

Boosting Impact and Innovation in Higher Education

The Knowledge Entrepreneur and High Diversity
Groups in Universities

Boosting Impact and Innovation in Higher Education

The Knowledge Entrepreneur and
High Diversity Groups in Universities

By

Ross Rynehart, PhD

Imagine Consulting Group International, Australia



United Kingdom – North America – Japan – India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2018

Copyright © 2018 Ross Rynehart

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. No responsibility is accepted for the accuracy of information contained in the text, illustrations or advertisements. The opinions expressed in these chapters are not necessarily those of the Author or the publisher.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78754-833-6 (Print)

ISBN: 978-1-78754-832-9 (Online)

ISBN: 978-1-78754-834-3 (Epub)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

Contents

List of Tables	ix
List of Figures	xi
Preface	xiii

CHAPTER 1	Introduction	1
	The Knowledge Entrepreneur	3
	High Diversity Groups	4
	The Relationship between the KE Role and HDGs	5
	The Need for Change in University Cultures	8
	The Issue of Intelligence	9
	Academic and Professional Cultures within Universities	10
	High Diversity versus High Diversity Groups (HDGs)	10
	Complexity, Diversity and Discourse	12
	Stacey's Complex Responsive Processes (CRPs)	13
	Individual and Group Mind	15
	Knowledge Entrepreneurs and Complex Responsive Processes	16
	High Diversity Leadership Groups (HDLGs)	17
	High Diversity Research Groups (HDRGs)	19
	Developing KEs: Breaking the Training Mould	21

Part 1 The Knowledge Entrepreneur

CHAPTER 2	The Knowledge Entrepreneur Role	25
	The Need for the KE Role	26
	The Knowledge Entrepreneur (KE) Toolkit	28
	The Four Foundational Elements of the KE Toolkit	31
	The Eight Mental Models of the KE Toolkit	33

CHAPTER 3	The Intra-personal or <i>Self</i> Components of the KE Toolkit	35
Self-Awareness		35
Mental Model 1. The Myers–Briggs Type Indicator (MBTi)		36
Mental Model 2. 5P Feedback		38
Self-Management		43
Mental Model 3. Communication Model or Filters		45
Mental Model 4. Double Loop Learning (DLL)		47
CHAPTER 4	The Inter-personal or <i>Social</i> Components of the KE Toolkit	53
Social Awareness		53
Mental Model 5. Three Perceptual Positions		54
Mental Model 6. Conversational Patterns		59
Relationship Management		66
Mental Model 7. Rapport		67
Mental Model 8. Political Landscape		71
CHAPTER 5	The Challenge of Learning	81
Learning to Be Competent		81
Committing to Practise		83
Warning: Awareness in Not the Same as Competence!		84
Mastering the KE Toolkit		84

Part 2 High Diversity Groups

CHAPTER 6	Introduction to High Diversity Groups	91
Thriving on Diversity		91
How Are HDGs Different?		92
Seven Defining Characteristics of HDGs		93
Cultural Challenges of Establishing HDGs		97
CHAPTER 7	The HDG Process Playlist	101
The Six HDG Phases		101
Facilitating HDGs		104
The Five Types of HDG Processes		106
1. Sense-making Processes		106
2. Creative Knowledge Processes		107

3. Decision-making Processes	108
4. Group Dynamic Management Processes	109
5. Learning Processes	111
Ten Symbolic Practices	114
 CHAPTER 8 Two Specific Types of HDGs	 121
1. High Diversity Leadership Groups (HDLGs)	121
Leadership and Management	122
Leadership Groups and High Diversity Leadership Groups	124
2. High Diversity Research Groups	127
Grand Challenges and Wicked Problems	130
The Challenge of Establishing HDRGs	131
The Importance of Patronage	132
Examples of HDRGs	134
Conclusion	137
 CHAPTER 9 A Hypothetical Example of a HDG	 139
Vignette: A University HDLG in Action	140
Conclusion	157
 CHAPTER 10 How to Establish and Develop High Diversity Groups	 159
The Need for a Guiding Coalition (GC)	161
The Six Phases of Establishing High Diversity Groups (HDGs)	162
Phase 1 – Casting	162
Phase 2 – Engagement	166
Phase 3 – Learning and Performing	167
Phase 4 – Performing and Learning	172
Phase 5 – Performing, Evaluating and Learning	174
Phase 6 – Performing and Reporting	175
Conclusion	176
 CHAPTER 11 Conclusion – Beyond the Boundaries	 179
The Need for Leadership, Learning and Change	180
Effective Leadership and Assessment of Skills and Culture	182
Beyond the Boundaries of HDGs	184
Beyond the Boundaries of Universities	186

The Case for More Effective Engagement beyond the Boundaries	186
The Plain Language Challenge	188
Aristotle's Rhetoric	188
Political Acts	189
A Media Based on 'Best Knowledge'	190
Into the Political Affray	191
Conclusion	192
 References	 197
Index	201

List of Tables

Chapter 2

Table 1 The Four Foundational Components and the Eight Mental Models. 33

Chapter 4

Table 2 Effects of High and Low Use of Five Different Types of Power 74

Table 3 Plotting Actors and Their Power 75

Chapter 5

Table 4 KE Competence Self-Assessment 85

Chapter 7

Table 5 The HDG Process Playlist 103

Chapter 8

Table 6 Comparing HDLGs and ‘Normal’ Leadership Groups. 125

List of Figures

Chapter 1

Figure 1	Boosting Group Performance by Increasing Diversity and Developing a HDG Culture . . .	6
----------	---	---

Chapter 2

Figure 2	The Knowledge Entrepreneur Toolkit	29
Figure 3	The Intra-personal and Inter-personal Components of the Knowledge Entrepreneur Role	32

Chapter 3

Figure 4	The Communication Model or ‘Filters’.	46
Figure 5	Double Loop Learning	49

Chapter 4

Figure 6	Conversational Pattern Map of a 10-minute Group Discussion	61
Figure 7	Plotting the Political Landscape	76

Chapter 5

Figure 8	The Competence Model	82
----------	--------------------------------	----

Chapter 6

Figure 9	Organisational Culture Model	98
----------	--	----

Chapter 8

Figure 10	Comparing Leadership and Management . . .	122
-----------	---	-----

Preface

Now, in the latter stages of my career, I am writing a book with a focus on universities. This comes somewhat as a surprise. Earlier in my career, I would not have envisaged this. However, now that I am spending substantial amounts of time working in universities, it is easy to understand the reasons for such a focus. Through my consultancy work running university-related experiential leadership development programmes, I have quickly re-affirmed my respect for universities as unique institutions that act as highly ethical guardians of knowledge, educators and researchers in a world that is wont to exploit, distort or ignore best knowledge for self-interest. Yet, I fear that universities are not seen for the full potential that they have to offer to our conflicted world. Universities are not seen as the leaders of the knowledge economy, innovation nor policy debate. In my own country of Australia, universities have been under funding pressure for some time and, to their credit, have responded with some serious re-organisation in order to remain viable. But they have failed to reimage themselves in the eyes of the community and continue to conduct teaching and research in much the same way they always have. I believe this is a shame as having had the privilege to work with brilliant minds in universities, I am disappointed that potential is not being appreciated and utilised by society. Universities must take responsibility for this and recognise that preserving their fine traditions alone is not what is needed of them in the world today. Coinciding with my consultancy work in universities has been the growing prominence of far right-wing groups that are managing to influence government policy across the globe with ideologies that pay little deference to best knowledge.

While it would be relatively easy to goad universities to be more proactive in stepping up to lead global policy-making debates, I believe that first there needs to be some cultural change and skill development to prepare for such a role. The role requires the up-skilling of academics and changes to some aspects

of university cultures. With that in mind, this book is offered as a practical first step in up-skilling universities to lead more effectively in a world that is crying out for wise, intelligent yet innovative leadership. Subsequently, this book is a practical guide for those who work in universities and wish to apply their knowledge in innovative ways to some of the world's pressing issues.

The title of this book is constructed around two main themes that have a symbiotic relationship – those of the *Knowledge Entrepreneur* and *High Diversity Groups*. High Diversity Groups is the concept I have developed to indicate groups that not only have high degrees of diversity but also have well-developed and specialised cultures that mine diversity for creativity and subsequent innovation. The skills needed to operate effectively in High Diversity Groups are represented in the Knowledge Entrepreneur Toolkit presented in this book, and when mastered, are enacted through the role of the Knowledge Entrepreneur. At the heart of the argument in this book is a proposition that those working in universities, particularly academics, need to develop their intra- and inter-personal skills to the same level as their discipline-based knowledge skills, if they are to more effectively work with their colleagues and impact the societies they serve. High Diversity Group cultures will stand in contrast to discipline-based cultures, requiring processes that will most likely challenge conventionally held notions of best group practice. The focus throughout the book is on practical (rather than theoretical) discussions around both of these themes. Do not expect a traditional academic book here. It is written as a practical guide, not a theoretical book. I am sharing what I know is effective in developing the type of skills and cultures to which I refer.

The ideas in this book come from many sources. Many are a result of my training and work as a teacher; Department of Education Consultant in two states of Australia; Station Leader for the Australian National Antarctic Research Expeditions; Operations Manager for Queensland Natural Resources and Mines; Principal Project Officer, Leadership Development with the Queensland Premiers Department; and, through delivering countless experiential leadership programmes to more than 1000 participants over 17 years in private practice. Additionally, I undertook my master's degree by research mid-career obtaining an M.Ed. with first class Honors and then a PhD by studying the social processes of organisational change. As a student, I had the opportunity to attend local, national and international conferences. Moreover, I was exposed to university cultures as a

mature-aged adult and as someone with a keen interest in organisational cultures and change processes.

However, there are many other experiences and sources of influence that have informed this book. I am fortunate that my life partner, Dr Gayle Jennings, has been a career academic and provided me the opportunity to vicariously experience an academic career. To Gayle, I will always be grateful, not only for encouraging and guiding me through my research degrees but also for the opportunities to understand many viewpoints about universities and to accompany her to national and international conferences and other university-related functions where I became increasingly fascinated by the cultures of universities. Gayle epitomises the professional and ethical academic and remains a source of wisdom to this day.

Up until 2010, the majority of my consulting work had been in government departments, not for profit organisations and private companies. And in this work, I was privileged to work with my business partner, Tony Wheeler. Tony is a highly experienced and talented group facilitator from whom I learnt much over the years. Tony introduced me to a number of the models and processes that are described within. Together, we refined the processes through co-facilitating many experiential leadership programmes over a period of 10 or more years. To you, Tony, I will always be grateful for your generosity in sharing your knowledge.

In 2010, I was invited to do work at the University of Western Australia (UWA) by an internal organisation consultant who had experienced my work elsewhere. This person was Ree Jordan, who has since left UWA and is undertaking research for her PhD at the University of Queensland. Ree now works with me as a part-time consultant and has an in-depth understanding of university cultures and the processes necessary for experientially based developmental programmes. I am always grateful to Ree for her insight, her ability to 'read the room' and her unique talent in preparing groups to participate in programmes.

UWA has undoubtedly been a primary source of the inspiration for this book and it is there that I refined many of the models and processes offered throughout this book. It would therefore be remiss of me to not only acknowledge UWA generally for the valuable experiences and insights that inform this book but also acknowledge some of the key people who have trusted me to run development programmes that might be considered somewhat 'risky' or 'edgy' by those who are more risk-averse. In particular,

I wish to acknowledge (in the order they engaged me for specific projects) Professor Shelda Debowski, Director of Organisational and Staff Development; Professor John Dell, the Dean of Engineering, Computing and Mathematics; Ms Paula Langley, Engineering Faculty Manager; Professor Tony O'Donnell, Dean of Science; Ms Christine Richardson, Science Faculty Manager; Professor Alex Cameron, Deputy Vice Chancellor Education; and, Professor Matthew Tonts, Dean of the Faculty of Arts, Business, Law and Education. I am especially appreciative of the time generously given to me by Professor John Dell and Christine Richardson in the early stages of this book. A sincere thanks to you all for showing faith in me and the processes employed and for the leadership you all displayed by modelling the learning behaviours so necessary to make the processes suggested in this book a success. Of course, a huge thanks to the many UWA people who participated in these initiatives, from whom I have learnt so much and hold in very high esteem. I think there are several hundred of you now across UWA and I collectively recognise you rather than individually name you.

Finally, as mentioned earlier, this book is practically focused and aims to provide a framework for universities to enhance the already great teaching, research and other activities that they undertake in our societies. Although I stated that it was not suffice to goad universities to take more proactive leadership roles at a time where there is clearly a void of best knowledge informing politics, I must state that I don't recoil from such provocation totally. It is just that to play such a role would, in my opinion, be a step too far at this point without taking the necessary time to build the skills and cultures to be successful.

The Knowledge Entrepreneur role and the potential for High Diversity Groups to develop truly innovative solutions to the challenges facing universities and to the major issues facing our world provides a powerful strategy for universities to evolve in innovative ways and lead beyond their current boundaries of influence.

Ross Rynehart
Mount Beauty, Victoria, Australia

Introduction

The world is facing a knowledge crisis; a crisis born of unsustainable exploitation of our natural systems, our insatiable appetites for consumption and inequalities between peoples. It is simultaneously an ecological, technological, financial, social, cultural and political crisis that begs for new knowledge, policies and advocacies to swiftly and responsively generate solutions.

While the last century of science and technology gifted us with expectations of lifestyles that were unimaginable before the beginning of the 1900s, these lifestyles were predicated on unsustainable systems and structures. The rapid adoption of such lifestyles was initially a first-world phenomenon. Now, huge populations from developing countries are not unreasonably rushing to avail themselves of those lifestyles and technologies. This unprecedented demand consumes huge amounts of resources and now the world is struggling to adapt to the combined effects of unsustainable resource consumption, rapid technological development, increasing consumer expectations, constant population growth, health as well as education issues and the disparity between those who *have* and those who *have not*.

New styles of leadership are needed if we are to create innovative solutions for sustainable futures. Yet, it is unlikely that the same thinking that created both world and knowledge crises will yield the sustainable solutions we need – at least not at the rate we need to create them. We urgently need different leadership that is unleashed from the constraints of self-interest, political or

discipline boundaries and that can rapidly yield new knowledge that will seed sustainability for future generations. In search of sustainable futures, we need to engage in social processes that create new knowledge by turning our minds to think differently and collaboratively before we create irreversible damage to our environment and the world's social fabric – a challenge surely worthy of universities whose general remit is to share, apply and create new knowledge towards sustainability. The question is: Are universities sufficiently prepared and equipped with the right skills and group cultures to meet this challenge?

It is my contention that mostly they are not, hence the genesis of this book. Its sub-title, *The Knowledge Entrepreneur and High Diversity Groups in Universities*, places a spotlight on the Knowledge Entrepreneur (KE) role and the formation of High Diversity Groups (HDGs). There is an important symbiotic relationship between these two concepts. HDGs require actors who are skilled in the KE role if they are to realise their potential and KEs need the unique culture of HDGs to optimise the impact of their role. At this time in history, there is a critical need for both KEs and HDGs within universities. As important institutions in society, universities not only are well placed but are expected to be major players in addressing the contemporary issues facing the world. Yet, most universities are struggling to change their long guarded cultures and subsequently deal themselves into forums of influence. We live in a world where emerging phenomena such as *alternative facts* and *fake news* are having a greater impact on shaping important decisions than is reputable knowledge that is the key business of universities. Compounding this situation, universities are often seen as being sluggish institutions that conduct their business within silos and hold themselves aloof from mainstream society.

If universities aspire to have greater impact on the major issues facing the world today, they will need to critically examine first, the long-held assumptions underpinning their current cultures and practices; and second, the images of universities held by broader society. As a starting point, this book proposes boosting university performance through two key strategies. The first relates to developing competence in playing the KE role. The second is the establishment of HDGs. If the current situation for universities is to change, then the KE role has the potential to play a key role in empowering academics, in fact all actors within universities, to contribute beyond their traditional disciplinary boundaries and beyond the boundaries imposed by their current

skill levels and prevailing group cultures. And importantly, HDGs provide the structure and culture for KEs to perform, affording potential for creativity and innovation *if* universities are sufficiently courageous to develop them and *if* HDG actors are willing to commit to developing mastery of the KE role.

I argue universities need skilled KEs, who can work with others to unleash knowledge from bounded thinking and apply it in innovative ways to two major challenges, one internally focused and the other externally focused. These challenges are:

1. To evolve university cultures to more effectively deliver their products and services to the societies they serve
2. To impact more effectively on the important and intransient problems facing our world

In the remainder of this chapter, I will introduce the concepts of the KE and HDGs and discuss a number of issues that are pertinent to the development of the KE and HDGs in universities. Both these key concepts will be discussed in more depth in Parts 1 and 2, respectively.

The Knowledge Entrepreneur

The word ‘entrepreneur’ is most commonly used to describe a person who takes a risk in starting a business with the view to making a profit. It is also common to see the title of ‘social entrepreneur’ used to describe a person who establishes an enterprise with the aim of solving social problems or effecting social change. In this book, I use the title of ‘knowledge entrepreneur’ to describe a person who seeks to solve problems and effect change by creating new knowledge from diverse knowledge. I define the knowledge entrepreneur as follows:

Knowledge Entrepreneur: *someone who skillfully subjects their knowledge regarding important problems to diversity-rich, collaborative processes that aim to produce creative insights, new knowledge and innovations.*

The KE is a role that requires mastery (i.e. knowledge and application) of skills in four important areas – self-awareness, self-management, social awareness and relationship management. I wish to stress that there is a huge difference between being ‘aware’ and demonstrating any degree of competency, let alone mastery, in such skills! Lack of competence in these skills results

in groups with diminished performance, typically through *conflict* or *placative compromise*.

The KE role is one that stands in contrast to the roles most commonly enacted in universities. Whether you are an academic or one of the many professional and support staff in a university, you are part of a broad team needed to deliver on the key functions of universities – teaching, research and ‘service’. Given that I am advocating that the KE role is equally relevant to all actors who work in universities, I have adopted the convention of referring to university employees as *actors* throughout this book, making specific distinctions where appropriate.

All *actors* within universities play a range of roles during their daily work. The KE role, if mastered and applied to the work of HDGs, has the potential to unleash creativity that is otherwise bounded by structures, discipline knowledge and traditions. I argue the need for actors to demonstrate an additional skill set to those most commonly demonstrated in universities, and that skill set is enacted through the KE role. The KE role enhances the personal performance of academic, professional and support staff alike and contributes to boosting the performance of the groups within which they work. The role of KEs and the related skill set that is founded on the KE Toolkit is fully explained later in Part 1.

High Diversity Groups

HDGs are specific types of groups where highly diverse perspectives inform discourse aimed at generating new ideas regarding solutions to issues of substance. The potential of HDGs to generate creative ideas is based on a belief that diversity-informed discourse is a rich source of new ideas and knowledge that can emerge *if* the group culture is optimal for that purpose (Paulus & Nijstad, 2003). To generate such an optimal group culture, HDG actors need to demonstrate a sophisticated skill set and engage group processes, rarely seen within universities.

As already mentioned, in Part 1, the Knowledge Entrepreneur Toolkit (KE Toolkit) that can be used to develop such a skill set is introduced. In Part 2, HDGs will be discussed in detail along with the Process Playlist that provides HDGs with a practical and effective set of processes that are well suited to achieve the aims of HDGs. When competently used together, these skills and

processes create an optimum group culture for creative ideas and knowledge to emerge from HDGs.

Again, it is important to emphasise that illuminating issues from multiple and diverse perspectives have the *potential* to create insights in to complex issues that defy resolution from singular perspectives. However, to realise such potential is complex work that requires actors not only to contribute knowledge from their own viewpoints but to also understand and synthesise the multiple, diverse perspectives of others whilst embracing new ideas that may arise. HDGs' cultures, built on the KE toolkit and the Process Playlist, create the optimal culture for this work and boost group performance.

The Relationship between the KE Role and HDGs

Irrespective of how clever a facilitator or leader may be, they can only provide the opportunities for individual actors to combine the diversity they bring to a group – they cannot govern the internal awareness processes of actors that in turn govern the discursive gestures actors make. In such situations, the KE is condemned to apply their skills to the role of traditional group leader or facilitator working hard to arrive at a satisfactory outcome, yet always restricted by the actors' skill levels. And it is relatively 'pot luck' as to the skills with which you will have to work. I am sure you have all experienced the effect of one or more group members who *lack* self-awareness, self-management, social awareness and/or relationship management skills and the performance limiting effect this can have on a group. Additionally, I would suggest that such lack of sophistication is not always confined to the junior ranks either!

HDGs work best when they have a collaborative and distributed leadership culture. That is, all actors of HDGs should be competent and willing to facilitate and lead in HDGs, employing the KE role to do so. With regard to that, [Figure 1](#) demonstrates the following:

- Examples of group cultures that may exist in universities
- The relationship between *Diversity* and *HDG Culture*
- The types of roles valued and needed to be successful within those groups.

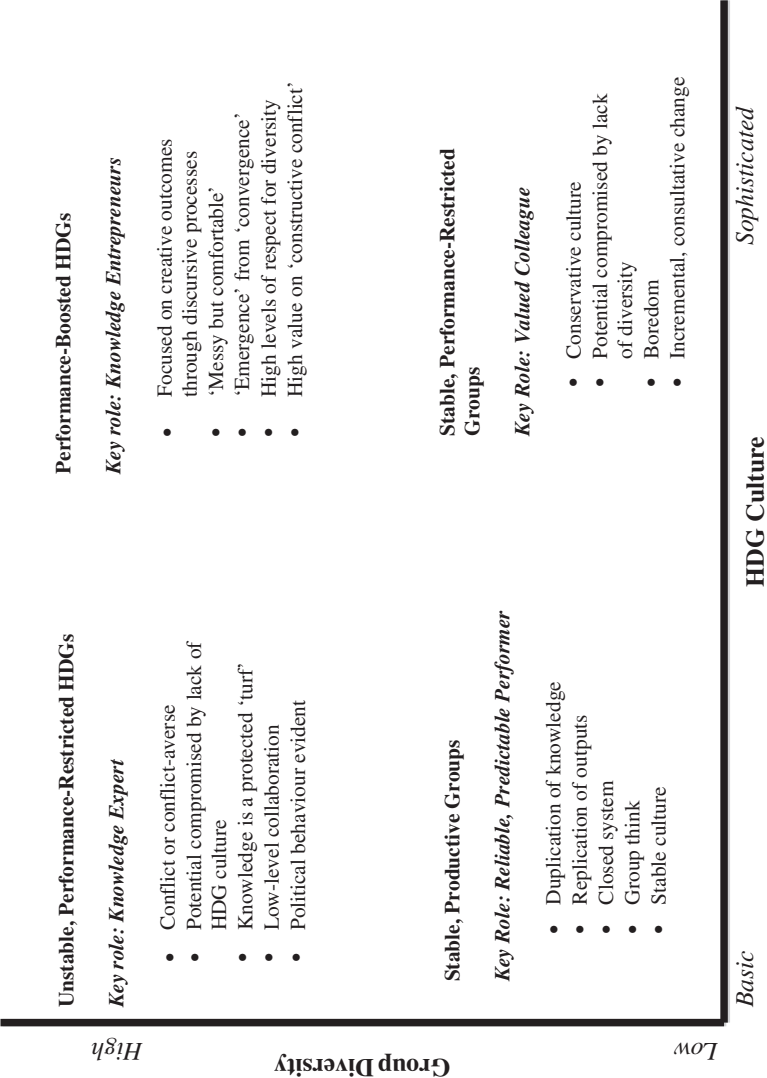


Figure 1. Boosting Group Performance by Increasing Diversity and Developing a HDG Culture.

As diversity (in its many forms) increases within a group, the skills required by a KE also increase. In practice, in HDGs, a KE will need to:

- maintain awareness of their own internal process and how they might be acting as boundaries for thought or how these might be influencing their behaviours
- move from being aware of their internal processes to consciously managing thoughts, feelings and behaviours
- understand the social dynamics within a HDG, their role in that dynamic and be able to recognise the political processes as they are formed and what opportunities they present
- identify creative insights and ideas as they emerge from discourse and act on them
- build and maintain ‘effective’ relationships with other actors in a HDG, irrespective of the degree of ‘difference’ stemming from different disciplinary cultures or personalities.

I acknowledge that readers of this book will have varied experiences of working in diverse groups and may be thinking that I am making too much of the importance of an additional skill set needed by actors to be successful in HDGs. However, I obviously don’t think this to be the case and caution should be taken to check what frames of reference you might be using to reach such judgements. For example, there is a tendency to benchmark using other groups within and between universities and frankly, in terms of skill levels and cultural practices, this can result in setting the bar rather low. However, I do acknowledge that most actors will not be starting from a zero base in terms of skill sets and that their experience of working with diversity will vary enormously. Therefore, there is unlikely to be a common starting point in developing the KE role amongst those volunteering to join a HDG. This does provide logistical challenges in regard to development of the KE role that are thoroughly addressed in Part 2.

Having briefly introduced the two central concepts in this book, the remainder of this chapter will address a number of key issues that need to be considered when developing the KE role and establishing HDGs within universities. They are:

- The need for change in university cultures
- The issue of intelligence
- Academic and professional cultures within universities
- High diversity versus High diversity groups

- Complexity, diversity and discourse
- Stacey's complex responsive processes
- Individual and group mind
- Knowledge entrepreneurs and complex responsive processes
- High diversity leadership groups
- High diversity research groups
- Developing KEs – Breaking the training mould.

The Need for Change in University Cultures

In universities, knowledge is often bounded within disciplines, schools, faculties, institutes, research centres and other similar structures. Yes, I do acknowledge that these structures serve us well with great research and teaching emanating from them. Yet, they are a double-edged sword – at once serving us well at the same time as consuming huge amounts of resources in an endless process that replicates and clones discipline knowledge and cultures. Reflect for a while on the vast quantities of low impact research activity being conducted around the world; the amount of time consumed writing articles for journals that are read by few and that have virtually no impact beyond their discipline; the amount of time and resources spent attending discipline-based conferences designed to establish and maintain the status of 'keepers of the discipline'. Academia has captured itself within a web of its own making. A web spun by disciplines that establish journals as boundary keepers and arbiters of reputations.

Additionally, universities are complicit in constructing and perpetuating league tables where there is room for only a few winners. This is a web where, almost universally, universities aspire to *excellence* only to commit to endless and unimaginative benchmarking, thereby slavishly committing to chase those few universities that set the bar.

Trapped in this web are academics who are rewarded for being team players in the game and who have been trained to align their efforts to the 'game'. The game is basically to comply in order to remain on the pay roll. What we are seeing is an example of mass cognitive obedience that creates boundaries to creativity and innovation.

I have been around universities long enough to know there is significant truth in what I say to justify these provocations.

And yes, I acknowledge that there will be some examples where universities run contrary to the scenario outlined above. However, the cultures of bounded systems are so well established in universities around the world that most would reflect the scenario outlined above, at least to some degree. Yet, at the same time, they boldly espouse their uniqueness, their quest for *excellence* and *innovation* in an attempt to differentiate themselves amongst a surprisingly homogeneous pack.

This book is for academics and professionals who work in universities and more generally for universities that aspire to adapt creatively to the rapidly evolving world. It is for those who believe that new cultures and skills, in addition to those that currently typify universities, are needed if these aspirations are to be realised. This book primarily focuses on providing a practical toolkit to guide academics, and others working in universities, in the development of the KE role and in the development of HDGs.

The Issue of Intelligence

Universities place high value on traditional IQ, whereas the KE role builds its skill set on a foundation built around the concepts of *self-awareness*, *self-management*, *social awareness* and *relationship management*. These concepts are often associated with *emotional and social intelligence*. The emotional and social intelligence appropriate for the KE role is developed through the four interdependent components of self-awareness, self-management, social awareness and relationship management. High-level skills in these areas are essential to effectively work with others when exploring high levels of diversity. This enables a more comprehensively intelligent exploration of spaces between the boundaries of individual thinking and disciplines. However, the skills to undertake this type of work are usually underestimated by universities, often by assuming a correlation between high IQ and a correspondingly high emotional and social intelligence. There is no evidence that this is the case. As a result of this assumption, I often see groups where the actors are willing to deal constructively with high degrees of diversity, but lack the necessary skills to do so effectively. As already mentioned, a common outcome is either *conflict* or *placative compromise* that works to protect personal interests and stifle the potential for HDGs to produce new knowledge and innovations.

The KE role is a sophisticated one that is urgently needed, not only to assist universities to adapt to a changing world but for actors within universities to contribute to sustainable world futures.

Academic and Professional Cultures within Universities

Earlier in this chapter, I identified two main foci for the KE role and HDGs – those of renewing universities cultures and that of impacting on major world issues. Notwithstanding, I wish to identify a third important application for the KE role in universities that will not be explicitly dealt with in more detail during this book, yet is of sufficient importance to discuss here, albeit briefly.

Often, academics work in groups that consist of academics, managers and other professionals. Such groups are constituted because participants contribute different expertise and perspectives to issues. Yet, ongoing debates continue regarding the status of academic, managerial and professional perspectives of knowledge within universities. I adopt the view that universities have unique cultures that do not and should not necessarily mirror cultures in business nor government or anywhere else in society. They are unique institutions within society and whilst they also need to perform management, leadership and other professional functions, the way in which these functions are performed will be uniquely influenced by the competing needs of the corporate business of the university and the academic business (teaching, research and service) of the university. I believe that management and academia cultures should be held in healthy tension and not, as some would suggest, compete for dominance. Hence, the KE role is immediately and constantly applicable if this tension is to be held in a respectful and useful way whenever groups need to create innovative solutions to issues that have relevant academic and professional viewpoints.

High Diversity versus High Diversity Groups (HDGs)

I have already aligned the KE role with groups that have high diversity and pointed out that I believe that diversity is central in

the creation of new knowledge and subsequent innovation. Additionally, I have acknowledged that groups with high diversity currently exist within universities. Diversity is always present in groups. However, I am suggesting that the role of KE is particularly suited for groups with high levels of diversity and specifically for groups where high diversity is strategically organised rather than the diversity that is *naturally* present in all groups.

I do not propose a strict definition or objective measure for ‘high-diversity’ as I do not see that would be particularly useful. Instead, it is easy to compare groups using a continuum that ranges from homogeneous to those in which diversity has been strategically assembled to create a highly heterogeneous group. As mentioned previously, some degree of diversity will always be present in groups given that diversity can originate from age, gender, experiences, race, personality, etc. However, in HDGs, in addition to such diversity that is always present to some degree in groups, multidisciplinary (both academic and professional) diversity is strategically assembled, often including viewpoints not immediately or normally considered to have relevance to the issue. For example, we could reasonably expect that a group from within, for example, a School of Mechanical Engineering, would be more homogeneous when compared with a group consisting of representatives from schools of engineering, biology, economics, politics, fine arts, human resources and finance departments. To create further diversity, we could include students, industry, government and community actors. The difference is that the latter group has been assembled to purposefully increase diversity. And along with the profession-specific knowledge, they will bring further diversity such as language and cultural norms from their ‘home’ cultures.

The example above is not to suggest assembling diverse viewpoints just for the sake of creating extreme diversity – although this could be warranted in some cases. Rather, I am only using that example to compare obviously homogeneous groups with those that are obviously diversity rich. These are the HDGs that will be discussed in Part 2.

I propose that it is absolutely essential for groups with high diversity, *HDGs*, to ensure that their actors are competent in the KE role. However, the role of KE is arguably useful in all groups across a university as a KE has the potential to markedly improve the quality of interactions between actors of any group and boost performance. In HDGs, actors will bring diversity stemming not only from disparate disciplines but also from individual personalities,

experiences, beliefs and values. The point being that the diversity brought to HDGs is more complex than disciplinary (academic or professional) diversity alone, and because of this, a unique and specialised skill set is needed to pursue potential new knowledge from the diversity present. Without the KE role in their toolkit, actors rely on their current intra- and inter-personal skill sets that are often not as well developed as their discipline skill sets. The KE Toolkit not only provides a practical framework for skill development but also sets a standard for skills that are needed to work effectively in HDGs. Again, I stress that HDGs cannot be successful without actors demonstrating a high level of competence in intra- and inter-personal skills, such as those proposed in the KE Toolkit.

Complexity, Diversity and Discourse

As already stated, the role of KE is especially designed for use in HDGs that intentionally explore diversity in search of creativity and new knowledge. This exploration is undertaken through discursive processes. That is, when actors of a HDG enter into dialogue around a challenge, problem or issue, they are expected to offer their unique perspective/s at the same time as seeking to understand those of others, allowing that understanding to influence their own thinking. In response, they may offer thoughts that have arisen reflexively. And thus, the discursive process proceeds. When broken down into its parts, it is a complex process, one that Stacey (2000, 2001) has called *complex responsive processes (CRPs)*.

The concept or theory of CRPs is built from Stacey's interest in complexity theory, sociology and group analysis. It is a theory that is most commonly linked to the way in which complexity theory is used to explain phenomenon in the natural world such as the self-organisation of flocking birds, herds of wild animals or weather patterns. According to complexity theory, *complex adaptive systems* are systems that organise themselves in ways that cannot be understood through studying their individual parts or the relationships between parts of the system. Complex adaptive systems are not linear, deterministic systems as understood through Newtonian thinking. Rather, they are referred to as being *post-Newtonian*, where the relationships between the elements of these systems are too complex to be understood and change in unpredictable ways. Stacey's theory of CRPs, whilst having some similarities to complexity theory (such as unpredictability and

emergence of novelty), focuses specifically on the way in which thought and communication form patterns of meaning between actors during a group conversation.

As the case for the importance of the KE role in universities is built on assumptions from complexity theory generally, and Stacey's *complex responsive process* specifically, it is critical to have a basic understanding of the theory of CRPs to grasp the relevance of the KE role and the KE toolkit that is described in Part 1. Therefore, the key features of CRPs are overviewed to allow you, the readers, to understand my assumptions regarding the importance of the KE role in universities. I do not, however, intend to provide a thorough coverage of Stacey's theory in this book, as it would unnecessarily duplicate the many publications by Stacey and others, who explain the theory. As with other theories or models introduced in this book, I encourage readers to read further as their interests and curiosity may direct. However, the following explanation is offered as my interpretation of CRPs, as much to provide a summary of the theory as to disclose how I interpret the ideas surrounding CRPs. I have tried to use simple language to explain aspects of CRPs rather than the exact language used by Stacey, which is very informative, but not appropriate for the condensed and practical style of this book.

Stacey's Complex Responsive Processes (CRPs)

Group conversations can take many forms. At the risk of oversimplifying, in an attempt to differentiate conversational patterns and also to indicate the type of skills needed by a KE and the HDG cultures that best support the emergence of new knowledge, three conversational patterns are identified that can be explained by CRPs. These three types of conversational patterns are:

1. *The normalising or stabilising pattern* where the conversational theme is reinforced by each speaker and comes to be accepted generally by the group. In this type of conversation, there is little challenge to the prevailing theme and speakers offer their knowledge and opinions to support it. Groups who demonstrate this pattern can be seen as having a relatively high degree of homogeneity.

2. *The logically evolving pattern* wherein the conversational theme is slowly modified as speakers offer knowledge and opinions that offer some points of difference but do not stand in total contrast to the prevailing conversational theme. The theme evolves logically and slowly through a process of occasionally explicit, but often tacit agreement between group actors.
3. *The rapid emergence pattern* where contrasting perspectives lead to a sudden shift in the prevailing conversational theme. A new idea is first conceptualised, then articulated by a group member and subsequently adapted and built on by the other actors. This emergence of new knowledge is precisely what we are attempting to encourage when we establish HDGs in universities. We are encouraging group actors with diverse perspectives to ‘creatively mix’ their ideas through intelligent and emotionally intelligent discourse in the hope of emergent ideas and new knowledge.

The focus of the KE role in universities is on the *rapid emergence pattern* of conversation. However, the participation in and facilitation of such conversations is tricky. As already mentioned, there is a high potential for conflict and placative compromise (=lost opportunity) if the skill level of the actors is low. CRPs theory suggests that to maximise the chances of emergence of new ideas, a group will need actors who are willing to:

1. Share their diversity. This diversity may emanate from differences in disciplinary knowledge, personalities, values and beliefs or life experiences. Bringing together groups with the right amounts of diversity is one challenge – another is to have the actors share that diversity. Trust is critical for this to happen.
2. Openly engage. Group actors need to be open and engage with other actors. That is, group actors must be willing to make their diversity accessible to others at the same time as being open to considering the diverse views of others. This requires actors to not only share their perspectives but simultaneously compare and contrast the views of others to their own.
3. Think creatively. Group actors first need to understand the source of their rigid thinking patterns and then learn to relax it and allow for new and unknown thoughts to emerge. In this way, actors can learn to use diversity to allow for novel associations of knowledge to form.

Individual and Group Mind

It will be clear by now that the focus is on both individuals and the group when talking about ideas held simultaneously by individuals and the group. To help explain this, CRPs theory uses the concept of *mind*, suggesting that the mind is where individuals form representations of group conversation. Whilst working with groups, I find that actors have little trouble accepting this concept of mind when referring to individuals. However, they often find the concept of a *group mind* a little harder to accept. Yet the *individual mind* is not a physical organ, unless you think of the mind as being exactly the same as the brain. Mostly actors think of the mind as being a combination of brain function and feelings, values and beliefs. Irrespective of how you conceive of the concept of individual mind, in CRPs theory, the mind refers to the representations formed through the conversational process, which Stacey points out is dependent on a process of using language symbols to convey meaning. Individual minds and the group mind are shaped simultaneously by each other, as long as we are engaged and open during the conversation. That is, when one person speaks, other group members' minds will be influenced in some way at the same time as influencing the group mind, that is, the representation of the conversation held in common and collectively by the group.

This is a particularly unique human process and capacity that is reliant on our use of a complex language to communicate. Depending on the type of conversational pattern (see the three types outlined previously), individual and group minds will remain stable, evolve or, perhaps, suddenly change in a surprising way if a new representation emerges in an individual's mind and they articulate that representation in a way that influences the group mind. According to CRPs theory, group discourse is a reflexive process, where both individual and group minds are simultaneously shaping, and being shaped by each other.

Diversity is critical in HDGs if the potential for emergence of new knowledge is to be maximised. It can be easily seen that if we assemble a relatively homogeneous group, there would be more probability of a normalising conversational pattern than in a HDG. However, the right amount of diversity is also important for, if the diversity is too great, participants will have difficulty understanding each other. For example, I have seen this in some groups within universities when working with actors from

disparate faculties. On one occasion, I watched as an architect spoke very intelligently about a proposal for a built environment within a university. Whilst intelligent and passionate, it was far too conceptual, and the language used was specialised and ‘foreign’ to other group actors, so much so that some of the scientists in the group were completely unable to understand what the message was. I am not knocking scientists or architects here – just illustrating how our diverse life histories can make communication difficult. Of course, over time, had the individuals chose to stay engaged, they might have built understanding and perhaps new ideas may have arisen as a result. Unfortunately, in this instance, this was not the case. The point is CRPs need diversity but that diversity needs to be shared in a way that others can engage with it.

In this short overview of CRPs theory, I hope to have highlighted the importance for KEs to focus on the finer processes of conversations within HDGs and to have alerted you to the type of skill set needed to master the KE role.

Knowledge Entrepreneurs and Complex Responsive Processes

Of the three types of conversational patterns outlined earlier, I have already suggested that the aim is to produce the third type in HDGs – that of the *rapid emergence pattern*. To be clear here, this pattern does not suggest that the conversation is necessarily a rapid one but refers to the rate at which a new thought emerges in an individual’s mind and is adopted into the group mind. The timing of such emergence is unpredictable. It might occur at any time in a discourse; therefore, HDGs need to be prepared to spend time engaged in exploring diversity without a promise of new knowledge necessarily emerging. However, to maximise the potential for this to happen, group actors need to share their perspectives, engage openly and think creatively. To do this well requires actors with well-developed personal and interpersonal skills. This is the role of the KE. In Part 1, I introduce the Knowledge Entrepreneur Toolkit – a practical guide to developing these skills.

It is important not to underestimate the skills needed to play this role well. The KE Toolkit introduces a set of models for each of the four components of self-awareness, self-management,

social awareness and relationship management. These models draw from an eclectic range of disciplines and practice and have all been proven effective over a long period in providing practical guidance in developing the skills of the KE role. It is a practical toolkit that acknowledges universities are busy places and time is a premium resource. For this reason, Part 2 outlines processes to develop the KE role in HDGs that involve intensive experiential training and applied action learning. These processes have proven most successful in transferring awareness into workplace practice. They aim at achieving *mastery* of the KE role as opposed to less sophisticated processes that employ largely didactic training, and that are aimed primarily at raising awareness, rather than at mastery of the skills. To reiterate, the KE role is essential if HDGs are to create new ideas that lead to innovation. When all the actors of a group commit to mastering the KE role, they can expect to enjoy unprecedented levels of trust, respect and robustness in their group processes.

The KE role, or more specifically the KE Toolkit, is the focus of Part 1. In Part 2, we will look at applying the KE to two university environments:

1. High diversity leadership groups
2. High diversity research groups

I see these two environments as offering major and immediate opportunities to develop and deploy the role of the KE, although I want to stress, however, that the role of KE can have considerable application and impact in other forums beyond these two environments. Each of these environments will be briefly discussed below; however, they will be discussed in more detail in Part 2, which focuses specifically on HDGs.

High Diversity Leadership Groups (HDLGs)

Leadership groups already exist in name in many functional sites throughout universities (e.g. schools, faculties, research centres, business units senior governance). Commonly, these groups perform both management and leadership functions and from experience, they do an excellent job of blurring these two functions! Be under no illusion, management and leadership are two distinct

functions that require very different skill sets, especially if universities are to adapt to the challenges they face with regard to changing client and community expectations of them. Now, more than any other time in the history of universities, leadership groups (as compared to individual leaders) are expected to develop relevant, innovative and exciting visions for their futures. Yet, little consideration is given to cultures and skill sets needed to do this work in groups, upon which the futures of universities depend.

A group of actors, often in the same meeting, commonly perform management and leadership functions, yet they rarely differentiate between when they are specifically doing management or doing leadership. However, it is well documented that the skills required to do management are very different from the skills required to do leadership. Management is most usually described as a rational activity. It is concerned with resource allocation directed towards achieving specific outcomes, the constant evaluation of measurable or observable effects of that allocation and the modification of the resource allocation to ensure the desired outcomes are achieved. Management is accompanied by a range of measures designed to achieve focused effort towards achieving the desired outcomes through the use of measures such as reward systems. It is mostly based on 'cause and effect' or Newtonian thinking, with managers being accountable to the organisation for the efficient and effective use of resources.

On the other hand, leadership is concerned with the future direction of the organisation and as there are many possible futures and given that the future cannot be 'known', it is a much less rational activity – especially if a vision of the future has few precedents to act as a model or template. Leadership involves a curious combination of courage, imagination, high-level intelligences, power and politics and sometimes charisma. Using knowledge of the past and present, a leadership group must decide if the future vision for the organisation should remain similar to its current state (i.e. stable), whether some aspects of its operations should be changed (i.e. incremental change) or sometimes if major change is needed (i.e. transformational change). Irrespective of the scale of change, leadership not only requires visioning of the future by the leadership group but it must also somehow convince the broader organisation to adopt that vision and agree to realigning its resources towards achieving it. It often involves change.

HDLGs are leadership groups that are strategically assembled to ensure that high degrees of diversity are present. They

seek innovation and their underlying rationale is that the potential for new knowledge, insights and innovation is maximised if high degrees of diversity are intelligently held in tension by the enactment of the KE role. However, often leadership groups are assembled on a representative basis, assuming that those representing different interests will ensure all interests will be represented. This is fine for management groups; however, if leadership is looking for innovative solutions, then there are two questions that arise:

1. Is the diversity of the appropriate type that is needed to examine difficult issues and produce innovative responses?
2. Do those present have the skills to do more than advocate and protect the interests they represent?

Assuming that innovation (in the form of exciting visions of the future) is a key goal of HDLGs, then the diversity that is so valued by these groups also presents a considerable challenge to the group. Again, if not managed skilfully, the diversity can lead to conflict or placative compromise. Therefore, careful developmental planning is needed to nurture the group culture so necessary for KEs to perform.

The KE role, played skilfully, is essential if leadership groups are to achieve anything more than to clone the organisation. However, leadership groups in universities commonly enact the same cultural rituals they use to manage, and actors commonly deploy the same skill set as they do for management. Making a clear distinction between the activities of management and leadership is an important first step to effective group leadership. Developing competence in playing the KE role and then adopting processes to showcase a HDLG's potential will distinguish an innovative HDLG from a group of senior actors going through the motions of leadership.

High Diversity Research Groups (HDRGs)

There are significant calls for moving beyond the boundaries of disciplines to conduct research, and in fact, there are already many examples where universities have committed significant resources to doing just that – creating research environments

that transcend the boundaries of established disciplines. Mostly, such environments have arisen and become successful through the initiatives taken by inspired individuals from within universities. These initiatives go by many names, yet what they have in common are claims to conduct research away from the boundaries of disciplines. In this book, I am suggesting that this type of research is best achieved by groups, whom I refer to as High Diversity Research Groups (HDRGs).

It is sufficient at this stage to note that HDRGs stand in contrast to the more common disciplinary and multidisciplinary research activities conducted within and between universities. HDRGs are research-focused HDGs that intentionally bring diverse researchers and other perspectives together to intelligently explore that diversity for new knowledge. Like leadership HDGs, HDRGs will have diversity represented by and from differing academic discipline perspectives, real-life experience and personalities, and consequently this presents challenges for communication. This is especially so given that researchers will bring with them assumptions from their disciplinary cultures, others from lived experience and perhaps industry and agency perspectives that can vary remarkably, even to the point that the language used by some actors will be 'foreign' to others.

I am not suggesting that discipline-based or multidisciplinary research teams should be replaced by HDRGs or that they are becoming irrelevant. Clearly this is not the case, and HDRGs will continue to be the exception rather than the rule for some time to come. However, they are an important exception that are especially relevant to research endeavours aimed at large-scale, complex, real-world problems that require diverse perspectives being brought to a crucible in order to yield new perspectives and innovative solutions to what are often referred to as being 'grand challenges' or 'wicked problems'.

As with leadership groups, HDRGs are often established with the best of intentions, yet employ procedures and practices from other types of research groups. Researchers enact the same roles as they would in a disciplinary research group, failing to appreciate the skills needed to effectively work with such diversity in a non-discipline specific way. The KE role, based on the KE toolkit, is well suited to HDRGs and arguably essential if HDRGs are to exploit the full potential that they offer.

Both of these environments are discussed further in Part 2. By identifying these two university environments, as before, I do not mean to suggest the KE role is limited only to those forums.

Whilst they provide obvious and immediate opportunities for the KE to add considerable value, universities would benefit more generally from actors enacting the skills of the KE in their daily interactions. If enacted more generally, the KE role would also result in a significant change to the broader cultures of interactions in universities.

Developing KEs: Breaking the Training Mould

In Chapter 10, I outline the development processes that I have found to be most effective in establishing HDG cultures and teaching actors to master the KE role. Building on Part 1 (where the role of KE is explained in detail) and Part 2 (where I discuss two university environments for the KE), Chapter 10 specifically details practical approaches to the development of KEs and high-performance HDGs. These approaches are based on the principles of experiential, adult and action learning, as well as incorporate knowledge from a diverse range of disciplines. Most importantly, they have been developed and proven to be effective over many years. The most important point made in Chapter 10 is that my approach to development stands in contrast to those commonly experienced in university sponsored organisational development activities in four significant ways:

1. It is challenging: the KE role is a sophisticated one and our approach to developing competency requires that learners expose themselves and take some learning risks. This contrasts to relatively safe and theoretical approaches mostly experienced in universities.
2. It is built around the unique and practical KE Toolkit that has been developed by thoughtful melding of a diverse range of theories and models. In contrast, it is more common for development activities to be based on a singular or non-integrated collection of theories or models.
3. The approach is aimed squarely at effective workplace deployment of the KE role, developed through experiential and action learning whilst attaching an expectation that the role be demonstrated through behavioural competencies. To achieve this, I advocate a longitudinal approach with multiple phases to ensure sustainability. This contrasts to the

commonly experienced theoretical and ‘one-off’ training events mostly employed in universities.

4. The approach to facilitation is unique and involves deep learning facilitation that is very different from rational training.

Of course, there are implications of this approach to universities. There are resource, expertise, commitment and risk implications that must be considered carefully before committing to this approach. However, I believe that the role of KEs in universities is so important and offers to impact so significantly on universities’ cultures and performance that its adoption into universities’ development cultures is not only timely but also strategic.

The KE role can amplify the intellectual power of universities and their impact on real-world issues. It is a role that I believe is not well developed by many actors working in universities and one that is not widely valued at present. Yet arguably, the need for the role is greater than ever before. The challenge is for those working in universities to critically examine the potential of KEs and HDGs and to resist the hubris so commonly deployed to stabilise organisational cultures.