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SA BOARD FOR
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JUNE 2020 • NUMBER 2020/05

FACT SHEET

HR'S ROLE IN SHAPING
LEADERSHIP
IN THE NEW NORMAL

INTRODUCTION

There is much debate and many unanswered questions on the ‘new normal’ that will emerge from the COVID-19 pandemic and crisis. These include questions on the impact of COVID on work, the workforce, and the workplace; the transformation of these post-COVID; and the required people practices in the post-COVID future. As with other emergent phenomena such as the fourth industrial revolution (4IR) and disruptions, the new normal is complex and unclear. It is perplexing as it is difficult to discern clear contours and patterns of the new normal and what are the appropriate good practices and responses. This includes good practices in relation to leadership. It poses the question to organisations, what is *leading* in the *new normal*.

The Fact Sheet focuses on HR’s role in facilitating this question and in shaping organisational leadership in the new normal. It is structured along three questions as illustrated in the table below, along with related heuristic guides or maps. HR needs to understand the questions being asked and identify those that are not being asked. Here, it is important to surface and engage with the assumptions on leadership and the new normal. This will aid the development of a more coherent leadership strategy and response; and develop good practice in the emergent new realities of organisations.

 <p>What questions are being asked on leading in the new normal?</p>	<p>Stakeholder, questions, levels and Leadership Standard map</p>
 <p>What are the assumptions on leadership?</p>	<p>Stakeholder perspective and assumptions map</p>
 <p>What are the assumptions on the new normal?</p>	<ul style="list-style-type: none"> • Cynefin framework • VUCA framework • Crisis leadership framework and VICASS • CCL’s RUPT framework

The SABPP HR Standards and Competency model serves as important guide on HR’s role. The Fact Sheet on HR’s Place in the Fourth Industrial Revolution provides a useful illustration of this [see page 3].



WHAT QUESTIONS ARE BEING ASKED ON LEADING IN THE NEW NORMAL?

The HR function needs to understand the questions being asked by the different stakeholders on leading in the new normal. These stakeholders are both internal and external to the organisation, and may pose different questions or frame their questions in contrasting ways. They may also be silent on or silence certain questions (see the Fact Sheet on Creating a Speak Up Culture at Work and **Megan Reitz's work on speak up and listen up**). The HR's practitioner's task is to map the stakeholders, their questions, and their silences. Through this the HR practitioner can begin to scan the internal and external environment, develop different scenarios and possible alternatives, and prepare the leadership agenda and strategy. This requires the surfacing and unpacking of the assumptions that the various stakeholders hold, which is addressed in the next two questions in the sections that follow hereafter. The outcome of this process is a clear articulation of what constitutes good leadership (see the SABPP's HR Standard, Strategic HRM, the Professional Practice Standards on Leadership Development, and Leadership Standard).

The below table provides a guide on the questions that are arising in various public discussions, forums, and publications on leading in the new normal. The questions are organised in terms of **levels of analysis**, which can be useful for disentangling the various constructs, the relationship between these constructs, and the relationships between the levels. The section on assumptions on leadership elaborates on this further.

LEADERS	<ul style="list-style-type: none"> • What are the set of critical leader qualities, capabilities, and behaviours for managing disruptions? • How different is the above from managing in the new normal? • Are there different organisational contexts of disruption and the new normal? If so, what are the different contexts? • Do these different contexts require distinct leader qualities, capabilities, and behaviours? If so, what are these qualities, capabilities, and behaviours?
TEAMS	<ul style="list-style-type: none"> • What are the leader qualities, capabilities, and behaviours required to manage the new normal of remote and non-remote work and workforce? • How do leaders develop their teams and enable collaboration in the new normal?
ORGANISATION	<ul style="list-style-type: none"> • What is required of leaders to drive the transformation of the organisation for disruption and the new normal? • How do we reimagine collaboration and work in the new normal and, relatedly, the required leadership for this? • To what extent is shared, networked, or distributed leadership the new normal? • What lessons can be learnt from agile organisations for the new normal? What form of leadership is required for this? • How can we ensure that we do not neglect systems and organisational issues with the sole focus on leaders? • How do manage the engagement with social, cultural, and political dynamics within organisations when it is resisted and silenced?
MARKET	<ul style="list-style-type: none"> • What insights can an outside-in approach to HR provide? (See the Fact Sheet on Innovation and Disruption Dilemmas for Firms and Their HR Function) • How do firms need to transform to be sustainable in the changing competitive landscape? What insights can a market-oriented ecosystem provide? (see the above Fact Sheet)
INDUSTRY	<ul style="list-style-type: none"> • How are industries being transformed and what are the implications for firms and how it is structured and led? (See the Fact Sheets on HR's place in 4IR and Innovation and Disruption Dilemmas for Firms and Their HR Function)

The above table can help the HR practitioner with their ‘radar’ when scanning the internal and external environment, in particular, gauging the nature of questions being asked and which levels of analysis are being focused on and which are not. These questions can be located within the SABPP Leadership Standard, which can also be a useful guide (see the Fact Sheet on the **Leadership Standard**). The Leadership Standard focuses on leadership outcomes, whereas the questions in the above table may concentrate more on leadership inputs and processes. The Standard comprises five elements and key questions for each element. These elements are listed below in a template for a map the HR practitioner can draw of the stakeholders, their questions, and the relationship to the Standard. The HR practitioner can use the template to list the internal and external stakeholders; to list their questions in the appropriate level; and to note the questions from the Leadership Standard that are absent from the questions the stakeholders pose.

STAKEHOLDERS	QUESTIONS AND LEVELS <small>(list the questions from the stakeholders in the appropriate level)</small>	LEADERSHIP STANDARD ELEMENTS <small>(see the questions in the Leadership Standard Fact Sheet and note those not asked by stakeholders)</small>
list internal stakeholders	leader	instilling a vision
	team	delivering results which create value
list external stakeholders	organisation	living with values
	market	influencing people
	industry	reflecting for improvement

Template for stakeholder, questions, levels, and the Leadership Standard map (adapted from **Vantage Lab**)

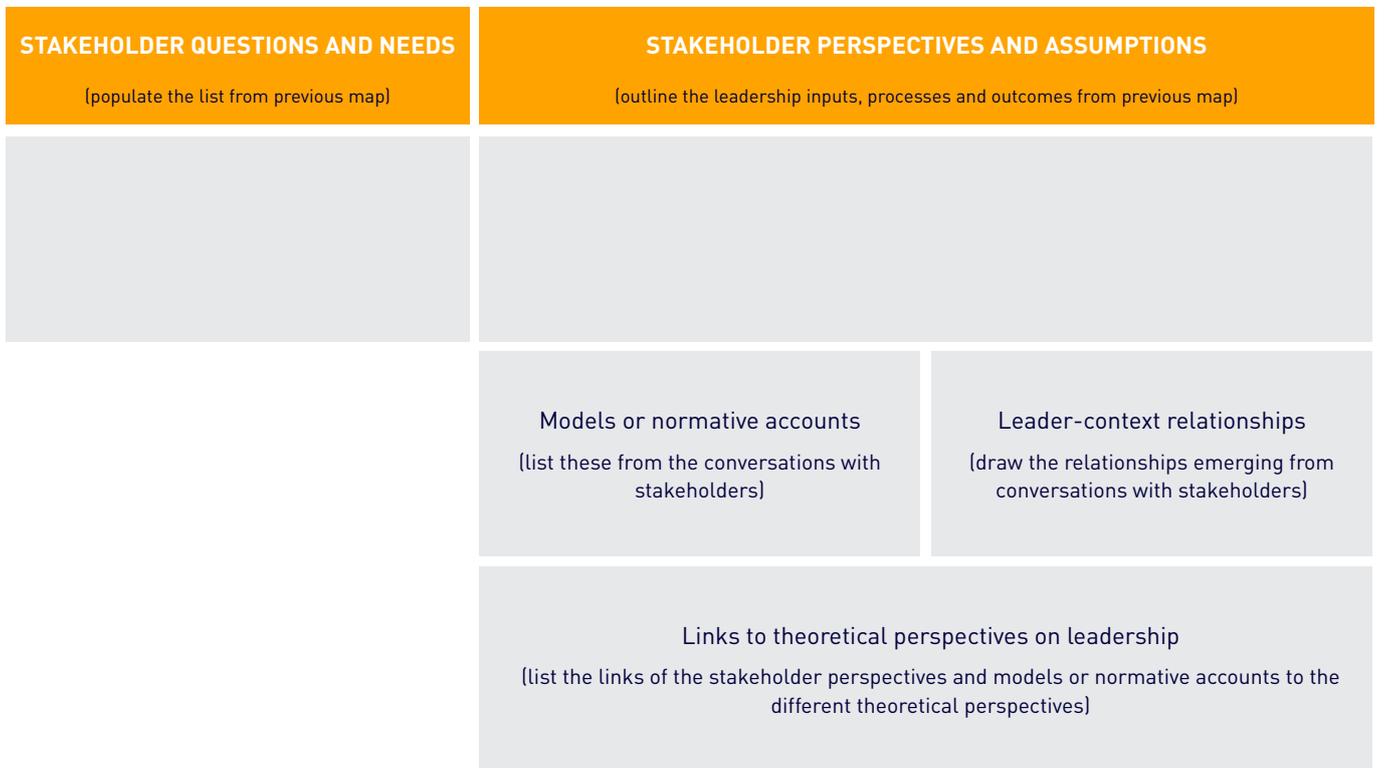
Populating the above template will assist in mapping out the stakeholders, the questions they are asking and the questions they are silent on. This can help facilitate meaningful conversations with stakeholders and unpack the leadership inputs, processes and required outcomes. This forms part of a broader conversation on the stakeholders’ perspectives and assumptions, which is discussed in the next section. These conversations are aimed at developing a more coherent leadership philosophy, strategy, culture, and development programmes.

WHAT ARE THE ASSUMPTIONS ON LEADERSHIP?

Having mapped the questions and the levels, the next conversation the HR practitioner needs to facilitate is on the way the various stakeholders are framing their questions. The framing of the questions and the categories used therein influences and shapes how we answer it. The categories we use hold assumptions we may not be aware of. Surfacing and unpacking these assumptions are important for developing a coherent leadership philosophy, strategy, culture, and development programmes. That is, a coherent set of good practices across the HR value chain.

One way to begin to surface and engage our assumptions is by firstly appreciating the fact that the leadership terrain is complex and contested. Then, secondly, we can use our knowledge of the various theoretical perspectives on leadership to interrogate the questions posed by the stakeholders and their perspectives and assumptions. Organising the theoretical perspectives can be helpful to facilitate a more systematic process. It could also be useful for locating and understanding the normative accounts or models of leading that the stakeholders and we ourselves as HR practitioners have preferences for; and locate our individual and group frames of reference.

The next sections discuss this process of surfacing and engaging with stakeholders' and our own assumptions, and points to the importance of sound, theoretical grounding. The various stakeholders that the HR practitioner will be engaging with are likely to hold quite different ideas on the nature of leadership and it is important to explore these when attempting to put together a coherent picture of future leadership needs. A possible template for this facilitation, exploration and reflection is presented below.



Template for stakeholder perspective and assumptions map

LEADERSHIP IS COMPLEX AND CONTESTED



Leadership has been and continues to be a *complex* and *contested* terrain. One reason is that it is hard to delimit¹. It is characterised by disagreements on the nature and facets of leadership; and comprises various disciplines and contrasting histories, traditions, and genres.

“[...] leadership is an elusive construct, riddled with so much ambiguity that is hard to even define let alone study systematically” (Nohria and Khurana, 2010, p5)

The *complexity* of the field can be illustrated by the various definitions of leadership as well as the diverse theoretical or normative accounts of it (Jivan, 2017, 2020a). These diverse and contrasting definitions and accounts point to the *contestations* regarding the loci of leadership – the question of where leadership resides and/or arises from. It is important to differentiate leadership *in* and leadership *of* organisations; and to differentiate leader and leadership. As can be seen in the below discussion there is a tendency to conflate leadership with leaders.

ORGANISING THE VARIOUS THEORETICAL PERSPECTIVES AND NORMATIVE ACCOUNTS/MODELS ON LEADING

There are numerous and varied theoretical and normative accounts or models of leadership. Making sense of and navigating these can be challenging given the sheer volume of the academic and popular literature. One way to find one's way through these is to organise them in terms of how they locate leadership – for example, asking whether leadership is located within an individual or should be seen as a social and relational process. The table below (adapted from Jivan (2017)) provides a useful schema of how leadership is typically located in organisations. It is meant to be a heuristic rather than a comprehensive tool, which differentiates the below theories for the purposes of the Fact Sheet:

- individual-centred theories, whether leader or follower-centred theoretical perspectives
- decentred theories of shared, networked, or distributed forms of leadership

There are many other theories on leadership that we could explore². The below table of theories is meant as a heuristic tool to locate and categorise the available models, advisories from consultancies, and descriptive and normative accounts of leadership or leading. The categorisation of these may not always be clear-cut as these accounts may straddle different theoretical assumptions and perspectives. However, it does provide a heuristic starting point and guide to map out, critically engage with and examine the disparate accounts or models that organisations and its HR function encounter and utilise. The examples cited in the table are for illustrative purposes and are not meant to be an exhaustive list.

1. See, for example, the scholarly reviews by Avolio, Walumbwa & Weber, 2009; Bass, 1999; Daft, 2002; Day, 2001; Day and Harrison, 2007; Fairhurst and Grant, 2010; Grint, 1997; Kellerman, 2004; Mabey and Morrell, 2011; Raelin, 2011; Uhl-Bien, Riggio, Lowe & Carsten, 2014; Van Wart, 2003; Williams, 2003; Yukl, 2010.

2. For example, the attribution theories (such as the romance of leadership theories) and social constructionist and critical leadership theories. See the references in the previous footnote for literature reviews.

Trait and behavioural theories assume that leaders and followers have distinct attributes, traits, personality profiles, or qualities. There are many models, advisories, and normative accounts of the required attributes, traits, profiles, or qualities of successful or effective leaders. For example:

- ***CCL's "ten characteristics of a good leader"***
- ***Ten traits of a successful leader identified by Google***
- ***Ten competencies of effective leaders***
- ***Common traits of digital leaders***

Contingency and situational theories, in contrast, point to the need to consider the different contexts of leading. The theories assume that there are distinct leader attributes, styles, or behaviour and that these are effective in specific organisational situations or contexts. This means that it is important to differentiate the organisational situations or contexts (including the characteristics and expectations of the teams) and identify which leader attributes, styles or behaviours are effective therein.

For example, there are models and normative accounts of the required attributes, traits, or qualities for leaders to manage disruptions, the COVID-19 crisis, or digital transformation. These include:

- accounts of the qualities of '***resilient leaders***' that are needed to guide their organisations through the COVID crisis
- what ***leader activities are required for crisis leadership*** during COVID-19
- what ***leaders need to do for the transition to remote working*** during and post-COVID-19
- what ***leader intelligences*** are required for disrupted times
- the redefined ***leader competencies for the digital age***
- the ***four leadership personas for the fourth industrial revolution***

Relational and dyadic theories explore the social interactions and exchanges between leaders and followers/teams over time. Here one can locate the normative accounts of how leaders need to relate to and support their teams during disruptions and the new normal, especially remote working. Examples of these are:

- guides for ***leaders with teams working remotely*** during the COVID crisis
- leader's role in ***business continuity and continued support and developing trust for remote teams*** during the COVID crisis
- ***leaders helping with sense making*** during the COVID crisis
- ***best practices for managing virtual meetings and teams***

Transformational and charismatic theories arose in the 1980s in reaction to the then predominance of transactional and rational approaches to leadership. It shifted focus to the emotional and sense-making aspects of leadership; and outlined the attributes of leaders required to be 'visionary' and 'inspiring' change agents.

The examples of normative accounts one can consider include:

- The ***transformational leadership required to address climate change, geopolitical changes, and social and technological disruptions of 4IR*** by University of Cape Town Vice-Chancellor, Professor Phakeng
- ***Ten habits of transformational leaders***
- ***Women as good leaders during the COVID crisis*** due to their qualities of transformational leadership
- ***Activities of transformational leaders*** that develop new offerings, business models and growth markets
- ***Traits, competencies and drives of digital transformation leaders*** (in traditional and digital organisations)

FOLLOWER OR
OTHER-CENTRED

Servant leader theory and stewardship leadership theory shifts the focus to the leader's *ethical* responsibilities to others and *stewardship* of organisations for the common good. In contrast, **follower-centred theories** reverse the leader-centred focus and explore how followers influence the decision-making, behaviour and outcomes of leaders.

The below are examples that can be located within follower-centred theories:

- ***Developing collaboration of knowledge workers*** through servant leadership
- ***Best followers make the best leaders***
- ***Five different types of followers***

At the firm level one can locate the discussions on ***fast followers/seconds versus first mover*** leadership here as well.

DECENTRED
PROCESSES

Shared, networked, and distributed leadership theories are critical of individual-centred theories and argue that leadership emerges within team, group and organisational processes. It thus decentres leadership and emphasises collaborations, connections, and development of networks.

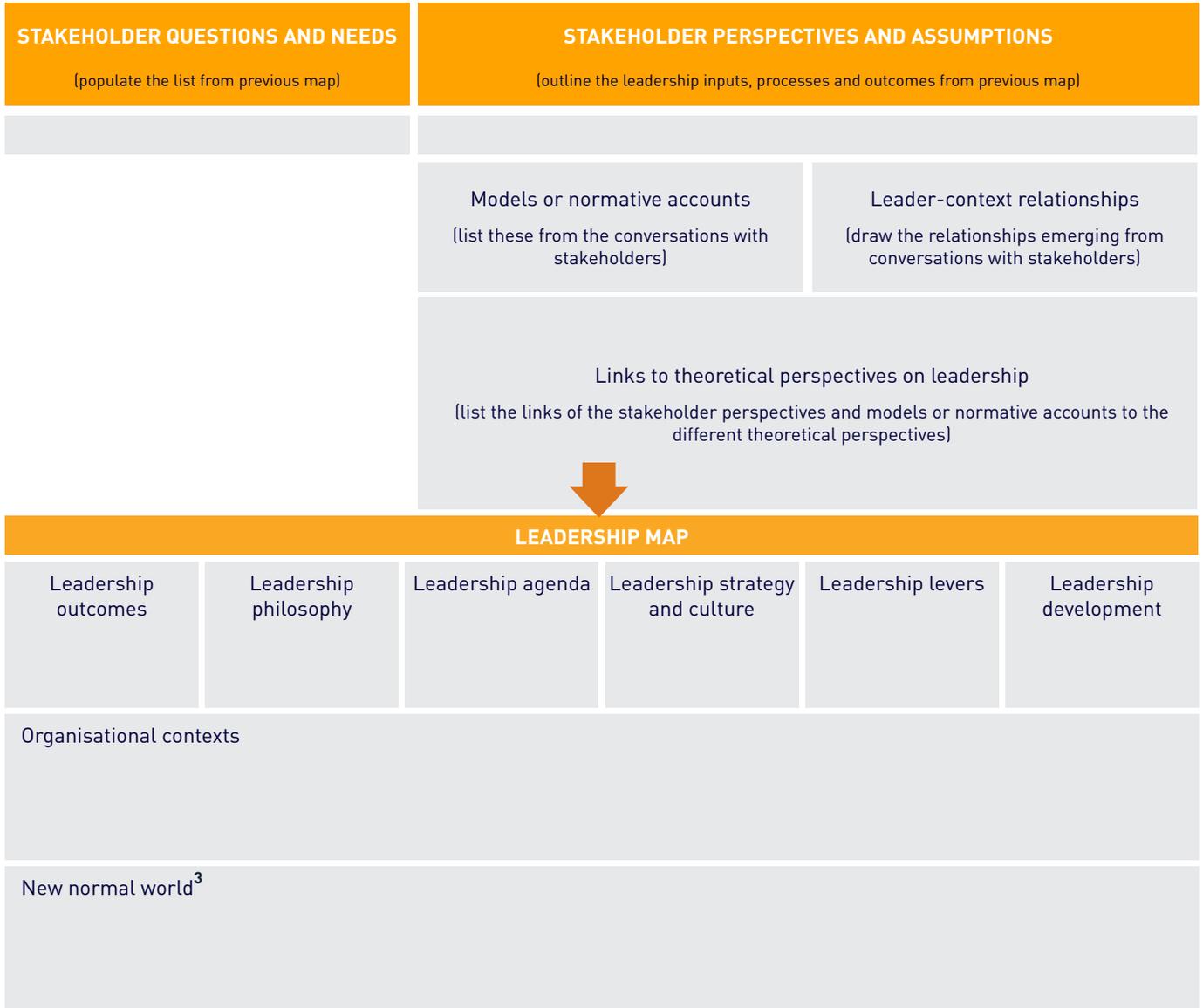
Some of the models or normative accounts of shared or distributed leadership, however, retain an individual, leader-centred focus. In this instance it is argued that leaders can be distributed across the organisation at different levels rather than being centralised and confined to the organisation's formal hierarchy. The below are examples:

- ***Distributed leadership and agile organisations***
- Distributed leadership required to become ***digitally mature organisations***
- ***Shared leadership for digital leadership***
- Development of ***collaboration and distributed decision-making for the digital age***
- ***Dynamic of distributed leadership practices***

The HR practitioner can use the above table to help them facilitate the stakeholders' explorations and reflections on their perspectives and assumptions. Through this process the HR practitioner can begin to outline and develop a coherent leadership philosophy, agenda, and strategy to respond to the questions posed by the stakeholders. This should formalise the:

- leadership outcomes
- leadership levers to realise the outcomes (at the different levels of analysis as discussed in the above table)
- leadership culture
- leadership development priorities
- organisational contexts (see below section)
- and possible paradoxes in the above (see the CCL model in the next section as an example)

This can be done as in the below leadership map. The map can help the HR practitioner to assess the **as-is** leadership philosophy, agenda and strategy against the new requirements arising from the stakeholder perspectives and assumptions on **leadership** and on **leading in the new normal**. The articulation of the stakeholders' perspectives and assumptions on the new normal can be facilitated by the HR practitioner through the frameworks that are presented later, after the discussion on organisational contexts below. Together these can help the HR practitioner to identify and analyse the **gaps** that need to be addressed.



Template for leadership map

³ See the section, 'what are the assumptions on the new normal'.

THE LEADER-CONTEXT RELATIONSHIP

Through the above discussion of the different theories one gets a sense of the varied assumptions on organisational contexts and leaders. These inform the nature and direction of the relationship between organisational contexts and leaders and leading. The table below illustrates some of the possible directions of this relationship. These can help with interrogating the relationships that may be assumed or drawn in the questions that the various stakeholders hold. It can help the HR practitioner explore the:

- mindsets of the stakeholders and organisational leaders
- sense of agency of leaders and internal stakeholders
- organisational development interventions and programmes needed to address these
- design, customisation and contextualisation of leadership development
- design of learning spaces that are created for it (see Jivan (2020a, 2020b) for a discussion on the evolving leadership development function and related pedagogic and learning spaces).

LEADERS → CONTEXT	CONTEXT → LEADERS	LEADERS ↔ CONTEXT
Leaders or leadership shapes/ determines the context	Context determines the emergence of leaders	Co-emergence of leadership and context in social dynamics and relations
There is one best way to lead regardless of contexts	Context shapes or selects the form of leading	Leadership and context co-evolve over time
Leader's efficacy is not moderated or mitigated by context	Context moderates or mitigates the form and efficacy of leaders	Efficacy is a product of leader and context relationship

Understanding these relationships sets the scene to explore the broader assumptions of the new normal, as discussed in the next section. This 'completes the circle' where the HR practitioner can facilitate the articulation of the organisation's answers to the question, what is leading in the new normal.



WHAT ARE THE ASSUMPTIONS ON THE NEW NORMAL?

An internet search on the term ‘new normal’ brings up a bewildering range and volume of descriptions and prescriptions, from ones that narrowly focus on remote working⁴ and working from home (the micro level) to others that imagine the world-to-be and how industries and firms will transform (macro level). One way to begin examining stakeholders’ assumptions on the new normal and how these are informing their questions is to facilitate conversations to map the contours and patterns of the new normal. These can help surface metaphors, analogies, constructs, and models that are informing the stakeholders’ perspectives on the new normal.

The frameworks below can help the HR practitioner with their ‘radar’ for attending to and critically engaging with stakeholders’ perspectives. The Cynefin and VUCA frameworks are popular and the vocabulary or elements of these may already be informing the stakeholders’ perspectives. Other frameworks such as ones on **4IR**, **innovation**, and **disruption** as well as **digital, green and crisis-led transformations** can be accessed from the SABPP Fact Sheets. These various frameworks can help surface stakeholder assumptions; explore whether stakeholders intend to adapt the as-is organisation to the contexts and worlds they are confronted by or reimagine their organisation and the form and nature of leadership thereof; and whether adaptation or reinvention is the appropriate response.

CYNEFIN FRAMEWORK OF SENSE-MAKING: CONTEXTS AND PRACTICES

Snowden and Boone [2007] introduced a framework that identifies five contexts within the world. The Cynefin framework differentiates the five contexts by the nature of the relationship between cause and effect. These contexts are termed as simple/obvious, complicated, complex, chaotic, and disordered. The aim is to help organisations diagnose the situation they face and act appropriately in terms of how they lead and make decisions. Thus, it is meant to facilitate sense-making and transitioning between these contexts – it is not a simple categorisation framework. The figure and table below illustrate the framework. The framework helps the HR practitioner to engage stakeholders on what context the organisation finds itself in; and how to appropriately lead and make decisions in the identified context. In this way the stakeholders can begin to outline and shape their strategy in relation to the context and set the leadership agenda and strategy.



Snowden [2019]: *Cynefin framework*

⁴ The SABPP has launched the remote working community for HR and other people champion practitioners.

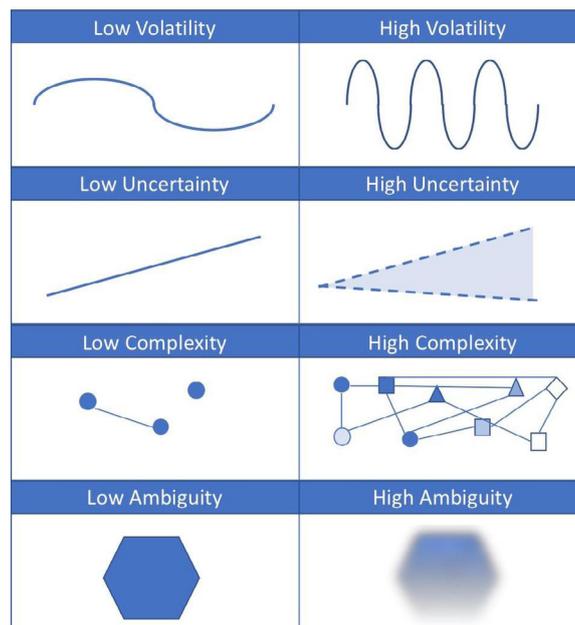
SIMPLE/OBVIOUS	In these contexts, cause and effect relationships are clear and established. Leaders sense, categorise, and respond appropriately based on best practice. "That is, they assess the facts of the situation, categorize them, and then base their response on established practice" (Snowden et al, 2007)
COMPLICATED	In complicated contexts the relationship between cause and effect is clear, but there are multiple right answers or solutions. There is no one best practice. Here, leaders need to sense, analyse, and respond based on the known unknowns. Expertise is required for good practice.
COMPLEX	In contrast to complicated contexts, in this context it is not clear what the right answers or solutions may be. Leaders, therefore, need to probe, experiment and be willing to fail. Through this process leader can begin to discern patterns retrospectively. It is through this sensing of patterns that practice emerges.
COMPLEX	There are no clear cause and effect, nor discernible patterns in this context. "A leader must first act to establish order, then sense where stability is present and from where it is absent, and then respond by working to transform the situation from chaos to complexity, where the identification of emerging patterns can both help prevent future crises and discern new opportunities"(ibid)



VOLATILE, UNCERTAIN, COMPLEX AND AMBIGUOUS (VUCA)

The description of a VUCA world has similarities to the Cynefin framework’s complex and chaotic contexts. VUCA emerged to describe the multipolar geopolitical system that arose post-Cold War. It is meant to capture the fractured, shifting, and unpredictable nature of geopolitics with the (supposed) end of the Cold War. The figure below illustrates this transition. The VUCA description has over time come to be used to describe the shift in industries, businesses, and firms. For example:

- increasing pace of change and churn in industries, markets, competition, and firms (volatility)
- increasing difficulty with drawing and predicting cause and effect relationships (uncertain)
- increasing complexity of factors and relationships in the external and internal environment of firms (complex)
- increasing difficulty with identifying patterns and interpreting these (ambiguous)



Forbes/Kraaijenbrink (2018): **VUCA**

CRISIS LEADERSHIP FRAMEWORK AND LEADING IN A VICASS WORLD

Veldsman (2020a) draws on the Cynefin framework to provide a framework for understanding and leading in the current COVID crisis and the related disruptions. He unpacks the different crisis and the related leadership engagement and actions required. As can be seen in the table below, he differentiates simple, complicated, complex, and chaotic crisis; and outlines the respective fact-based, ideas-based, pattern recognition, and pattern discovery leadership engagement modes.

TYPES OF SITUATIONAL CRISIS DYNAMICS	LEVEL OF KNOWNNESS	SITUATIONAL CHARACTERISTICS	EXAMPLE
Simple Crisis	Known knowns	Clear cause and effect relationships/ repeating, stable patterns, apparent to everyone. One, self-evident, right answer exists.	<ul style="list-style-type: none"> IT system crash Mine fire Volcanic disruption Oil spill
Complicated Crisis	Known unknowns	Cause-and-effect relationships discoverable but not immediately apparent to everyone. Multiple right answers possible, of which at least one is the best fit at a given time.	<ul style="list-style-type: none"> Pandemic like COVID-19 2008/9 world economic crisis
Complex Crisis	Unknown unknowns	Flux and unpredictability. No right answers exist. The search is to uncover emergent, instructive patterns, with understanding emerging only after things have already happened.	<ul style="list-style-type: none"> Global warming Cyber attack
Chaotic Crisis	Unknowables	High turbulence and fluidity with no clear causal relationships. Futile to search for the 'right' answer as it changes all the time.	<ul style="list-style-type: none"> 9/11

Veldsman (2020a): *Leadership engagement modes*

Veldsman suggests that the emerging new normal can be characterised by increasing Variety, Interdependency, Complexity, Change, Ambiguity, Seamlessness (or boundarilessness) and Sustainability⁵(VICASS). It is an extension of the popular description of the VUCA world. Sense-making, engagement, active listening, and building a shared vision or dream are key for leaders, who need to develop an “integrated, dynamic understanding of how the emerging world works in real time within [their] chosen operating arena” (Veldsman, 2020b).

⁵ See the Fact Sheet on *workforce transitions for the digital, green and crisis-led transformations*.

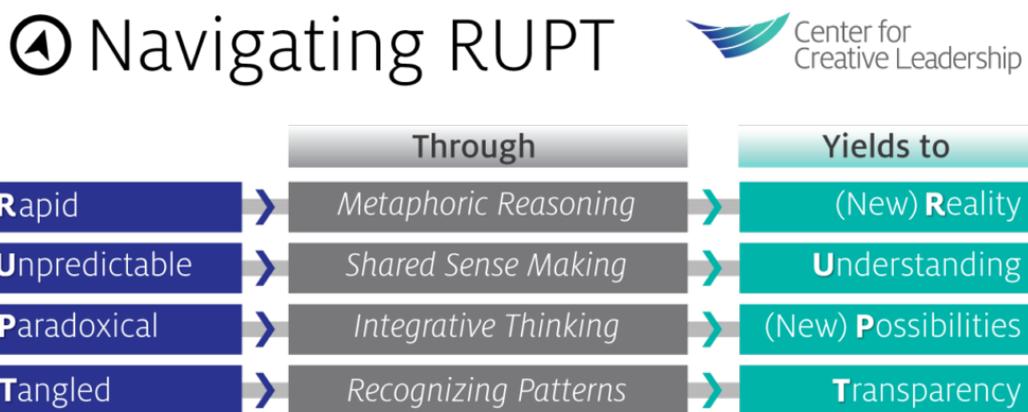
CCL'S RUPT MODEL

The Centre for Creative Leadership (CCL) also provides an alternative to the VUCA description, that of RUPT, meaning Rapid, Unpredictable, Paradoxical, and Tangled world. It is meant to capture the experience of disruption and the required leadership for this. The table below provides CCL's descriptions of each element of RUPT.

RAPID	"The changes we experience come at us quickly. They overlap with each other like waves emerging from different sources crashing in mid-ocean" (CCL, 2019).
UNPREDICTABLE	"We can analyze, strategize, and predict the future, but then something totally unexpected emerges [rapidly], challenging our assumptions and causing us to reframe our thinking." (ibid)
PARADOXICAL	"As leaders, we're so easily lured into believing complex challenges are problems with one right solution, rather than seeing them as polarities that must be leveraged if our teams and organizations are to be effective in both the short and long term. For example, we must innovate for the long term, yet we have current businesses that must be managed both in the short and long term. We might be tempted to choose one or the other, but even for the short term, we really need to do both." (ibid)
TANGLED	"Everything is connected to everything else. We hear terms that imply the connectedness of everything, like "the global village." We live in multiple ecosystems, all of them having internal and external connections that we might overlook in our attempts to strategize and implement strategy effectively." (ibid)

CCL (2020): **RUPT**

Having identified and described the emerging new normal as RUPT, CCL suggests the below leadership competencies to navigate the rapidly changing, unpredictable, paradoxical and tangled realities we face. These are metaphoric reasoning, shared sense making, integrative thinking, and recognising patterns. One can see the synergies and differences with the Cynefin framework, in particular, the complex and chaotic contexts. The RUPT model, though, does not confine itself to leader-centric assumptions or perspectives. These competencies can be *developed* and *enacted* at the individual, team, and organisational levels⁶. This means that the organisational form could be the traditional hierarchical firm or the networked and distributed forms of organising and leading.



CCL (2020): **Navigating RUPT**

6. See Jivan (2017) for a discussion of the integrative ontology of leadership by Drath, McCauley, Palus, van Velsor, O'Connor, & McGuire (2008), which CCL and the above model draws on. The integrative ontology focuses on how leadership outcomes (of direction, alignment and commitment) are given form and enacted in organisations. It does not necessarily need to be leader-centric, for example, "contexts in which the beliefs and practices for producing DAC do not call for individuals to take leader or follower roles, such as in peer-like settings of self-managing teams or cross-boundary collaboration" (p649).

CCL identifies the following **paradoxes** that are prominent during the COVID crisis, as illustrated in the figure below (Puri and Mallis, 2020). They also provide key questions to consider, which can be utilised for the conversation on stakeholders' question and mapping these as discussed in the previous section. The paradoxes have important implications for how work, the workforce, and the workplace need to shift and be organised as well as how leading takes form. Through the discussions of the above frameworks it appears that navigating paradoxes is a crucial task of leadership. To add to the paradoxes already cited is that organisations are not homogenous entities. There is the possibility that organisations could contain and face a number of contexts, which comprises a mix of the simple, complicated, and complex contexts all together.



CCL/Puri and Mallis (2020): ***Paradoxes to prepare for post-COVID world***

Using the above sample of frameworks and other appropriate or relevant ones, the HR practitioner can initiate stakeholder discussions and provoke questions on the:

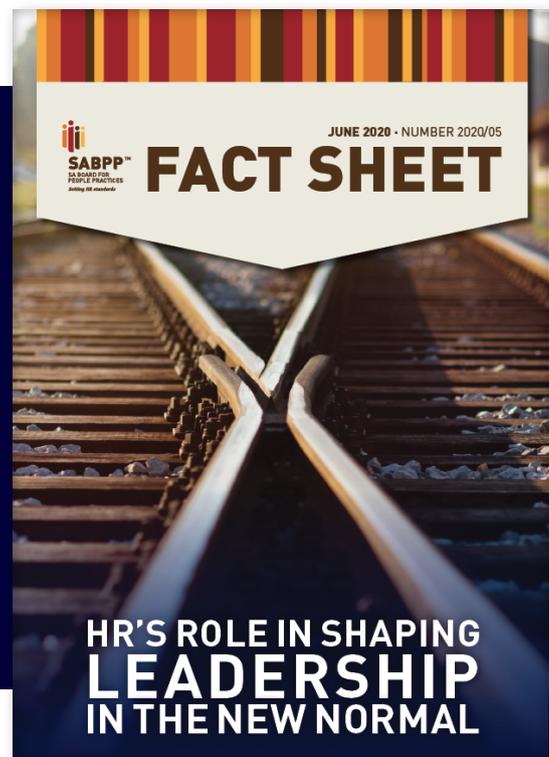
- context or contexts the organisation is facing and possible scenarios and alternatives during and post-COVID
- sense-making and decision-making required to navigate these contexts
- leadership engagement and actions during and post-COVID
- paradoxes that the organisation needs to navigate during and post-COVID
- role of leaders, teams, and internal stakeholders in relation to these contexts and tasks

These questions and the responses to them complete the circle and can help answer the question, what is leadership in the new normal and how does one develop it.

CONCLUSION

HR has a critical role to play in helping stakeholders and their organisation to navigate the emergent realities and practices that is being described as the new normal. The fact sheet provides three key questions and heuristic guides or maps to assist HR practitioners to begin the conversation with their various stakeholders, develop their 'radar', scan the internal and external environment, and develop scenarios and alternatives for adapting or reimagining their organisations and its form and nature of leadership. These can help the HR practitioner to facilitate the answers to the stakeholders' questions and develop a coherent leadership philosophy, agenda and strategy for the organisation.

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March	QUALITY COUNCIL FOR TRADES AND OCCUPATIONS
April	RECENT TRENDS ON REMUNERATION GOVERNANCE
May	THE PROTECTED DISCLOSURES ACT
June	HR SERVICE DELIVERY MODELS
July	CREATING A SPEAK UP CULTURE AT WORK
August	JOB PROFILES
September	ETHICS HOTLINE MANAGEMENT: BEST PRACTICE GUIDE FOR SOUTH AFRICAN EMPLOYERS
October	DISABILITY AND EMPLOYMENT: THE SABPP DISABILITY PROFESSIONAL PRACTICE STANDARD
November	FACING THE FOURTH INDUSTRIAL REVOLUTION: WHAT ARE SOUTH AFRICA'S CONSTRAINTS?
December	NATIONAL QUALIFICATIONS FRAMEWORK ACT AND THE 2019 AMENDMENT ACT

2020

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March	INNOVATION AND DISRUPTION DILEMMAS FOR FIRMS AND THEIR HR FUNCTIONS
April	CORONAVIRUS AND COVID-19
May	WORKFORCE TRANSITION ISSUES FOR THE DIGITAL, GREEN AND CRISIS-LED TRANSFORMATIONS