the final step is the hardest thing to do. People are naturally comfortable and what is familiar is better for them. They would rather feel down instead of changing things. But change doesn't always mean wrong or bad. It can be a door to a better life, yet the beginnings can always be tough. You cannot expect everything to go smoothly from the start. But at least you do something that you really want to do, that you felt in your heart is the right thing.

So, you are now the leader of your own small business, or you lead a group of people in some company. Simply, you have responsibility. But you feel happy, that is the right thing for you. You cannot rest on one's laurels now. Again, it is about changes and you shouldn't think that since everything is finally fine you don't have to change anything, or you don't need to be aware anymore. It is exactly the opposite. You don't want to lose that flow; you don't want that feeling to end. Therefore, you have got to put in even more effort than before. It is something that you always wanted to do. So, fight for it. It is not only about yourself, but also about your co-workers. So here are some things you should make sure are done in the workplace.

## ENSURE

- Everyone loves what they do (if they don't, be aware about the reason, work on it)
- The workplace is pleasant (no fights, enough equipment, relaxing environment)
- Everyone has space to say their opinion (they matter)
- To watch trends in technology, software (be innovative)
- You work smart, not hard (although, sometimes you must do both)
- You don't underestimate spiritual side of things (inner peace and awareness)
- To bring up meditation programs, yoga programs (relax and wellbeing)
- You communicate enough (don't keep things for yourself)

Everyone can make their own list according to what they and their environment prefer and what makes them happy. This is a guide only. Mostly, it is necessary to write down your goals and aims to keep a healthy psychological environment in the workplace so you could visualize it and transform it into reality much easier.

Everyone's journey is different. Some find what they love in their twenties, some find it in his late forties, and some do not find it their whole life. It is the persistence and openness to try new things that brings you closer to your dream. Because how can you know what really makes you happy if you have worked your whole life in one job and haven't tried anything else. It is absolutely alright not to have things figured out when you feel young. You just keep searching and seeking. But once you find it, it is important to stick to that and don't let it fade away. You must focus on that one thing, make it a priority, and start building your happy living, happy mind, and happy life.

While I was walking my leadership journey beside Marcella, she showed me that happiness is inside me. Being aware we are part of nature and so other beings are and we are all connected. It could sound a small thing, but it is at the base of every single action and move in our life. It is just up to us to see our own potential through our inner energy. The fence has two sides

and every day you wake up it is up to you and to you only on which side you stand on. If you choose the sunny side of the rainy side. If you wake up and smile or you put on the sad face and ruin your whole day. You can learn to see good in everything. Once you do, your life will be easier and happier, and the good things will come to you.

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# INQUIRING THE SILENCE, FILLING THE GAP

written by Giada Curcio, Italy

Have you ever asked yourself what does it mean to be a leader or what kind of leader would you be if you were given the chance?

During my journey in the Basic Leadership Skills course Fall 2018 I had the chance to spend some time thinking about the concept of "leading" and all the shades it carries; we explored the four "Human Intelligences": Physical, Mental, Emotional and Spiritual, which are strictly related to it. These are all intelligences that influence the way of leading.

Each student could directly experience his/her own concept of leading inside the groups that were created. Each group was composed by ten people coming from different cultural backgrounds. This made it challenging to come up with a shared vision for each work that we had to create. In order to be able to deliver a work project, we all had to understand the importance of cooperating because only in that case each member would have infused passion and interest in creating something exceptional, in which everyone believed. This aspect challenged me. I had first to listen carefully other's people thoughts and then deliver my opinion. But then, after listening to everyone's voice, it was time to decide and in that moment we all experienced our leadership speech to come up with a shared solution. Some of us could show mind and body balance and inspire trust to the group, those experienced their physical performance, others were more practical and showed their cognitive ability, others were more empathetic and revealed their emotional intelligence skills.

Only the cooperation within the group allowed us to speak our minds without fearing the judgments of others and this led us to create our own final project with a specific vision. Experiencing the community work made me wonder about what kind of characteristics a leader itself should have, and what really makes the difference in succeeding in a daily changing world. All these thoughts brought me to formulate the question that I would have addressed to Mr. Niccolò Branca, CEO and President of Fratelli Branca Distillerie srl in Italy, after reviewing his speech about leadership during a video conference held at JAMK in the semester Fall 2017. He is known for his alternative approach in leading, that is why he is so open and happy in welcoming students' questions about leadership and all the knowledge related to it. Pretending to have the chance to address him a question, I would have asked:



*“Considering that the open-mindedness and good understanding of people and cultural needs are essential in leading a business team, I would like to ask: what is the gap between the “moment of listening” and “acting the best way”?”*

Often people come up with brilliant ideas when listening carefully to all the little opinions that then become the key to everything, but how ideas can be translated into successful real actions this is still unknown.

There might not be a right answer, simply ways of acting efficiently according to the different situations a leader is facing, but I always wondered if there could be a technique allowing us to separate the good that comes from all the ideas and put them together to realize something even better than expected. The answer might also be in finding a way to make senses and reality coexist through the help of listening and technology.

Often the word leadership is associated with the word “vision” and “mission”, but not to the word “listening” as Scharmer (2015), Professor at MIT Sloan School, claims. Leadership failures is often based on a lack of listening, which means a lack of connection. This leads to a disconnection with what is really going on in our environment and, to support our listening training we – at Basic Leadership Skills course – address to the four – levels of listening of Theory U (Sharmer, 2016).

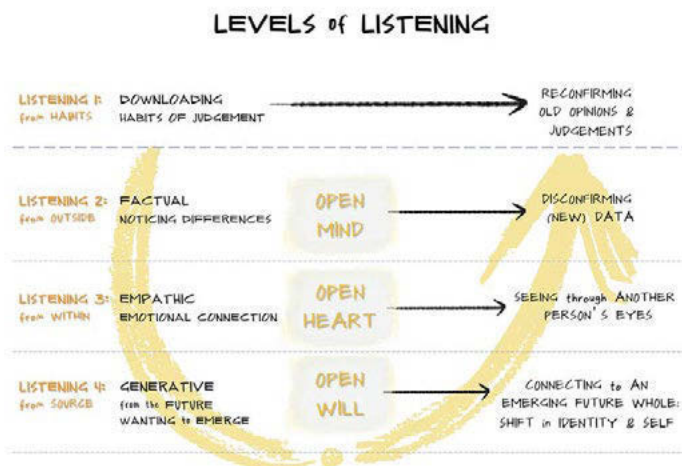


Figure 21. Levels of Listening  
(Sourced in Theory U – Otto Scharmer 2016)

Since for me listening is the key to success, it is important to understand the different phases we can deal with. In the first level people tend to stick to the past and to what is already known, meanwhile with the second level, people experience open mindedness: differences from previous opinions are noticed and the road to innovation is taken. This is what we as a group went through when each of us abandoned his own perspective to leave some space to new possibilities. In the third level people experience the emotional connection and the ability to see from someone else's perspective.

The fourth and last level allows people to connect with their open will and their capacity to let some things go and other things come to build an emerging future possibility. This is an important skill for leaders to learn in order to be able to envisage and realize the future possibilities. A great leader does not just train the hearing process by listening what we are saying but listening to our current struggles in terms of noticing already the arrival of our highest future possibility; he/she can see our tomorrow self-emerging. That is what leaders do, they do not see people in terms of their past, but in terms of their future possibility and actuable changes. Past should only be our background guide and let us experience the present in order to reach the future. This last level is what might fill the gap we face in every experience before succeeding.

As an artist, a leader creates something and his/her work can be seen from different perspectives. We can observe the results, as we are observing an artist final painting. In this case we can only observe the outcome without knowing the process that led in that direction. We can observe his/her process of creation, as we are observing an artist while painting. But even in this case we cannot really see what's behind the process because things are already settled.

We can observe the starting point, as we are observing an artist in front of a blank canvas before creating (Scharmer & Kaeufer, 2010). And it is what happens in this last precise moment that makes the difference. The leader is innovating, creating something unexpected letting things go and come. This was exactly the situation I could live directly. Everyone in the group was a leader at his/her starting point, and it was this that made me understand how observing and deeply listening to others could build pieces of a much bigger puzzle that could become a business.

At first, when the project was assigned, we did not have any idea of what to do especially because it was important to coordinate ten people. We started talking about ourselves to get to know each other better and listening to everyone we understood there was something in common but still did not know what.

Then assembling opinions at a certain point we were sure of one thing: we wanted to talk about cultures and different backgrounds, because that was the thing in common: we were all coming from different countries but all there for the same reason, we liked this aspect of getting to know the "different", the "new", the "unexpected". Soon our conversations became full of "Oh, I didn't know that about Italy!", "Oh! I expected something different from Tanzania", and so on. At the end we were sharing the worlds we belonged to and gaining something about other worlds. This is how my group chose the name "Cultural Clash" and how the final project ended up being the organization of a Cultural Clash Festival which would have took place right in the place that allowed us to meet: Jyväskylä. These steps, like the levels of listening, follow a U line which determines the U process of creating.

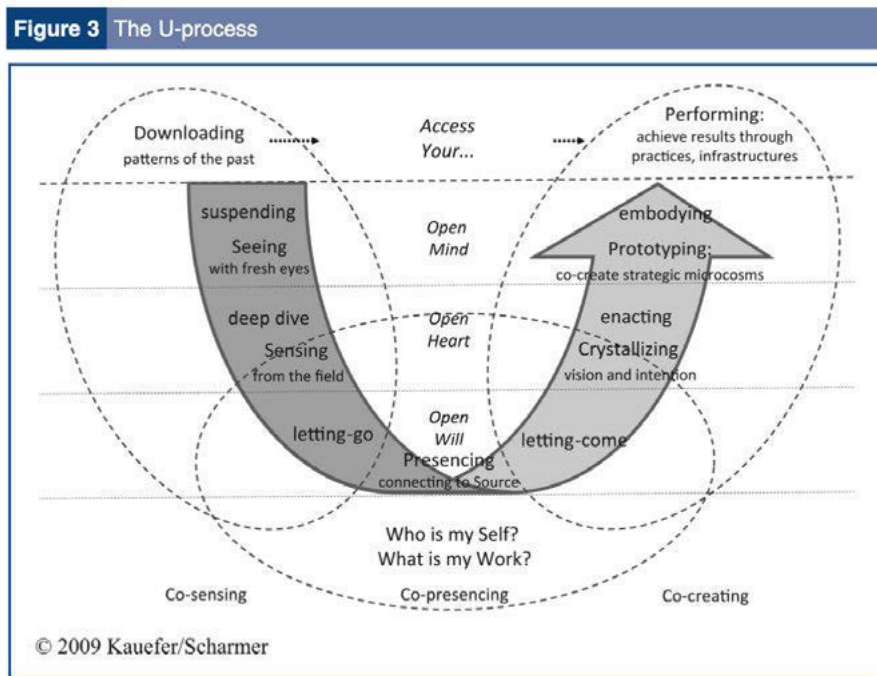


Figure 22. In front of the blank canvas: sensing emerging futures.

Source: Seifert, H., Buswick, T., Scharmer, C. O., & Kauefer, K. (2010) Journal of Business Strategy. VOL. 31 NO. 4 2010, Page 27

These steps can be seen as the process needed to inquire the gap between listening and acting the best way. The first step represents the moment of "wondering", the leader knows it is necessary to act, but ignores how difficult it is, because of the past patterns always there hindering the innovation.

In this moment he/she understands the need to listen in a deeper way the environment experiencing the moment of "presencing" basically taking into account new emerging possibilities. The last step, the "performing" moment allows the leader to come up with an innovative solution based on the gained consciousness that was maybe lacking before.

As Scharmer and Kaeufer (2010) claimed *"In their daily and long-term strategic decision making, leaders in organizations and institutions today confront old and new forms of complexity. We believe that these complexities – which we define as dynamic, social, and emerging – require them to tune in and sense the emerging future"*. This is now more than ever true.

The year 2020 offered to the world the occasion to experience complexity on global scale that nobody was able to predict, which is the pandemic caused by a new coronavirus COVID-19. In this situation it's impossible to rely on past because all past experiences aren't relevant to the emerging and growing challenges countries are going to know. From this moment now in the world, we will stop learning from the past and will try to learn from the future.

Leaders now must think with a brand-new mind, being a leader in this situation means being able to take decisions without certainty. All the decisions taken in these difficult months will affect tomorrow's world for a long period.

Life after the pandemic will change radically both in the way we conceive social relationships and our business world (Lichfield, 2020). Social distancing seems to be the only certain measure people can adopt to limit COVID-19 from spreading. This uncertain scenery the world is living, is turning into a new type of economy; from now on the online world will become more and more present in our life and we can think that this might not ruin our relationships or lifestyle, instead encourage our creativity and will of a better world in which everyone will live the change as an opportunity. Nobody knows if by chasing a new future, we will really learn to listen and understand others. In a daily changing world, it might be the right combination of all human intelligences and the attitude of seeing the future possibilities, to create a leader that might be able to fill the gap between "listening" and "acting the best way".

A leader guided by his/her cognitive intelligence might be fast at learning and at finding solutions, but will he/she be able to be efficient in a long-term perspective? A leader must be aware even of other factors influencing environment, team and people's changing perceptions. The emotional

intelligence then plays another important role delivering empathy because understanding others doesn't mean just listening to them, it's challenging yourself to wear other's clothes and really see others perspective.

At the beginning of my paper I started with a big question wondering if there could be a special ingredient able to fill the gap between "listening", as a matter of sensing people and circumstances, and "acting the best way" translating a good idea in something successful and I think this special ingredient is: **the ability to exploit the richness of a moment or an idea within a chaotic world.**

This ingredient mixed with the right combination of all human intelligences could probably shape the leader of the future.

*It's here that the gap is filled.  
The gap is filled when the richness of a moment  
is captured and used  
to create something unexpected – Giada*



Figure 23. Giada. Perceiving from listening  
(photos taken by Elisa Chello – Finland Fall-Winter 2018)

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# Meditative Beings



# BETWEEN THE ACCEPTANCE AND THE RESISTANCE

(MY WEDNESDAYS MEDITATION)

written by Maria José Zapata Fernández, Spain

*"A human being is a part of a whole,  
called by us 'universe' a part limited in time and space.  
He experiences himself, his thoughts and feelings as something  
separated from the rest... a kind of optical delusion of his  
consciousness. This delusion is a kind of prison for us, restricting us to  
our personal desires and to affection for a few persons nearest to us.  
Our task must be to free ourselves from this prison by widening our  
circle of compassion to embrace all living creatures  
and the whole of nature in its beauty."  
– Albert Einstein*

I have memories of my math teacher at the high school. Each time I didn't know how to solve the problem, he was used to asking me to detach from the blackboard and create some space. I can still hear his voice saying *"Maria, sometimes you are so close [to the blackboard] that you can't see the whole data of the problem, so it's good to take some distance to see it better in order to solve it!"* I think he gives me an important insight into life. Reflecting deeper, sometimes you don't know what the problem is, and you need to dive inside yourself to find, learn, and solve the problem.

I am recalling this moment of my past because most of the times to practice this action is a hard task; nobody can tell you the way you have to listen to your body or to take care of your mind, and even when someone shows you the way, the how to do it seems to be a mystery that you must learn by yourself experimenting it. This is not completely bad, but it takes some time, and some people may not find the way.

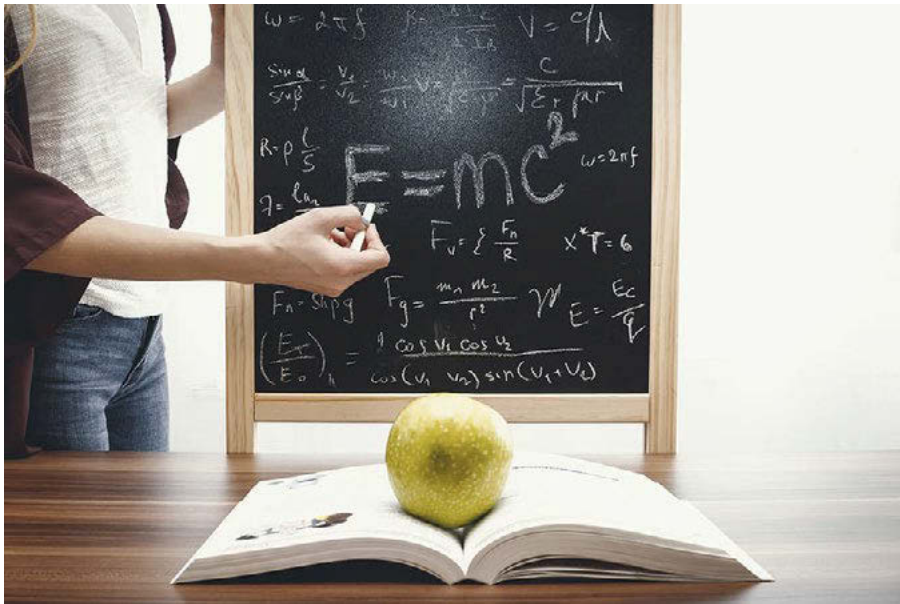


Figure 24. "Maria, sometimes you are so close [to the blackboard] that you can't see the whole data of the problem, so it's good to take some distance to see it better in order to solve it!" (image source: [www.piqsels.com](http://www.piqsels.com))

Our young brain works too fast and sometimes we can't bear it. Suddenly, our thoughts get out of control, they travel to the past, to the future, to somewhere else where you are not in that moment, and we feel the entire world falls upon us, asphyxia comes to us and doesn't let us breathe. That's the exact moment. The moment I realized I don't know how to breathe correctly without thinking about it.

That is the moment when contemplative practices, as for example meditation, to mention one, play their interventional role in Occidental culture. Many of their common forms (i.e., contemplative or breathing meditation, mindfulness, Tai Chi/Qigong, Yoga and prayer) have millions of years, and even though their ancient meaning as scientific methods or "life" philosophy are still objects of extensive researches and studies, and when used for the care of health disease *"some patients may find some practices to be more or less culturally appropriate"* (Bruce, Skrine Jeffers, King Robinson, & Norris 2018) they are offering benefits and wellbeing to the worldwide practitioners. Even five minutes a day can transform our life for the better. To be honest, I'm not an expert, I'm just beginning, starting to contemplate my breath,

discovering new ways of meditation, trying to practice every day, even only for five minutes. And I can say it is the best thing to do in those moments we insist on going against ourselves instead of hugging our feelings and emotions. Lead your breath makes you feel more relaxed and with a calmer and more open mind to observe tense situations, it helps you to control your thoughts and to put them in the correct order, without extra effort.

During the semester Fall 2019, I was in exchange studies at JAMK University and was attending several courses, one of those was the Basic Leadership Skills course. Complementary to the course, as an optional activity, the teacher, Marcella, was offering to us weekly moments of reflection and meditation called *“Wednesdays MeditACTION”*. I was among those students willing to learn something more about contemplative practices and meditation intertwined with leadership.

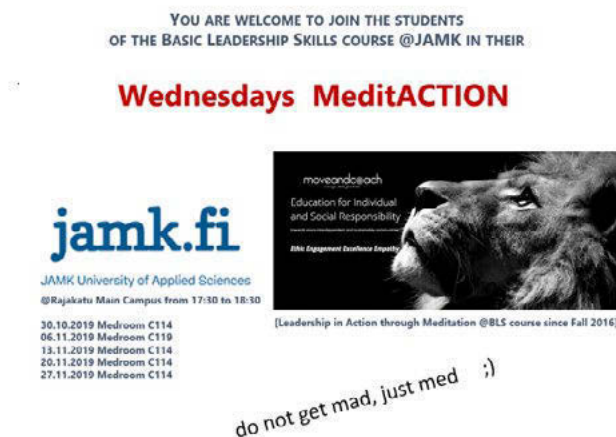


Figure 25. Wednesdays MeditACTION  
(sourced from the teacher material)

We were used to meeting each Wednesday in combination with the course calendar. One hour in the afternoon dedicated to meditation and leadership. I thought it was the perfect moment to start doing what I wished to do for a long time: to learn how to practice meditation. I have to say that was different from my initial expectations. When you decide to follow a meditation course, you just think to learn to meditate, but Marcella’s approach was different. She introduced us to the topic of meditation intersected with leadership and the

subjects we were studying during the course (i.e. how to enhance creativity, how to boost emotional intelligence, the way to build our resilience etc...), and then she presented the different styles of meditation according to the Buddhist, Vedic – Yoga, Chinese and Christian tradition among some others. That was the best way to familiarize myself with it. We shared what we knew about the contemplative practice and only after this preliminary work we practiced our meditation. Because it was the very first meeting, and we were all pretty "beginners meditators" the meditation last for five minutes in silence, focusing on the breath, and later, we shared our sensations during those minutes. In the following meetings, we learned and explored other meditation types (mindfulness, body-scan, and yoga breathing techniques etc.).

Suddenly, towards the end of the course, in November, I experienced a very bad challenge in my personal life, the kind of situation called black swan (Taleb 2009).

An unexpected event which made me feel as I was going to die because I couldn't even breathe. That night my mum called me to tell me my dad was in a serious condition after having a heart attack, and she asked me to relax because doctors were controlling the situation. When she told me this, I felt very guilty because we didn't have a close relationship but just the previous day, I was thinking to call him, but I didn't. I tried to think positive but just two hours after the first call I received another one. When I heard my mobile ringing, I knew what she was going to tell me: my dad was dead.

I didn't know what to do, I felt alone, so far from home and family. I book the first flight available for the same day and I returned home to see him for the last time.

I was aware I was starting a long-distance and turmoiled inner journey. I had to source my deepest strength from within to survive in the travel. When my mind was hurting me and I was conscious about it, I closed my eyes to focus on the *inhale* and *exhale* flow of my breath and the asphyxia was little by little having less pressure on my chest. The sense of guilt was transformed in looking at the happy moments as a source of joy and not of pain. I guided myself to think that it was not fair to feel guilty about anything: by controlling my breath I was controlling my thoughts; I was hugging myself instead of kicking me.

I was learning to lead my emotions by creating a healing flow between the acceptance and the resistance, one of the human leader paths. I spent only one week with my family, but after that, I came back to Finland. I had to continue with my studies and my own life.



Figure 26. My way forward (image source: [www.piqsels.com](http://www.piqsels.com))

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# ENERGY, HUMAN LIFE ITSELF

written by Bilal Parkar, India

*"For one to be truly healthy, one needs a healthy mind, body and environment. Without any one of this, one can never be healthy" – Bilal*

The COVID-19 situation during Spring 2020 had several unforeseen consequences on humans. In the wake of social distancing and all educational institutions shutting down, the work from home or rather "studying from home" became the rule of my life, just like any other working professional and all students around the world. Studying from home is not that easy for a student in general and me being a mature student, who finished their initial educational stint in the early 2000s, I am not a big fan of studying from home. I prefer a physical class where I can see and interact with the person teaching and it takes twice the effort for me to grasp things during a digital class.

Every student is unknowingly subjected to immense amounts of stress and pressure through various assignments and deadlines, which for some weird reason happens to converge every single time. With the campus closed, we had to attend the classes from home, do the assignments from home, and do all the research from home. I felt to be like a NASA astronaut aboard the International Space Station without the ability to go on spacewalks and the breath-taking view of course. For me, home is a place to let go of all the stress and relax. A place where I can cook without thinking about the impending deadline of five different assignments. This whole COVID-19 situation put a lot of mental stress on me. It made me extremely inefficient and I do not like being inefficient.

The first two weeks were specifically the most difficult, and during these weeks I quite literally became **Kala Bhairava** (destroyer of time). Kala Bhairava is a manifestation of Shiva in the form of time. It is the dimension of consciousness, which is beyond time, hence destroying time itself. I was lost trying to make sense of the entire situation and at the same time had no clue as to what I was doing.

Ultimately, I realized that I had even stopped doing my daily yoga, the very same thing that had led me to my present state in life. The word **Yoga** means "union". The Upanishads mention yoga as creation and dissolution (Mark 2020). Yoga is a way to unite our individual conscience with the universal cosmic conscience. It is the process of looking inward to see things clearly

and as they are. If you realize that the entire universe is connected, your perception of reality will change. If you see existence for what it truly is rather than what you or somebody else thinks what it is, you will change. This is the philosophy of the ancient civilizations of the sub-continent, I am no expert on it, but I have realized a lot of things by following the basic principles of yoga. And in these isolated times, yoga brought me back to reality.

As soon as I started my yoga practice again, I immediately became aware that without my daily practice, I was not directing my **energy**, through the right channels. That was the reason for my unbalanced mental state that started affecting me also physically. A closed university meant that there was no more walking. Closed gyms meant that there was no more exercise. At this point, I started with some light exercises at home and even started going on walks. This new addition to my "study from home" lifestyle slowly made me productive again, not yet efficient though. However, I was more relaxed and more focused.

So why did being physically active make a difference for me? I believe that our bodies are an extension of our mind, it is a tool with which our mind can accomplish things and a rusty tool is of no use to anyone. Science has proven that doing regular exercise releases certain chemicals in our mind and body that help in reducing stress and increasing our focus amongst several other benefits. However, the mind and the body are not separate.

They are the two sides of the same coin. You need the mental strength and determination to start an exercise routine and stick to it, while on the other hand the exercise performed not only keeps your physical body healthy but also your mind. I can't say that during this COVID-19 situation I learned the importance of keeping the physical body healthy, but I experienced the importance of it.

I used to think that my yoga practice alone was enough to get me through any situation, but the current times have made me realize that in order to have a healthy mind I need a healthy body, and neither of these can exist without the other.



Figure 27. Maharashtra, India  
(images taken by Bilal Parkar)

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# MY INCREDIBLE INDIA...

## ...INCREDIBLE HUMAN STORIES OF MEDITATIVE LEADERSHIP AND EDUCATION

written by Raj Singh Taxak, India

My name is Raj Singh Taxak (TOKAS) #1, born in a small village JatBehror in Alwar district in Rajasthan. Since my childhood, I used to notice that in my family traditions were different from any other village let it be my mother's village (as in India girls when married have to live with husbands family) – whenever she used to take me for our, so-called, picnic for few days at my maternal uncles home.

In other villages, there was a temple statue of gods and goddesses whereas in my village there was a big BAUGH or garden for my ancestors and we prayed only one among them BABA BHAGWAN DASS Saint of my area and I am his 8<sup>th</sup> generation, he was almost 350 years earlier existed as a saint of this land where my village is. As in the past, my village was in the area of Eastern Punjab before the independence and we are called Babaji or Mehant which means a spiritual leader (51 villages).

According to the legend of TOKAS lineage, we were among Greek soldiers left of Alexander the great army a few thousand years back. My ancestors moved to this remote village and among them, the head of family Bhagwan Dass (Bhagwan means GOD ALMIGHTY and Dass means his servant) was having his **spiritual experience** during his **meditation** and working in the fields. During one of his meditation, he was asked by an inner voice to bring GANGA, the holy river, to this remote village of Rajasthan. After he finished this meditation, he recollected all his people – as being Mehant or head of 51 villages – and told people about this incident to bring Ganga to a village nearby in a rocky area and dig a well. People said, first, *"we will not find water after sand dunes in a rocky hilly area, secondly who will believe if its Ganga???"*. After some consultation, it was decided that let us put few belongings in a pot in Haridwar in the Ganges and if the same pot with the same belonging can be found at some place in this new well proposed then it can be trusted. Bhagwan Dass next morning took a pot with few belongings of people and sealed the pot and started his journey to Haridwar where Ganges flow. He went PETPALANIYA (a particular mode of traveling not by walking but by laying down and making a circle with hands standing up and again coming on the top of the circle and laying down

again and making circle again practiced by HINDUS BUDDHIST and JAINIS) on reaching Ganges the pot was leftover into Ganges and Bhagwan Dass returned by foot to the village. In the next few days Bhagwan Dass started digging village people from village were not interested so he alone started his work after few days unknown people came with their bullock carts and started helping in digging that well. After a hard work finally, they found water and a POT with belongings inside, this news spread fast and people started praising hard work of Bhagwan Dass and later several miracles of him were there.

I believe one of those miracles is also the fact my father is alive, and he served the army without limbs; as per army rules, no one can serve an army if lacking any part of the body. And here the real story.

When I grew up, I noticed the feet of my father who was in the Indian Army have no toes, and they were looking strange for me. He told me his story as a soldier he was in the Sino-Indian war of 1962 between INDIA CHINA, where soldiers did not have proper arms ammunition and equipment during that war. Stepping on a landmine, and later due to frostbite, he lost his feet. As per his narration that was the darkest period of his life when as a young soldier only 22 years old as my father was born on the 1<sup>st</sup> of January 1940 as per record. Without any previous experience in the INDIAN ARMY that never expected any such war as in that era Pandit Nehru, the first Prime Minister of India was hosting a big ceremony in Delhi with Chinese counterpart MAO as HINDI CHINI BHAI BHAI which means INDIAN and CHINESE are brothers. But this lasted short as soon as MAO returned to CHINA the war began and unprepared INDIAN ARMY faced defeat in this war and lost several soldiers and areas of its own land.

During this war, my father a young soldier along with his other friends found themselves at high altitude whereas my village is in Rajasthan no such conditions and extreme cold. He was posted along with MCMOHAN line a border established by British people during the imperial time in Bhutan, with limited ammunition and worst geographical conditions they fought with Chinese PLA, after the ammunition finished they destroyed their arms and were walking for sage hides ending up in land mine zone where several died due to blast, others died due to hunger and cold few survived but due to blast couldn't walk anymore. Taken hostage by PLA and later somehow got free and escaped. After the Russian intervention, the war ended.

My father was declared dead but after almost 20 days some Bhutanese farmers found an unconscious INDIAN Soldier and brought him to an INDIAN ARMY base from where he was sent to INDIA for further treatments. Due to

cold weather, he lost his limbs, not only, and the doctors in PUNE, where he was in a BASE HOSPITAL, monitored his situation and decided the best option was to do the amputation from the knee. After knowing all this my father became so discouraged that he decided to suicide a few times. He was in a wheelchair waiting for his amputation but during that time he prayed a lot to his ancestor BABA BHAGWAN DASS, and a day before amputation day he couldn't sleep the whole night and cried. During a short sleep that he had finally he had a dream where BABA BHAGWAN DASS who whispered in his ear that *"Stay calm nothing similar will happen"*, the next morning while he was taken to the operation theatre doctors uncovered his wounds prepared for amputation. When they saw the wounds, they remained breathless the parts of flesh which were rotten due to frostbite and the main cause for worsening conditions were no more smelling and they saw fresh flesh was there. Not believing this incident they enquired about if any other medicine or separate treatment was given to the patient. But nothing similar was there.

They immediately called a medical board meeting to discuss this condition and decide to stop the amputation. Chances were better to be examined in a week; after a week again the board discussed and decided that fresh flesh was growing up and covered almost all bones of both legs finally they gave up amputation option and took two months' time to review the situation. After two months even the skin was there, but his limbs were not there. It took almost 18 months to get back his body cured without limbs, but he was back to life. He was sent for rehabilitation and after six months he returned to normal life. Now the new challenge was if he can resume his services without limbs as Army rules are very tight. But due to some miracle, he was sent to one and the only wing of INDIAN ARMY for PHYSICAL TRAINING to work as an instructor after passing all normal exams as a soldier (even without limbs for ARMY RULES this is impossible) but continued to serve INDIAN ARMY for next 28 years as Junior Officer instructor of martial arts.

I was always having strange feelings whenever I saw my father, like WHO IS HE? WHY IS HE SO CONCERNED ABOUT ME??? Anyway, I was born on the 2<sup>nd</sup> of August 1972 almost 10 years after this all happened, living my easy life with my mother in the village while my father was working in the ARMY. With my sisters, we used to see our father once or twice a year during his holiday period which was mostly spent in the village doing field works and family responsibilities. For me that was a tough period as being only a male child with two elder sisters I was a careless boy and most of my time use to go away with roaming around rather than study. My early study was done at home as per tradition a GURU JI (a Brahmin or priest) use to come to our

home and teach us me, my sisters, and other cousins. But I was the worst student with whom appreciation was the last thing, but complaints were never-ending. Often beaten due to not doing work.

Later, with my sister, we joined the government school and this was the "golden period of my life", because while going to school I was used to remain behind and skip the class; the school was around two kilometres far from my home and teachers were unknown to my family. During the summer, the sand dunes around there were very hot and I had no shoes, only slippers. The only saviour from hot burning sand on which we had to walk back home was some *dhatura* leaf so when the school was over we used to collect and put in the pockets run on the hot burning sand and to take some rest by putting them on hot sand and stand over it for a while. To encounter this issue, my philosophy was to take my lunch start my journey with students and skip from school ending up into the grazing land of the village known as BANI or VANI (forest area left for domestic animals) in the noon get up have my lunch and sleep till evening students were coming back from school and return home. One day my class teacher came to my house and asked my mom why I was not going to school and if my health was okay. My mother could not believe this and the next morning, after preparing my lunch along with my sister, she followed me unnoticed that was my last day of freedom. I was caught and it was decided that I will be sent with my father for further study in the city where my father was serving in the army.

When my father came home that year for holidays, he was also disappointed, and I was sent to Bhopal in central INDIA where my father was serving to start central school (ARMY NAVY and AIR FORCE people children school). Now all was changed, no more village friends neither home food, not even my mother with me and my sisters. I was missing all of them and staying in Junior Officer Army barrack all alone only child there. Unknown place, unknown people all army officers and only child that was me at that time aged 7 years. A few months later my father was transferred to Gwalior and later to Pune where I stayed along with my father in army home. During this period, I learned swimming, athletics some gymnastics as well as being alone in barracks and home I had none other but Army life and arms only. I do remember one such incident that I was prohibited to enter KOT or so-called ARMS DIVISION because as am a fast learner I saw how to assemble and prepare light machine gun, one fine day I saw the guard was standing looking opposite direction I assembled LMG and put and pointed at my father. Noticed in time by an officer on duty the incident was diverted but was the last day of mine with so-called my toys after school.

One day, during those times, I saw an ARMY fair was there and a gambling game was easy money-making within seconds I noticed. The next morning, I stole 10 Rupees from my father's pocket thinking in a smart way I will double the money and replace the money I took rest I can have fun. I went to the gambler and in a confident way I put 10 Rupees to double the money but very next moment I lost those 10 Rs and I had no breath left. That was my first and last game played for doubling money and I swore that no more in future I will ever steal money from my father's pocket. That period was emptiness for me but was the only moment I had been with my father for more than a month as I was used to. My father uses to tell me about his days and his life during the war and my curiosity grew to know more about my ancestors. I do remember that after few months my father was allotted a quarter for family looking at me who was the only child living in officer barracks. I was about 9 years old when the lady coming to our army quarter for cleaning and cooking. In the beginning period she was very alert about her work but hardly after two weeks I saw she used to cook too much extra food and take it to her home for her family whereas we were only two. I complained about this to my father and he said nothing. Later I was complaining about her washed clothes which were not clean. That was "the end" of that lady who was domestic help paid extra by my father. From the very next day, my father gave me a soap cake and said if you know that your shirt is not clean do not complain just do it yourself. I was not happy with this decision and cursed him several times for this punishment, as it seemed to me. But today I realize this step of my father is a mantra for me. To me, it means that if you are aware that others are not doing things as they must be, this must be taken as an opportunity to prove yourself that there is a way to work for better results. After several years I realized this and still admire how thoughts can manipulate the human mind while trying to be limited; only by coming out of those limits one can have better vision.

During that period, my father, on Sunday, was used to give me a body massage and explained me how he learnt several techniques during his rehabilitation period and to help others. Perhaps in those moments, I felt to be blessed in having in my DNA the ability-will to really want to help someone. If you really want to do it, you can do it in several ways.

After some years, this attitude was followed by professional studies, and I obtained my Diploma in **Alternative Medicines** from INDIAN BOARD of ALTERNATIVE MEDICINES in Kolkata established in 1991. **Ayurvedic Medicine** is a natural system of medicine, very effective "home remedies" – the Sanskrit term *Ayurveda* is composed of the words *Ayur* (life) and *Veda*

(science or knowledge); and **Reflexology**, a massage practice that through appropriate pressure to some areas of the body (feet, ears, hands) creates benefits for the health. My work in this area is complementary to the Tourist guide's main activity since 1996. This kind of care supports the wellbeing and health of people with good results, and especially when we travel, my customers feel safe. In the case of some contingency, I can intervene bringing some relief and care. I could share many anecdotes about this kind of situation happened during my travels.

The main travels' destinations with my customers are the routes to Ladakh, also known as small Tibet, or Punjab including Golden Temple, and Central India and Gujrat where there are temples built in the 9<sup>th</sup> century or Khajuraho 16<sup>th</sup> century. On the way to Gujrat, Lothal and Harappan sites dating back to 3500 BC, while explaining others what I have learnt it was amazing to observe myself learning from present facts and the history studied. It is amazing to learn from Tribes of Orissa how to cure jaundice and hepatitis with jungle's remedies that are always effective. India is not a nation but a subcontinent full of adventures, nature, history and heritage. Various ethnical groups can be met here, and all religions of world can be found and practiced here. But of course, the core of all the natural cures relies in making people aware of their health, the quality of the food they eat and the thought they think (they must be positive).

But coming back to my father's story, in 1986 he got retired from the army and started teaching sports in private schools and now we were in Delhi. I was good at sports and played twice junior nationals in Basketball and football at that time. One day returning from school I felt a burning something inside and started crying while walking back home. It was last year of schooling and my question was to myself be what I am born to do? What next? What will I do? On my return that evening I did not feel hungry and refused food and continued to cry loud. My parents were worried about what happened?? I failed in exams? Or I had a fight with someone? Or last doubt was I was in love with someone, as I was about 16 years. When my reply was none my school bag was searched but nothing found. I requested my parents to leave me alone for that day. In the evening I went on the terrace of my home looked at stars and continued to cry again. In the early hours of the morning, I felt some ease and my answer was there I will do something that can give sense to several people. But had no idea what will I do? But soon I was nominated due to my sports activities as Captain of school and captain of Regional Basket Ball team. I was concerned always not only in strategy of winning game but in having a good team and taking care of each member personally.

We stood third in national level competition that year. I believe that when you are concerned about others and not for on yourself you can give your best part in every job you take.

Years passed and I enrolled at the University of Delhi, and just in that period on the other side of the road of my previous school the college Dyal Singh was shifted to the Italian Institute of Culture offering Italian language courses. Several friends of mine were learning computer in that period the computer course was costly and my father was teaching in a school with two daughters to marry had several expenses ahead. But learning Italian was an easy option as I had to only cross the road. Meanwhile, one of my cousins was also married to an Italian lady and several people in that period were trying to go to Europe in search of a better life and work. My cousin's wife led the way by asking me to learn the Italian language. I learned the language the course was perfect when I finished my graduation from university, I also finished my language course. But I had no spoken experience. After ending university and language course I was asked by my cousin and his Italian wife to join them as they had an Italian restaurant in Khajuraho. I took this opportunity to have nothing else to do. I worked as a waiter as a cook sometimes and cashier often. Soon I became a partner in the restaurant. While working there I was in contact with local CID (Central Intelligence Department) for helping officers in preparing reports and data about tourists. After three years of work, there was a new opportunity to work and that was to become a **professional Tourist Guide**. The Tourist Office Manager was impressed by my work and language and asked me why not to become a guide. In that period to become a guide was really a hard job but a money-making job. My then officer was also a good friend of the Tourist Officer and they selected me for this new job. I was asked to go for an exam and later I did all my training in Bhopal in Central INDIA this was the second time I was in Bhopal and this time I was myself not with my father from where I started my journey. After ending my training, I took up work as a tour guide. I forgot to tell you during my stay in Bhopal I joined Alliance De Francias institute famous for the French language and did my course in the French language. So now I was able to speak English Italian and French language and took tourists around the temples of Khajuraho. Later I started escorting groups and this was a big change in my life. I was making good money tips my fees and commission from shopping money poured from almost every direction. After a few years, I had enough funds to start something for the good of others. I wanted to realize something that could have some meaning for several people. To open a school was my idea. Because as my father told me that being from a village and uneducated

the only secured job that a farmer son finds is to become a soldier in the army for centuries. The idea clicked to my mind and I started searching for some land. I found the land in several places, but my quest was that a school should be in a remote area where no such possibility was there. As mainly in India when you think about something it is like making business and money. I found land in Mothuka village in a remote area around 35 KM from my native village. After buying the land I was left without any money. I used to speak about this dream with my tourists as well while accompanying them on tour. Few of those strangers became my friends and they believed in my idea. After almost 4 years working abroad in marketing for a few tour operators, I once again had some money and some financial support from my friends. I started the construction of the school.

Why a school? Often this question is not only asked by others but me. With developing India, I saw in several areas now industries are coming up government acquires land from farmers, and they are given huge money. Generally, the money is spent on marriages for dowry, for construction of big houses, and on alcohol this truth of rural India. Children from the village if they have a good education, they can apply for good jobs tomorrow. Hardly around 20 Kms from School BEHROR a town is having SPECIAL EXPORT ZONE today. Another developed area is Shahjahanpur around 40 Kms from the school. In those villages already life is coming up as new misery they have big houses expensive cars but no money to go ahead with that lifestyle they have adopted. Money ends very soon. Tomorrow these children will have no land to cultivate no job if they have no proper education. They will be new poor of modern India as the same I see while traveling Europe in several nations. To avoid this happening for their tomorrow we must plan and act today. With this thought, the school started its journey, with courage and awareness, that as Victor Hugo was used to say *"He who opens a school door closes a prison"*(in Lopez 2015).

The task was not so easy as it could have been. While discussing ideas about English education people became suspicious as in those years 2002 and 2004 few incidents happened with missionary schools, they were converting people from Hindu to Christian through this strategy. One more thing which was against me was the land I bought the locals use to make illegal local alcohol and now all that business got stopped. Some people were jealous of this new happening, especially when speaking about educating the girl children. Caused by the action of a local boss I had the first case filed against me. I spoke to officials and cleared doubts. Later for every single movement, people opposed me due to their personal rivalry as few who came close to me



supported a political party while others supported the opposite political party. But a crucial role was of illegal alcohol. Most of the villagers are habitual drunker and most of their hard-earned money even today is spent on consumption of alcohol. Education is the last thing they think about. A local political leader who was the then representative of Assembly of Rajasthan was invited for the inauguration but very next year he lost elections. Now the opposition leader with his men wanted me to pay for inviting his rival. Anyway, the story is endless and even today several cases are filed against me for education.

The school became a reality with hard work. I do remember due to some local pressure for a few days I didn't have workers, so I took up masonry work with two other workers and continued for a week. When people saw work continues and they were lost money by refusing to work they joined again. The school started with free education to poor and needful of its own kind with 35 students and 2 teachers. In the coming years, the school had 150 students and grew up well. Later due to funds, it was decided dress and free books were meant only for the girl children. Till today several poor students don't pay any fee and if in some way we can help them we gift them books or dresses from time to time. Today G.M. School MOTHUKA is a reality with its reorganization from CENTRAL BOARD OF SECONDARY EDUCATION NEW DELHI with the worldwide approach. A Zen saying could summarize our efforts and actions like this: *"If your plan is for one year, plant rice. If your plan is for ten years, plant trees. If your plan is for one hundred years, educate children."* – Confucius

According to the Indian spiritual wisdom, as Krishna said to Arjuna: *"Do not expect results of your sincere efforts to do your karma and move ahead. If you expect results for your karma you are not doing karma you are doing business. A true **Karma Yogi** does his karma not for thyself but for the whole universe around him and move ahead, such creatures have a direct connection with the divine and are free from all bonds of MAYA"*(Bhagavat Gita – 5<sup>th</sup>–3<sup>rd</sup> century BCE).



Figure 28. G.M. School – Mothuka – India  
 (image source: personal collection of the author Raj Singh Taxak)

I continue to work as a professional touristic guide specialized in architectural tours, religious tours Hinduism, Sikhism, Buddhism tours and tribal tours and from time to time dedicate myself even to teaching and doing conversation classes with students. Today students of G.M. School Mothuka are even studying in several universities of INDIA and they do not feel this inferiority complexion which generally comes while a student comes from village society.

By now there are around 8 CBSE schools (CBSE means Central Board for Secondary education) which is all India Board then we have different State Education boards for example Rajasthan Secondary Educational Board, but most of them are Hindi Medium boards and education is not of quality, running in the area and around 40 other English schools are there. I am proud of bringing this change in a society where I was born and the one who skipped himself school today running 17 successful years of this school. Today the school has around 310 students, 4 School BUS, a small hostel for students coming from a far distance and a medical room. Also, whenever possible we run free health camps and search for international and national collaboration one such collaboration was with Smile Mission from Verona Italy with its then president Carlo Carlini for three years 2005 till 2008 and recently in 2016 also worked out with New York University from the USA, but due to lack of political will it is still under process.

What I can say is that at the end of the day, I am a simple person, who is working hard and doing his job looking for funds to support the school; a boy that at 16-years of age had a dream, and he realized his dream at 32 years. Now soon I will turn 48, life has been a blessing full of an elixir of immortality: every student, every family, every teacher is a legend. For me, the G.M. School run by BABA BHAGWAN DASS EDUCATIONAL SOCIETY is my prayer, my meditation, my garden, and from here several beautiful souls will be shining their path with their own light.

So, in this way also you know why BABA BHAGWAN DASS EDUCATIONAL SOCIETY is running G.M. School in a remote village of Mothuka in Bansur Tehsil of ALWAR District in RAJASTHAN, my life has a message of thanksgiving to this family my ancestors and my parents.

Each time I thought I accomplished my job, it was just the beginning of a new path, that was hidden by the highest top point I aimed to and that I had just reached.

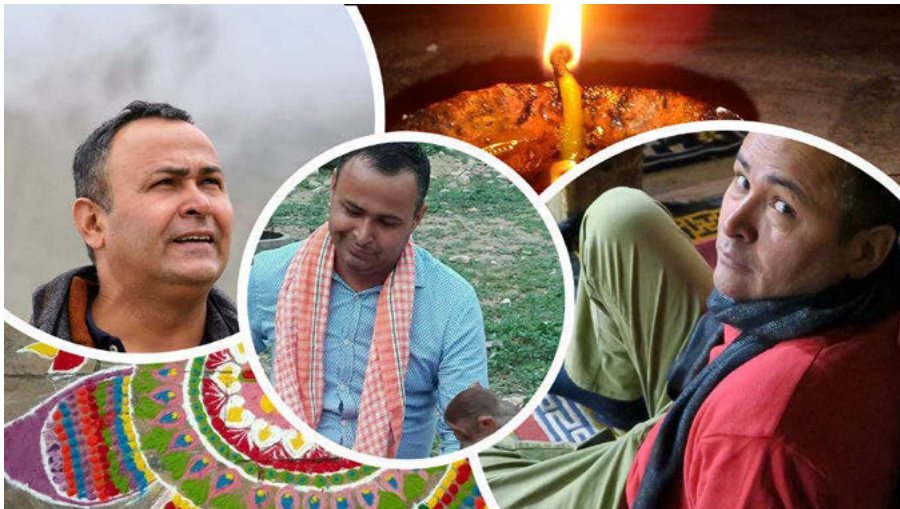


Figure 29. Raj Singh Taxak – *my Incredible India*  
(image source: personal collection of the author Raj Singh Taxak)

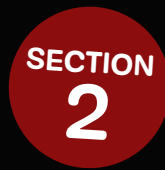
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SECTION  
2

Human destinations,  
Leadership directions

*(r)-Evolutionary passage – Spring 2020 – Africa*



(r)-Evolutionary passage



# LEADERSHIP IS NOT MANAGEMENT

written by Aleksandr Dzharatov, Turkmenistan

*Modern English lead is related to Old English words  
meaning 'a way, journey' and 'to travel.  
It is a journey word. If you are not on a journey  
don't bother with leadership,  
just settle with management – John Adair*

Leadership is not management. These days management and leadership go hand in hand, they form an essential part of any business studies, and professors teach about them by comparing to each other and giving practical examples. However, most people perceive them the same way and can't clearly distinguish. People on leading positions are often trying to perform some combination of management and leadership, but as a result, they can't succeed in the long term.

From my few years' experience of studying the business field, I could notice that both are crucial for business administration, but they should be approached from different perspectives with a clear understanding of the theories behind such an approach. After completing various projects and courses in business school, I have learned the different features of management and leadership.

Project management, management, and few projects have shown me that the keywords of management are the structure, plan, hierarchy, strict goals, and actions. On another hand, after studying communication for working life and basic leadership skills, I can say that leadership is based on listening, communication, empathy, motivation, and creativity. No doubt that both are necessary for working life and widely used in organizations. There are numerous theories of leadership and management, and they should be used according to certain situations and environments.

But theories are not enough to experience a journey. Leadership travelers need a specific attitude and mindset to approach it. During my studies at the Basic Leadership Skills course in Spring 2020, one of the assignments was a movie-documentary review. Among the options one of the most famous examples of leadership: the story of Ernest Shackleton, who led an expedition to the Antarctic and was drifting on sheets of ice with his team after suffering a crush of his ship. Ernest became a role model of a leader by showing a great example of leading behavior in a critical situation. His ship "Endurance" shows in the best way the spirit and meaning of the story.

I suggest each leader should watch this movie-documentary or read the book and then source from this story great inspiration as it was for me. To lead people through the unexpected, to face critical situations and finding fast solutions when under pressure, leaders need *Endurance*, which means "*continued existence in time*" as a solid foundation on which to enact all other leadership skills.

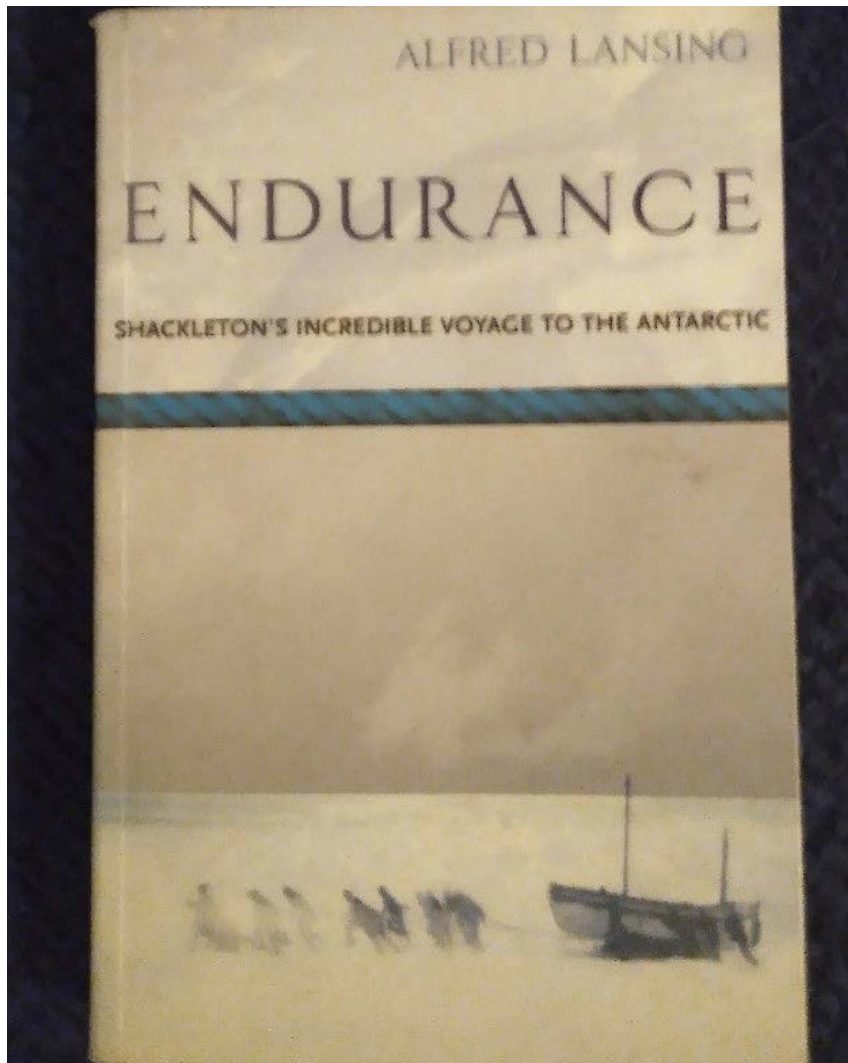


Figure 30. Endurance by Alfred Lansing  
Shackleton's Incredible Voyage to the Antarctic  
(Picture of the book – taken by Marcella Zoccoli)

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# INDUSTRY 4.0 – A THREE LAYERS REVOLUTION

written by Ànnia Macipe Casadejust, Michelangelo Fusaro, Cynthia Lefevre, Bunyarit Puangthamawathanakun (Aof), Dennis Otto

## LAYER 1 – THE PRE-PANDEMIC WORLD

In the pre-pandemic world the expression Industry 4.0 appears for the first time in 2011 at the exhibition *Hannover Messe* in Germany (Kagermann, Wolf-Dieter & Wahlster, 2011); the context of the fourth industrial revolution based on the self-consciousness of technology (Dopico, Gomez, De la Fuente, García, Rosillo & Puche 2016, 407) applied to the industries leads to the so called smart production. This concept implies a change of paradigm, from the traditional factory to a smart factory where the machineries become intelligent thanks to the interconnected environment allowing constant feedback and exchange of information (Pagnon 2017).

The infrastructure of Industry 4.0 is based on two fundamental technologies: the Cyber-Physical Systems (CPS) and the Internet of Things (IoT). The Cyber-Physical System refers to the integration of the cyber (software) and the physical (hardware) process, merging the digital and the physical world (Lee 2008, 4–5.) Meanwhile, the Internet of Things (IoT) is related to the interconnection of physical devices (e.g. sensors) through the internet in order to have an automated process that regularly delivers insights on the process itself. The evaluation of Big Data, that are an extensive collection of statistical data analyzed through analytics methods (De Mauro, Greco, Grimaldi 2016), is a key element of the Industry 4.0, it leads to real-time decision making, optimizes the use of energy, increases flexibility and maximizes quality.

Luciano Floridi, professor at the Oxford Internet Institute in a speech to the Italian parliament in the Spring 2020 explained that this technological revolution brought to the separation between the ability to act and the intelligence: today a machine which is not intelligent (in the meaning of human intelligence) can do things that if humans try to do require intelligence. For this reason, the role of the workers is changing, and the required skills focus on cognitive (flexibility, creativity, logical reasoning) and social abilities (emotional intelligence, leadership and social influence).

## LEADERSHIP ATTITUDE

Industry 4.0 is a new era of innovation, logistics, production, and technology in which leaders must adapt to the perpetual changes of this world, but not all leaders have the same leading approach and use the same methodology to achieve their goals. The literature about the topic of leadership is generous in offering a wide spectrum of leadership styles, theories, and approaches that can be applied by a leader, and that sometimes can disorient the understanding of the attitude because of the slight shades bordering some leadership approaches.

As an example, behavioral theories designed in the 50s show that a good leader can have different focus orientation. As pointed out by Daft (2018) the Ohio State University approaches the theory from the people-oriented (consideration about people) and task-oriented (initiating structure) perspective, while University of Michigan studies focus the study on human needs (employee-centered) and the concern for people and production (job-oriented accomplishing tasks). By rethinking, for example, the Ohio State University studies in the light of the innovation/technology orientation, it can be noticed that in a world in constant evolution, a good leader should be ready to quickly change and to be very innovative to face up competitors. It might be that the structure is not important for 4.0 leaders (Oberer & Erkollar 2018), but the consideration for people (i.e. creating bonds with the employees, being empathic, developing human relationships...) is still the key for a good work, since it can support the teams' focus on the innovation process rather than on decision making. We see that today, in a world reshaped by the digitalization and robotization, the human being is still very important to keep the development and evolution going. No matter if robots can replace human work, we will always need the human touch (humanization) to make changes and development.

A tool to support the current digital leaders and their team in their work is the Design Thinking (Herbert 1996). It is a step-by-step process, where all the creativity of a team has to be brought together. It helps reducing the fear of expressing ideas since it is seen as an open-minded brainstorm process. Design thinking includes also customers because they are asked to test the product or service before it is completely finished to perfect the product to the end.

There is indeed an evolution of all the environment, the way of working, the way of communication between people and the lifestyle. Then, why there are some leaders who are still showing to be stuck in the old paradigm of leadership?

This change, this evolution, this new paradigm is real, it is a real re-birth of humanity in a world connected by technology, and a good leader must adapt to it. Companies have to deal with workers of at least four different generations working together and with their differences and peculiarities in the way they perceive, behave, act, work and understand the reality around them. One of these generations are the Millennials. This is the word that lately it has been used to refer to the population born between 1980 and 2000, also called as the Y generation (GenY). This social group is the evolution of the Gen X (1964–1978), which was, in a few words, characterized for being realistic and focusing on work for success.

This generation has been growing experiencing this technological development, not only in electronic devices such as smartphones, iPads, laptops and so on, but also in healthcare, chemistry, biotechnology, nanotechnology, robotics and AI. Millennials minds work different; this is the reason a company with an outdated leader leading a team of Millennials is not going to have a better result than a leader of the Generation Y itself, or a leader who has adapted to this new environment.

The outdated system that some companies are still using is the one that was set during the Second Industrial Revolution. One of the characteristics of this system is the fact it is based on the 8 working day structure of the leaders leading labor work: 8 hours working, 8 hours playing and 8 hours resting. At that time this was a great achievement for people, but if you try to impose this working style to the new generations, well, they will not follow it, because this new generations do not fit in this system, and they are not leading labor work anymore. This can be the reason why previous generations sometimes see Millennials as lazy people, not willing to work, only focused on social media and the internet. However, we have to look further, and see that these Millennials are the generation of creativity, of not settling for things but trying to change them, rebuilding them, promoting development that can help in so many fields of life, and in business, they put more on value honesty in a firm rather than failure.

Therefore, leaders should be open-minded and not reject the new improvements of this new era, as well as the ideas of the new generations, but trying to take them, adapt to them, taking advantage of this new way of thinking, this new intelligence, to take the benefits of it and use it for the wealth of the company.

Irrespectively from the theory, the style or the approach applied to a specific leadership process, from our experience of leadership we learned that it is always important to develop the leadership skills of every person

involved in the process. As leaders we can only be successful if we bring with us all what we have learned and especially being mindful about ourselves. Self-awareness is a very important part of leadership especially in this global moment of change.

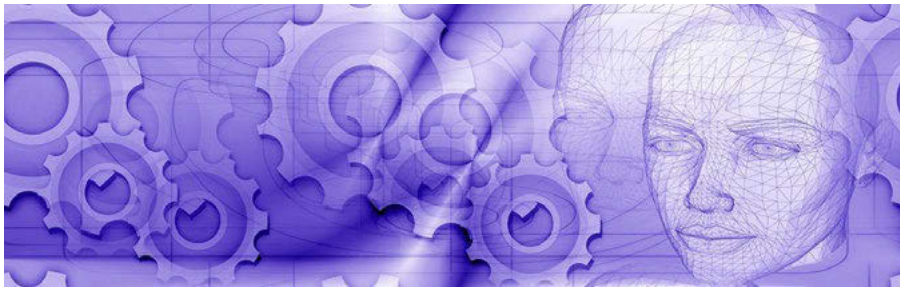


Figure 31. Mindful Leaders in the Industry 4.0  
(image source: pixabay.com)

## LAYER 2 – COVID-19: THE GLOBAL INDUSTRY IS FLYING IN "PANDEMIC MODE"

### THE WORLD IS CHANGING!

Leadership international experience, letters from a *pandemic* world.  
Italy, Spain, France, Germany and Thailand

### ANDRÀ TUTTO BENE! (EVERYTHING WILL BE FINE!)

*written by Michelangelo from Italy*

*21 February 2020, 2h22. The leading Italian wire service, ANSA, informs that a 38-year-old man has been tested positive to the Novel Coronavirus in the hospital of Codogno, a small town in the Lombardy region less than 60 km away from its capital Milan (Ansa.it 2020b). A few hours later, when Italians wake up, that news is literally everywhere and on everybody's mouth. From that moment on, nothing will ever be the same again in their lives. That same day, a few hours later, a special press conference was held in the Lombardy region HQ by local high authorities including the President of the Region, the Italian Minister of Health and the Head of the Civil Protection. All the certainties built around the statement "prevention is our strongest weapon, as long as the virus does not circulate in the country we are safe" repeated as a mantra for weeks until literally the day before, suddenly disappeared (Gobbi 2020; Ministero della Salute 2020)*

*In the meanwhile, hospitals in Lombardy started testing suspect people for COVID-19 and by the end of the day, already 17 more patients tested positive in the area of Codogno. The situation was much more critical than expected. Immediately, all businesses in town shut down, schools were closed and all the events until the end of the month cancelled.*

*Along with Codogno, also 11 surrounding villages and little towns quickly became Zona Rossa, "the Red Zone". Out of the blue, in the eyes of Italians, Codogno became "Little Wuhan" and its area, the Bassa Lodigiana, was the "Italian Hubei".*

*Two weeks later, after many meetings and long discussions, on 11 March, the Prime Minister Giuseppe Conte decided with his cabinet to close all Italy in a lockdown that would last until the 4<sup>th</sup> May, when the so-called "Fase 2" (phase 2) started and life slowly started to recover. As of today, while I am writing, 17 May 2020, almost 3 months after the finding of the first official positive patient, almost 32.000 people died by COVID-19 in Italy according*



*to the official statistics (Worldometers 2020). Mayors and officials from the most impacted areas claim though the death toll doesn't tell the truth as the numbers may have been underestimated due to overload (Eco di Bergamo, 22/03/2020) (Armstrong 2020).*

*Indeed, looking at pure numbers, only in the city of Bergamo the death rate in the first months of 2020 has risen by 370%, while in some villages and small towns of the surrounding valleys the rise reached even 2000% (Globalist 2020). The socio-economic repercussions of this health crisis at the moment seem catastrophic for Italy: based on last estimates, in 2020 Q1 Italy lost 4,7% of its GDP (Ansa.it 2020a) and predictions say that up to 9.5% of the GDP could be lost by the end of 2020 (Romano, B. 2020). As a result, we can expect a tough period before economics will come back to the pre-crisis situation. None of the strong Italian sectors remained untouched: tourism, agriculture, manufacturing, fashion, export. All of the main economical axes have been literally shocked, and the main concern is that it seems like there is no real short-term efficient recovery plan. Nevertheless, once we look at numbers more into detail, we see huge differences on the Italian territory, at least as far as the health crisis is concerned: even if from outside the perception is of an entire Italy with overloaded hospitals and desperate situations, reality is a bit different. In fact, more than half of the infections and approximately half of the fatalities in all Italy were registered in Lombardy (Il Messaggero, 07/05/2020). Among the other most impacted regions we see mainly the surrounding northern regions: Veneto, Piedmont and Emilia-Romagna followed by Tuscany, Liguria and all the rest of the country. When looking at the statistics, it is clear southern Italy has been much less impacted, and everything has been done by the Government and the local authorities in order to avoid a health crisis in the South, where the healthcare infrastructure is much more fragile and a widespread COVID-19 epidemic would probably have had dramatic outcomes.*

*So, one of the first questions we heard so many times is "Why has northern Italy been hit so heavily, while central and southern Italy have been, in some cases, barely impacted by the virus?". When trying to analyze the reasons for this difference, some of them look as an evidence: the most impacted area easily represents the most industrial and productive sector in Italy, with a high density of population, an extremely high rate of movement, high pollution rates and last but not least, many exchanges with China. Although, it is important to precise that when the first patient has been officially announced, the Coronavirus was already circulating in Lombardy for at least one month, specialists say (TGCOM24 2020).*

*This has undoubtedly helped the virus to quietly spread all around the region without anybody knowing about it nor concretely acting against it. So, while scientists were still looking for some Chinese businessmen or tourists coming from Hubei, the virus was actually already present in all the major areas of Northern Italy, and probably Europe too.*

*If we add to all of these factors a quite big amount of unluckiness for some of the Bergamasca valleys (Martin 2020), which suffered from dozens, probably hundreds of undetected cases moving around for weeks, we get the perfect explosive mix to obtain what happened.*

*Another question we heard many times is "Why is the situation in Italy so much worse than in other similar countries?". A precision needs to be done here: as of now, all major Western countries seem to be similarly hard hit, only with a slightly different timing and a different death toll due to several factors such as the management of the hospitals workload during the worst days of the crisis. Nonetheless, we still can find a couple of socio-cultural reasons that did not help Italy to limit the spread of the virus. One of these is the fact that Italians tend to have much more in-person contact than probably any other European country, often interacting at a lower interpersonal distance and, relating to work, almost always preferring personal meetings to calls or videoconferences.*

*In fact, in Italy until the COVID-19 crisis no more than 500.000 Italians were used to work from home (Agenzia Italia 2020). We can add to that extremely developed and frequent intergenerational relations, with (larger) family meetings being held on a daily or weekly basis on average. Third point to add here, the higher average age (45.4 years) (Varrella 2020) and high life expectancy in Italy (83.57 years) (Macrotrends 2020). It is also possible that part of this perception is due to a typically Italian characteristic of managing situations: publicly showing panic and sometimes overemphasizing empathy is something that happens daily, also in the media, and doesn't help to psychologically handle the crisis.*

*This being said, let's focus now on some choices and political decisions made by Italy since the beginning of the crisis, because telling that our country has only been unlucky would not be fair. One of the main reasons why the virus, at least in the first weeks after it has been found out, has spread so much, is due to the fact that every region acted differently. In fact, in Italy, the healthcare system since 1978 is mainly under the governance of the regions, and even if it is still seen as one of the most efficient in the world, in the last decades it has undergone to several financial cuts (Ajay Tandon, Christopher JL Murray, Jeremy A Lauer and David B Evans, 2000). Even if these choices led to much criticism, nothing really reversed this trend until February 2020.*

*The paradox here is that Lombardy is seen as one, if not the best region from the point of view of healthcare. Despite this, the system didn't make it and hospitals actually became among the most dangerous places, as the virus spread widely in their hallways infecting many people with a weakened immune system. The lack of medical supplies (face masks, coverall suits, tests...) has been another hot topic in Italy, especially during the first phase of the crisis, when many doctors and nurses went to work with only basic protection and a huge number of them got infected.*

*So, has been the choice of some local authorities (especially in Lombardy) to use the "Residenze Sanitarie Assistenziali" (a sort of nursing homes) as places where to put the exceeding patients from the hospitals. This has been a very unfortunate choice leading in some cases to a health disaster (Open. online, 16/05/2020). Another problem strictly related to this one has been the lack of a central decision maker, as many powers have been delegated to regions and city halls with a view to simplification and there hasn't been since the beginning of the pandemic until now a clear vision of what should be and should not be done. As a result, many mayors had the possibility to take many decisions without the approval of the central government, leading sometimes to good outcomes, but always acting experimentally.*

*We could observe that also regions led by the same political force acted differently in many situations, which contributed even more to show some sort of confusion. The number and method of testing people between Lombardy and Veneto has been one of the most striking cases of this behavior (HuffingtonPost 2020). The lack of vision created embarrassing situations especially for healthcare but also gradually contributed to increasing the uncertainty for work and employment, giving a rather negative outlook for the future phases of the post-lockdown.*

*The overall sensation is that in Italy, and this is not something new, we tend to always search solutions for existing problems or overwhelming situations, rather than preventing them, predicting and anticipating our moves. The Italian behavior is reactive rather than proactive. It is still too early to judge, make statements or tell what should have been done differently, but it is clear that when comparing with other EU countries Italian precedent difficulties mixed with this crisis create a quite tough situation for the next years to follow. But we hope that once again, Italians will show how determined they are and will come back stronger than ever.*

*Of course, some images will be hardly wiped out of our memories, like the convoy of army trucks transporting coffins from Bergamo as morgues couldn't cope with more deaths or the blessing presided over by Pope Francis alone in*

*empty Saint Peter's square on 27<sup>th</sup> March, more than symbolically the darkest day in recent Italian history with 919 COVID-19 deaths registered. In spite of this, I believe the country will be able to recover as quickly as possible and that in the end this will be an opportunity to modernize our infrastructure and our way of working and facing problems.*

**Andrà tutto bene**, as Italians say.

Michelangelo  
Cassano Spinola, 17 May 2020

COVID-19? IT'S IN CHINA, HOW CAN THIS PROBLEM COME TO SPAIN  
IF WE ARE THOUSANDS OF KILOMETERS FAR AWAY?  
*written by Ànnia from Spain*

*Spain is one of the European countries more affected by this pandemic. Measures were not taken in the right moment, but too late. This caused a fast spread of the infections number in society. If doctors expected the virus to come in numbers of 1 infected person the first day, 2 persons the second day, 4 the third, and so, what it truly happened is that it came 1 person the first day, and it was over 15 people already the third day. This massive extension of the infection caused the collapse of hospitals. Spain is lucky to have sanitary healthcare personnel really competent and skilled. With long shifts, more work than ever, adapting hotels, pavilions and other infrastructures to put beds; the material was not enough to treat all the people suffering from coronavirus. There was a lack of medical staff, masks, gloves, medicines, other protection equipment, and the most important: respirators. The limited number of this engine was the key responsible of the exaggerated increase of deaths numbers in Spain.*

*From the very beginning, when the "coronavirus" word started sounding on televisions, radios and other communication methods (mainly social media, helping to spread the information about this virus), Spanish people saw it as a far problem. **"It's in China, how can this problem come to Spain if we are thousands of kilometers far away?"**. This was the mentality. However, one thing was missing in our minds: people travel. And the virus arrived in Spain not directly from China, but mainly from Italy.*

*Cases kept growing, and what in one morning sounded like rumors, the same evening became official: schools, universities, high schools and*

*kindergartens. If that happened on Friday, between Sunday and Monday the emergency stated was made official.*

*Three weeks later, most of the population is locked in its houses. Educational institutions are closed and even cancelled. Only the first need jobs are still working, like pharmacies, banks, food establishments, among others. It is not fair to deny the fact that society responded when it was asked for.*

*Most of the people followed the measures, and the ones skipping them, surprisingly, were the aged people. Hotels and other establishments adapted their infrastructures to host the ill people. So many companies adapted their machines and resources to produce respirators (like Seat) or hygienic alcohol (perfume companies). People in their houses started creating masks, together with the activities in jails, that were replaced for masks fabrication. Without forgetting, the common applause at 20:00, recognizing and thanking the hard work that sanitary staff is doing.*

Ànnia  
Barcelona, 21 May 2020

*COMBINED EFFORTS HAVE MADE IT POSSIBLE TO PROTECT CITIZENS*  
*written by Cynthia from France*

*France is the third most affected country by COVID-19 in Europe, just after Italy and Spain. Once again, it is especially due to decisions made too late, but also, by the bad behavior of citizens in the face of these measures. The first three cases of patients are listed on January 24 on French territory and have been growing ever since. These three people all had a direct link with China, including two tourists who returned from the city of Wuhan, home of origin of the virus. Stage 3 is then declared on March 14, two months later, by Prime Minister Edouard Philippe. Thus, bringing the beginning of confinement and therefore the closure of all business not essential, and all schools and academic institutions. However, despite all these security measures put in place, many citizens particularly in Paris and on the South coast did not respect these measures and continued to go out to parks, to the beach, and on paths. To make up for this non-compliance with the rules, the leaders had to adapt new rules forcing citizens to stay at home even more. For this, night curfews have been put in place, and exit certificates have been imposed for each person having to go outside, having to indicate a specific reason such as professional or medical, and indicating the precise date and time of exit.*

*Then, hotels and taxis were requisitioned to serve the medical profession. The hotels are used to house nursing staff who do not wish to return home so as not to contaminate their family, and to lodge people who are homeless, and therefore having more risks of catching and spreading the coronavirus, and not necessarily having access to care.*

*Several measures are taken toward companies which, being closed, cannot guarantee turnover. The deferral of charges and taxes is therefore established, as well as the establishment of shorter working time for employees. These measures are necessary to avoid facing a too big economic crisis, even if the latter is inevitable. This will certainly cause into question the functioning of companies and their management. Once again, the leader will have to adapt to all these changes.*

*New needs have emerged to cover all hospitals needs in need of masks, gowns, gloves, and respiratory equipment. The state has therefore ordered more than 1,5 billion masks and calls on companies to make donations. Many gestures of solidarities happened such as the transformation of factories into a large sewing workshop to make masks and gowns, large companies such as Louis Vuitton and Dior have transformed their perfume bottle into bottles of hydro-alcoholic gel and many construction companies have given their masks to pharmacies.*

*Finally, all these **combined efforts have made it possible to protect citizens** as much as possible and to slow down the spread of the virus, and therefore of the death toll. With many deaths in the hospital environment but also in retirement homes, the elderly people are the most vulnerable and therefore the priority to make of them the most protected*

*Although this crisis will have brought many problems and very exceptional set-ups, it will have shown a real impulse of solidarity and mutual aid. Like in Spain, people applause the medical staff to encourage and thank them. It also shows the great importance that leaders have in situations like these, having the courage to make decisions quickly, that they are effective, and that they are applied by the greatest number of people, even if it means to add additional rules, for the common good of all. This solidarity has spread throughout Europe, were foreign countries with the little disease have taken care of patients from the most affected countries.*

Cynthia  
Caen, 6 April 2020

## CORONA IN GERMANY

*written by Dennis from Germany*

*It was January when I first heard that the Coronavirus is spreading drastically in China with entire cities closing. I thought to myself that this is the most drastic thing I have ever heard, locking millions of people into their apartments, closing every possible way in and out of the city. It felt like the beginning of a movie. Later at the end of January, early February the virus came to Italy and from just another news this became far more real than anyone could have dreamed of. Meanwhile, the virus came to us through a businessperson who came from China and went to a carnival event in Heinsberg, Germany. This person was later called a super spreader because he or she infected hundreds of people who later went to the famous Cologne carnival to make the spreading even more likely. Since the virus takes around 2 weeks to fully show its symptoms, German politicians did not really react to the upcoming events because they as much as I did not expect that something like this could be possible. When the north of Italy got locked down and the skiing areas of Austria turned out to be a hot pool for the virus, came slowly the realization that this is not going to be over soon.*

*I'm currently working at a big Consulting Firm from the US and since we have consultants worldwide the company was already affected very early on. So, before anyone else the company created a work-life of A/B teams to split up the staff into groups and later tried everything that everybody would be able to work from home. While we were in the office, we were shocked by everything that was going on. First, the cancellation of the Serie A was not thinkable at that time. Following the ghost games in the Bundesliga which canceled all games till mid-June. As a German, football is the biggest weekly event for the whole country. Millions of people travel through the country to see their favorite clubs. Seeing the politicians deciding to lockdown the country was very intense. Schools and Kindergartens closed with only the necessary jobs being able to get their kinds taking care of. We got sent home as well. I cannot remember a time in my life where I carefully watched the news for around 4 weeks straight to get the newest information. Our politicians were very careful to not give the public information they would scare. For example, we never had a lock-down like Italy and Spain because it just was not necessary. Our healthcare system is one of the best in the world but has also shown major weaknesses like the underpayment of its crucial workers like nurses. Overall, the crisis has shown that the most underappreciated and underpaid jobs are the most important ones like nurses and retail workers. I have watched the*

*news from different countries saying how great the German healthcare system is, but I feel like there is a lot of room for improvement.*

*Eventually, after a while, we got used to the measurements that we cannot follow our usual lives except for people who believe in conspiracies which got more and more with the time. That might have been one of the reasons why politicians in different states tried to beat each other in opening up more and sooner as the others.*

*Since Germany is a federal system, the people who make the policies for the states is not our Chancellor Merkel but all the 16 governors of our 16 states. That also created a lot of anger and people like me always fear that measurements get lifted too soon, however so far; I have been proven wrong. Lastly, two more things that affected me personally are the fact that I will not be able to travel anywhere this year and that my semester started 4 weeks later than usual with all courses being online. This is a completely new experience for me.*

*Now in June it already feels a bit more normal with us being able to visit friends and family again at a smaller degree. And of course, we can watch football again, which seems to be obviously important to a huge group of the country. Having said that my personal fear is, that this will not be the last time Corona hit us where it hurts the most, but that more pandemics will follow in the future when we continue to isolate ourselves with information, like China, or do not treat the nature with more respect like all of us. We should take away from this crisis that is already way too connected to separate us again from the rest of the world.*

Dennis  
Cologne, 19 June 2020

**CARELESS MOMENTS**  
*written by Aof from Thailand*

*Thailand is a country where the economy relies on tourism. Most of the tourists are from China. The first active case of COVID-19 in Thailand is in mid-January. The patient is from Wuhan. After that, many active cases appear until the end of January. A taxi driver who did not go to risky countries got infected. In late January, people panic and try to protect them from the Coronavirus. They buy a lot of masks and hand sanitizers. It makes the price go up and up. However, Thailand still exports masks. The minister of commerce confirmed*



*that the masks are enough to everyone (January 28<sup>th</sup>, 2020). Chiangmai Airport welcomes a lot of Chinese tourists even though they are not from Wuhan (January 24<sup>th</sup>, 2020). The next day, the minister of public health said that he believed Coronavirus is just normal flu (January 25<sup>th</sup>, 2020). In February, Thailand was included with Japan, Singapore, South Korea, and Italy in risky countries list.*

*During that time, South Korea started to open illegal workers to go back to their homes. In the beginning, the minister of public health went to visit people who came back from Wuhan with full suits (February 6<sup>th</sup>, 2020). By the late of the month, Thailand announced that Coronavirus is a dangerous contagious disease (February 24<sup>th</sup>, 2020). On the same day, one aged couple hides that they came back from traveling in Japan and got infected. They hide it even when they go to the hospital. They have grandchildren who got infected by them and go to school. In early March, the first death case occurred in Thailand. Next two days, Thai illegal workers came back from South Korea and did not quarantine. The quarantine places provisioned by the government are too unprofessional. Many of them managed to avoid the quarantine of government. Some of them go to malls and restaurants without quarantine. The high demands of people until March make a lack of masks and hand sanitizers. The government sent soldiers to control the mask factories. The government already controls the mask factories and every mask must be sent to the government. Next, Bangkok ordered the boxing matches in some boxing stadiums to be shifted. However, the stadium continues. Later, there are active cases known that they went to the stadiums. In mid-March, Malaysia announced that 134 Thai people who came back from a religious ceremony in Malaysia need to see a doctor.*

*In late March, the government shut Bangkok down except some businesses and jobs to be working on. Most people move back to their hometown, which causes very high traffic. Before, most active cases were from big provinces such as Bangkok. After shutdown, people go back to their homes and active cases start to appear in other provinces as well. Eight provinces are announced as risky. The minister of public health said that medical staff should protect themselves well (March 26<sup>th</sup>, 2020). Due to the lack of equipment, medical staff must find equipment themselves to cure a patient.*

*Due to the shutdown, the economic system "broke". People got less income but still had the same outcome. Some people cannot work, and they need to go back home. People who earn a living day by day are suffering no money. This shows that governments are afraid to act until some critical things occur.*

*In early April, the government announced a curfew from 10 PM to 4 AM and not allowed any flight to come to Thailand. This is too late to act, but still in need.*

*To sum up, the decisions are much late and unprofessional. From the very beginning, the **leadership attitude of officers experienced some careless moments**, and they allow many Chinese tourists to come in even if they are not from Wuhan. Some people's behaviours also cause big spreading. Lastly, the minister of public health of Thailand is not from the medical field, which makes him useless and shows his careless action.*

Aof

Ratchaburi, 19 June 2020



Figure 32. The WhiteCATS community – Fall 2019  
Leadership Adaptation in the Industry 4.0  
From the left: Aof, Michelangelo, Cynthia, Annia and Dennis  
(Picture taken by Marcella Zoccoli at JAMK University, Finland)

## LAYER 3 – INDUSTRY 4.0: AFTER-CORONA, HYPOTHETICAL SCENARIOS?

### LEADERSHIP ADAPTATION TO THE CHANGE AND FEMININE LEADERSHIP ON THE RISE

So many leaders have to cope with this hard-new situation, not able to work and therefore not getting any or barely any income and the incoming crisis. All the structure, the funds, the cooperation among the companies need to change in order to keep the company working and getting profit in its best way. For this new roadmap, it is crucial having a good leader, who is flexible and able to adapt and make all the necessary changes so the business can keep being profitable. This kind of leaders will be the ones with more options for success after all this corona crisis is over.

From the international experiences shared in the previous section of the article, the situation in the European countries as overseas, for example, Thailand to mention one among the many of the East side of the world, it is possible to observe that leaders act or react very differently. Some of them they do not take the problem seriously and endanger the lives of their entire population, some others are more oriented to save the economical aspect of the country, while some are more people oriented. We could highlight several cases. For example, the case in Brasilia, where the president Jair Bolsonaro called the virus a "small flu" and continues to take "crowd bath" despite the danger of transmission. Fortunately, Brazil being a federal country in which the governors of the States can take decisions without the agreement of the President, that nevertheless made it possible to establish containment and to protect the population as well as possible. The case in UK when at the very beginning of the pandemic, the prime minister Boris Johnson leadership approach was "herd immunity" oriented, or again in US where the President Trump speeches were difficult to understand and sometime ambiguous.

A piece of interesting breaking news in the field of leadership is the blossoming of the feminine. According to an article that appeared on Forbes around the half of April, the "Best Coronavirus Responses" came from those countries led by women. It is only the beginning of a new evolution in the womb of the revolution.



Figure 33. "What Do Countries With The Best Coronavirus Responses Have In Common? Women Leaders"  
 Source: Forbes – Author: Avivah Wittenberg-Cox

It is very difficult to forecast the economic and social scenarios of the post-pandemic work on global scale. The way leaders will act and face the "new reality" is a challenge, but they can already start preparing themselves (Cheng 2020) by analyzing which is the situation they have now, together with analyzing the possible situation in the world, fixing new goals and creating the best plan according to these two variables.

#### A CLOSER LOOK AT THE ARTIFICIAL INTELLIGENCE: A LEADING PRESENCE IN THE NEW HUMAN REALITY?

In the last few years, the innovative artificial intelligence (AI) appearing in the history of the world offers new breakthrough steps for the technological implementation of the medical science – among other application fields – with results already observable on the international panorama.

During the Coronavirus crisis and most probably also after it, the impact of AI on medical science will increase, because these new technologies enabled

faster and more accurate diagnosis. AI is an important ally to understand the virus better and study the treatments, assisting medical staff, monitoring the recovery of the patient and predicting the evolution (Naudé 2020). But, in order to be wise and following the old saying "*all that glitters is not gold*", the first contrasts are emerging as these technologies are entering into relations with the environment of human beings.

Few years ago, in 2014, the Executive Office of the President of USA through the document "*Big Data: Seizing Opportunities, Preserving Values (John Podesta)*" made a balance between the potential advantages and costs of the growing impact of the use of big data. This report is an interesting starting point for the analysis of the key principles to follow in order to exploit the world of technologies without compromising fundamental values of a community. It is important to clarify that the type of AI that is largely available nowadays is the "narrow AI" (also known as "weak AI") in opposition to the "general AI" (or "strong AI") which is, for the moment, just a project (Frankish & Ramsey 2014). The narrow AI is characterized by a focus on the examination of the past data in order to solve problems, without being interested in the cognitive process but simply in problem solving. The first obstacle that we meet using this type of AI is related to inputs (data) that the technology receives. These inputs are the "Big Data" that are elaborated and processed through specific algorithms like data mining (research of pattern in the data) and machine learning (making predictions based on previous properties), so the quality of the data entered in the function is fundamental (Buczak & Guven 2015). Since this algorithm depends on the inputs entered by humans, all biases existing in the socio-cultural world enter in the system (an interesting analysis on the problem of the human bias can be found in *Thinking, Fast and Slow* by Daniel Kahneman).

An example of how this problem can be reflected in the everyday world can be done by the algorithm that approves the mortgage applications: when comparing applicants who have the same financial situation, the system uses ethnicity to choose who will be rejected. The algorithm should judge and analyze in an impartial way, but often it is influenced by human behavior. As a result, any disadvantage that is present in the data is included also in the process of machine learning, an issue that is often difficult to discover (Barocas & Selbst 2016, 677–679). Moreover, we have a complication in the data selection that can lead to overestimating certain information, as it is easy that some information is amplified thanks to the social networks (Ntoutsis et al. 2020, 4). For this reason, it is very important that the algorithm is transparent to inspection and predictable by those who govern it (Frankish & Ramsey 2014).

Another problem related to AI is the fact that the responsibility of the actions is not directly related to a human decision. We can arrive at the person who designed the algorithm, but it is not him who directly did the action itself. A potential solution to the obstacle with inputs that the weak AI has to face is to use a supervised learning instead of an unsupervised learning or, in a further step, to develop a strong AI that is not just passive ability to learn but that is able to take decisions and interpret the information in an independent way. Even if all the bias in the inputs were solved, there still remains a problem which is privacy (e.g. Cambridge Analytics data scandal in 2018).

We have to pose a question: *is it worthy (or better in a not utilitarian vision: "is it right?") to limit the individual privacy to create a benefit for the collective?* (e.g. algorithm that studies the daily human habits to prevent crime). If the answer is yes, we must be sure that this process will be transparent and the information that will be obtained will not be used against the individual. Indeed, the day when we will arrive at a Strong AI, we will have a bigger problem: *which ethical framework should we use?* The question is not easy at all, especially because it is complicated to translate, through an algorithm, an ethical framework (Floridi & Cowls 2019). The easiest framework to use, probably, is the utilitarian one (what is important are the consequences that an action leads to, so if the collective benefits are higher the action is correct), instead of a Kantian one. This is because it is possible to measure in terms of benefits if a decision is right or wrong, on the contrary it is impossible to evaluate a choice on the basis of the intrinsic meaning of right or wrong that is not preloaded inside a machine.

In 2018 during a conference organized by AgID (Agency for the digital Italy<sup>1</sup>), Paolo Benanti<sup>2</sup> treated the challenges of the AI speaking about "algor-ethics" that should be based on specific principles. He spoke about transparency (we must understand the intentions of the AI), customization (we have to preserve our human being status and it's the machine that must interpret the situation and adapt), adequation (prioritize objective) and anticipation (the machine must understand the human needs and purposes). On top of all there should be a first rule: the machine must doubt every choice.

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<sup>1</sup> Home page | Agenzia per l'Italia Digitale (official AgID website – English version)

<sup>2</sup> Paolo Benanti is an Italian Franciscan theologian specialized in artificial intelligence and ethics. In 2018 he was charged by the Italian government to join a team of 30 experts to develop the national strategy on AI

## OUR CONCLUSIVE THOUGHTS

What we feel to say at the conclusion of our paper-journey through the three main phases of the Industry 4.0, is the fact some leaders have been adapting to the situation in order to keep the development proceed, this huge revolution is a fundamental step in the growth of humanity and the role of the leaders is fundamental in this passage from one era to another.

In order to be successful, it is mandatory to be both grounded and flexible, innovative and proactive – as we learned in our leadership course experience – because there will be several opportunities but these two skills which characterize our human personality are enough to make the difference and guide leaders as individual and companies as collectiveness towards the right path.

We must be able to use them in the best possible way and remember that the technology should not substitute the person but must be complementary, a tool which helps the individual in fixing and reaching new challenges for the individual and social good.

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# BEING "ONLIFE"- HUMANS IN THE INFOSPHERE LET'S SKATEBOARD INTO SOMETHING NEW

written by Elisa Chello, Italy

## HUMAN REVOLUTIONS: BRIEF HISTORICAL BACKGROUND

As pointed out by the Italian philosopher Floridi (2017), the first revolution, also called the Copernican revolution, overturned the axiom that the Earth was stationary into a new paradigm of motion. The concept of man, as at the center of the universe, was decentralized and no longer considered a privileged being. But then with the studies of Darwin in 1859, going forward the second revolution, the concept of the natural selection was introduced with his book "*The origin of the species*"; at the center of the biological planet, there is no place for the man anymore. During the years of Darwin's theory, the certainty was, therefore, to be central to themselves, but during the third revolution and the arrival of Freud (1865–1939), the father of the psychoanalysis (therapy for the treatments of mental illness and also a theory which explains human behavior), this certainty was also canceled: the mind is uncertain and unconscious. Therefore, human beings are no longer even transparent to themselves.

## THE 4<sup>TH</sup> HUMAN REVOLUTION

The current human experience, that we now call the Fourth Revolution, it is closely linked to the role of digital and technologies in the life of human beings, as introduced and developed by Alan Turing who is considered the father of artificial intelligence. "*Can machines think?*" – this question is the incipit of Turing's article, "*Computing machinery and intelligence*", which addressed the most avant-garde scientific theme of the 1950s.

Giving a precise definition of artificial intelligence was not easy, not even for the same Turing who designed a test to better explain in concept. The test today is known as "*Turing test*" or "*Imitation game*". The purpose of the test was to verify whether a machine could be intelligent and therefore have a "thinking brain" similar, if not equal, to that of a man. The test involved placing a judge in front of a terminal with which to communicate with a machine and a man at the same time, if the judge could not distinguish the two, then the computer had passed the test, calling it "*intelligent*".

*"Turing changes the concept of this game to include an AI, a human and a human questioner. The questioner's job is then to decide which is the AI and which is the human. Since the formation of the test, many AI have been able to pass; one of the first is a program created by Joseph Weizenbaum called ELIZA." (https://searchenterpriseai.techtarget.com/definition/Turing-test)*

Crucial is the Dartmouth Summer Research Project of 1956: from this moment the birth of Artificial Intelligence as a real scientific discipline coincides, and a definition is given: *"a science and a set of computational technologies that are inspired by – but typically operate quite differently from – the ways people use their nervous systems and bodies to sense, learn, reason and take action "* (Italiano 2018, 206).

The event, organized by the scholar John McCarthy, brought together the most important minds of that period, such as Minsky M., Newell A., Simon H., Rochester N., Shannon C., forming a unique and unrepeatable moment in the history of AI.



Figure 34. Human Evolution  
(image source: unsplash.com)

Today the artificial intelligence, turns out to be the model of reference that underlies the new philosophy that is emerging and that is taking more and more field. An element of distinction for the fourth revolution is undoubtedly the digital aspect. Information technology (IT) and Information and

Communications Technology (ICT) is the set of methods and technologies that are used in the creation of systems for the transmission, reception and processing of data, in a nutshell, your company networks and the internet with all that follows.

Today they are rapidly developing and in doing so they make us individuals *inforg*, "*Interconnected information bodies*" (Floridi 1999). No longer moderately isolated entities but organisms that share a global environment built with information with biological agents and engineering artifacts; the distinction between online and offline no longer exists. It has now been overcome thanks to the presence of infinite connection and continuous interaction with digital tools. In fact, it is now almost superfluous to make a distinction between these two words as we find ourselves continually connected.

## INFOSPHERE

There is a name to define the world we live in: **Infosphere**. The term is a neologism used by Prof. Floridi in his works, and it is a word mix between information and the sphere. Infosphere is the new biosphere, that is a space not only analogical but also made of information, where we live and where we relate to the rest of the people.

The first use of the word infosphere can be found in *Time Magazine*, on April 12, 1971, where it reads: "*Just as a fish cannot conceive water or birds in the air, so the human being, in the same way, understands his infosphere, that concentric and enveloping layer of electronic and typographic smog composed of clichés taken from journalism, from the world entertainment, advertising and government information.*"

As Floridi (2018) says "*The infosphere is an absolute novelty, it is a characteristic that belongs neither to the nineteenth and twentieth centuries nor to something else, but you can get to explain it and make sense of it*". And it can be done through a philosophical investigation that does not ignore digital technologies but that works on the construction of a conceptual apparatus that is a preparatory ground for providing satisfactory answers precisely for the revolution we are experiencing. Nowadays a bit of general culture is missing, Italy is an example. In other countries, like Finland in Europe or the USA considering the World, digital technology and its know-how are commonplace, as the population is used to carrying out online actions.

## ONLIFE

*"Today we all live Onlife. We don't disconnect anymore.*

*We drive self-driving cars.*

*We talk to robots that do actions for us.*

*It doesn't mean that we are only digital.*

*We are rather like mangroves in that uncertain territory  
and still not well defined where the river meets the sea".*

– Prof. Floridi, 2019, La Repubblica

*Onlife* is a term born from the combination of *off* and *on*, that is, from a hybrid nature of our life with experiences that are both partly digital and analog. The obvious dichotomies between real and digital are no longer sustainable. Digital technologies are native to the infosphere, it is the man who has to adapt and immerse himself in their world, not vice versa. *Onlife* is what happens and is done while life goes on while remaining connected to interactive devices. Until a few years ago we still had the modem to connect and disconnect to surf on the net and we had to turn on the computer. But we live in an eternal presence of connection.

We must understand that even if we think we can perform our basic daily actions without the help of the internet and related technologies, it is almost impossible. Why? Because we have now become accustomed to facilitating our life, in all its facets, with the help of the Infosphere: to look at the time we turn on the phone, to put the alarm clock we use the phone, to search for a recipe we surf the Internet, to look for a road we use google maps... the actions we do with objects that do not have digital connections are small.

The actions that we truly manage to detach ourselves from this world are those that strictly concern our personal sphere, such as love that does not need the internet or digital technologies to fulfill itself and to take part in our lives. Floridi compares the *Onlife* to the *mangrove society*: these plants live in brackish water, where that of rivers and that of the sea meet. An incomprehensible environment if you look at it from the perspective of freshwater or saltwater.

*Onlife* is this: the new existence in which the barrier between real and virtual has fallen, there is no more difference between "online" and "offline", but there is precisely an "*Onlife*": our existence, which is hybrid like the mangrove habitat.



## CONCLUSION

Today we are totally immersed in the digital and technological revolution. It is a matter of fact that an electronic device after a few months it appears on the market it is already obsolete compared to the new arrivals. This kind of dynamics are part of this transformation, they will not affect us long-term, because we are already part of a digital reality that is radically changing our lives.

During my Erasmus studies in Jyväskylä in Fall 2018, on the occasion of one of the assignments of the Basic Leadership Skills course, I had the opportunity to produce a video (Chello 2018).

Marcella, with that work, was inviting the students to reflect with awareness about the use of the human intelligence while approaching the moment just before leading the digit to the *like* or the *dislike* on social media. To reflect upon the impact, the consequence a *reaction* instead of a pondered *action* could have on ours and others live in the perspective of the unknown use of the *big data* collected from third parties. I belong to Generation Z, the so-called *digital native*, it is clear that I underline, that even if sometimes unconsciously, the "*digital extension of our life*" takes the main role in my life and in that of my peers: it is the common thread of our existence and relationship with the outside world. Thinking of living off-life may seem almost impossible. Because today we use the internet and our devices for the most trivial things: from looking at the time on our phone, to using google maps to check the way up to asking "Alexa" or "Siri" to solve momentary questions or to put some music.

It is obvious that this role, this digital presence in our lives has a double significance: if on one hand, it is positive, as it has improved the studying and the working conditions, on the other hand, it is negative in how much we can't do without it and see what the reality around us really gives us and offers us. I like to think that the internet is not something fixed and stable, but constantly evolving with time and space. No day is the same as another, because always new discoveries and new challenges to face are on our doorstep. This is also a bit what happens when you skate or surf: no trick will be the same, because you improve and invent new steps and no waves will be the same as the previous ones we have ridden, because of the wind of the sea currents.

*So, what should we do?* First of all, in my opinion, we must learn to adapt, grasping what we are called to face daily and as a second step, which is certainly more stimulating is to try to anticipate the times, grasping some small aspects that maybe make us arrive "earlier". Furthermore, both in the

world of skate/surfing, and in the world of marketing and leadership there is one thing that must never be missing: the constancy to always improve, both as personal growth and as growth for what you currently surround us. Because the consequences of such radical transformation the Fourth Revolution presents are many, and the decision we take today could be significant for future, I feel to conclude this paper with the suggestive question addressed by Prof. Floridi to the audience during a recent co-conference: *"What is the human project we should pursue in designing the mangrove society?"*



Figure 35. "Let's skateboard into something new" – Elisa Chello  
(image taken by Giada Curcio)

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Spring 2020

*#LeadershipROUTE2020*

## *#LeadershipROUTE2020*

by Marcella Zoccoli

From uprooted trees  
like patient mindful Eagles  
We see the world

On unstable ground  
like prudent colorful Snakes  
We sense the change

In a present with no past  
like perseverant fearless Butterflies  
We swing into the future

We – just Be.



## BLS COURSE SPRING 2020 WALKING THE #LEADERSHIPROUTE2020

The leader in charge of this paper *appointed by*  
the community "*Butterfly*":  
Mattia Santolini



## SPIRITUALITY ON THE LEADERSHIP PATH LEARNING TO BE A CONSCIOUS LEADER, THE SPIRITUAL SHADE OF THE LEADERSHIP PROCESS

Based on the experiential learning-story of the Student-Authors of the  
**Community "Butterfly"**, Basic Leadership Skills course – Spring 2020  
(Spirituality and Leadership: the conscious attitude of leaders 2020)

Students:

Arina Chubukchi (*Russia*), Csenge Csabai (*Hungary*), Anna Kaiser (*Germany*),  
Mona Knoll (*Germany*), Katharina Kohl (*Germany*), Karoline Huber (*Austria*), Anna  
Pavlova (*Russia*), Mattia Santolini (*Italy*), Jani Tuoriniemi (*Finland*), Sin Wai  
Lung (*Hong Kong*), Anna Weinand-Härer (*Germany*)

## OUR SPIRITUALITY, OUR INNER ENERGY

*"Open your eyes and clear your mind. Now it's time to take a deep breath. Spirituality is feeling, actions, peace. What is spirituality for us? Everything that make us connected to our body and our mind..."*

*"...In our group there are different people, from different countries. That's why we would like to show you our understanding of the spirituality..."*

*"...As life teaches us, not everything was roses and flowers, like a shadow something jumps out in the middle of our journey and it decides to accompany us until the end of our journey..."*

## FIRST STEPS TOGETHER

Our community **"Butterfly"** was representing the spiritual shade on the leadership path during the voyage of the Basic Leadership Skills course. We have been challenged – like the other two communities the "Eagle – Business" and the "Snake – Technology" by the unforeseen circumstances of COVID-19. Thus, for obvious health safety reasons, we could not meet in person and experience the full length of the course in its traditional face-to-face form, and moreover, unfortunately, some of us had to leave the country or to leave the course in advance because of some technological limitations. We have managed to work together from distance, reinventing the human presence in the digital space. Of course, considering the situation this was not always easy, but finally we made it happen.

Sometimes it was really hard to come up with a date that was convenient for all the twelve community members. But we managed almost nicely as to allow at least nine people to participate at the very first meeting planned for the first day of March. Csenge Csabai was really kind and offered her apartment for the Butterfly's meeting, since it was a Sunday and we had no access to JAMK facilities. The people who couldn't attend the meeting shared their ideas on the WhatsApp group dedicated to the project-based work of the course.

Anna Weinand-Härer, the leader of the community, guided us through a very good preparatory work that made our work a lot easier. Before the meeting, she created a basic framework of the "Community Passport" (the paper we had to co-create as first collective task), it was asked to mention our names, create our shared values and rules, our norms and our functions. In this way everyone participated actively in the discussion and brought in

his/her ideas and let everyone speaking without interruptions. All this finally led to a very good result, we were very satisfied of our work.

Our second group meeting was held in the JAMK cafeteria on the 11<sup>th</sup> of March because we thought it would have been a nice idea to get to know each other better over lunch, in a relaxed way, and to discuss the whole content of the group works and to fix our own *"safelines"* according to the due days of the assignments-projects.

The readers could wonder about the meaning of these *"safelines"*; well, in Marcella's leadership courses the word *"deadline"* is absent from the vocabulary. The living organism, the class/course is something active and vibrant and so its energy has to be kept alive. So, the *safe* and not *deadlines*. We planned our work and continued the journey.



Figure 36. Community *"Butterfly"*  
Spirituality on the leadership path  
(photo taken by Uri Masso)



*”CORONA???” ON OUR WAY?!?! – ”KONTEMPLATIVE PRAKTIKES” IN OUR LIFE !*



Figure 37. Corona?!?!

(image sourced from the Butterfly Community video project-work – course educational material)

The meeting of the 24<sup>th</sup> of March was really different. It was the first one we had to hold online, due to the corona crisis. We discussed how we could deal with the implementation of the work, keep "walking" together and realize the video about the story of our journey. It was a challenge in the challenge and so different emotions emerged and so many questions came up in our minds!

*"How can I keep my positive attitude with all this news?"*

*"How can I calm people who spread fear and panic?"*

*"How can I recreate my everyday life in a situation like this?!"*

*"What is the bigger reason for all of this happening? Could this situation help people to become more aware of the impact of their actions again?"*

*"Why does all this happen? Will the world as we know it today maybe change because of the Corona virus?"*

*"If you look at the clearly noticeable recovery of nature: Will people learn from it and pay more attention to the environment in the future when the virus is over? Or will they go on with their life just like before?"*

*"What can we do productively during the period of Corona virus?"*

*"Is there something spiritual we can learn from the situation?"*

*"We really will be able to benefit from this experience and find a way to improve ourselves, or we will come back to close our eyes and enclose in our selfishness?"*

*"How to be sure that my relatives are safe?"*

*"How will this situation affect the economy? Which areas will be actively developed during the quarantine period? what solutions will companies be able to come up with to continue functioning and what areas will be able to retrain?"*

Our answers?

We found new ways to stay together and to calm and balance our minds.

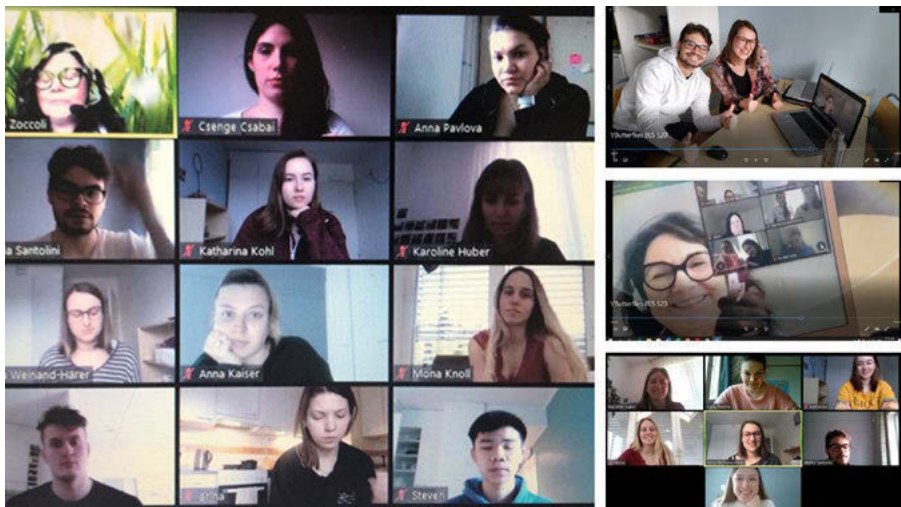


Figure 38. And now what?

(image sourced from the Butterfly Community video project-work – course educational material)

## OUR "COMMUNITY PASSPORT" TRANSFORMED INTO A "VIRTUAL HUG"

To feel and create a new way to stay connected and bonded, and keep walking the path together despite the physical distance, Csenge, our community member from Hungary, created a beautiful community logo-symbol that transformed our "Community Passport" into a "Virtual Hug" (see figure 39).

*"When we started working together, I was thinking a nice logo would be great in our report and also in our video. When I was thinking about spirituality and Finland, the first thing that came to my mind was the northern lights. It is an amazing activity, which is unique and spiritual. The tree in the middle is symbolizing how Finland's nature is so rich and beautiful and last but not least, the three little butterflies, because that is who we are. I think the logo looks nice together, the colors are harmonizing so it is perfectly fitting to spirituality' – Csenge Csabai*



Figure 39. Spirituality – Butterfly community logo (designed and created by Csenge Csabai)

## ”BUTTERFLIES” COLLECTIVE EXPERIENTIAL LEARNING: STABILIZING OUR VIRTUAL MEETINGS THROUGH OUR INDIVIDUAL-COLLECTIVE CONTEMPLATIVE PRACTICE, OPENING UP SELF-REFLECTIVE SPACES

Individual challenges, sudden change in the experience learning environment, weak internet connections were just some among the disturbances, the difficulties and disruptions attacking our work’s direction. All these external factors were trying to lead us into the chaos, but they did not stop us. We strengthen our cohesion, we collected some additional ideas to develop our final work project, especially the video production, that we cared a lot about. We combined the ideas and the feeling we had for the video and despite the fact that we would not meet in person, we finally decided that everyone should film himself/herself by exercising and showing their personal *contemplative practices*. We focused on our preferred practices to balance ourselves in the moment, to improve our mental and physical health, stay self-confident and aligned with our life, the work-study and duties without losing our enthusiasm and joy. This was our way to flying on a new reality.

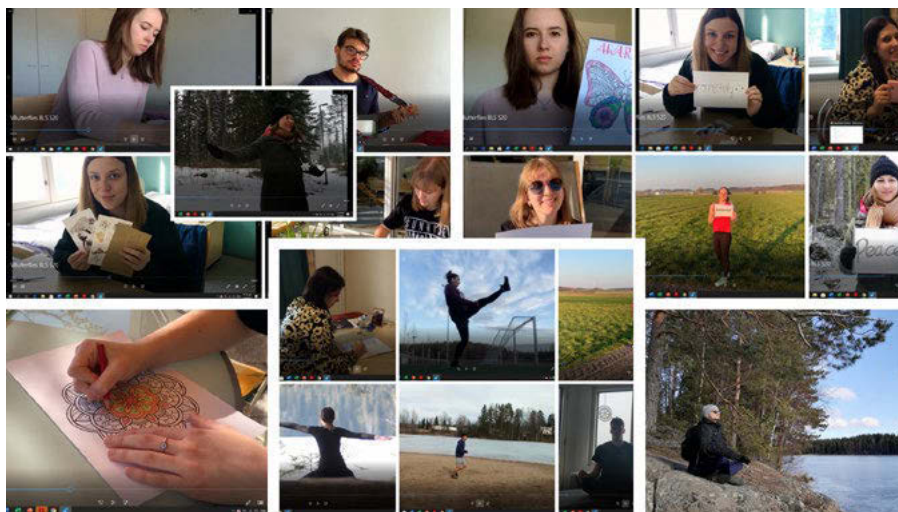


Figure 40. Butterflies – contemplative practices and self-reflective spaces  
(image sourced from the Butterfly Community video project-work – course educational material)

As you can imagine, our leadership experience work-life while the BLS course-journey was intense and memorable. Here some words about the way we felt to be and to fly, all together as **fearless Butterflies**, on the real or virtual #LeadershipROUTE2020:

*"I felt really comfortable working in this group because we got along with each other very well. Moreover, I like it when everything is organized, so I think it was really good that we had a "safeline" for everything (article, video, etc.) to which certain things should be finished"*

*"I think we worked – go to together even if it is very hard in such a big group. Sometimes I felt that not everybody participated equally and also not answered in the group chat, that is why I think it is important to have someone who has the overview and reminds everyone what to do and when"*

*"We all got along well in the group and have made rapid progress with our assignments. As a contact person [with Marcella], I was also in close contact with the other communities and often talked with them about our progress via WhatsApp. It was nice to hear what they were working on and what ideas they had"*

*"Working in our community worked very well, everyone was very active and tried to do his/her best, which motivated me intrinsically. I felt really comfortable within the community, because everyone accepted every opinion, and everyone was open for new ideas"*

*"The community listened everyone which made it a safe place to work"*

*"This group work turned out to be better than I could ever expect. Even though, we were 12 people, our working manner was organized – especially because we made a good choice with our leader -, but also everyone was able to participate, be creative and come up with ideas. I felt safe and comfortable on every stage of the group work"*

*"It was really easy to work together, everyone took their place in the teamwork, 12 people but we cooperated like we were one. Our journey together was tricky, because of the situation, but still it was really nice. We made the best out of it. I learned a lot about teamwork, spirituality and during the process I felt good, organized and calm thanks to my team"*

*"12 people in the same group: "Madness", this is what I thought the first time that we met. But work all together was fluid, engaging and funny. Despite the difficulties that we met in our route, we were able to trust each other and work together, this was our SISU"*

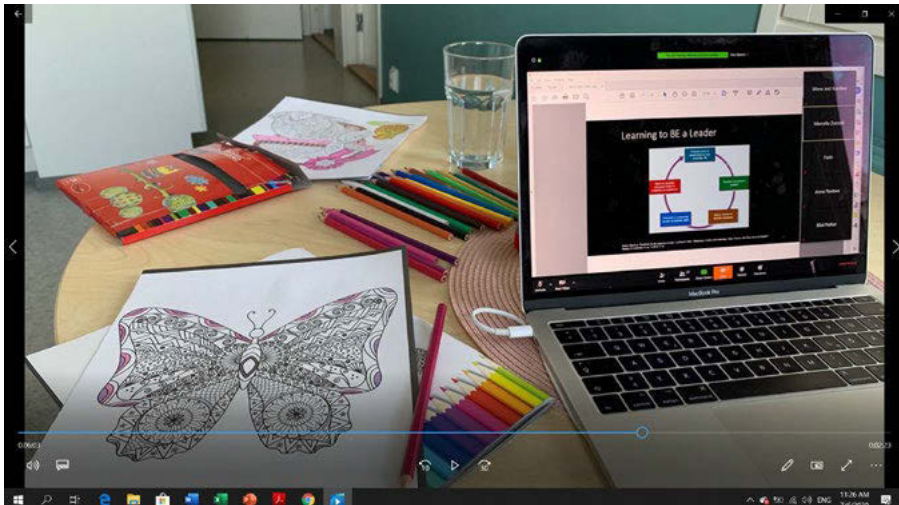


Figure 41. Learning TO BE a conscious leader, the spiritual shade of the leadership process (image sourced from the Butterfly Community video project-work – course educational material)

*"...As the life of a butterfly we arrived in classroom  
as caterpillar trying to understand the world all around us,  
we started to know each other and to find a way to work together,  
then we survive at the chrysalis stage  
that was the most important part of our route.  
The stage where we were in front of our cultural,  
behavioral, working and environmental challenges.  
But now we are ready to become butterfly..."*



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## BLS COURSE SPRING 2020 WALKING THE #LEADERSHIPROUTE2020

The leader in charge of this paper *appointed by*  
the community "*Eagle*":  
Jan Spörri



## BUSINESS ON THE LEADERSHIP PATH LEARNING TO BE BUSINESS LEADERS AND MANAGERS IN AN EMERGING FUTURE

Based on the experiential learning-story of the Student-Authors of the **Community "Eagle"**, Basic Leadership Skills course – Spring 2020 (Business and Leadership: approaching an emerging future of business 2020)

Students:

Baltes Aron (*Germany*), Bouard Solène (*France*), Dril Ilona (*Russia*), Dzharatov Aleksandr (*Turkmenistan*), Kartseva Anna (*Russia*), Maier Erika (*Estonia*), Parkar Bilal (*India*), Savchenkov Daniil (*Russia*), Spörri Jan (*Switzerland*), Thinque Lisa (*France*), Valkeinen Oula (*Finland*)





Figure 42. Community "Eagle" – Business on the leadership path  
(image sourced from the Eagles Community story project-work – course educational material)

## MANAGER AND LEADER – EAGLE'S BUSINESS PERSPECTIVE

The project-based work of our Eagle community was oriented to the exploration of the Business leadership path. Considering the special events that happened during our studies, we decided to observe and present our experience about the behavior and the responsiveness to challenges of Leaders and Managers. Through our filming process we set and documented the starting phases of a real case company of some friends while settling their own business; one of them was showing more leadership qualities and the other one a more boss-manager attitude to business. The challenges they face while working together to achieve the prosperity of the company were an interesting platform from where to learn and detect the theories and the styles we were studying during the course.

Furthermore, while processing the video we had the chance to develop our individual skills (this also because of the precautions caused by the novel virus), but some of the scenes we recorded are made as a group. That was

positive and interesting in the learning process. We divided our functions according to our talent and attitude: Aron as the editor-in-chief of the video, Aleksandr as the narrator's voice, Anna as the leader of the company, Solène as the manager of the company, Ilona as the first employee. Furthermore, Jan (me) as the second employee, Lisa as the independent expert of the 2<sup>nd</sup> Scene (Challenge 1 – Pressure), Daniil the independent expert of the 3<sup>rd</sup> Scene (Challenge 2 – Difficult People), Bilal as the independent expert of the 4<sup>th</sup> scene (Challenge 3 – Failures & Motivation), Erika offered a summary of the behaviour of the manager and Oula presented the behaviour of the leader.

Our leadership journey has been characterized by different phases. At the beginning we worked more on individual level, at half of the journey the "flying mode" was challenged by the unexpected situation of COVID-19 appearing on our way and it could sound paradox but it offered the chance to convey our collective efforts towards the accomplishment of the course work with a closer cooperation.

Being involved in the business path of the leadership process, many questions emerged about the meaning of the leader and the manager in this new reality and the future of the way of doing business and shaping leadership.

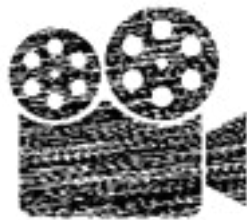
## OUR QUERIES – WHAT ABOUT THE FUTURE OF BUSINESS AND LEADERSHIP?

- What can a leader/manager do for his/her company in order to keep the business high?
- What kind of development boost is possible for business in the current situation, which can be provided by leader/manager?
- What can be done for optimizing workplace and improving safety measures for the workers?
- How can a leader provide psychological support to his employees in this situation?
- How can the motivation of the employees be guaranteed at a high-level during home office?
- What can people do to fly through this situation?
- How ethical is jeopardizing the economy to get through social crises, considering the impacts of the declining economy lead to other social troubles?

- Can level of creativity be measured and compared when working in office vs. remotely?

## OUR RESPONSE – CANVAS FOR THE FILM

We created the movie project-based about the Leader and the Manager and the obstacles that they come across due to their line of work with the co-workers. We have decided to include some independent opinions about each challenge they went through for a better insight in difficulties and how it could be improved. The idea was to offer to the class a prompt example of the challenges that in the organizations can be crucial for the company performance and its productivity: excessive pressure on the workers, difficulties in the communication due to the complex personalities of the workers and failures affecting people. Consequently, looking at the suitable motivation approach that can help to overcome failures with less stress and more productivity in the end. Our three scenes-situations could also serve the purpose to interpret and assess some of the pandemic challenge moments in which business leaders most probably have been challenged and the way they could responsively act. Here following our content-acting moments and in Table 1 you can find our insights.



(image pixabay.com)

### OPENING

*"Once upon a time there was a start-up company with a manager and a leader who were facing various challenges as all start-ups do in their first business steps. However, they have approached them in different ways. We describe each situation and we ask for the opinion of our independent experts" – Aleksandr D.*

## SCENE 1

### CHALLENGE 1 – WORKING UNDER PRESSURE

In this scene it was presented the challenge of over occupied employees who had difficulties with completing the tasks in time. In the first part the employee who was presented by Jan had difficulties with the project and when Anna the leader of the company came to check how the task was proceeding, she noticed the struggles of her employee and decided to clear some of the issues that had taken place thus with due time in cooperation issue was resolved. On the other hand, the situation with the other employee presented by Ilona who had difficulties meeting the deadline and the manager portrayed by Solène who was quite agitated that the work was poorly done and deadline for the work was approaching thus manager demanded to fix it as soon as possible.

Independent expert, Lisa's comment: *"working under pressure can be tough and hard to handle, thus supervisors should be understanding and supporting"*

## SCENE 2

### CHALLENGE 2 – DIFFICULTIES WITH THE PERSONNEL

During the next stage of the filming a further challenge was presented as the situation of the difficult personnel at work. As it can be known, communication with the problematic people can be challenging since they have difficulties of listening, paying attention to their supervisors and usually have a tendency of re-asking the same questions while neglecting their supervisor's opinion and requests. In the meantime, the most efficient way of resolving such situation for the leader would be carefully listening what the employee wants to say and find the root of the problem which would lead to the understanding of the problem and its successful resolution in order to maintain healthy and productive working environment. On the other hand, the manager's job is to make sure that the job is done, despite anything while ignoring the needs of the employees.

Independent expert, Daniil's comment: *"the manager should be softer and hold his/her emotions while maintaining positive posture and providing proper instructions for the tasks. Being a good manager also means to be a role model for the employees and have empathy to hear them out and use the feedback to improve the relationships with the employees"*.

### SCENE 3

#### CHALLENGE 3 – FAILURES AND MOTIVATION

In this scene of the film our executives faced yet another challenge such as failures or mistakes in the work project and how to overcome them while motivating the personnel to work better and more productively, while learning on their mistakes and avoid them in the future. A good leader knows how to treat their employees and motivate them for the better outcome, while supporting them instead of stressing them out even more as the manager was expecting from them.

Independent expert, Bilal's comment: *"it is important to be calm and understanding while delivering unpleasant information which must be resolved as soon as possible. Confronting stressed out employees on this matter should be resolved in a delicate way as much as possible to avoid further complications while stating that failures are unavoidable and a part of the learning process thus further focus and efforts on the project are advised"*.

#### Summary tips

Sharing the same goal by applying a different approach sometime can lead to misunderstanding (from *Behaviour of the manager* – Erika).

A stress-free approach to the leadership process supports people although difficult moments and contracted times (from *Behaviour of the leader* – Oula).

TABLE 5. Manager & Leader – the 3 Challenges – 3 Insights  
(Community "Eagle" – own intellectual creation)

Manager & Leader	THE THEORY	THE THEORY FOR THE PRACTICE	THE PRACTICE
	THE SOLUTION ACTED (IN OUR VIDEO)	THE SOLUTION DESIGNED (FOR OUR COMMUNITY)	THE SOLUTION APPLIED (BY OUR COMMUNITY)
<b>CHALLENGE 1</b>  WORKING UNDER PRESSURE	<ul style="list-style-type: none"> <li>- Giving clear instructions</li> <li>- Show understanding</li> <li>- Give support</li> <li>- Check the proceeding regularly</li> </ul>	<ul style="list-style-type: none"> <li>- Give clear tasks, instructions, and deadlines</li> <li>- Check the proceeding regularly</li> </ul>	We choose to finalise our work in the last week, but did not perceive this as working under time pressure due to the great teamwork and clear instructions given internally
<b>CHALLENGE 2</b>  DIFFICULTIES WITH THE PERSONNEL	<ul style="list-style-type: none"> <li>- Listen carefully to their needs</li> <li>- Find the reason behind this behavior</li> <li>- Holding back the emotions</li> <li>- Maintain a positive posture</li> </ul>	<ul style="list-style-type: none"> <li>- Try to find the problem to solve it</li> <li>- Show understanding regarding cultural differences</li> </ul>	It was easier to communicate while actually seeing each other rather than just seeing each other virtually. Nonetheless we did not experience difficulties or conflict among each other
<b>CHALLENGE 3</b>  FAILURES AND MOTIVATION	<ul style="list-style-type: none"> <li>- Fail fast</li> <li>- Learn from failures</li> <li>- Stay calm and understanding</li> <li>- Maintain high motivation</li> </ul>	<ul style="list-style-type: none"> <li>- Keeping high motivation</li> <li>- Social interaction to maintain motivation</li> </ul>	As motivation, working in the team was our main drive. We did not experience failures during our group work time, therefore our designed solutions worked out

## EAGLE'S REFLECTION ON THE EXPERIENCE

The overall journey and filming process was quite interesting and unpredictable due to the fact that everything was organized online thus the organization of the filming process required individual approach and commitment to the project work at some extent, partially the presented challenges were the reflection of our team and our challenges on the way. Most of the team participants agreed that the filming process itself was fun, fast-paced with the good cooperation. During the process, many attempts were prolonged on how to proceed with the recording and after finding the suitable approach along with the joint ideas recording became natural. Probably, the hardest part of the group work was to ensure, that every team member, knew what the concept of the video would be and understood his/her vital part of the

video. That is what the script is made for, but reading the script can lead to misunderstanding or misinterpretations.

The director had to make sure, that everything was recorded in a manner that it fits together and was finally cut together correctly. As for the technical perspective it was important to maintain high audio quality and credibility. To enable good audio quality, the filming team decided early on to use voice-over audio for major parts of the film. This also helps the actors to focus more on their acting, which helps with maintaining credibility.

Since the teamwork proceeded online and it was the challenge itself in the communication with the team participants, most of us agreed that the process would have been more interesting and fascinating if it weren't that much isolated situation, however we managed to overcome it with the proper results and innovative cooperation in these unprecedented period.

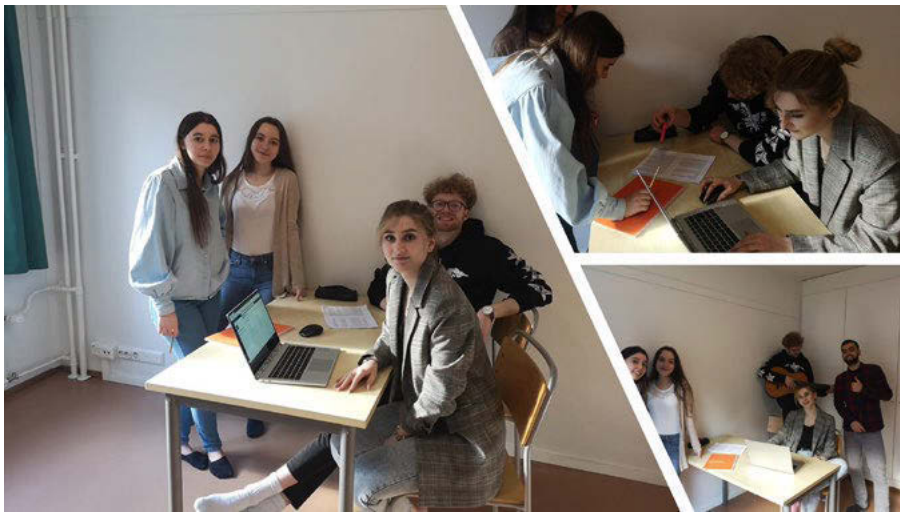


Figure 43. Eagles – teamwork on the set  
(image sourced from the Eagles Community video project-work – course educational material)

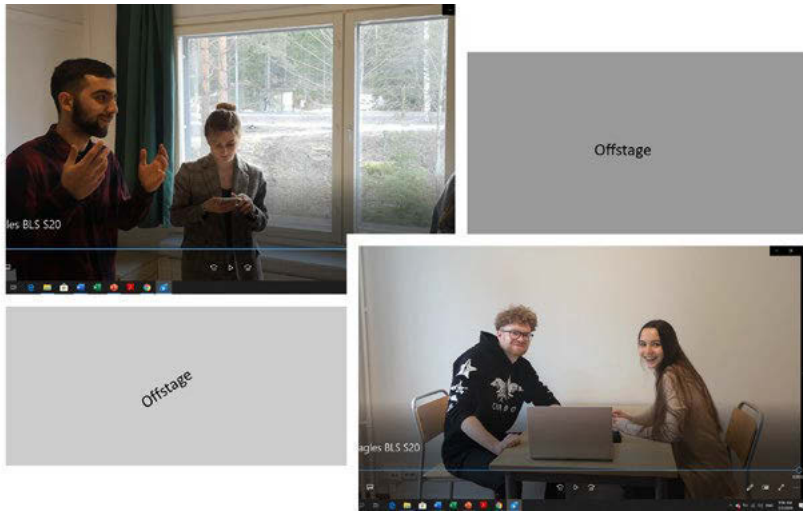


Figure 44. Eagles – Offstage moments  
(image sourced from the Eagles Community video project-work – course educational material)

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## BLS COURSE SPRING 2020 WALKING THE #LEADERSHIPROUTE2020

The leader in charge of this paper *appointed by*  
the community "Snake":  
Yada Ruppert



## TECHNOLOGY ON THE LEADERSHIP PATH LEARNING TO BE A DIGITAL LEADER: BLENDING HUMANITY AND TECHNOLOGY

Based on the experiential learning-story of the Student-Authors of the  
**Community "Snake"**, Basic Leadership Skills course – Spring 2020

Students:

Antoniazzi Elisa (Germany), Jenzer Marina (Switzerland), Kariuki  
Faith (Kenya), Kempa Jakub (Poland), Lainas Juuso (Finland), Maire  
Romain (France), Nikiforova Alina (Russia), Ruppert Yada (Finland), Thepaut  
Ghislain (France), Wüthrich Seline (Switzerland)

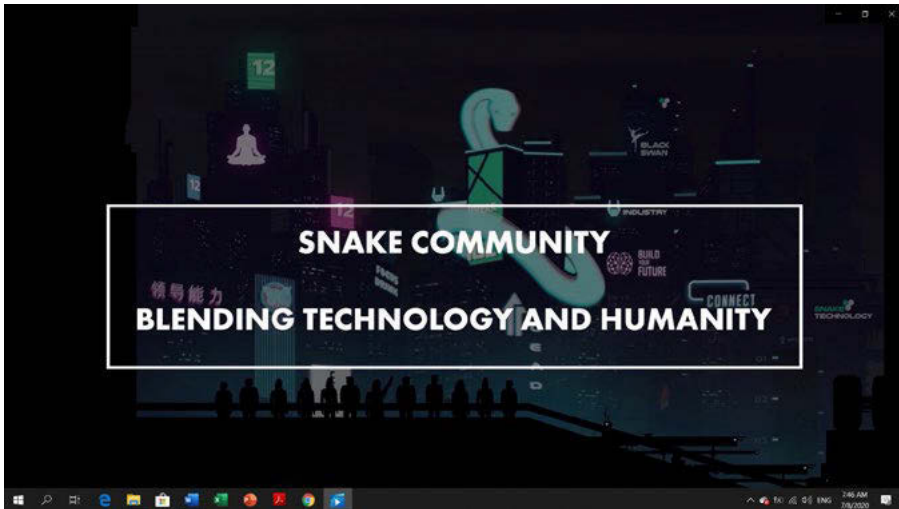


Figure 45. Snake Community. Blending Technology and Humanity (image sourced from the Snake Community video project-work – course educational material)

## BRIEF INTRO TO OUR LEADERSHIP EXPERIENCE

The journey of the "Snake" community or "**Sna Ke**" – as we were used to define us – started well before the situation of the Coronavirus. The course began on the 12<sup>th</sup> of February 2020 and all team members – twelve people – were in Jyväskylä, where at that time of pre-pandemic of the COVID-19, gatherings of more than ten people was still allowed. We had regular meetings in order to work overall collective project-based: the community passport, the article, the realization of a video while writing the plot and report of our leadership walking story. Shooting a video is not a simple exercise, few of us were used to being filmed, some face-to-face coaching was necessary as giving the instructions in presence and start planning the setting for the shooting.

During the journey, a couple of students had to interrupt the course because of personal reasons, meanwhile, at the very beginning, we realized that one of us seemed to be "forgotten" on the path during the formation stage of the team. So, we had to take some steps back and "rescue" him and restart the journey. This dynamic happened digitally using WhatsApp, and finally, we all were aligned following our working-walking rhythm.

The situation around the world was altered when COVID-19 appeared on the "human stage", and Finland was not spared. Overnight, in one weekend, from the 16<sup>th</sup> of March 2020 all courses at JAMK were transformed online and we had to change our Basic Leadership Skills course strategy to adapt to the new measures taken by the Finnish government.

Due to the new situation some of our team members have gone back home while some other decided to stay. Several questions, doubts, queries and fears were slowly gaining space in our daily life: *How can corona "infect" the economy? Is it more important to protect the economy or the population? Or how can a middle way be achieved? Do plans for economic rehabilitation already exist? Should the coronavirus be managed at European level or country by country? Why is Finland not yet fully contained? Does the government support SME's and big companies equally during the crisis? Which economical sector lost the most due to coronavirus? Which companies profit from this crisis? Which role did digital medias play during this crisis ? Has technology played a part to try and keep the situation contained? How could countries in containment still be economically active without new technologies?*

So many questions, so many clouds, but we were all safe and healthy! We continued our work with a positive and co-creative attitude trying to figure new ways to proceed in the realization of our story-movie while having the physical distance. Our teammates, Ghislain and Romain, were living in the same residence, they have been able to consult and work together and be supportive to the community by taking charge of the video making. They read Marcella's assignment instructions and info and they designed the communication and structure of the video. We started our journey by introducing ourselves to better understand the context of our experience and so the way to show it in our video, we drafted our "WHY", the Snake Community common purpose, and goals in the course. For us understanding the identity of our working group was necessary to present our story.

## THE "SNAKES" – FAST AND CURIOUS OUR ROLE-FUNCTIONS IN THE COMMUNITY DURING THE LEADERSHIP JOURNEY



Figure 46. Snakes – Fast & Curious  
(image sourced from the Snake Community project-work – course educational material)

**Yada:** My name is Yada Ruppert and I am from Finland. My role in the team is leader and communication between Marcella and the other students as well as my team members.

**Seline:** My name is Seline Wüthrich and I am from Switzerland. My role in the snake community is to make the timetable for assignments and make sure everyone knows when to turn in or when the "safeline" is.

**Marina:** I am Marina Jenzer from Switzerland. My role in the snake community is to find a solution for our problems by asking the team members and keeping in mind everyone's individual skills as well as the team skills.

**Juuso:** My name is Juuso Lainas, I am from Finland. My role in the snake community is to assemble and edit the team article.

**Alina:** My name is Alina Nikiforova, I'm from Russia. My role in our community is problem solver

**Romain:** I'm Romain Maire, I come from France, and I have to create a plot and edit a video for Snake Community Journey

**Elisa:** My name is Elisa Antoniazzi and I'm from Germany. Together with Seline we are taking care that every snake stick to the respective "safelines".

**Ghislain:** My name is Ghislain Thepaut and I'm from France. I am in charge of the video editing.

**Jakub:** I am Jakub Kempa from Poland and in team Snake I am problem solver I am responsible for asking questions and using personal skills to solve every problem.

**Faith:** My name is Faith Kariuki from the snake community and my function was co-editor of the article.



Figure 47. First part of our BLS course-journey  
(image sourced from the Snake Community project-work – course educational material)

## OUR DIGITAL WORKING ENVIRONMENT

Because we could not meet in person, and technology was our leadership exploration perspective, we decided to work on the community passport using the WhatsApp call feature. Five members met in an apartment in Myllyjärvi (residential area close to Jyväskylä), some at school, some other at work or at home. We then understood that only four of us were able to use WhatsApp! Therefore, we decided to combine our both relational and working dynamics via WhatsApp and OneDrive. This variation in communications was settled in a way to facilitate the sharing of our experiences, thoughts and emotions and proceed with the leadership project. As explained before, we wanted to convey to the class, our community essence. So, we made a first part of the video tilted introduction: question/answer. Each community had different members, different names, different keywords,... It was very important for us to start with this part. Furthermore, considering the health situation, everyone worked at home, alone or in small groups. So, we wanted to make a Timelapse of this work to show the investment of each one in this work despite the current difficulty and the fact some of our members had gone home. So, the second part of the experience/video was meant as a "Timelapse Snake Community Journey".



Figure 48. *Timelapse Snake's Community journey*  
(image sourced from the Snake Community video project-work – course educational material)

Finally, at the heart of the video was explained and show everyone’s opinion on our topic ”Blending Humanity and Technologies”. Each one of us, we have different experiences because we come from different countries, we don’t have the same educational background, we don’t have the same culture. It was important to show this intercultural aspect, the diversity that is the strength of this kind of group work.

In order to frame our leadership path angle, the technology, and to match it with our generational tech-attitude (we grew up with this social network), we used Facebook. This choice fit the given instructions and the health conditions allowing us to communicate and create the video remotely. We created a Facebook account ”Snake” where all people could post their videos where they talk about their experiences. In this way, it was possible to easily register the Facebook page.

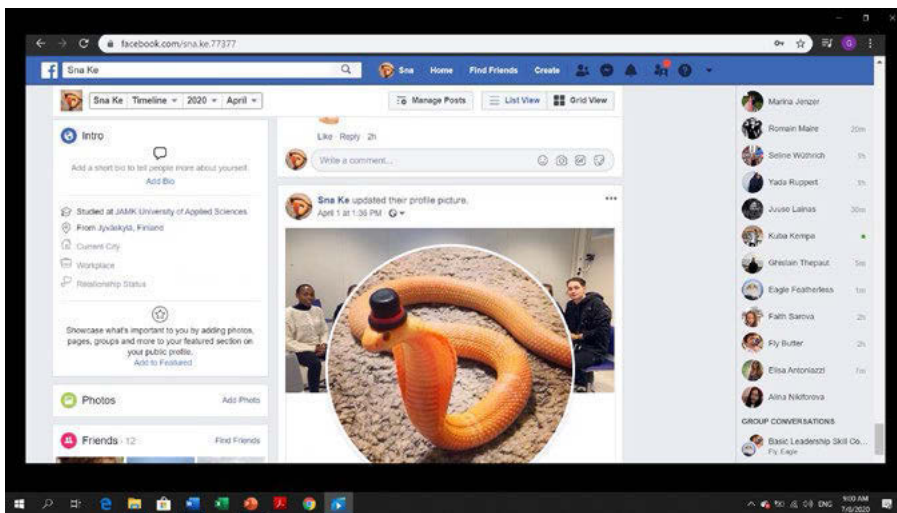


Figure 49. *Sna Ke*  
(image sourced from the Snake Community video project-work – course educational material)

The creation of the video was a long process that week by week was unfolding and building our learning experience in the course journey. With dedication and commitment, also in terms of editing and visual building, our creation was taking life. It took roughly 30 hours, without considering the several issues of crashes, transfer, etc... Despite some obstacles and thanks to our hard work, we achieved to create a good video to show our voyage.

We also cared about keeping contact with the other communities, because considering the gap in the human-to-human relations created by the physical distance, it was somehow important to keep the communication channel open and active. It was partially filled through our digital communications.

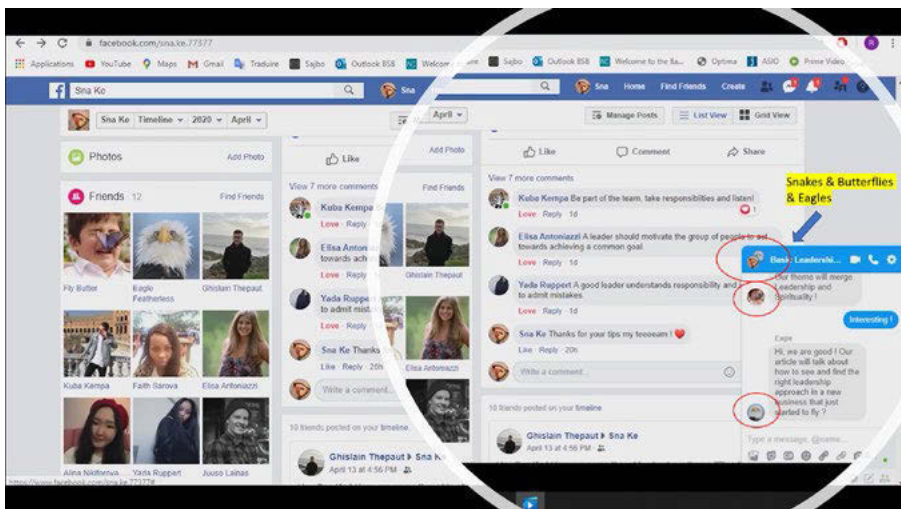


Figure 50. Snakes & Butterflies & Eagles – all "Humalogy" connected (image sourced from the Snake Community video project-work – course educational material)



## ”SNA KE” REFLECTIONS (COLLECTION)

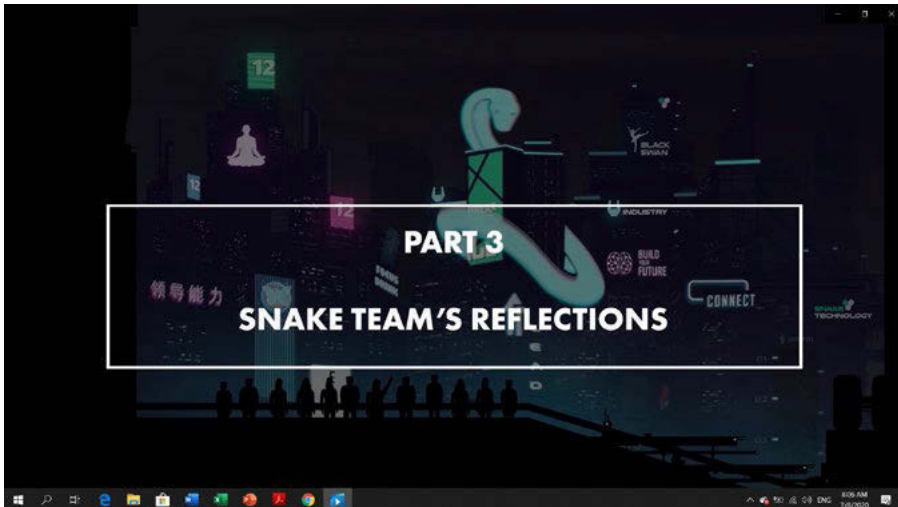


Figure 51. Snake Team's Reflections  
(image sourced from the Snake Community video project-work – course educational material)

- **Technology vs Spirituality/Business**

Alina: *"Technology: This is our community topic!"*

- **Infosphere vs "Ethicsphere"**

Ghislain: *"Infosphere! Information is essential right now whether it is on Internet or through other channels!"*

- **Leadership vs Management**

Romain: *"Um ... It's a good question. I think I prefer to be leader who people follow me for my idea rather than a manager with people don't necessarily believe in my ideas."*

- **Communication Digital / Face-to-face**

Yada: *"Communication digital: during Coronavirus situation, digital communication is very useful.*

*But during a "normal situation" both face-to-face and virtual is important, a good balance between Communication Digital and Face to face is important, we are human!"*

- **Generation Y vs Generation Z**

Marina: *"I'm definitely Generation Y. The Generation Y also known as Millennial, includes people born between 1980 and 1996."*

Seline: *"Generation Z. The Generation Z includes people born between 1997 and 2010."*

- **Our aim**

Faith: *"Our main aim was to look at how can technology be incorporated into leadership. We chose a theme of blending technology with humanity because for sure technology is here with us and at the end of the day, we have to learn how to work together seamlessly without one feeling like a threat to the other. The most evident being how we have been able to use technology during this time where we're required to stay in and keep social distance. Our work as a community has continued despite the distance and space. We have been able to continue together through the aid of technology. "*

- **Blending humanity and technology**

Juuso: *"Since I started my school journey on 1998. I have witnessed the technology coming to our daily lives. I have seen that teaching has changed from teacher-centered to learner-centered due the technology. Nowadays students are expecting the technology to be a big part of their education. Technology provides great tools for us, which we need to learn how to use properly."*

- **Technology through different generations**

Seline: *"I wonder, if you have work experience with different generations and technology?"*

Marina: *"Yes, I have. When the head of department retired from my former employer, things changed. The new department head was more than 20 years younger. Things had really changed, you know. For example, home office was not welcome before, but with the new head this was now partly possible. Furthermore, he advocated that we had new two screens and we got new programs so that we no longer had to print everything. He was more familiar with the technology."*

Marina: *"What do you think about technology and humanity?"*

Seline: *"In my opinion, nowadays technology is very important for humanity. Many employees can work from home and use platforms like Skype or Zoom to contact their superiors and colleagues. Some years ago, this was unimaginable and today we take it for granted. Sometimes we even forget the possibilities that technology gives us. Sure, there are disadvantages and dangers of technology. But if we handle the technology carefully, it brings us humans a lot of benefits".*

- **Safety by technology**

Romain: *"During an internship in 2019 in a company specializing in video monitoring and artificial intelligence, I had the opportunity to discover how artificial intelligence and humans could live together. Today with Artificial Intelligence, even if we are only at the beginning of discoveries in this field, it is possible to ensure the safety of Man. In a bank branch, for example, it is not uncommon to have thefts or robberies. Thanks to artificial intelligence today, we are able to detect a person with outstretched arms with an object in their hands (the case of someone pointing a weapon). Artificial intelligence will recognize this unusual position and will trigger alerts. These alerts will provide an early warning to law enforcement and ensure the safety of employees."*

- **Breaking Language barriers**

Yada: *"Technology and humanity has evolved a lot during the past ten years, and it continues to rapidly evolve. We can now communicate with technology assistance wherever we go. For example, technology supports international companies communicate in real-time and have virtual meetings. In addition, travelers can use their language while traveling, since apps like google translate helps them communicate with the locals. This technology globalization has made our ability to stay in contact with people all around the world. Despite all the positive features technology has offered, communication virtually has always brought up some issues. Different cultures have their norms when it comes to communication as well as different age groups have their way of communicating. None of the norms are wrong or right. It's just different and sometimes hard to understand without the right context and absence of body language. Miscommunication can be common even with the same language when written like a text message and this is even more rampant with the use of translation applications (like Google translate) etc.*

*As a person with a multicultural identity, communication between language can get complicated especially when translating between my main languages. Of course, the skill to use multiple languages daily is a gift and I appreciate. Moreover, it poses challenges especially when talking to my family and friends online. This is because body language and tone are taken away, which is a big part in human communication."*

- **Technology and Classroom learning**

Elisa: *"During my internship I was confronted with technology every day. Not alone the company revolved around the homepage and each and every feature, but the intercommunication between co-workers was completely online. On the one hand, it took me some time to get used to write to people that are sitting in the same room. On the other hand, I realized the potential of online communication and also its efficiency. Moreover, despite the challenges that some online tools are posing, I just wondered myself how people used to do all these processes back then, when technology was not as accessible as it is today."*

- **Augmented and Virtual Reality**

Alina: *"Recently I watched a video in the Ted Talks YouTube channel about augmented and virtual reality. I know that this field is progressing quite rapidly. In this video the speaker there suggests creating a virtual interactive copy of a person. He said, 'imagine if we would have Stephen Hawking or Elon Musk copies, and people could go and meet them in the virtual reality'. But I don't really know how to feel about it, since it brings some ethical and philosophical issues. Cause people cannot be fully copied by duplicating their characteristics and manner. I believe, the personal and mental composition of a human being is much more complicated than this.*

*But VR can be a useful tool for leadership. Meetings could take place in a virtual world. I think, it will be even better than online meetings, for example, via ZOOM or Skype, because people may experience a sense of physical presence. In a world where remote working and distance learning is becoming more popular and common, I think, this tool has a place to be. "*

- **"Humalogy"**

Jakub: *"Collaboration between technology and humans is called Humalogy. Nowadays every single day people worldwide are surrounded by technology. Every single day they also make use of it. That is the price of progress we made in last couple of decades. I don't mind it; problem is how often and when are we using it. Technology enabled devices are tools to be used and I think that everything is for people until we can control ourselves and use devices when necessary not 24/7. In my opinion, a major challenge is not on with the Technology itself, but on the side of Humanity. People become less and less social, the become addicted to their phones and internet. Technology and everything that comes with it is just a tool that makes our live much easier and more comfortable. The key is to find balance between using technology and staying human."*

- **Technology, Leadership & Ethics**

Ghislain: *"In the frame of our subject "Blending Humanity and Technology", I'd like to quickly discuss about technology, leadership and ethics. As the French philosopher François Rabelais said: "Science without conscience is nothing but ruins of the soul". I think that this sentence is very true in today's world.*

*Technology has helped us to improve greatly our lives, in the medical field or the energy sector for example. However, as omnipresent as technology is in our lives, where do we draw the line? Who gets to draw this line? That's where leaders come into play to define a limit in order to prevent any abuses. Technology is a great tool but can be used for wrong reasons or even as a weapon, and therefore can be extremely dangerous. That's why strong leaders are needed to prevent any missuses of technology and keep this balance between technological progress and technological deviance."*

## FINAL MOMENTS & CREDITS

During the final days of the journey our WhatsApp group chat was on fire as well the connections and discussions on Facebook with the other communities. Until the very last Sunday before the conclusion of the course we had set the *safelines* for the videos and photos for part 1 and 2. Unfortunately not everyone respected to the final term or has not read the clear instructions on how the video should be recorded. This led to lengthy discussions. Then on Monday we had the exact same problem. The issue was that we had to upload the videos for part 3 on the *Sna Ke* Facebook's page in a certain order. After a few discussions it worked almost everything without problems. After all the little problems we found out that our team works the best under some pressure, we all learned new skills from each other and the other two communities. All of us, we were happy for the accomplishment and were proud for the outcome of our work. Here our credits and thank you.

*Sna Ke ;)*

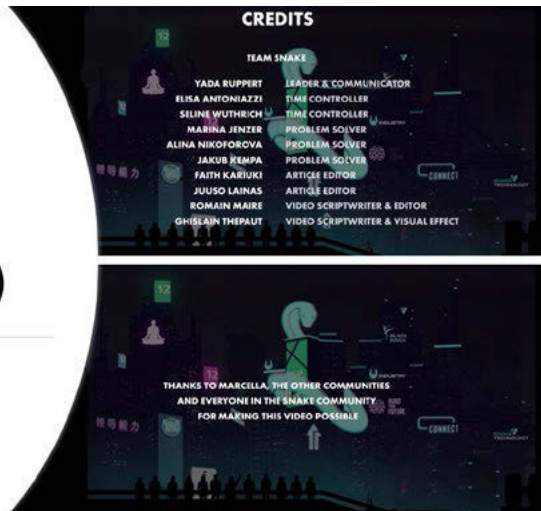


Figure 52. Snakes – credits & thank you  
(image sourced from the Snake Community video project-work – course educational material)

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Africa



# AFRICA, MY AFRICA

written by Lorinda Pretorius, South Africa

Africa may be one of the richest continents on earth when it comes to natural resources. More specifically, South Africa is a country with unlimited potential when it comes to innovation. So why is Africa still turning to the West for help? Why does Africa seem prone to live in poverty while African innovation is not fully utilised to take the continent forward? Why is this continent not taking rightful place in the royal family of global leaders?

This article explores South Africa's current economic and global position with the focus on the importance of leadership and individual perspective. Considering questions that many South Africans may ponder, this article suggests that some factors to the nation's ongoing, complex struggle are underlying and often unnoticed. This is an issue that can best be discovered from a South African like me, where one considers the worldview that some South Africans may be living with.

## A BRIEF HISTORY

In my experience, South Africa might be one of the most complicated and fascinating countries in this world when it comes to its social fabric. South Africa is a lively, diverse country with a rich, tragic, and beautiful history all contributing to the current racial tension, poverty, and lack of economic growth and opportunities. In order to understand South Africa's current political climate, we must explore a brief history of the country.

In 1652, Jan van Riebeeck and his 90-strong party arrived from The Netherlands and set up a ship-refuelling station at Cape Town. Over the next 200 years, various waves of other European and Indian settlers also made South Africa their home. From 1795 to 1934 the British invaded South Africa, which led to constant tensions and wars between the Dutch descendants (the Afrikaners), the English and the Zulus, with the British taking control of South Africa for extended periods of time. In 1934 South Africa gained independence from the British and the Afrikaners took control of the country. Between 1948–1994 the racial segregation policy of Apartheid (separation) was adopted (BBC News 2018).

The Apartheid regime entailed the minority white dominating over any other racial or ethnic groups that were of 'non-European' descent. This domination

was achieved mainly through racial discrimination in the country's laws and procedures, effectively abusing and denying any non-whites their human rights (Wolpe 1990, 60). For example, until 1994, non-white South Africans were not allowed to vote. In 1994, however, South Africa had its first democratic election where the African National Congress (ANC) was elected. To this day, the ANC is still the ruling party of South Africa (BBC News 2018).

## LACK OF GOOD LEADERSHIP, A VICTIM MENTALITY

It has been 26 years since the first democratic election of South Africa and the end of Apartheid yet, recently *"Moody's Investors Service cut South Africa's credit rating below investment grade, delivering the country a full house of junk assessments"* (Bloomberg 2020). Not only is the country in an economic recession, but according to a recent *Forbes* article, South Africa is the second most dangerous country in the world to live in (Bloom 2019). Of course, there are many underlying historical, social, and environmental factors that contribute to South Africa's current economic downfall, but I want to bring to attention the factors that are influenced by, and at the same time contribute to the lack of good leadership in South Africa. These main influencing factors are greed and subsequent corruption. However, I would suggest that an underlying root provides space for greed and corruption to flourish: many South Africans live with a victim mentality. This of course may be a result of a history filled with exploitation and oppression but should be analysed none the less.

It is important to understand greed in the South African context – politicians in South Africa are known for using state funds for their own personal gain. One of the most recent examples of this is fraudulent activity regards South Africa's Unemployment Insurance Fund (UIF). *"Nearly R6m in Covid-19 relief funds – intended for 200 workers at risk of starvation – were diverted to one man in what Asset Forfeiture Unit (AFU) investigators are calling a glaring instance of fraud and money-laundering."* (Wicks 2020). That said, what often goes unnoticed is the related victim mentality in a nation that has long suffered continued exploitation and corruption. Considering this, it is crucial to question what constitutes a victim mentality. Having a 'victim mentality' means one blames or contributes their life's challenges to external factors, thus failing to take ownership or responsibility for one's own actions and one's own life. A victim mentality most often leads to a sense of entitlement and a lack of personal responsibility (Kets de Vries 2012). Though one's circumstances may have led to such a mindset, a victim mentality renders one powerless in *changing* the situation that they find themselves in. In my opinion, when

considering the South African context, I think this mentality is often promoted by politicians and leaders who use sweeping rhetoric and false ideology to mislead and benefit from an uneducated and unemployed majority.

## THE OPPRESSED BECOMES THE OPPRESSOR

*"HATE CANNOT DRIVE OUT HATE, ONLY LOVE CAN DO THAT."*

– MARTIN LUTHER KING JUNIOR

In the aftermath of overthrowing the oppressive Apartheid regime, the ANC government has become the oppressor of its own people. About 30% of South Africans are unemployed (Statistics Africa, 2019) and close to 50% of South Africans live under the poverty line (Statistics Africa, 2020). This is directly linked to selfish leaders more interested in their own gain than the future of a good society for all. The South African president is one of the highest-paid presidents in the world (BusinessTech 2019) *"Cyril Ramaphosa looks set to be the first president of South Africa to earn more than R3 million a year following the Independent Commission for the Remuneration of Public Office Bearers' recommendations."* (Sidimba 2020). Furthermore, South Africa loses over R27 billion to corruption annually (BusinessTech 2017).

One cannot look to the future without acknowledging the past, yet one cannot live in the present by holding onto the past, either. A balance must be struck between acknowledging our heritage, whilst looking towards a future based in equilibrium and fairness to the fullest extent of our capabilities.

## CHANGING THE NARRATIVE

According to the social constructionist perspective, humans are constantly creating their own realities and therefore nothing is completely objective (Galbin 2014). I would argue that some things are objective, but that our perspective is not. It is easy to forget that other people are not experiencing life in the same way, even if one is in the exact same circumstances. One's perspective is influenced by a dynamic range of things, including, but not limited to, one's culture, language, and history. A good place to start may be by freeing one's mind from a victim mentality. By no means do I intend to claim that the South African system is fair or just; in fact, I don't think any system will ever be completely fair. Over history, every system has proven to have some form of inequality, oppression, and corruption. Neither am I suggesting that injustice should be overlooked. I am merely suggesting that if you free your mind and

dare to overcome the victim mentality that has been cultivated throughout history and endorsed by greedy politicians – and see yourself as the valuable and free individual that you inherently are, then you have won half the battle.

With a freedom mindset, anything can be overcome. The road to freedom is not an easy one but it is possible. What is freedom but a mindset? Can we ever be truly free if we are enslaved in our minds? I would argue, we cannot. True freedom is a state of mind, a way of life and a perception of reality. Only those who master the art of freedom can truly set others free.

## OWNING YOUR STORY

Renowned vulnerability and shame research Professor Brené Brown says: *“When we deny our stories, they define us. When we own our stories, we get to write a brave new ending”* (2015). By going back to South Africa’s history, my goal is never to deny the injustice that was Apartheid and colonialism, nor the lasting effects that are evident in the social fabric of South Africa. I am merely suggesting a different approach to freedom. If you own your story, it no longer will define you. The legacy of Apartheid, oppression and slavery does not need to determine your future, because you have the power to change the narrative. You have the power to become the hero of your own story instead of the victim, and I believe therein lies true freedom. You can be physically free, but if you believe you are a slave you will become and behave like one. As the famous quote attributed to Albert Camus says, *“The only way to deal with an unfree world is to become so absolutely free that your very existence is an act of rebellion”*.

## A FUTURE REIMAGINED

OH AFRICA, MY AFRICA.

Could you imagine the future with me? A future of innovation made by Africans for Africans. A future where our children are fed and our women are not afraid to walk in the dark? A future where we step into our God-given identities as overcomers?

Imagine a future where our inward freedom is manifested outwardly. Where a transformation of perspective leads to a transformation in our economic and political framework. Where unity is the key to creating a better future for all because together, we are stronger. As the African philosophy of Ubuntu saying in the isiXhosa language: *“Umntu ngumuntu ngabantu”* – I am because we are (Metz 2007).



Figure 53. CKREATE | FLAG  
(image offered by CKREATE by Anecke Sharp – @ckreate\_sa)

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# WOMEN AS TRANSFORMATIONAL LEADERS – AFRICA

written by Faith M. Kariuki, Kenya

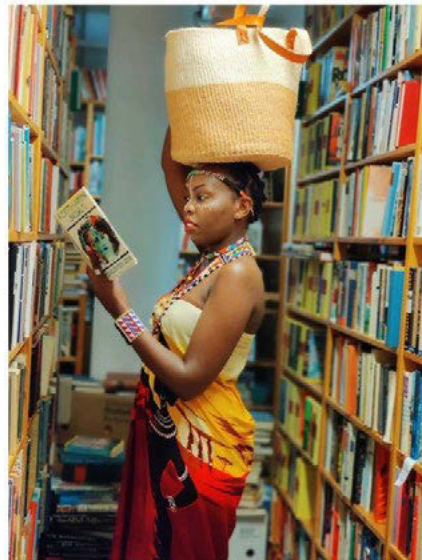
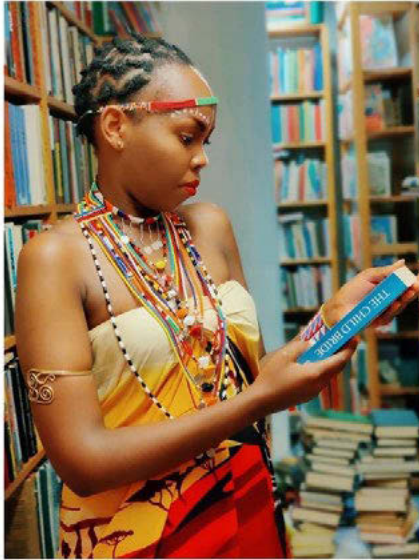


Figure 54. Faith M. Kariuki  
Being in my element as a woman, learner and visionary  
(photo taken by Ashiat Viinikainen)

## A KENYAN PERSPECTIVE

A nostalgic trail of thought precedes me as I write this article. You see, I had this makeshift swing that my grandfather made under the shade of a huge avocado tree just outside his hut in my village where I spent a lot of my childhood. This, and picking coffee berries (which smelled so amazing) in his coffee farm and well, I have to admit a few times I chewed on them to test if they tasted as good as they smelt... made up a significant part of my formative years.

As we started to live in the city more, I could watch television and a story of a woman 'saving' trees made headlines quite a bit. Although it was not clear at that moment what exactly the whole row was about, I vividly remember one day seeing a woman urging some men in the woods to stop cutting down trees. Fast forward a couple of years later and the late Professor Wangari Maathai became an icon of conservation and women empowerment, going on to win a Nobel Peace Prize in recognition of her efforts. She not only put Kenya on the world map but also the African woman as an integral pillar in society and agent of change. Today as I look back in retrospect, as a Kenyan woman, I recognize her impact, directly and indirectly as a transformational leader. She was and remains an inspiration to me in defying the naysayers that say *this world is not for dreamers and more so those who wear skirts*.

The subject of women and leadership remains one that has continued to receive sustained attention several decades' post-colonial independence in Kenya. Though both controversial and anodyne, the discussion remains hot in various quarters in a society that has historically leaned towards a patriarchal system. Nevertheless, leadership is not the preserve of any gender and inadvertently, there have always been women who stood out as leaders.

In the education doctoral, Patrick Kaiku questions why there even exists a discussion about women in leadership to begin with, yet leadership ideally should be and is gender neutral. He explains that increased attention to the subject suggests that leadership as a function in varied aspects of life continues to elude women (collectively as a gender). For the most part, Kaiku argues that leadership is still exclusively identified as the vocation of men despite countless efforts and declarations from national constitutions and explicit United Nations "*Universal Declaration on Human Rights, recognizing equality of all human beings*".

That said, this article's context is the East African country Kenya is the backdrop against which this chapter captures the leadership story of an example of a transformational leader, Nobel Peace Laureate the late Professor Wangari M. Maathai.

*"It was easy to persecute me without people feeling ashamed. It was easy to vilify me and project me as a woman who was not following the tradition of a 'good African woman' and as a highly educated elitist who was trying to show innocent African women ways of doing things that were not acceptable to African men."* (cited in Mukasa G.A, 2018)



## TRANSFORMATIONAL LEADERSHIP

According to White (2018), transformational leadership style is one whereby the leaders encourage, inspire, and motivate employees to innovate and create change that will help grow and shape the future of the company and this is accomplished by setting an example at the executive level. This form of leadership embraces a form of collectiveness in terms of responsibility and shared common rewards for the greater good in its entirety. In addition, these attributes of leadership if authentic and from a place of being genuine leave a high level of inspiration to the followers and a sense of ownership for the cause whether in business or social context.

*"I don't really know why I care so much. I just have something inside me that tells me there is a problem, and I have got to do something about it. I think that is what I would call the God in me."*  
(cited in Letcher 2014)

According to the study of Goewey (2012) on the Kouzes and Posner leadership practices, there are five elementary principles area in which exemplary leaders develop their qualities: *"Model the way, Challenging the Process, Inspire a Shared Vision, Enable others to Act, and Encourage the Heart"*.

On the other hand, Abu-Tineh et al. (2008) in their article *"Kouzes and Posner's Transformational leadership in practice"* delve into the model through the eyes of transformational leadership. They discuss the aspects of this model and their deeper connotations. *Challenging the Process* is considered a "way of life". These leaders create and encourage space for new ideas and have a willingness to change the status quo. *Inspiring a Shared Vision* whereby they generate motivation and a sense of ownership and collectiveness of their vision by skillful use of metaphors, symbols, positive language, and positive energy. *Enabling others to Act* through fostering collaboration. Encouraging autonomy in the execution of goal and in a sense, helping followers develop qualities of leading of the self which in turn fosters an environment for them to realize their full potential. *Modelling the way* is defined as a situation whereby the leader specifically goes first, set an example in a bid to build commitment through their actions and not merely words.

This leader lives by their values and believe in the consistency between their words and action for credibility to be established. (Kouzes & Posner

2002.) *Encouraging the heart* by being able to embody the role of a motivator for their employees, *"the leader plays an important role in celebrating the achievements of individuals or groups"* (Abu-Tineh et al. 2008).

## WANGARI MAATHAI: THE GREEN BELT MOVEMENT

Professor Wangari Maathai founded the Green Belt Movement (GBM) in 1977 to respond to the needs of rural Kenyan women who reported that streams were drying up, their food supply was threatened, and they had to walk further and further to get firewood for fuel and fencing. Later the underlying issues of environmental degradation and deforestation by empowering through education, disenfranchised, and disempowered communities arose. Participants in the movement began to understand that the office of the day had betrayed them by encroaching and hoarding common goods for their own benefit. The GBM got involved with efforts of environmental conservation and democracy, among others under its vocal leader. Professor Wangari Maathai challenged the status quo of the government of the day for years following the birth of her Green Belt Movement.

*"I am working to make sure we don't only protect the environment; we also improve governance."*  
(cited in Kishor and Damania, 2007)

Despite her high level of education and exposure, she certainly could have taken a path to sit in an office and ignore the plight of the women in rural areas. However, she inspired many women within the rural setting who largely used firewood for fuel by empowering them on the importance of conservation and motivating their self-belief.

*"African women in general need to know that it's OK for them to be the way they are – to see the way they are as a strength, and to be liberated from fear and silence"* (cited in Sears, 1991)

She enabled others through encouraging personal responsibility and commitment towards her sustainability efforts even though it was painful at times both for her to watch and the communities involved to go through. In addition, she took up the responsibility of some of the challenges inferring an "us" and not "them" attitude. This portrayed a sense of the followers not feeling judged hence embracing errors and working towards correcting them.

*"We owe it to ourselves and to the next generation to conserve the environment so that we can bequeath our children a sustainable world that benefits all"* (cited in Neha 2018)

Wangari Maathai did not just direct her followers as to what they were to do but was fully involved and modeling the way. She led from the front despite the numerous challenges that came with it including bodily harm caused to her by illegal loggers she came face to face with. She was a revolutionist who opposed the government under a then dictatorial president who did not show appreciation for her efforts.

*"It's the little things citizens do. That's what will make the difference. My little thing is planting trees."* (cited in McKinney, Schoch, & Mckinney 2017, 589).

In addition, she constantly emphasized the benefits of environmental conservation not only in the rural areas where she began but to the nation and world at large. Thanks to her tireless work Kenya still benefits from some of her conservation work including the notable Karura forest, Uhuru Park garden right in the heart of Nairobi city, among others.

*"Until you dig a hole, plant a tree, you water it and make it survive; you haven't done a thing. You are just talking"*. (cited in Neu, L.D 2020)

In her own words, encouraging the community to take steps towards transformation even if they feel like small steps, they do eventually make a difference. She exemplifies true vision, purpose, and drive for a course that many may have shied away from especially during the exigent times. Following in her footsteps I pursue my passion for the education of teenage girls in Kenya. Having gone through a myriad of challenges that still see a lot of girls facing today I can do a small thing in my own way. I have taken self-initiative that I provide sex education to teenage girls and support them by providing sanitary towels for them whenever I can to the local schools. If I can keep one extra girl in school for two extra months without them worrying about how to go about their period when it comes, then I am grateful to have that opportunity to contribute.

However, there is still much to be done to ensure that even the most disenfranchised have a voice. Some conditions like extreme poverty, lack of basic amenities like sanitation which keeps girls out of school during the

monthly period, early marriages in some communities, female circumcision and abuse remain major issues that cause disadvantages for girls and young women. That said, a lot of concerted efforts have been ongoing through individuals and organizations to try and mitigate these matters and some retrogressive cultural practices to help give better chances to girls and women. In conclusion, transformational leadership practices can be cultivated even through the most unexpected ways and gestures.

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# THE FINNISH SISU AND THE SOUTH-AFRICAN SISULU "EMBODIED FORTITUDE" AND "BEAUTY OF CARING OF PEOPLE"

written by Marcella Zoccoli with Minna Klogs

*There are three important words in the Finnish language, they are known as "the three S's of Finland":*

**Sauna, Sibelius and Sisu.**

**Sauna** – it is a familiar word to most, yet in the Finnish culture it is more than merely an activity, it is an integral part of their culture.

*"...The tradition of the sauna, carried on unbroken for about two thousand years, is deeply rooted in the nation's way of life. Sauna bathing is part of the Finnish identity just as essentially as rye bread is part of the customary diet"; "...today the Finnish word sauna may refer to a building or just a room with wooden walls, floor and ceiling. There is a stove, called kiuas, which is heated with wood, electricity, oil or gas. The top of the stove is covered with a thick layer of natural stones, which radiate the heat to the room".... (Pirkko Valtakari – sauna.fi).*

**Sibelius** – it refers to the best-known Finnish composer of all time: Jean Sibelius (1865–1957). One of his most famous symphonic poems is the Op. 26, Finlandia (sibellius.fi) and some other works that are inspired by the Kalevala, the 19<sup>th</sup>-century Finnish epic poetry compiled by Elias Lönnrot.

**Sisu** – almost all Finnish studies seem to agree that *"...one of the first things any article about sisu will tell you is that this Finnish word is untranslatable. Authors have been trying to find a parallel in English since at least January of 1940, when the opening paragraph of a full-spread piece in the New York Times ventured, "It is not easily translated, because no other language has its precise equivalent." The headline read, "Sisu: A word that explains Finland." (Hudson 1940)... and "Etymologically, "sisu" comes from a Finnish root word that implies "inner" or "inside." This is one reason it is sometimes translated as "guts" or "inner strength." (Marten 2018).*

It was in late 2015, a few weeks after arriving in Finland, when Marcella heard the concept of SISU for the first time. In the town of Tampere at the TWINKLE 2015, an event for international competence and growth in global business,

among other guest-speakers, Emilia Lahti, a young researcher, public speaker and social activist was delivering a keynote titled *"SISU and action mindset as the pathway to brilliance"*. Marcella was impressed by how much she resonated with the concept of *sisu* and the emotion words of the personal story of Emilia. An experience of interpersonal violence (IPV), that later, in 2018, launched the campaign *sisunotsilent*. In her words: *"I'm a Finnish peace activist and PhD student researching how humans overcome extreme adversity. Years ago, however, I was one of the hundreds of millions who experience violence at the hands of a domestic partner each year. I built this campaign to show fellow survivors and overcomers that there's a lot of life and light on the other side of trauma, and to elevate the magnificent upstanders, women and men, who are working hard to create a better a world – a future free of violence and abundant of joy, peace and safety."* ([www.emilialahti.com/sisunotsilence](http://www.emilialahti.com/sisunotsilence)). At that time Marcella was not aware that one year later, in the Fall of 2016, she would start teaching leadership at JAMK School of Business and that she would include *sisu* among the leadership skills in all her courses.

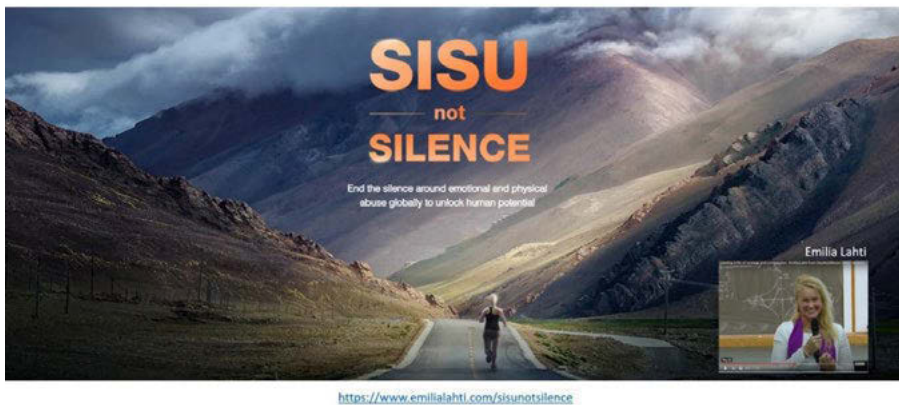


Figure 55. Sisu not Silence – Emilia Lahti  
(images composition sourced from the website [www.emilialahti.com](http://www.emilialahti.com) &  
Aalto University video: Sisu researcher Emilia Lahti: Wellbeing = human connection)

We are not experts on the *sisu* subject, yet the aim of this contribution in the book was designed to highlight the concept of *sisu* – as a skill – with relevant rapport to the leadership process experience of individuals. With the purpose

to extend our research on the topic, we followed up the exploration started by Zoccoli and Pretorius (2020) in the month of April this year. The concept of *sisu* and the philosophy of *Ubuntu* were part of their research for the academic course-project on Education and Technology ran in Spring 2020 for the University of Helsinki titled "*The Global North-South divide – Good "Digi" Society?"*". It was an observation and analysis of Finland and South-Africa, countries that have a privileged position within their geographical continents.

They explored and processed a "reality check" on Education & Technology in both countries presenting multidisciplinary subjects: the *feminine* in the pedagogical social fabric, the digital inclusion vs. the data colonialism, the human development related to the inequalities in the participation in Higher Education in the 21<sup>st</sup> century, internet penetration vs. internet access, and posing questions about the emerging future of education and technology in the light of the global challenges & opportunities posed by the experience of the COVID-19 pandemic. At the core of their research was the power of the human relationship at the service of a *Good "Digi" Society* (Lagus 2020) to be developed by considering the diversity in the use and the experience of the human intelligences – in the West–East traditional perspective and from the North-South angle – and the "global" sex education as an understanding of sex and sexuality as a relation builder. The two countries showed differences and similarities and they found some interesting insight that redirected the content of the paper from the North to the South.

As an example, while exploring commonalities on education and the *feminine* in the social "fabric" of education, it was very peculiar to notice, that the word *Kangas* that in the Finnish language means *fabric*, is very similar to the word *Kanga* or *Kangha* that in many African languages represents the colorful garment of women on which they draw or write stories and messages.

As mentioned above, in their project, the concept of SISU was explored "*...as an inherited resilience that the Finns pride themselves on versus the South African notion of "Ubuntu" that means "I am because we are". These two notions provide another insight on the differences between the two countries and individualism versus collectivism*".

In fact as pointed out by Okereke, Vincent and Mordi (2018) "*Although Ubuntu, a term from the Bantu tribe of southern Africa that literally translates as humanness, is rooted in southern Africa, it is widely used across the continent and has in fact been described as "simultaneously the foundation and edifice of African philosophy" (Ramose, 1999, p. 4) and the "basis of African communal cultural life" (Tambulasi & Kayuni, 2005, p. 147). While there are variations in usage and meaning (see Lutz, 2009), the term is nevertheless firmly associated*



with the notion of human kindness based on a common bond of sharing that connects all humanity (Lutz, 2009; Metz, 2007). As a political philosophy, Ubuntu evokes the ideals of community, warmth, empathy, and sharing based on a sense of intersubjective formation and collective responsibility. A very popular maxim widely used to capture the meaning of Ubuntu is "I am because we are; and since we are, therefore, I am" (Mbiti, 1969, pp. 108–109). Ubuntu, therefore, stands in sharp contrast to the competitive and individualistic spirit widely associated with Western capitalist societies". Surprisingly our exploration of the *sisu* concept and the Ubuntu philosophy landed on the South-African SISULU and the story of Albertina Sisulu, nurse and anti-apartheid activist known for her leadership ability as the *Mother of the Nation* or *Ma Sisulu*. The idea goal is to offer the readers both the *sisu* and the *Sisulu* as inspirational models of resilience and reflections on possible combinations of elements among cultures that can lead to a good society for all.


<p>Nontsikelelo Albertina Sisulu was born in 1918 and died in 2011. She was a nurse and a South African anti-apartheid activist who together with her husband, Walter, and friend Nelson Mandela, worked to create the new rainbow nation. A founding member of the Federation of South African Women in 1953, she was also a member of the African National Congress Women's League. Albertina was an organiser of the historic 1956 march against pass laws, among other critical involvement to end apartheid. Her activism efforts resulted in an 18-year ban – longer than for any other South African. She also endured two years in jail. With the end of apartheid, she was elected to the first democratic parliament in 1994, a tribute to her reputation and hard work.</p> <p>While now recognised for her quiet activism, less has been written about her work as a nurse. She was a gentle women who believed in creating change through peace. She cared deeply for her family and patients, and it was her caring presence which helped in the birth of a new nation.</p>	
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Figure 56. Mother of the Nation: nurse and midwife Albertina Sisulu (Sisulu, 2003) Sourced from: Downing, C., & Hastings-Tolsma M. (2016). An integrative review of Albertina Sisulu and ubuntu: Relevance to caring and nursing, *Health SA Gesondheid*, Volume 21, Pages 214–227

## THE "EMBODIED FORTITUDE", THE ESSENCE OF SISU

As pointed out by Lahti (2019) "Sisu is a Finnish word that goes back hundreds of years and a quality that Finns hold dear but the phenomenon itself is universal"... and " ...Taking a close look at the concept reminds us that, as humans, not only are we all vulnerable in the face of adversity but we share unexplored inner strength that can be accessed in adverse times."

In her recent article "Embodied fortitude: An introduction to the Finnish construct of sisu" published on the International Journal of Wellbeing in 2019, she defined SISU as the "embodied fortitude"...,"...the most prominent narrative around the conceptual core of sisu is the ability to surpass one's preconceived limitations by accessing stored up deep energy reserves." The essence of sisu unfolded in three main themes: extraordinary perseverance, action mindset and latent power (see Figure 57).

Figure 1. The essence of sisu: Themes and subthemes



Figure 57. The Essence of sisu.

Sourced from Lahti, E. 2019. "Embodied fortitude: An introduction to the Finnish construct of sisu"

## THE "BEAUTY OF CARING OF PEOPLE", THE CULTURE OF SISULU

As pointed out by Downing & Hastings-Tolsma (2016) *"Sisulu's deep commitment to creating a culture of caring... was based on a way of being in a healing environment"* and *"Two primary factors emerged that demonstrated a culture of caring as seen through the prism of Sisulu's life: devoted dancer and creation of a healing environment. These factors also reflect African ubuntu principles, where the focus is on the relationships between people and how these relationships could be conducted."* Here following in the table 6 their findings: *"Integrative review of literature related to life and times of Sisulu: a culture of caring."*

**TABLE 6.** Integrative review of literature related to life and times of Sisulu: a culture of caring. Sourced from: Downing, C., & Hastings-Tolsma M. (2016). An integrative review of Albertina Sisulu and ubuntu: Relevance to caring and nursing, Health SA Gesondheid, Volume 21, Pages 214–227

<b>Table 3 – Integrative review of literature related to the life and times of Sisulu: a culture of caring.</b>			
<b>Ways of being</b>		<b>Healing environment</b>	
Devoted dancer	<ul style="list-style-type: none"> <li>• Being there</li> <li>• Vulnerability</li> <li>• Care, nurture, grow</li> <li>• Patience, caution</li> <li>• Surrogate</li> <li>• Birth others</li> <li>• Grace</li> <li>• Sacred duty</li> <li>• Family/community connections</li> </ul>	Seize the day	<ul style="list-style-type: none"> <li>• Strength of character</li> <li>• Discipline, self-sacrifice</li> <li>• Shoulder burden</li> <li>• Care for others</li> <li>• Service to others</li> <li>• Order/organisation</li> <li>• Work ethic</li> <li>• Justice/equality</li> <li>• United</li> <li>• Stand in silence</li> <li>• Perseverance</li> <li>• Tirelessness</li> <li>• Commitment</li> <li>• Right thing to do</li> <li>• Behaviour matters</li> <li>• Responsibility, obligation</li> <li>• Honour: word, tradition</li> <li>• Faith, conviction</li> <li>• Principled, competent</li> </ul>
Caring through softness, gentleness	<ul style="list-style-type: none"> <li>• Dignity of others</li> <li>• Compassion, empathy</li> <li>• Love</li> <li>• Kindness, smile, pleasant</li> <li>• Meticulous, cleanliness</li> <li>• Mother, female role</li> <li>• Respect for body</li> <li>• Preserve life</li> <li>• Self as guardian</li> <li>• Loyal</li> <li>• Gentle activist</li> </ul>	Riding out the darkness	<ul style="list-style-type: none"> <li>• Watch for things to improve</li> <li>• Change agent</li> <li>• Movement</li> <li>• Need/value of education</li> <li>• Risk for justice</li> <li>• Honoured leader</li> </ul>
		Winds of change	
		Play with fire	

## FINAL REFLECTIONS

Irrespectively to the different historical references, we do not know if there are correlations between the words SISU and SISULU, but undoubtedly the four letters S-I-S-U are present in both and as stated by Nylund (2018) *sisu* is something "within the reach of everyone. It lies within you", and "...You have *sisu*". For the most creative among our readers, we recall here the word "*sisucunda*" that was a definition for SISU as given in 1745 by the Finnish writer Daniel Juslenius. In his dictionary, he refers to it as intestine (guts) "as a particular location in the human body where 'strong effects' originated" (Lahti 2015), which could lead to the idea of the "need of care" and to some extent the "culture of caring" evoked by the SISULU.

This paper was written during the COVID-19 pandemic, therefore it requires us to rely on the "*embodied fortitude*" of the SISU as proposed by Emilia Lahti in her work; it might not be a coincidence that the Spanish Flu of 1918 is the historical background of Albertina Sisulu's life experience. With this opportunity we also want to express our gratitude to all the health workers in the world who have been or still are on the pandemic frontline.

What we know, and want to emphasize, is that in both *sisu* and *Sisulu* human leadership experience are stories of human beings' positive attitude. As a support of this intense and intimate journey contemplative practices seem to play a key role as in the case of Emilia Lahti, who spent time training martial arts and studying eastern philosophy in Northern China, and Albertina Sisulu who spent her life with faith, like a *devoted dancer* committed in the *creation of a healing environment*. These are real and authentic examples showing how – in the practice – the inner human strength can transform vulnerable human emotions like fear or anger into love and grace and change the narrative of the individual story while inspiring collective awareness.

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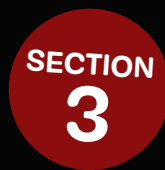
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SECTION  
3

# Human Leadership, Immortal Leadership?

Leadership the '*Flying Carpet*'

Health – Time – Space – Vision

## GENERATION Z, ALZHEIMER'S FREE?

written by Alessia Tanzi, Italy

The research to overcome the Alzheimer's disease (AD) "epidemic" is mainly focused on finding drugs that target some of the symptoms of the disease, first of all the abnormal groups of proteins (tau tangles) that are often, but not always, observed in the brain of ill people. Despite this fact, scientists mostly agree that Alzheimer's is a multifactorial disease, therefore trying to identify a single cause is simply utopian.

Some risk factors are non-modifiable, such as genetics (presence of ApoE4 gene), sex (women tend to develop the disease more than men), or age (the risk heightens dramatically after 65). Others are quite modifiable as they refer to free lifestyle choices about nutrition, smoking, alcohol, sports and exercise. There is much more awareness among the younger generation about the importance of health: *being physically and mentally healthy*; in fact, according to a recent survey of the Varkey Foundation (2019), 94% of the respondents indicated the health as the main factor contributing to overall happiness for the Generation Z. The good news is that healthy choices can have a huge impact on your cognitive function. These lifestyle choices are the field where most of this game is played. And Generation Z is more naturally inclined to follow a healthy lifestyle than the previous generations, including Millennials.

However, these are not the only factors contributing in shaping the so-called Brain Longevity® protocol. A major topic, according to the Alzheimer's Research and Prevention Foundation (ARPF) is stress management. The members of Generation Z are unfortunately under much pressure. Uncertainty permeates their daily lives, and they have huge concerns about the world: extremism and terrorism at the top, followed by fear of climate change and global pandemics.

According to the Varkey Foundation report (2019) " *Young people, overall, are pessimistic about the future: in 16 out of 20 countries, more young people believe the world is becoming a worse place to live than believe it is becoming a better place to live*". On the other hand, digital natives have wide and easy access to resources such as meditation and breathing techniques, which are known to be some of the most effective tools to help people manage their stress and protect brain function, according to scientific studies. In fact, as pointed out by Clarke, Barnes, Black, Stussman, & Nahin (2018), today

meditation practices are becoming a sort of "mass market" commodity, especially thanks to technology and web resources with which Generation Z has a strong familiarity. For example, a study made by the Center for Disease Control and Prevention in 2018 shows that the use of meditation increased more than threefold from 2012 to 2017, reaching a 14,2% of people having practiced meditation at least once.

Apple identified mental wellness and mindfulness apps as the number one app trend for 2018 and 52 million users downloaded one of the top ten meditation apps in 2019. The COVID-19 crisis led to an acceleration of this process; tough updated reliable data are still not available.

Another important aspect of an AD prevention strategy is a personal spiritual mindset that cultivates inner patience, awareness, compassion, and peace of mind. A key element that fosters these inner feelings is having a mission and meaningful goals in your life; the belief that you're making a difference; the pursuit of your ideas and aspirations. It looks like this is a key element among young people. In fact, according to the survey of the Varkey Foundation (2019) 67% of the population sample affirm that making a wider contribution to society (beyond looking after oneself and one's family and friends) is important to them. This attitude can compensate for the loss of religious faith compared to previous generations, another key aspect of the spiritual component of Brain Longevity according to scientific studies (ARPF, 2017), which is reported to be highly important to only 11% of young people (Varkey Foundation, 2019).

As a Brain Longevity® educator, I feel the need to share a personal message to the Generation Z, the young ones. We are in an era where most of the information, on any topic, is available to all. Maybe, too much information is available, and the key point lies in how you analyze the facts and do your own research before making up your mind on a certain subject. Doing so is quite tough. Your personal judgment, intelligence, discernment, intuition, compassion, and wisdom must be used and developed. Nothing is as it appears. I encourage you to stay alert and use your mind and heart if you want to be healthy, happy, and free.

Your generation has been shaped by technology. Be alert and avoid mind molding by one-way media, algorithms, and browsers. I know that your imagination, intuition, and creativity can be among the strongest ever seen. Be the only artist shaping your mind and brain longevity will come along.





Figure 58. Hunterstrail® training in the wood – Tuscany, 2019  
(image offered by [www.guryou.com](http://www.guryou.com) )

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# TIME – A SCIENTISTS’ PERSPECTIVE WITH A TOUCH OF PHILOSOPHY

written by Iain Moore, UK

*I glance up at the clock, 08:20 on the morning of June 2<sup>nd</sup>, 2020. I am already late with the article, having promised to write something almost two months ago. As always, with a list of priorities to sift through usually sorted in order of deadlines, sometimes, admittedly in order of interest, I figured out I had plenty of "time" to put thoughts into order and words onto paper (well, in electronic format). So why would I be surprised that two months have gone by and here I am, with a deadline imminent, in fact in the middle of a granted extension! No time, no time. I was asked to make a short contribution to an eBook about Time, from the point of view of a scientist, physicist to be precise, which might lend some inspiration to a younger generation (not so young as I myself am not so old) providing perspective towards leadership with the angle of Spirituality, Business and Technology. This sounds all rather complicated, but I have a suspicion that with the present and ongoing pandemic, in which a virus has caused the world to literally stop turning, our notion of what it means to be living in the present moment for many has well and truly changed. 09:00 am. I have not even begun to discuss Time...*

Firstly, let me remark that time is something we inherently deal with every day, we use it in our daily language almost unconsciously, and everyone thinks it is something we (they) understand. Yet I would argue that after 2000 years, we still do not really have a grasp as to the nature of time. As a physicist, I could dryly state that time is simply something we measure with a clock. As I will summarize later, we are damn good at measuring time with exquisite precision. Yet what is it that we are actually measuring? Separately, we have our own intuitive (or subjective) experiences about time, how it passes. During this current period of remote working, isolation and separation, it often feels as though time has truly stopped for many of us. It might remind us of being a child again, when we possibly felt that time slowed down, especially during summer vacation. Yet for our parents, the summer simply disappeared and all too soon they were back to work. Despite these subjective experiences, the clock on my wall is still measuring at the same rate as it was when I was a child, the same number of "ticks" are being counted. The nature of time, both what it actually is as well as our

perceptions as to how it "flows" have been questions philosophers have been grappling with since the dawn of time.

Obviously, we could all go to Wikipedia; that tried and trusted source of wisdom, and ask the question "What is Time"? The answer might seem a little vague and frustrating for some, but maybe the best we can do – *"A dimension in which events can be ordered from the past to the present into the future, and also the measure of durations of events and intervals between them"*. In 350 BCE (Before Common Era), the Greek thinker Aristotle is said to have quoted, *"time is the most unknown of all unknown things"*. His teacher, Plato, envisaged time as attributed to movement, for example relative to the period of motion of heavenly bodies (the stars, planets and so on). Aristotle fully believed that time only existed in relation to the motion of things, *"a calculable measure of motion with respect to before and afterness"*. This linear idea of time as progressing as a sequence of events would by-and-large be the framework existing until Einstein. Aristotle certainly did not adhere to a notion that time had a beginning, rather it was boundless, which caused difficulties in the middle ages for religious philosophers who struggled to reconcile the concept of time with the creation of the universe by God – the way out of that conundrum was to suggest time had a beginning!

Other cultures took note of the cycle of life – not surprising when in our daily life we are immersed in cycles, day and night, the lunar cycles, seasons, motion of the tides and so forth. Buddhism and Hinduism for example embrace the notion that everything occurs in a cycle. Nothing is permanent. Everything will return to its former state, even death is merely a passage to rebirth and renewal (just look again at the seasons, the falling of the leaves in autumn and the new growth in the spring). Time as viewed in a cyclical nature may even appear as an illusion. Such notions touch upon our subjective view of time, as St. Augustine remarked, *"Time is nothing in reality, but exists in the minds' apprehension of reality. If time consists of two types of non-existence, the past which is no longer, and the future which is not yet, how can time exist at all?"*

As a measure of time, reflecting the seasons and observations thereof, different cultures have long since been building timekeeping devices. All that is required is a periodic event (an oscillator or a vibration) and a counter (or clock). The periodic event could be the Earth's rotation, day and night, the phases of the moon. A sundial was unearthed in Egypt's Valley of the Kings in 2013, dated to almost 3500 years ago, with engravings indicating that the day and night were divided into 12 hours. The Mayan calendar with 365 days was complex, tracking the passing of the seasons and the phases of the moon,

also when Venus would appear in the morning or evening sky. Much later, in the mid-17<sup>th</sup> century, Galileo suggested using a pendulum as a mechanical device, representing a physical mechanism not reliant on whether the sun is shining, yet cycling in a regular way – he determined that a pendulum’s swing remained constant over time. Not long after, Isaac Newton, in his famous book the Principia, wrote that *“Absolute, true and mathematical time, of itself, and from its own nature, flows equably without regard to anything external, and by another name is called duration”*. This may appear at first glance very confusing. What he conveyed however was something that supports our commonsense notion of time; that it passes at the same rate for everyone (if we ignore the subjective nature of the human perception). That even if the clocks we build are imperfect, then real time flows at a steady rate, a kind of universal Master Clock. We call this Newtonian time (Jalobeanu 2015).

*“Newton, forgive me”* is a quote from Einstein’s memoirs, as he finally put forward his theory of relativity which dismantled Newtonian time – albeit that remains a very good approximation to the world we live in and experience. In his special theory of relativity, Einstein showed that measurements of time depend on the motion of each observer (think of a man on a train looking at his watch compared to a stationary man looking at his watch on a station platform). As we now know in modern physics, time is part of the fabric of the universe, and we talk about the concept of a 4-dimensional space-time, three dimensions are physical (represented by spatial coordinates) and one dimension of time. Time is a little peculiar when viewed in this representation. Unlike 3D space, which we move through in particular directions (let’s say forwards and backwards, left and right on the ground, then up and down), we don’t move through time in the sense of a direction of motion, rather we wait – time simply passes. Without going into details, there does appear to be a direction to time (a so-called arrow of time). If one drops an egg onto the floor, order is moving towards disorder, a measure of entropy. However, have you seen the reverse process happening? I would bet the answer is no, this is an irreversible process.

Space and time are therefore not independent of one another. One way of pictorially viewing the implications of Einstein’s equations is that of an hourglass, traditionally used to measure the passage of time. The present moment may be represented by the narrowest part of the glass, with the future in the top half, and the past in the bottom half. An event (or an object) is represented by a particular point in space-time. The complete history of that event (object) is represented by a line in space-time (a so-called world line), with the past, present and future accessible through a three dimensional

light cone (picture the hourglass), the boundary of which is represented by the speed of light (a constant in the Universe), intersecting in the here and now.

This brings me to a comment about Buddhism and other philosophical traditions. In this day-and-age, one often hears the term "mindfulness". In a more westernized context, it is a term borrowed (I use this in the politest sense of the word) from Eastern traditions and has been incorporated by businesses, well-being practices, self-help books, you name it. Much of the anxiety and suffering in the world is caused by our own conditioning and internal patterns.



Figure 59. Measuring time with an hourglass.

(image source: Shutterstock.com – copyright fees paid by the author)

We dwell on the past, often in an unhealthy way, not recognizing the past is "no longer". Yes, we need to learn from the past and bring what we have learned into our present moment. Correspondingly, anxiety is often connected to the future, the "not yet", projecting scenarios connected to work, relationships, health and so forth, which are simply that – projections. A future reality we are creating, and which again removes us from being present. The present moment is all we have, hence the need to be mindful of our thoughts. Einstein may have known this in a far deeper way, in fact, again from his memoirs, he stated that *"People like us, who believe in physics, know the distinction between the past, present and future is only a persistent stubborn illusion."*

He believed that the future is unalterable, and that free will is therefore non-existent. If that is the case, then we may as well just stay in the present.

In his general theory of relativity, Einstein extended the notion of special relativity, which applies to objects moving at constant speeds, to accelerating objects. Gravity unfolded in this new framework as a warping of space-time. This triumphant theory is one of the most experimentally tested theories of our time, with predictions of the existence of black holes and gravitational waves both now discovered. When space-time becomes so warped, it folds in upon itself and closed time-like curves appear. This is a challenge to the centuries of the dominant notion of linear time, and allows for fantastic, science fiction possibilities, such as time travel, with all the question marks of "What if?"

With the increasing Earth-based observations of the light arriving and falling on our telescopic eyes, it was observed that the further away a galaxy is, the faster it appears to be moving away from us. This paved the way for the development of the Big Bang model of the universe – the entire universe suddenly expanding out of an infinitely hot and dense object, a singularity, about 13.8 billion years ago. With time being one dimension of 4D space-time, the question of what was there before the Big Bang literally has no meaning. Where all of this energy came from in the first place is one of the outstanding questions still puzzling cosmologists today, and the debate continues, especially in light of the efforts to merge general relativity with another outstandingly successful theory of modern physics, quantum mechanics, which governs the underlying physics of atomic systems. Thus, follows a whole new dimension to the discussion of the nature of time, with terms such as the Big Bounce, alternative universes, many-worlds interpretation, all reflecting a modern mixture of physics and philosophical ideas which are currently at the cutting edge of physics.

So, coming back to the mundane clock on the wall, which now reads 16:22. How precisely can we measure time, as that given by our physical tools such as Galileo's pendulum? Well, let me assure you it is not by counting the swings of a pendulum. Nor following efforts in the search for the best mechanical spring leading to the quartz clock. Nowadays we prefer to count oscillations in atoms. In 1967, the International Committee of Weights and Measures decided to redefine the second as being *"the duration of 9,192,631,770 periods of the radiation corresponding to the transition between the two hyperfine levels of the ground state of the caesium-133 atom"*. More simply, the second became based on a measurement of the number of cycles of the radiation (oscillations) from a particular transition in an atom of a stable isotope of caesium, with reference to the second commonly used which at that time was based on

astronomical observations. This transition is not visible to the naked eye, it is in the microwave region of the electromagnetic spectrum – not that your own microwave oven could be used as a clock, but the microwaves emitted to heat our food are rather similar to the microwaves emitted when we excite the caesium atom. When the laser was developed, few would have known at that time that a flurry of activity in atomic physics would lead to the ability to trap, or hold atoms in extremely confined spaces, at very cold temperatures. These atoms have transitions between states, which, like the caesium atom, can be used to define the second yet with even higher ticking rates. To date, the best optical clock in the world is based on tickling a strontium atom with laser light (Bothwell, Kedar, Oelker, Robinson, Bromley, Weston, Jun, & Kennedy 2019). This clock is so accurate it would lose only 1 second in almost the entire age of the universe. Now that is precision timekeeping! Research is underway to seek even more exotic transitions based on oscillations in nuclei rather than atoms and promising an even more precise measurement of time. This is not just for fun, albeit research is fun. Applications of such clocks may be found in more accurate GPS measurements, in supporting the search for dark matter (dark because we cannot see it), in 3D gravity sensors which could help to monitor tectonic plate movements or predict volcanic activity, to testing whether some of the fundamental constants of nature are truly constant.

So, as evening falls and I glance once more at the clock on the wall, I can rest assure you that scientists can measure time extremely precisely. I can also assure you that questions of the actual nature of time, whether it really flows, are among the most interesting and important questions in physics. No longer do these questions sit firmly in the minds of enquiring philosophers sitting in ivory towers. Researchers are actively aiming to bridge the divide between general relativity, with its deterministic view of the world (no free will), and the inherent randomness at the quantum scale. The outcome may see a reformulation of the laws of physics in a new mathematical framework, with the role of time intrinsically meshed within. Perhaps we will discover that the future unfolds as we create our own choices, in other words an indeterministic universe, suggesting we do have free will after all. Added to this is the fact that humans perceive time differently, perhaps indicating a role for consciousness somewhere in this beautiful landscape.

What do I believe? Well, that is part of my own journey to seek the truth. I encourage everyone to ask questions and to seek theirs. All I will say for sure; this is a fascinating time to be alive.

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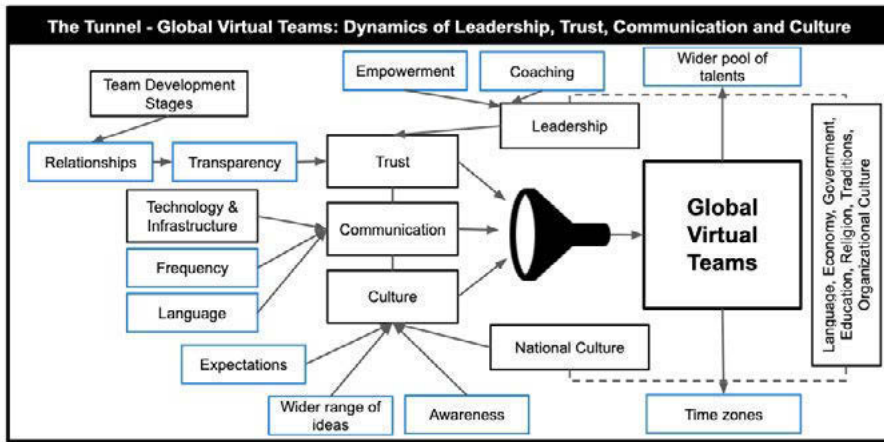
# THE VIRTUAL TUNNEL TO LEADERSHIP

written by Danilo Laurindo Pinto, Brazil

It is said that real leadership traits are best seen during moments of crisis (Koehn 2020). Due to the pandemic outbreak that hit our planet in 2020, the society is now seeing the world through renewed lenses. Firstly, the sheer amount of information available in today's era is in no way comparable to what could be seen decades ago in previous crises, as well as the state of technology and overall infrastructure (Krishnamurthy 2020, 10). Secondly, from the business world point of view, companies have resorted to remote working practices due to the enforced social distancing between people, and this became the reality of several teams across the entire globe as companies decided to close their offices to avoid the spread of the disease (Krishnamurthy 2020, 8). Some companies, such as Twitter, went as far as putting their employees at work-from-home status indefinitely (BBC 2020). Going remote has meant a complete mindset shift to many workers who had not been previously accustomed to the lack of physical interaction with others. And this is what is putting leaders to the test, as from night to daytime, they "lost sight and control" of what they had in the pre-pandemic world.

As discussed in my study on Global Virtual Teams (Laurindo Pinto, 2018, 88), certain traits are required for higher chances of success. These traits are developed over time, and strongly benefit from some frequent face-to-face exposure between team members. The key aspect I have observed during the remote working situation of 2020, has been the trust between team members and their leaders. Trust takes time to be developed and is a two-way road. It is difficult to define trust; however, it is easy to see when it has been lost (Jaffe 2018). Good leaders foster trust in their teams, both vertically (from leader to team member), and horizontally (from team member to team member).

Trust is one of the key variables emerged from my research on Global Virtual Teams in 2018. In the process of this research, I developed a framework I now refer to as the Tunnel to Virtual Leadership. Besides trust, communication, culture, and leadership have been objects of analysis and exploration of their intertwined dynamics. Post research analysis, the Tunnel expanded to include several other elements that are seen to directly influence the four key ones, such as **Frequency of Communication, Awareness of Culture, Empowerment of Leadership, and Transparency in Relationships for Trust.**



The Tunnel - Global Virtual Teams: Dynamics of Leadership, Trust and Culture (Danilo Laurindo Pinto, 2017)

Figure 60. The virtual tunnel to leadership. Danilo Laurindo Pinto, 2017. (author's own intellectual creation)

A higher level of investment of all involved team members is required for a virtual team to properly develop the areas that go through the Tunnel. When collaborating with another person face-to-face, all senses are in sync. Being able to see, hear, feel, and smell the other makes the connection more human, more relatable. There is a barrier to this connection when we take away some of these senses completely and impair the others. As outlined in a recent article by Olson (2020, 37), when leaders connect with others on a more human level, they offer others a path forward by engaging deeply with them and taking the role of a servant leader. This is when they can make a difference and influence the development of the bonds between people.

A real leader provides a sense of direction to their followers and helps to remind them of the value and importance of their work (Koehn 2020), inspiring and motivating others, even in times of crisis. In an interview also conducted by Koehn (2020), an executive has stated the importance of self-awareness and management of one's own emotions to get grounded and ready to support your followers. During hard times, team members require an even strong sense of nurturing and empathy, they need to feel they are cared for. Nourishing the relationships becomes as important as watering plants – it is what keeps this positive energy alive between team members, enabling trust to exist.

In the reality of 2020, several teams across the globe had to switch their ways of working without much or any advance notice. While companies plan for crisis handling, not everyone was ready for this particular change this fast.

Without the recent advances in technology and mobile communications, it would have been much harder for different sectors to remain productive. Outside of the business environment, we have seen, for example, schools and universities moving into remote content delivery (Krishnamurthy, 2020, 10), and parents having to take the role of teachers or co-tutors.

In my experience as a managing consultant, I had to quickly transform a workshop due to the enforced restrictions that came into play back in March 2020. I had been planning for over 3 months a two-day workshop, with about 70 invited participants, to take place in a particular conference room in Espoo, Finland. Teams had planned to fly in from different sides of the globe to participate. Over the course of a few days, everything changed. Flights were canceled, conference rooms were closed down, and gatherings of big groups were prohibited. We had to take it all virtually, as the objectives of this workshop were important for the success of our project. I had to rethink ways to keep participants engaged and contributing to the expected outcomes. Technology played an important role in enabling the success of these two days, but on top of it, trust and the existing relationships between people is what kept us together to make it happen, regardless of what was happening outside.

On a normal basis, I had to transform how I keep in check with my team and keep the team spirit alive. We used to have the coffee space where we would run into each other and have a short conversation, getting to know each other a bit better. Now I keep daily virtual checkpoints with my team, where everyone is welcome to participate if they wish, and there we talk about whatever we like. Additionally, on a monthly basis, we organize virtual team building activities to continuously develop our trust in each other. At work, we constantly tell each other that being honest and transparent is the way forward, and this has kept us true to our values.

While many have adapted to the situation, there is still a strong sense of hope of "going back to normal". I believe society has already changed, fundamentally, and the old normal does not exist anymore. While the road ahead is still dark and full of unknowns, leaders must look back to learn from the recent experience, while leading their followers through this tunnel, shining some light over the way to the other side.

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# VISION – THE STAR BEYOND THE SKY

## QUICK THOUGHTS FROM ZERO TO INFINITY

written by Marcella Zoccoli

Jyväskylä, Finland 05.08.2020

Dear *future Me*,  
How are you?

I do not know exactly when you were born, but the time has come to share something that you own.

Your human vision moved on a leadership rough terrain where, sometimes, fast bets and shortsighted strategies, that preceded the human actions, were floating deviously between the possible that became impossible and the unexpected that turned into the realizable (Morin 1999). Uncertainty, which had only to have dwelled in actions, and not in vision, traveled dangerously on the path, beside the *wisdom* and the *sense-making* (Northouse 2018, 48). If no other choice than to apply a *strategy*, with the time you re-directed your vision, through some *prudence*, that enriched your leadership approach with *practical wisdom*. Please notice, although the three pivot elements this skill was forged, the *intelligence*, the *experience*, and the *goodness* (Adair 2013, 61), they did not follow the path of perfection, but instead the route to excellence. It was there when you met the *voice of fear*, *cynicism*, and *doubt or judgment* (Sharmer 2013, 23) and after countless twists and turns, finally they shaped *discovery* and *improvement* (De Bono 1998), and at the best of your human mastery, you sketched a map to reach your vision, the map towards your *Infinity* with origin your *Zero*.

Maybe you did not know, "*the map is not the territory*" (Korzybski 1933) and you embarked on something that in reality was mirroring the *Endurance* adventure! [1] For longtime while sailing the ocean of the business, you faced the black and whirling waves of the human goals for-profit, but after such a hard and painful life experience, and eventually succeeding, you discovered there was a chance to make the magic and to transform the nature of the money in something higher, to build relations based on trust and respect for the values and the norms fundamental for the wellbeing for both the individuals and the organization (Branca 2019, 177). That kind of gentle compassion, the spirit of collaboration that transforms and trains humanity, through an example

of responsibility: a universal responsibility and sensitive aware approach to influence the actions (Dalai Lama 2002, 69).

So, with goodwill, constancy, and dedication you adjusted the map, aligning it to the awareness fact, your vision was something more related to life-existence, which is free from judging instance. In fact, it was like the Guru said *"judgments about good and bad, but they are essentially human and socially conditioned. These are fine as social norms. But existence is not judgmental. It treats all of us the same way."* (Sadhguru 2016, 46).

By proceeding on your way, you then understood the fact, the failing in enrolling people in this kind of vision could create misunderstanding and miscommunication that when became the rules, and not the exception, filled the area of the frustration, with high related costs in terms of time, money, and morale. So, in that, a lesson learned, to teach: the difference between the talking and the making visions. To talk about the vision, you have just to articulate your words, but to shape and make it disposable for other human people, you must create a story and opening new spaces, which through *mindful dedication* and special gizmos will then support your people to see and expand *"...the gap between stimulus and response..."* (Ahlvik 2019) and help them to respond to the leadership journey gong, *"in a conscious way rather than automatically out of habit"* (79.) will accompany them through the unknown with faith and no fears.

Thus, you decided to build an arch between the *stimulus* and *response* and asked ancient Greeks the way they are used to do. Their *hypó* and the *ménein*, that magically create, the space in the in-between the *"disappearing"* and the *"staying"*! But because you did not know that art, you have recalled the *patience*, the most important virtue among the basic leadership skills. It showed the way, and if I am not wrong, that was the moment when *time* and *space*, they merged, and where your vision played the match and turned to *Infinity*.

You were not an architect, you were not engineer, but as you learned *"... to walk, to run, to bike, to catch a fly ball without specific instructions about the way to do it"* (Whitmore 2009, 161), you just tried, and built the arch. The more you were trying, and the more you trained your abilities to help you. It was just a matter of keeping focused on the *here* and *now* between one *stimulus* and the *response* by being present in the moment and keep high and focused your attention.

The natural work of your *"Doer"* acted for you, by keeping your *"Ego"* mind, the *"Teller"*, quiet (Gallwey 2013). The moment you tuned in this kind of approach to the performance, you resonated with your emotional intelligence (Goleman 2014). It then supported you in maintaining a wisely balance in

the cognitive effort that occurred while attempting to run simultaneously the three focus of your attention. Yes because, the internal, the external and one of the others tried to make you ending, vanquished and drained, and when worst, they made you feel lost, inside the space in India, they call *"the eye of the time"*, the Gaumukh, the exact origin of Ganga River, where the Goddess Ganga seats at 3900 meters high. There, my friend, you can see the *"time continues to melt and meet [us]... compressed and disfigured by invisible forces, the eye of time is fractured, laminated, crossed in every direction by very fine wrinkles It is a gaze with an indefinable color. White, gray, obsidian black, blue but also green."* (Cederna 2013, 138).

When successfully achieved also that goal, you thought, *"ok this work for humans is done"*; but it was the time, I remember someone tried, to make you believe there is a kind of digital *"promise land"*, where time and space are nothing, but a click, and where someone attempts to use *artificial intelligence* as a planned *"social engineering on global scale"* (Harari 2018,86–87) to extend and expand the human intelligences! It was called the Silicon Valley, but there *"...there [were] no silicon mines in Silicon Valley... [and] ...the wealth resides [only] in the mind of Google engineers, and Hollywood script doctors, directors, and special-effect wizard!"* (Harari 2014, 417).

Ah! The mind! The same place where your Western culture, each time, it adjusted action before being delivered outside. You knew that approach was *"lacking a specialized class of people who seek to experience extraordinary mental stages. It believes anyone attempting to do so is a drug addict, mental patient or charlatan. Consequently, though (we have) detailed map of the mental landscape of Harvard psychology students, we know far less about the mental landscape of Native American shamans, Buddhist monks or Sufi mystics"* (Harari 2017, 414–415).

Concretely, to avoid the risk to see algorithms mastering your human social networks, you persevered in nourishing and keeping alive your *"power of sharing experience"* with other human beings outside the virtual media, and when it was not possible, you learned to ground yourself, in your body; because you knew... you knew that without this kind of awareness, *"you will never feel home in the [physical or digital] world!"* (Harari 2018, 89), and where *"... unfortunately, over the past two centuries, intimate communities have indeed been desegregating... you can hardly build a global [virtual] community when your make your money from capturing people's attention and selling it to advertisers."* (89.)

So, you turned your gaze and look for something new to save your vision. You heard about 101 Zen stories saying that every attachment to the material

aspect of life generates expectation, the illusion of gain, and loss, therefore, generates fear of loss, obsession and restlessness. Someone told you *"the attachment to an idea of what we should be, or what we should not be, can distract us from the present and paralyze us, preventing us from carrying out the actions we could take to really progress"*. So, after reading the Zen story of the two teachers Unsho and Tanzan [2] with your surprise you asked yourself, *"should I become a Buddha?!"*, but how a very normal human being made of body, mind, and not just a spirit can re-engineer the system and change again direction?

The more you looked for answers, the more you were seeking for new questions, and so, to get ready, you asked some experts... at what time the change could happen?! *"for Aristotle, philosopher of the actual, time is nothing more or less than the measurement of change: "If nothing changes, there is no time."* [While], Newton, on the other hand, founded his physics on the premise that there is such a thing as absolute time – and absolute space, too, but that is another matter – which passes in a seemingly Platonic somewhere, *"independently of things and of their changes"*. (Rovelli 2017, 55–72) You ended up much more inquiring and disoriented, and you started to talk just to yourself, despite some branch of business and education considered it unproductive and far from "mental health"; you knew that was the most fruitful time to make your talent shines (Estés 1993, 287).

But still, because you were not programmed to conform to those external thrusts that force you to *"stay the course"* others want or impose you, your inner power proceeded ahead beyond your logical understanding. By rummaging through your knowledge data memory and your warehouse of dreams, you reframed your vision. Through your unstoppable leadership towards the change, you reordered the thoughts and actions in social "open boxes", as Parsons said (1951), but ensuring so that the value of the intimacy in the human relations was recreated to offer the scent of freedom (Simmel 1907).

You then reshaped your social system world, by reproducing in it the AGIL model (Parsons 1950), the one in which individuals are because they play specific roles; and wherein the in-between the *"universalism and particularism"* dichotomy, makes *"actors relate to others on the basis of general criteria or criteria unique or specific to the individual concerned"* (Scambler 2014).

Well, for some time, it worked. Then a change, again, because by looking better behind the AGIL model, you found that humans' (FR)AGILities can make fall apart from their interactions. And once again the sharing was the key: only through shared vision humans could recognize the universal function in their



interactions and only a new kind of leader could serve a greater purpose. The recognition of that specific role was mandatory, like the fact to go beyond the limits offered by the suggestive LMX theory (1975–1995), in which the *in-group* and *out-group* situations-characteristics made transit the journey of the leadership through potential emotional ambiguities.

In fact, during the path, sometimes you have been an object of emotional abuse, you have been mocked, or bullied, and mobbed because of your divergent thought, too much creativity, or love for the highest and best good. But please, do not despair or blame, and don't complain! You have been also admired, esteemed, respected, and celebrated! With your tenacious temper and audacious temperance, with the elbow of the heart, one day you broke that ceiling glass! You eliminated the boundaries, you opened new unknown spaces in favor of for your new Self and that of those who really care! (If I am not wrong, those were the years, the moment Lakshmi and Minna appeared, and met).

In this way, you reduced the measure of the grey areas of expectations, you gained the distance from judgment and sense of guilt, and with greater freedom to concentrate and work, your responsible power has grown. The beneficial consequences, through excellent performances, are there evident in front of you, in both the personal and the collective level, you can see them from your up there!

Once you reached that stage, arising from the ashes, the renewed vision, like a "*mana*" [3], generated new emotional energy and "*infected*" and attracted more individuals, and you started to understand, feel, and care through the gift of acceptance, forgiveness, and restitution. By generating a bond, creating that trust necessary for exchange, you traveled all together to the "*sources of leadership*", to see from where your vision is nourished through spirituality, human business, and technology.

Because you strongly believed "*the transition from monologue to dialogue is the birth of man.*" (Valeri 2013, 265), you reminded the elders and youngers to offer an act of sharing, being able to show the way, to see it first and offer then; you fostered and helped them to share a common vision, as the leader is required to gift it to his/her people.

You gave it as a gift, spontaneously, as an act of "... *freedom without any duty, even without the duty of gratitude.*" In your leadership process existence, the human individual and social relations were not "*occasioned by any gratitude, [in them] lies the beauty, a spontaneous devotion to the [each] other, an opening up from the "virgin soil" of the soul, as it were, which cannot be matched by any subsequent gift, no matter how superior its content.*" (Wolff 1950, 392–393).

Furthermore, from the perspective of the vision, when you were thinking about the future, your first concern was always for those generations (Millennials and the Gen Z and those to come), who were required to perform their alchemy by arising their life's bar risks without having enough experience! According to some, they should be able to show to the world they are the "*new emperors of the modern culture*" (Haber 2016, 127–133) meant to achieve the change, unlash and launch, without a parachute, their potential power of collaboration, the entrepreneurial, sheltered, accessible and responsible attitude.

Because of that, at some point, you deservedly earned the title of *Teacher*, although you did prefer to be addressed as "Usher", yes, you did read that well, the guardian of their leadership skills' gate-cycle. At least of those willing to empower the talent, to develop the skills needed to neutralize the risk, or at least reduce the possibility to encounter *the spitted alienated soul*, the one that travels between the finite and infinite, and make you feel, a really "*Unhappy Consciousness*" (Hegel 1780–1831), instead of being a joyful and happy part of Oneness.

To overcome that thread, you really tried your best. You used and applied all words, all colors, and shapes even the *Western Golden Circle* (Sinek 2014), the *Eastern Enso* one (c.2000), the *Nordic Sampo* (Lönnort 1835), and the stories and anecdotes your father passed you, those about his childhood spent playing in the *African jungle*!

You taught and help them well, by simply finding the time to explore your own *Why* and formulate your *HOWs* as Sinek showed himself (2018, 158). I know, I know, it was again just a very new beginning of another never-ending journey, accessible to all, but not for all! Especially in the hard part of the start, where combining the *here* and *now* by acting in accordance with the purpose and the intention, living and embodying them, day by day learning to share them with others, required a great rock-solid motivation and consistency. Not all of them they were born motivated as you were; someone reminded you *Vainamoinen*, one of the characters of the Finnish epic *The Kalevala* [4], who in order to win the hand of the Maiden of the North, he entered the mouth of the giant, descended to his stomach, causing some distress to him in order to retrieve some magical words to accomplish the goal. Some very few, they were free riders, they tried to cause, here and then, a bit of bearable distress to the collective work, and attempted, without success, to make you end like that Giant itself.

But yes, there is always a bit of but! Even though you were not grown in the *Moominvalley*[5], in Finland, as you may not know, it was – at that time

– the happiest country of the world, fortunately, you did not *”spend your life until [you were] twenty deciding what parts of yourself to put into the bag and spend the rest of [your life] trying to get them out again.”* (Bly 1988, 35). Also, because and this is something you may not know, the pyramid of needs, well, it looks like Maslow never has drawn! (Bridgman, Cummings, and Ballard 2019). So, you had the time, the energy and some more chance to freedom, to adjust again the journey, and when happened to see some thought or emotion *”shaped like an ape and moved like an ape”* inside your inner self, instead of using harshness, you pushed, the special button of the awareness.

By extensive traveling the planet from North to South and from West to East, you learned this trick, and, where you encountered human apes who tried to confuse your mind again, you designed the *”antidote”*: your mindful leadership. You discovered its raw form during your *”incredible India”* very first moment. It is an ancient remedy that fosters a *”... never-ending process creation, in which the aspects of the leading of the Self, the elements of the emotional intelligence, the mindfulness as a way of seeing [a mindful sight], the meditation as a tool and the actions meant to execute the insight contribute to creating a network of opportunity for the chance to become a Mindful Leader, experiencing leadership with an awareness-based approach”* (Klogs 2018,25) and when your skills’ sky is clear enough, you see your **Vision-star** shining and driving force and light to you.

I know, I know, still, often, in some business and educational environments, the vision of others sometimes was confused and wrongly interchanged with their mission, which through its statement it should *”define(s) what the organizations aim to achieve, and its core business and activities”* (Mullins 2011, 509), and they did not know that *”a motivating and forward-looking vision is essential for transforming organizations or institutions or whatever process of leadership...”* and furthermore provides *”hope and faith for a better future”* and so *”it is necessary it is clear, understandable, challenging, idealistic yet achievable”* (Nahavandi 2015, 314–315). This is the reason some leader was used to tell you fakes or jokes instead of real authentic stories, just to perform some acts for the Ego’s glory. Instead, by appealing and framing the high ideals, and the journey’s destinations, while showing visionary ability you *”enunciated a shared mission, able to speak sincerely in a way that people sense and feel to collaborate for a common aim.”* (Goleman 2011, 132).

You know, your Vision is *”... an attractive, ideal future that is credible yet not readily attainable. It is an ambitious view of the future that everyone involved can believe it, one that can realistically be achieved, yet one that is better in important ways than what now exists.”*(Daft 2018, 400).

But if one is not *"flexible enough to encourage the possibility of finding alternative power sources"* and *"influences the change..."* and *"... gives a sense of continuity"* (Yuki 2013) nothing of your leadership will serve its move and stay. I know, your vision is unstoppable, and at some point, you could have felt to be so tired, and whatever step and change it was like falling again like in Dante's circles of hell. But each time you felt to be among those who are in suspense, *"tra color che son sospesi"* (Inferno Canto II, v. 52.), you gained the experience, and despite your human limitation you attempt to reach and grasp the supernatural dimension (Piantoni 2019). You never gave up looking for new sources of wisdom and inspiration. That was the time to reach a new your *"futable"* place and so to proceed ahead, you had to travel back even more in time! 15000 years ago or so, again, to India, to learn the lesson that in the womb of the change, the vision has *"only life, life and life alone"*, and that *"the death exists only to who has no awareness of life"* (Sadhguru, 2020).

Please my dear *future Me*, do not forget the fact your vision has started there, somewhere, between the *here* and *there*, and through my dance from *Zero to Infinity*, I did my best to make of you *"a future that is substantially different from the status quo"*. (Daft 2018, 401) and, like Hitt (1988) said, its nature, is, was and always will be *"like a star drawing along the path toward the future"*.

And... as the professor-poet Santayana (1953) said:

***"I give back to the earth what the earth gave,  
All to the furrow, nothing to the grave.  
The candle's out, the spirit's vigil spent;  
Sight may not follow where the vision went."***

You will find me there, take care!

Your past ME



Figure 61. Vision – the Star beyond the sky  
(images adapted by the author – sourced by the creations of Chiara Gentile)

## NOTES

[1] Lansing, A. 2000. **Endurance: Shackleton's incredible voyage to the Antarctic.** Orion publishing. Incredible story of the Endurance (ship) and Sir Ernest Shackleton.

[2] From **101 Zen stories, A Buddha.** "In Tokyo in the Meiji era there lived two prominent teachers of opposite characteristics. One, Unsho, an instructor in Shingon, kept Buddha's precepts scrupulously. He never drank intoxicants, nor did he eat after eleven o'clock in the morning. The other teacher, Tanzan, a professor of philosophy at the Imperial University, never observed the precepts. Whenever he felt like eating, he ate, and when he felt like sleeping in the daytime he slept. One day Unsho visited Tanzan, who was drinking wine at the time, not even a drop of which is supposed to touch the tongue of a Buddhist." "Hello, brother," Tanzan greeted him. "Won't you have a drink?" "I never drink!" exclaimed Unsho solemnly. "One who does not drink is not even human," said Tanzan. "Do you mean to call me inhuman just because I do not indulge in intoxicating liquids!" exclaimed Unsho in anger. "Then if I am not human, what am I?" "A Buddha" answered Tanzan." (Motti 1997, 27).

[3] **Marcel Mauss** (1872–1950) disciple of Durkheim was used to say, the *”Mana is not simply a force, a being, it is also an action, a quality, a state. In other terms the word is a noun, an adjective and a verb... On the whole, the word covers a host of ideas which we would designate by phrases such as a sorcerer’s power, the magical quality of an object, a magical object, to be magical, to possess magical powers, to be under a spell, to act magically. ”Words such as orenda and mana are used to designate phenomena that are not strictly magic, but that become magical to our eyes precisely by virtue of the extremely generic sign attributed to them”* (Valeri, 2013,275).

[4] **Kalevala.17**, Inside the Giant, pages 199,216; the Kalevala book still *”occupies a place on the bookshelves of nearly every Finnish home and in the curriculum of every Finnish school”* (Luthy 1981, 86) and offers interesting insights for the leadership understanding about the way a story can influence an experience, or the way to liberate an experience from the influence of the story.

[5] **Moominvalley**. *”The Valley of the **Moomins** (Swedish: Mumin) are the central characters in a series of books and a comic strip by Swedish-speaking Finnish illustrator Tove Jansson, originally published in Swedish by Schildts in Finland. They are a family of white, round fairy tale characters with large snouts that make them resemble hippopotamuses. The family lives in their house in Moominvalley, though in the past, their temporary residences have included a lighthouse and a theatre. They have had many adventures along with their various friends.”* (sourced from: <https://en.wikipedia.org/wiki/Moomins> and <https://www.moomin.com/fi/moominvalley/>)

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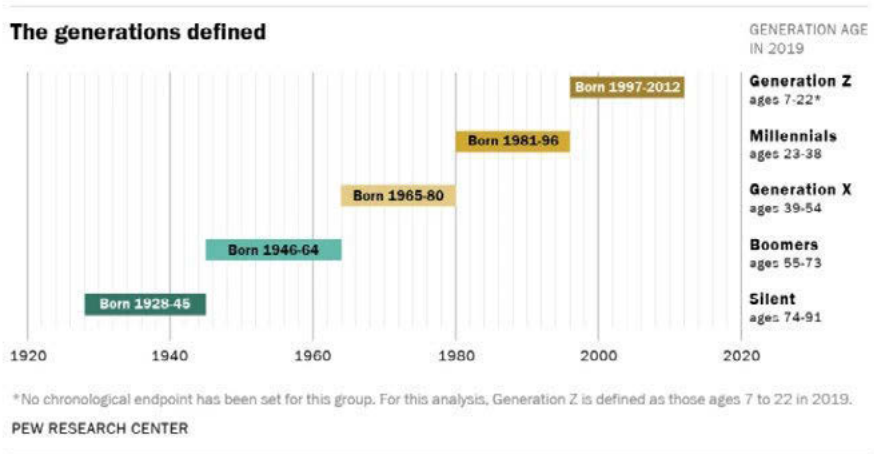
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Source: Dimock, M. 2019. Defining generations: Where Millennials end and Generation Z begins.

Article 17 January 2019 in Pew Research Center. Accessed 19 April 2020. Retrieved from <https://www.pewresearch.org/fact-tank/2019/01/17/where-millennials-end-and-generation-z-begins/>



# APPENDIX

## BASIC LEADERSHIP SKILLS – THE COURSE *EDITIONS TIMELINE, INFO, CURIOSITY, PEDAGOGICAL AND LEADERSHIP ATTITUDE*

designed, created and delivered by Marcella Zoccoli

The course timeline and some info and curiosity, along with the pedagogical and leadership attitude could support the reading orientation, the understanding and identification of the features of each semester combined with the content delivered in the student-authors' contributions in this eBook.

The comprehensive information about all the writers of the book (editor, students and guests) is listed in the dedicated area. As mentioned in the preface, the launch of the course was in Fall 2016; the first two editions of the course were titled "Leadership"; then, from the implementation of Fall 2017, the course was named Basic Leadership Skills (BLS), by the School of Business management.

The course is an active, operational, and always updated elective course, or as I am used to say to my students, it is a "**(S)**elective course". Prior to the course starts, the students are warmly recommended and facilitated to commit towards themselves as individuals first, and then to the course, with responsibility, trust, creativity and respect.

It is open to the bachelor's degree JAMK School of Business and some other schools/units and it welcomes the exchange students coming from different partner universities and study fields. The context of the course is international, intercultural, interreligious and interdisciplinary. It follows JAMK Ethical indications and the *Intended Learning Outcome* guidelines of the School of Business.

In the Table 7 are collected the info about the course semester of reference, the socio-cultural general theme of our leadership path, the collective attitude/ name of the class, the material produced, and the pedagogical tools used in the course (digital devices – contemplative practices).

TABLE 7. Basic Leadership Skills course: editions timeline, info & curiosity created by Marcella Zoccoli

Timeline	Socio-cultural Theme	Collective attitude	eBooks	Making of	Pedagogical tools	
					Digital space & device	Contemplative space & practice
Fall 2016	The Knights of the Round Table	Leadership <b>Pioneers</b>	Flying on the Eagle 2018	The Leading of the Self outdoor training at Hippos	neolms.com + APP jaxber.com	In-class meditation
Spring 2017	Leadership, Business and Meditation	Leadership <b>Designers</b>	Flying on the Eagle 2018	The Leading of the Self outdoor training at Hippos	neolms.com + APP jaxber.com	eMerge© project (Leadership & Meditation)
Fall 2017	The Mindful Class	Leadership <b>Simulators</b>	Flying on the Eagle 2018	Videoconference with the CEO Niccolò Branca Branca Int. SPA	neolms.com + APP jaxber.com	In-class meditation
Spring 2018	The Sampo in the Kalevala Finnish epic poem	Leadership <b>Disruptors</b>	The Apple and the Candle 2020	The Mountain of Leadership	neolms.com + APP jaxber.com	Be the change (meditation)
Fall 2018	Enso the Infinity Circle	Leadership <b>Creators</b>	The Apple and the Candle 2020	the creation of the e-Magazine Creating Leadership	neolms.com + APP jaxber.com	Week 42 The SILENCE week & Pre-class meditation
Spring 2019	Crossing new paths Human & Artificial Intelligence(s)	Leadership <b>Philosophers</b>	The Apple and the Candle 2020	Articles published on e-Magazine Creating Leadership	neolms.com + APP jaxber.com	Wellbeing event 25.04.2020 mindful meditation
Fall 2019	The Shape of Water (Human Business Angels)	Leadership <b>Evolvers</b>	The Apple and the Candle 2020	Articles published on e-Magazine Creating Leadership	neolms.com + APP jaxber.com + WhatsApp	Wednesdays MeditAction © + one-to-one coaching sessions
Spring 2020	#LeadershipROUTE2020 Spirituality Business Technology	Leadership <b>Change Agents</b>	The Apple and the Candle 2020	Articles published on e-Magazine Creating Leadership & Video production	Moved ONLINE zoom + WhatsApp [ + one-to-one coaching session online]	ONLINE Becoming Leadership: 5 weeks "Kontemplative Praktices Parkour" © Meditation & Yoga

The **pedagogy** embedded in the course is continuously adapting and evolving according to the attitude of the class, the present moment conditions and the situation in which the course is delivered (as an example the unexpected Covid-19 event that abruptly caused the reshaping of the course design). Flexibility, versatility and adaptability are features of the course. The multidisciplinary background the students represent and the way they move into the course through their personal – *concealed* or *revealed* – talent, transform the course in a "school of leadership", a laboratory where to learn the theory, apply the theory to the practice and create the own practice of the practice (Wenger 1998).

As a teacher and facilitator, for this kind of course I apply my expertise in evidence-based coaching that I support with some elements of sociology and positive and cognitive psychology. This allows me to lead and to manage the personal and collective emerging material in a way to adjust our work according to the disciplinary direction our leadership journey takes in that specific course time. Usually I work with the assistance of **Theory U** (Scharmer

2016), the **Action-Centered Leadership model** (Adair 2007), the **Black Swan** (Taleb 2009) and my own creation, the **Mindful Leadership Tempo model** (Zoccoli 2017).

As I can quote myself, in a paper published in 2019, *"the pedagogical debate about what kind of learning theory, among those available in the current pedagogical panorama, could fit with the requirements of the students in the 21<sup>st</sup> century, is still animated and passionate (Breslow, 2015). A balanced mix of theories of learning seems to be the trend of some pedagogical approach for the education of youths; especially when they are exposed to an international and intercultural environment faced by multiple challenge, where the technology is a presence, and where "the activities ..." become "... practices in order to learn ... [and] are more like growing or developing ourselves and our society in certain (connected) ways" (Downes, 2007)."*

As an indication for the readers, the BLS course is *"following some general guidelines, as for example those indicated by OECD Education 2030 project (2018) and allowing at the same time, tailored-made adjustments according to the human beings involved and their specific attitude, talent, skills, motivation, courage, and passion."* (Zoccoli 2018). This is the reason the three learning theories, **social constructivism** theory of Morin, the **project-based learning model (PBL)** and the **connectivism** (both Siemens and Downes, different angles) can be combined, time to time, as an example, with the cognitive flexibility theory of Spiro, the social cognitive learning theory of Bandura, and with some learning intercultural approaches emerging from the Human Intelligences involved in the course, supported by the use Artificial Intelligence and the Contemplative Practices. For those among the readers less familiar with the pedagogical theories, here following some brief information. The social constructivism theory of Edgar Morin serves the students in opening the opportunity to create their own meanings. In my opinion, today is necessary to think the functions of the teachers as facilitators, coaches, and promoters of the student-centered learning process. It is important to provide the students contents, showing the direction and then make their learning path rich of voice and free of choice. Exploration and engagement are basic in this theory as they are in this course, where the use of technology can have an important role as a source of information and tool to record the experience. Secondly, the **Project-based learning model (PBL)** although very similar to constructivism, it trains and encourages the students to investigate and respond (in the BLS course in its meaning of *respondere*, from the Latin language, the etymological root for *Responsibility*) to a specific and complex problem or challenge. Usually, this learning model is planned and assessed all over the phases of the course.

An example of PBL can be found in the article "**The Mindful Class**" written by Tim Friederich, one of the students, who described the experience in the e-book "Flying on the Eagle. Millennials' educational journey into the Mindful Leadership" (2018).

In that course semester (Fall 2017), as Tim writes:

*"...the leadership simulation has been inspired and adapted according to the work about the mindful class simulation of Figueroa (2014) called "Developing Practical/Analytical Skills Through Mindful Classroom Simulations for 'Doing' Leadership" and the work of Reich and Senge (2017), "Launching Innovation in Schools". The simulation in the Basic Leadership Skills course had the target of getting students to gain practical experience by performing and "doing" leadership.*

*There are 3 main stages of learning in this process:*

- *Knowledge through lectures*
- *Knowledge/experience through practical work and challenges*
- *Knowledge/experience through teamwork project-based learning"...*

To conclude this pedagogical panoramic, I found important and interesting the **connectivism theory** perspective, especially in the light of the current new starting season for the future of education and because as stated by Kleiner (2002) *"...Experience has long been considered the best teacher of knowledge. Since we cannot experience everything, other people's experiences, and hence other people, become the surrogate for knowledge'*. Thus, as stated by Siemens (2005) *"the starting point of connectivism is the individual" and "it involves flow of knowledge between humans and non-humans, a network comprising connections between entities which he termed as 'nodes'. These nodes are individuals, groups, ideas, resources and communities"* (Shrivastava 2018). As I follow my thoughts *"that learning, and knowledge are possible in presence of diversity of opinions. The skills and capacities in knowing more, are more important than what is currently known. Developing the ability to see and find connections between subjects, fields, ideas, concepts and theories is a core skill and reward in applying the connectivism theory. In the digital era of technology where sources and resources are both human and non-human and available in a faster way, this theory can support students in designing widely their learning and knowledge"* (Zoccoli 2019).

For more information about the pipe as a knowledge and skills conductor, you are welcome to visit my open-source article "**Connectivism, the pedagogical social fabric and the pipe as a knowledge and skills conductor in the professional identity formation of the student in higher education in the 21<sup>st</sup> century**" (Zoccoli 2019), published on JAMK Electronic Journal of Evolving Pedagogy in which I explored: the learning alliance, the dimensions of the individual experience – the learning ecology as a mindful experiential mirror in the student professional identity formation – and the network-value creation – the traditional or the virtual class as the learning living organism.

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***The Apple & The Candle* – the places that inspired the title in Jyväskylä, Finland**

the figure has no number – It has been readapted-created by the editor,  
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The attitude and willingness to seek, explore, discover, develop, and share human talents, skills and virtues necessary for personal-professional evolution as an active human dynamic process of leadership has connected and bonded the students and the guest writers of this book. The Apple & The Candle is a unique album of "polaroids" that shows human transformative leadership experiences intertwined with spirituality, business, technology. The use of contemplative practices as pedagogical tools can contribute to the achievement of conscious living and learning in the physical and in the digital environment, and when, events as the Covid-19, abruptly call human life to happen and manifest its essence and energy in a non-human ambiance. In the role of actor-witnesses, the authors message their leadership stories happened during an epochal evolutionary passage for humanity, in a human, simple, and natural way. The challenges and the chances, in the here and now, mark the inevitable moment when the human leadership experience ought to happen.

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