

The Practice of Self-organizing Leadership in Team Development: A Team Leader's Responsibility to Model the Way

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Preamble.

This article has been prepared as a practical guide to focus attention on the important role and responsibility of the Team Leader in undertaking and managing self-organizing leadership work using the Process Enneagram© approach developed by Richard N. Knowles (see various endnote references) as a tool for team development work. Publication of this article on the Center for Self-organizing Leadership (C-SOL) web site is with the permission of the Board of Directors of C-SOL who have acted in an advisory and editorial capacity. It is intended by the author that this article be used by those who engage in this work to assist Team Leaders in understanding this work and their role in supporting the growth and development of the team. *All rights reserved.*

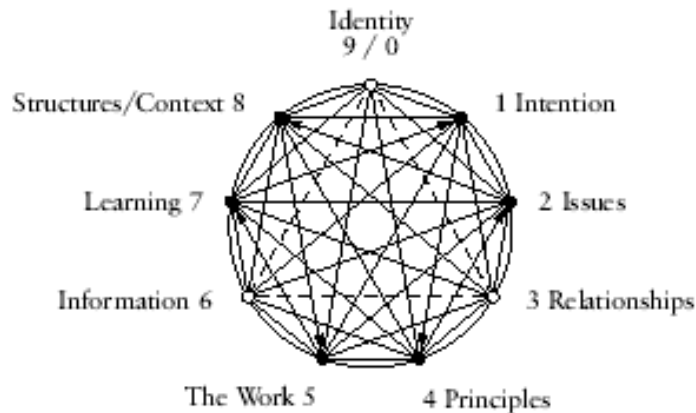
Background

There is a considerable source of literature available pertaining to the topic of team developmentⁱ. Most often, this work is presented in a manner that suggests that if you cover the main topic points regarding how teams have been found to work, often following a recommended step wise process, you can achieve success in building and maintaining an effective team. Examples are presented to emphasize key points, principles and laws of effective teamwork and to draw attention to either functional or dysfunctional behaviors in teams. Team leadership and facilitation skills are usually included as part of the cadre of skills that need to be addressed in building high performance teams. For the most part, these approaches add value and have application to team development work in a variety of ways. So why do teams continue to require more and more of this type of approach? Why are these kinds of approaches not usually seen by clients as sustainable? Why do team leaders and team members keep searching for new and better ways to build functional teams? What's missing?

I believe that the answer to these questions can be addressed in a very simple and direct manner. Teams primarily behave 'as if' they are functioning like a complex, adaptive systemⁱⁱ. They also function through a complex response process of 'relationships'ⁱⁱⁱ that affect the team's sense of identity, which is emerging through this process. These relationships are critically linked to the way team members share information and develop both individual team member and collective team senses of identity. The concept of self-organization^{iv} and further work involving self-organizing leadership^v speaks to this dynamic within teams. We are talking about a living systems perspective. What many more traditional team development approaches miss is understanding this dynamical, living systems complexity and the nature of the interactions and inter-connections that become the essence of what teams are about. The concept and use of the word 'team' is seen as a noun, rather than as a process that is ever emerging and growing in the moment. This latter perspective is what the Process Enneagram© approach brings to team development work.

Over the past two years, working with various public sector teams in Canada as an organizational development consultant, the concept of self-organizing leadership has been applied, using the Process Enneagram© developed by Richard N. Knowles^{vi}. It has been my experience that this process, in a very systemic and unique manner, integrates all of the essential components found today in team development and team building literature into a holistic approach to developing and

maintaining effective teams. What the Process Enneagram© approach offers is a way for teams to 'see' themselves as they emerge and evolve in the daily practice of being a team. Using this approach, a 'mirror' is created and continually adjusted to reflect the degree to which teams are actually functioning, based on the nine component elements that comprise the Process Enneagram©. These are as follows: *identity, intention, issues/tension, relationships, principles/standards, the work, information sharing, learning and structure/context*. Representation of these nine component elements in the Process Enneagram©, as developed and presented by Knowles, is as follows;



**The Living Systems Patterns and Processes
The Process Enneagram© Developed by Dr. R. N. Knowles, 2002**

Upon simple reflection, one can quickly see that all of the key points required to be addressed in team development work are found in these nine component elements. What is quickly apparent, however, and found lacking in more traditional team development approaches, is the inter-relationship and connectivity that is present in the way the Process Enneagram© is described and used. Every component element is connected to every other component element. When one changes, all of the others change. This 'dynamic' mimics the process and pattern seen in teams as they function (or not).

We can quickly discover this dynamic by taking any simple relationship among the nine component elements and describing what happens when one thing changes. For example, when environmental changes force team members to readjust they way they have been doing some task together, new relationships and ways of sharing information emerge. Learning from these new relationships is often followed by revision to the work undertaken, the structure and context of the work itself and the way issues are addressed. The team's sense of identity is impacted, as new ways of 'being' together require a re-grounding in the norms (i.e. principles/standards) supporting the various relationships emerging and being established within the team. As suggested, no one component element can change without affecting all of the others. In this way, the Process Enneagram© represents how the team, functioning as a living system, actually works. By doing so, it both establishes a pattern recognition process for monitoring team functionality and provides an accountability structure for holding team members accountable to each other in their work.

Having described the Process Enneagram© as an approach to team development, it would seem a simple task to merely implement this process and reap the benefits of sustainable team development and maintenance. One would of course rely on trained facilitators practiced in the art (and science^{vii}) of this approach. But evidence gained through several years of practice working with clients suggests that there are many aspects to this work.

In order for this work to be successful and truly sustainable, the following list of key areas for reflection, preparation and follow-up must be addressed. There are several essential qualities and capacities for leadership that accompany this work, without which overall effectiveness and sustainability is limited. Most importantly, the Team Leader must act as the 'steward' of these qualities/capacities and as the 'initial leader' in maintaining the team's work, using the Process Enneagram© approach.

The Team Leader's Areas of Responsibility

The Team Leader must address and incorporate each of these qualities and competencies, *before, during and following* the initial Process Enneagram© work. Let us examine each of these important areas.

1. Behave with the highest level of *authenticity* and *integrity*.

Building a *trusting* relationship with all team members is essential. The desire to have this relationship is often assumed in working with team leaders. For example, *why* would a team leader, as client, not want to be authentic and act with integrity? The answer to this question is complex, and needs to be explored early in the preparation stage. The reason for this is that the Process Enneagram© approach brings out the underlying structures and patterns present within the team's relational dynamics and the Team Leader must be prepared to address his/her own capacity to be honest and open with whatever emerges. Having expectations of others within the team to be authentic and honest works both ways. The Team Leader needs to take time to reflect and to 'own their behavior' before engaging in this work. This is frequently seen by clients as challenging work and requires an understanding and supportive facilitator and coach who is fully versed and practiced in using the Process Enneagram© approach. Working together, the facilitator and the Team Leader (as client) emerge with a stronger, trusting relationship as the Team Leader becomes better prepared to engage in and manage the process.

2. Be *committed*. People need to want to work together and to know that there is commitment to being a TEAM.

One of the most important factors associated with this work is commitment. As with many team development initiatives, Team Leaders generally purport to be fully committed to the team development process but closer examination indicates that this is often short term and contingent on other factors. Sometimes, the pressures of just getting by with whatever works drives the initial motivation towards team development work. It takes seasoned leadership experience to know that short-term support is insufficient to achieve sustainable team performance. This is critically important in doing self-organizing leadership work. Once the team members begin to sense that there is potential value to working differently together, they need to be reassured that this is not just another 'flavor of the month' as so many team development initiatives become. The Team Leader must clearly communicate and model this commitment to being an effective team.

This commitment to being a team is not just something that the Team Leader must face, however. It extends to all members of the team. When there is a difference of opinion about whether there needs to be a team and why the team approach is important, the Process Enneagram© approach is generally unable to overcome this difference. Underlying reasons for why people feel the way they do about being a team must be addressed first.

An example of a lack of this need for commitment to be a team has been experienced by the author and demonstrates the importance of getting clear on this point before beginning the process of team development. The example shared here involves a group of people brought together as a larger 'team' to address the functioning of a smaller team whose members comprised this larger group.

The smaller team had recently experienced the Process Enneagram© approach and was preparing to present this work to the larger group in a workshop setting as a way of demonstrating their capacity to practice self-organizing leadership in their work.

There was an assumption made by the facilitators and the smaller team members that the larger group was generally able to see itself as a team. While the smaller team clearly saw itself as a team, the larger group in reality did not. Efforts to hold the larger group together, as a team, failed. The intentionality and identity of the larger group was not clear and attempts to bring clarity only resulted in confusion, frustration and resentment that people had not had a better experience together. What would have worked better would have been to address the larger group's capacity to see themselves as a team, before engaging with the smaller team presentation. This would have clearly demonstrated that there was major dissention on the part of the various larger group members in wanting to function as a team. Major political and positional forces would have been evidenced which might have lead to a re-thinking of the need for the larger group to be a team and the exploration of other possible ways to structure the relationship between the smaller team and it's various stakeholders.

While the Process Enneagram© approach may have been used as a way to open up this conversation, it would not have been useful in building a framework for this group who clearly did not see themselves or want to be a team. The reason is that team members need to be committed to each other in wanting to truly be a team, before the work of team development occurs. The role of the Team Leader in this work is also critical to success. When the leader of any 'group' is not seen as commitment to the concept of being a team, there is little that the Process Enneagram© approach can offer other than to open the conversation for this awareness and help create the possibility for working together in a different way.

3. Be open, talk, but *listen more*, and be available to people who need to share their observations, thoughts, feelings and wants. (Open communication means a free flow of information)

An essential feature of being a model for self-organizing leadership is how one listens to others and remains open to the possibilities. The Team Leader must practice deep listening skills, not simply hearing what people have to say, but listening and being receptive to why people say what they say and what that says about being a team. This way of listening and communicating has far more to do with dialogue and far less to do with discussion. It is about balancing advocacy and affirmation with the commitment and motivation of truly hearing what people are saying and why they are saying things.

Complimenting this need for deeper listening is the ability to share and to give information freely, without limiting or making personal assumptions about the capacity for this information to be of service to people. We have all heard the expressions, "good enough information" and providing information on a "need to know only basis". These are examples of restricted information flow. Keeping your cards covered and only showing some of what needs to be shared is poor team leadership. Of course, there are situations in which certain information must be held confidential for security and personal reasons, but this is far less the situation than what is generally experienced in organizational life. Information is power, and withholding information is often seen as a key factor in maintaining power. This is antithetical to self-organizing leadership. People need to know what they need to know to do their work as team members and only they can determine what that is. Artificially limiting information in any way, except in specialized situations as noted earlier, is a restriction on the capacity for team members to be all they can be. The free flow of information must be an established practice if teams are to be truly self-organizing in their leadership capacity.

4. The journey isn't always easy. *Letting go* of paradigms and unconscious assumptions is challenging.

It takes time to change behaviors and established habits because boundaries (seen in the form of different paradigms, sets of assumptions, value and belief structures, worldviews etc) exist in all relationships. They take time to discover and become aware of through active reflection, and usually take a great deal of energy to change. Boundaries^{viii} need to be managed in teams. Simply asking, "Who needs to be involved with us?", is a boundary issue. Energy is also released when boundary issues are addressed and change occurs. This energy needs to find a new home. (e.g. "All behavior is permitted except that which is not permitted")

Moving from *holding on* to *letting go* is a big step for most people and especially for Team Leaders. Our success as leaders often comes from doing things that fit with the way we have done things in the past.

We were successful the last time we did it this way, so we do it again, the same way, hoping for similar success. This often works well within a cultural context that is resistive to changing "the way we do things around here". Doing things differently can be seen as out of place, fluff, off target, strange and not required. It has been suggested within the concept of social construction theory^x that we create our realities as institutions, which we then live into and become us. We see the territory based on the map we take on the journey. The map is not the territory, however. What is important to realize in teamwork is that we each have our own 'maps' for seeing the territory and unless we can share our maps and learn from each other, we can get lost very quickly. Learning is truly a way of being as Peter Vaill's (1996) book by the same name suggests.

The Team Leader must model this work, by sharing perceptions, assumptions and worldviews openly with team members. More important, the Team Leader needs to practice *letting go* of maps that no longer serve the team's best efforts. This releasing of boundaries that bind us to allow new boundaries to emerge that can hold us together as a team is the ongoing work of Team leaders and team members. Permeability and flexibility are essential features in all living systems where boundaries are concerned. While boundaries serve to identify, they also separate us and attention to things that separate us as a team need to be a major focus for the Team Leader, and for all team members.

5. *Work 'within' the bowl/container that emerges as a metaphor for this work.*

The ability to frame the Process Enneagram© approach as the creation of a bowl or container within which teams can hold themselves accountable to each other is a powerful metaphor. Within that bowl/container, team members also have a great deal of freedom in how they individually and collectively do their work. Letting this happen and encouraging the work within the bowl/container is essential in dealing with resistance to change and encouraging work that is co-created in a self-organizing manner.

The Process Enneagram© provides for nine component elements to be explored and mapped into a holistic, integrated framework that acts as a container for the work of the team. As with most containers, there is a limitation on what can be brought in and what is kept out. In that sense, a container is also a boundary as we have addressed earlier. However, since the Process Enneagram© approach requires a continual re-mapping of the container as teams learn and become aware of better and more effective ways of being a team, the limitation of this conceptual boundary is diminished as new ways of containing the team's work are explored and practiced. The container then becomes a reflection of the team's growing work together, rather than a restriction of this work. It is a flexible and ever changing container (i.e. boundary). This is an exciting and practical metaphor for teamwork within a dynamical, non-linear and unpredictable change environment. The container created by and for the team as the latest Process Enneagram© 'map' is also a metaphor for life. It is a living metaphor reflecting the dynamics of team interaction and functionality.

When is a bowl/container not a bowl/container? When it is constantly formed and re-formed in the process of being and becoming an effective, high performance team.

6. *Slower is faster.*

We so often get caught up in doing, doing, doing, and forget about the need to stop and reflect on what that 'doing' is all about. Chris Argyris and Donald Schon^x have written extensively about this dilemma and the need to shift from single to double-loop thinking. Robert Hargrove^{xi} has encouraged us to go beyond to triple-loop thinking by not only thinking about why we act as we do, but why we think and feel the way we think (and feel) in acting the way we do. This requires us to look for the underlying patterns, structures and processes that guide and direct our actions and to work with the interconnections we find and see as having potential for us^{xii}

Taking the time required is not an option in this work. Team Leaders must demonstrate this practice and take opportunities to support the team's efforts to slow down and reflect on its actions. A Team Leader who continually wants to do more and be more at the expense of thinking about what is being done is in danger of losing the capacity to hold the work of the team within the co-created container established for this work. There is space and time within the work of the Team, as framed by the container created, to take time to stop and reflect on what it is happening and what it needs to be done differently, based on what the team members are learning. Applying this learning is as important as the learning itself.

It takes time to think about things and to practically use this learning to improve and grow as a team. The Team Leader has an important role here to ensure that this time is made available and to contribute to this reflective work.

7. Maintain *accountability*. Remember that this is a ‘transactional relationship’ and not one-sided

Using the Process Enneagram© approach to create the container within which the team agrees to operate is one thing. Actually operating in this way is another. This is an issue of accountability. Team members need to be held accountable for their actions, most importantly for living the principles and standards set forth as part of the container created for their work together. This is by far the most essential part of this work. Without an acknowledged accountability to each other and a commitment to live this way, teams fail to become the best they can be and fall into the trap of avoiding conflict, doing just enough to get by and living at a level that is far less than their potential.

The Team Leader must understand this and deal directly with patterns of practice that are inconsistent with the way that the team has agreed to be together in their work. The team leader must not be confused by the notion of *letting go*. While it is important to let go of paradigms and assumptions that no longer serve the team, it is imperative not to let go of the principles and standards the team has agreed to live by. This translates into an agreement or ‘transactional relationship’. As the Team Leader supports more self-organization and self-organized leadership, the team members must practice accountability to each other and to the Team Leader in their working relationships. What gets done must be done in a manner that honors the principles and standards co-created and continually re-visited by the team.

We have often seen and been critical of leaders who say one thing and do another. We often overlook this in ourselves as team members. This work is about being fully accountable, not partly accountable.

8. Ensure a level of ‘*readiness*’ to do this work. Monitor and evaluate how the Team is functioning and what it needs to do the work.

One of the biggest failings in doing this work, or any work involving team development, is readiness. Tichy^{xiii} suggested years ago that there must be a ‘felt need’ to change. An important role of the Team Leader is to know when the timing is right for team development and when team members need to come together to address issues affecting the team’s dynamics. The Process Enneagram© approach must not be overused or underused. It must be applied in situations of readiness. Earlier, it was suggested that one occasion not to use the Process Enneagram© approach is when a group is not interested in being a team. There are other times when teams need to do things first, before taking the time to reflect and use this process. Like most things in life, and especially in organizational life, timing is everything. Any technique or approach can be viewed as ineffective if is not properly used and applied in the appropriate circumstances.

Sometimes, the Team Leader’s job is simply to draw awareness to something happening within the team. This can allow members of the team to self-reflect and reassess individual behaviors and actions based on what they have agreed to do together, as visualized in the container or ‘map’. On other occasions, the Team Leader must bring specific awareness to what has been agreed to (e.g. principles/standards) and help team members talk about their behaviors. The team does not need to come together to review the Process Enneagram© every time something happens that is inconsistent with the map created. Judgment on the part of the Team Leader is important here in assessing when and where a fuller review and reassessment of the container is required.

9. The real work is *asking key questions*, like, “What do you think the purpose of work is?” and “What do you think your leadership is about?”

Team members need to be clear about what they are trying to create (i.e. purpose). They also need to have a clear sense of identity, both as members of the team and as a team. Ambiguity is a major challenge for most teams. As Stephan Haeckel^{xiv} states, “Ambiguity increases system incoherence and limits effectiveness”. He talks about four types of ambiguity, namely, ambiguity of purpose, ambiguity of boundaries, ambiguity about essential structures and ambiguity about the metric of progress. Ambiguity leads to confusion, dysfunctionality and eventually to the breakdown of teams.

Avoiding ambiguity is simple; ask questions and get clear about three things; what you are doing, why you are doing it and how you need to do it together.

Richard Knowles suggests a variety of questions^{xv} that can be asked when examining the various component elements of the Process Enneagram[©]. These are questions that provoke, challenge and seek clarity and understanding about important aspects of team functioning and performance.

It is often said that there are no right answers, but there are right questions, particularly those that are contextualized and focused on bringing new awareness to important issues. Margaret Wheatley^{xvi} has drawn attention to the challenge of working with complex systems by suggesting that while one cannot change a system, systems can be influenced to change. By asking the right question or set of questions at the appropriate time and place, that influence factor can become a 'tipping point'^{xvii} resulting in significant transformation in the system's dynamics. Since teams tend to function 'as if' they are complex, adaptive systems, applying specific leverage through questioning can change the way team members behave and work together.

10. *Keep it simple. Don't get caught up in the wording or complexity of the underlying structure of this work (i.e. Systematics).*

The work associated with the Process Enneagram[©] is based on a field of study called Systematics^{xviii}, which goes beyond and is distinct from what we refer to as systems thinking, systems analysis or operational research. Systematics deals with the larger frame of reference of how nature works, in both living and non-living systems and in man-made systems. Certain characteristics, which reappear over and over again, can be classified into types of number systems such as the dyad, triad, etc. The enneagram which is a nine point system used in the Process Enneagram[©] approach is an example of a higher-level number system. In pursuing this understanding of the field of Systematics, one could easily become challenged by the complexity of this work. That is the point here. It is not necessary for the Team Leader and team members to fully understand Systematics in order to use the Process Enneagram[©] as a tool for team development. Qualified facilitators accredited in this work are highly recommended however, since the value of the Process Enneagram[©] approach can only be maximized with the added insight, understanding and experience such accredited professionals bring to this work.

The Team Leader's role is not to be the facilitator of this approach but rather to engage with other team members in the process itself, authentically and honestly. Since the team members' inter-relationships and interconnectivity incorporate the Team Leader in a variety of complex and integrated ways, the Team Leader cannot be separated from the process of team development work. He/she is an integral part of the whole of which the team is comprised.

11. *Experiment and share experiences without blame.*

Those familiar with research work will readily see the value of experimentation. When one 'experiments', what one discovers is neither right or wrong, it simply is the result of that experimentation. Richard Knowles strongly supports this focus in his work with teams and organizations and my own practice has confirmed the value of this approach. Experimentation may support or refute a previously held theorem or hypothesis. It may bring new information to light, which can suggest other possibilities for further research and inquiry. Blame is not attached to experimentation. It is all about discovery and learning.

Shared experiences based on experimentation can afford teams a wonderful way of taking risk and being innovative and creative. Dealing with the complexity and uncertainty of organizational life and the issues that present themselves to us as team members, having an effective way of opening up the possibilities for change and growth is imperative.

As a metaphor, the word 'experiment' carries a very positive connotation. It says to team members, let's try and see what happens, with no guaranteed expectation of outcomes. So often in organizational life, we are required to focus on goals, expectations and targeted outcomes. When we do this we often overlook and miss opportunities to see the road ahead through different lenses. Keeping the blinds of the bus open as we travel down that road is as important as the road itself. Experimentation is a way of keeping our sights on more possibilities.

12. Connect with the *organizational development competency framework* and support the growth of this work.

So often in this type of team development work, we fail to support our efforts and early successes. We get caught up in the moment of discovery and feeling good about what we have learned only to lose this feeling days and weeks later as we settle back into our old behavior patterns and ways of working together, or not.

It has been my observation in the Process Enneagram© approach that linking the competencies we need to maintain this work back to the ongoing framework for competency development established within our organizations is essential for sustained growth and development. What this means is simple. As we discover new ways of being a team, of sharing information, of discovering what is important in our relationships and in dealing with conflict and diversity in an effective manner, the competencies that support these actions must be reinforced. Daniel Goleman^{xix} talks about the essential competencies for emotional intelligence that he suggests account for the majority of our required competencies as leaders. These competencies must be integrated into competency-based training programs to build and sustain the capacity for team members and Team Leaders to do the work associated with the Process Enneagram© approach.

Other competencies that can be added to the list of core competencies required in this work relate to the capacity to think systemically (vs linearly), to set clear goals and objectives in order to realize the team's intentions, information management skills, facilitation skills, and so forth. Tying the team's work within the container created using the Process Enneagram© approach to training and development programs focused on building key competencies is a key factor for ongoing success.

13. Provide *coaching and mentoring* support. *Seek support where/when required*. Be a *Servant Leader*.

Leaders are not necessarily born nor do they simply evolve to become effective self-organizing leadership practitioners. This requires support, often through appropriate coaching and mentoring relationships, augmented with selected readings, skills training and practice in doing this work.

Becoming a servant leader^{xx} is an important aspect of self-organizing leadership. Often the Team Leader is required to let go, to encourage without doing, being present to listen and to engage in team work in a manner that encourages team members to take risk, to challenge and to explore possibilities. If you are a 'hard ass' leader who's past success rests mainly in Machiavellian^{xxi} techniques, your challenges in the journey towards becoming an effective Team leader in this work will be considerable. As noted earlier, Team Leaders need to reflect deeply as they openly examine their dominant paradigms and worldviews. Working with trained facilitators and professionals who understand the Process Enneagram© approach is an important step toward this goal.

The team members also need ongoing mentoring and coaching support, primarily through those who have gained a fuller understanding and appreciation of this work. That person may be the Team Leader, another team member or an outside person trained and experienced in the practice of this work.

14. Work the three '*sub-systems*' of the map/container/bowl.

The three 'sub-systems' operating within the container created as a map for the team's work are as follows:

- a) Leadership work is in the '*inside cycle*' of the 0,1,4,2 pattern.
- b) Self-organizing teamwork is in the '*inside cycle*' of the 1,4,2,8,5,7, pattern.
- c) Mapping change/transition in the container/bowl is in the '*outside cycle*' of the 0,1,2,3,4,5,6,7,8, pattern.

These three cycles are explained in further depth in Knowles' book (*see endnote vi*). For our purposes in this article, it is important to point out a few features of these cycles, which Team Leaders need to be aware of and employ in their self-organizing leadership practice.

The first inner cycle (a) deals with the need to continually base and anchor all teamwork and related decision-making on the principles/standards (position 4 of the Process Enneagram©) co-created by the team as part of the container for their work. By reminding team members these principles/standards before addressing issues and tensions (position 2), the team members are able to hold themselves accountable to these principles/standards in everything they do. By doing so, they become 'living norms' for the team, not just espoused^{xxii}. This cycle also starts with identity and intention (positions 0 and 1, respectively) as a way of bringing coherence to how the team members 'self-reference' as a team and get clear about what they are about. This is where the team leader's leadership work is critical.

The second inner cycle is the real work of the team. This pattern of moving from position 1 through 7 and back to 1 is how the team members accomplish their work as a team. There are many examples of this process provided in Knowles book.

Finally, and equally important is the outer cycle where team members, working initially with a trained facilitator and subsequently on their own can revisit the container/bowl they have created for their work. This is often undertaken at periodic intervals where teams come together to regenerate and apply their learning and experience from practice. Where there are significant issues and development opportunities, further engagement with a professional facilitator knowledgeable about this process can provide significant value.

15. Be self aware and self-manage as Team Leader

This is about seeking balance through a living systems approach. The team Leader must set direction and be visible; co-facilitate, live with ambiguity and expect synchronicity; and become a role model. To do this requires considerable emotional competence. Being self-aware and able to self-manage is not easy and requires practice. Goleman's^{xxiii} work is an excellence source of support for this personal development work. Knowles also addresses this point in his work^{xxiv}.

The strength of the team and its ability to sustain and grow in this work is measured proportionally to the Team Leader's capacity to lead in a self-organizing leadership manner. A Team Leader who is able to be self-reflective and aware, who can apply that personal learning to managing his/her behavior in various situations resulting in supportive actions for the team is truly an accomplished leader in this work. While this competency is not restricted only to the Team Leader and is a general expectation of all team members, it is the Team Leader who 'models' this capacity and leads by example.

Summary

In undertaking self-organizing leadership work using the Process Enneagram© approach, Team Leaders must take each of the above areas into account and develop their leadership practice accordingly. Without due care and attention to these fifteen areas of competency and capacity, Team Leaders are less affective in this work based on the experience I have had over the past several years in working with clients, many of whom have been in the Team Leader positions I refer to in this article. My hope is that these observations and suggestions for improving the work of self-organizing leadership will lead to better and more sustainable progress in building effective, high performance teams.

i Refer to Katzenbach & Smith (1993), Rees (1991, 1997), Dyer (1995), Lecioni (2002), Buchholz & Roth (1987), Maxwell (2001), etc.

ii Refer to Kelly & Allison (1998), Baskin (1998), Goldstein (1994), Olsen & Eoyang (2001), Oshry (1995)

iii Refer to Stacey, Griffin & Shaw (2000)

iv Refer to Wheatley (1992), Juarrero (1999), Maturana & Verela (1980), Capra (1996)

v Refer to the C-SOL Web site at www.centerforselforganizingleadership.com and Richard N. Knowles' work.

vi Knowles, R.N., "The Leadership Dance: Pathways to Extraordinary Organizational Effectiveness", (Third Edition), 2002, available through the C-SOL web site (see reference v).

vii The underlying theory of the enneagram is found in the field of study called Systematics which can be referenced through authors like J.G. Bennett (numerous works through 1960s and 70s) and A. Blake (numerous books and articles) For a quick reference see <http://www.infoque.com/Systematics/Reference/Introduction/SMCSintro.PDF>

viii (See "The Leadership Dance", pgs 102-103). (See Reference vi above). Also reference work by G. Midgley (2000) related to the area of boundary critique.

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- ix Berger & Luckmann, "The Social Construction of Reality", 1966, Penquin Books, N.Y.
- x Chris Argyris And Donald Schon, "Organizational Learning: A Theory of Action Perspective, (1978) Addison-Wesley and further works by Argyris and Schon related to the concept of double-loop learning.
- xi R. Hargrove, "Mastering the Art of Creative Collaboration", (1998) McGraw-Hill, pgs62-63
- xii See "The Leadership Dance", pgs 114-119. (See Reference vi above)
- xiii Tichy & Devanna , "The Transformational Leader: The Key to Global Competitiveness", (1990) Wiley & Sons. Pg. 30
- xiv Stephan H. Haecckel, "Adaptive Enterprise: Creating And Leading Sense-And-Respond Organizations", Harvard Business School Press, 1999
- xv The Leadership Dance , pgs 114-118 (See Reference vi above)
- xvi Refer to various works by Margaret Wheatley, including "Leadership and the New Science: Learning about Organization from an orderly universe", (1992), Berrett-Koehler
- xvii Refer to Malcolm Gladwell's book, "The Tipping Point" (2002)
- xviii Refer to works by J.G. Bennett (See reference vii)
- xix Daniel Goleman, "Working with Emotional Intelligence" (1998) and "Primal Leadership" (2002)
- xx Robert Greenleaf, "Servant Leadership: A Journey in the Nature of Legitimate Power and Greatness", (1977), Paulist Press
- xxi Stanley Bing, "What would Machiavelli Do?" (2000), Harper Business
- xxii See endnote x
- xxiii See endnote xix
- xxiv See "The Leadership Dance" (pgs 102-3). (See Reference vi above)