

# TOOLS AND TECHNIQUES OF LEADERSHIP AND MANAGEMENT

Meeting the challenge of  
complexity

*Ralph Stacey*

# CONTENTS

<i>Preface</i>	viii
<b>1 Introduction</b>	<b>1</b>
<i>The split between managers and leaders</i>	3
<i>Outline of the book</i>	4
<b>2 The theory of complex responsive processes: understanding organizations as patterns of interaction between people</b>	<b>9</b>
<i>Introduction</i>	9
<i>Chaos and unpredictability</i>	11
<i>From the complexity sciences: local interactions and emergent     global order</i>	13
<i>Interdependent individuals and the interplay of human intentions</i>	16
<i>The emergence of Facebook in the interplay of intentions</i>	18
<i>Conclusion</i>	21
<b>3 Understanding organizing activities as the game: implications for leadership and management tools and techniques</b>	<b>23</b>
<i>Introduction</i>	23
<i>The nature of local interactions: communication</i>	24
<i>The nature of local interactions: power relations</i>	28
<i>The nature of local interactions: ideology and choices</i>	31
<i>Local interaction: the impact of the social background</i>	34

	<i>Implications for leadership and management tools and techniques</i>	37
	<i>Conclusion</i>	38
<b>4</b>	<b>The leadership and management tools and techniques of instrumental rationality: rules and step-by-step procedures</b>	<b>40</b>
	<i>Introduction</i>	40
	<i>The management tools of instrumental rationality</i>	42
	<i>The nature of the tools and techniques of instrumental rationality</i>	48
	<i>Conclusion</i>	52
<b>5</b>	<b>The limitations of the tools and techniques of instrumental rationality: incompatibility with expert performance</b>	<b>54</b>
	<i>Introduction</i>	54
	<i>Competence, perhaps, but not proficiency or expertise</i>	54
	<i>Critique of the tools and techniques of instrumental rationality and responses to the critique</i>	57
	<i>The tools and techniques of leadership: development programmes and models of leadership</i>	62
	<i>Leadership models</i>	63
	<i>Conclusion</i>	65
<b>6</b>	<b>The leadership and management techniques of disciplinary power: surveillance and normalization</b>	<b>66</b>
	<i>Introduction</i>	66
	<i>Disciplinary power</i>	67
	<i>The effects of disciplinary power in organizations</i>	73
	<i>Thinking about leadership programmes</i>	74
	<i>Conclusion</i>	77
<b>7</b>	<b>Taking the techniques of disciplinary power to the extreme: domination and coercive persuasion</b>	<b>79</b>
	<i>Introduction</i>	79
	<i>Coercive persuasion</i>	80
	<i>The techniques of coercive persuasion</i>	81
	<i>Complex responsive processes of discipline</i>	85
	<i>Taking the application of the techniques of disciplinary power to extremes: institutionalized bullying</i>	87
	<i>Further thoughts on taking the application of discipline to extremes: 'Doublethink' and 'Newspeak'</i>	89
	<i>Conclusion</i>	91

<b>8 Institutions and the techniques of leadership and management: habits, rules and routines</b>	<b>92</b>
<i>Introduction</i>	92
<i>The nature of institutions</i>	92
<i>Institutional change</i>	94
<i>Power and institutions</i>	95
<i>The differences between the theory of complex responsive processes and the theories of institutions</i>	98
<i>Institutions and complex responsive processes: patterns of human interaction</i>	102
<i>Institutional techniques</i>	105
<i>Conclusion</i>	105
<b>9 The leadership and management ‘techniques’ of practical judgment: reflexive inquiry, improvisation and political adroitness</b>	<b>107</b>
<i>Introduction</i>	107
<i>‘Technique’ as a mode of inquiry: narrative and reflexivity</i>	110
<i>Participation in conversation: group processes as ‘techniques’ of widening and deepening communication</i>	113
<i>‘Techniques’ of spontaneity and improvisation</i>	115
<i>‘Techniques’ of ordinary, everyday politics: rhetoric and truth telling</i>	117
<i>Conclusion</i>	120
<b>10 Conclusion: frequently asked questions</b>	<b>122</b>
<i>Appendix: reflexive narrative inquiry: movements in my thinking and how I find myself working differently as a consequence</i>	133
<i>Notes</i>	160
<i>Bibliography</i>	166
<i>Index</i>	174