



Symposium Servant-Leadership across the Orient

Intro

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24 September 2012

vrije Universiteit

amsterdam



SLCRE: Key Purpose

- To serve a future generation of leaders to practice the principles of SL through the development of a robust new paradigm of leadership that is effective in diverse environments



SLCRE Symposia

- *13 April 2010* SL across **Cultures**
- *22 Nov. 2010* SL across **Education**
- *2 May 2011* SL across **Disciplines**
- *3 Oct 2011* SL across **Cyberspace**
- *16 April 2012* SL across **History**
- *24 Sept 2012* SL across **the Orient**

- Next symposium SL across **Generations**



Bhutan: Gross National Happiness



Bhutan: Gross National Happiness



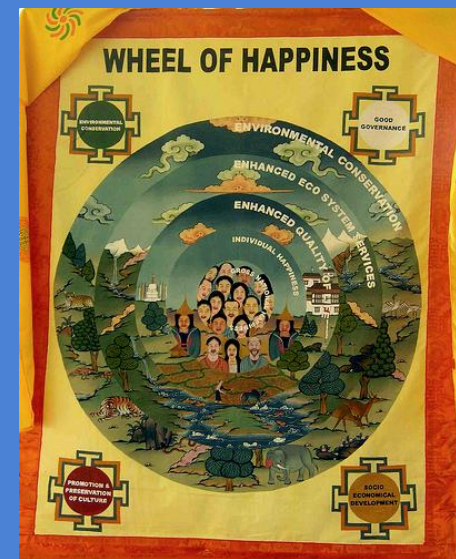
Bhutan: GNH and 8 contributors to happiness

1. physical, mental and spiritual health;
2. time-balance;
3. social and community vitality;
4. cultural vitality;
5. education;
6. living standards;
7. good governance;
8. ecological vitality.



Gross National Happiness

- measures the quality of Bhutan in a more **holistic** way
- the beneficial development of human society takes place when **material** and **spiritual** development occurs side by side to complement and reinforce each other.



Buddhism and well-being:

Bradley, T. A.o.(2011), Chapter 10 'A Clash of Symbols?' in: *From Critique to Action*, Weir, D. And N. Sultan (ed.) Cambridge Scholars Publishing, , pp.182-209■

- **Mongolian Buddhist student in Liverpool: “*I participated in social work a lot at home. Here, I feel myself like a rat who doesn’t care for others*”** (p.200)

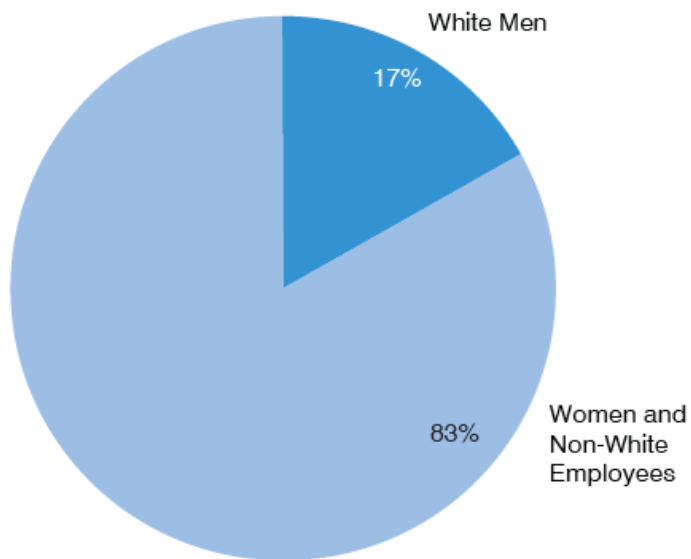


Asian Pacific careers

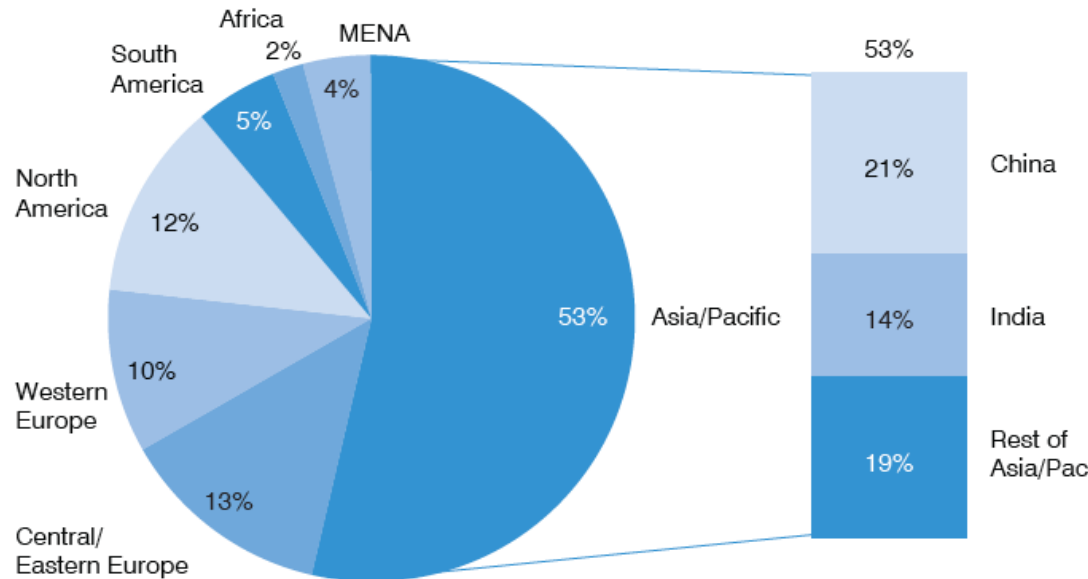
Exhibit 1
Women and Non-White Employees Constitute 83 Percent of Global Talent

GLOBAL DISTRIBUTION OF THE TALENT POOL¹ INDIVIDUALS WITH COLLEGE/UNIVERSITY EDUCATION

By Demographics



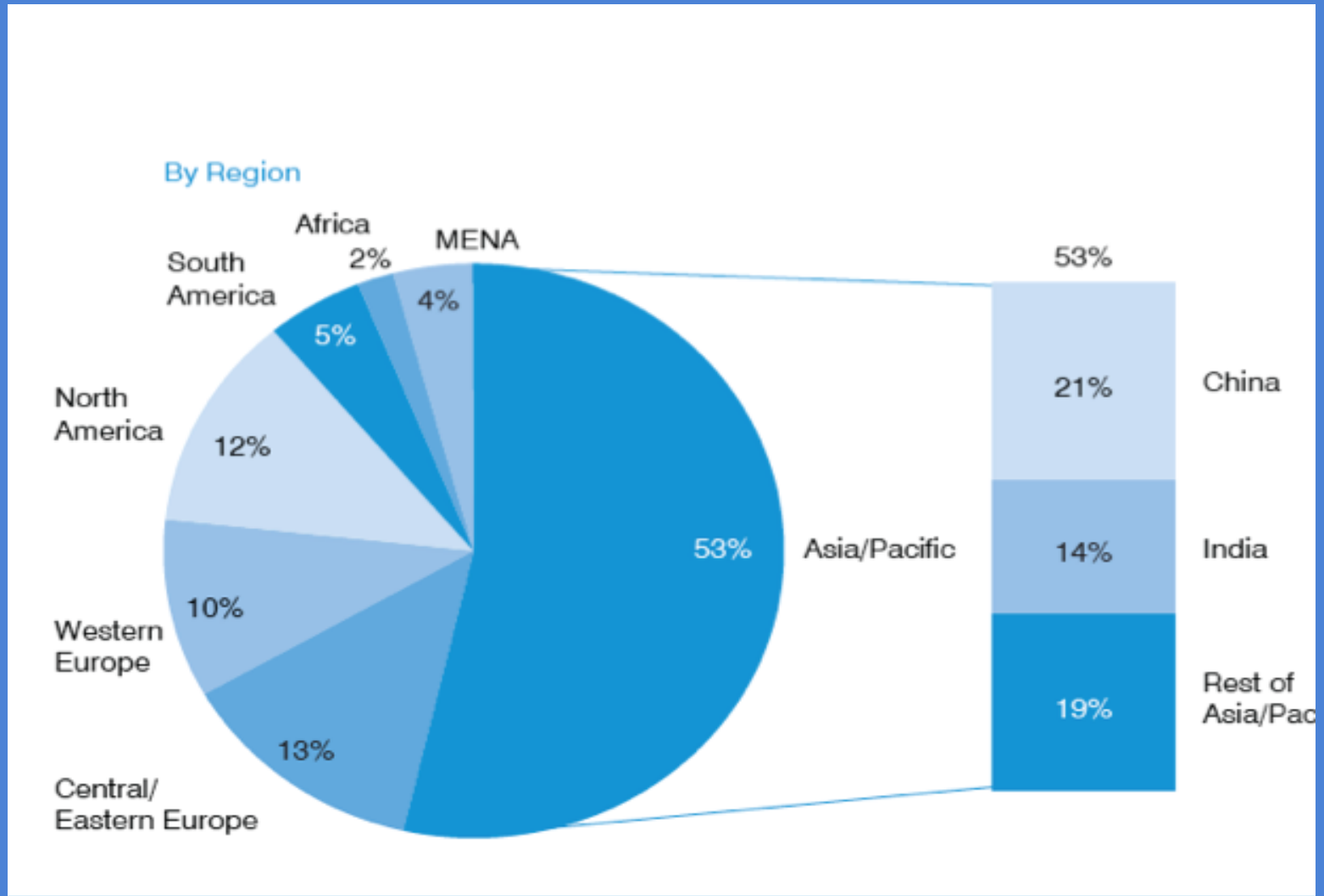
By Region



¹ Global talent pool is defined as all individuals around the world who have at least tertiary education (college/university level).

Source: The Athena Factor, Sylvia Ann Hewlett Associates; Booz & Company analysis; OECD & UNESCO 2000–2006 (based on availability) Education Database, Tertiary Completion Levels; India, Pakistan, and Peru, 2002 UNESCO Education Database, Tertiary Enrollment reduced, assuming 33% completion rate

Asian Pacific careers



Servant-leadership and career development across the Orient



Welcome

- *To all participants and speakers !!*



Welcome

■ KEYNOTE SPEAKERS:

1. *Asian and Western mindsets; comparing intimacy (connectivity) and integrity (autonomy),* **prof. dr. André van der Braak**, chair Buddhist Philosophy in Dialogue with Other World Views, Faculty of Religion, VU.
2. *Education and careers in the Arab world; case study on Yemen,* by **dr. Nabil Sultan**, Award Director International MBA, Liverpool Hope University, UK.



Welcome

TEA BREAK PRESENTERS:

- *Holistic talent development in Indian perspective* by **drs. Anjna Dhuney**, FEWEB graduate
- **Team 4** of C&O Master course



Welcome

- WORKSHOP 1 (Room WN-S623): *Talent development and careers in Chinese perspective; case study on Cheer, by dr. Mandy Cao, co-director of Cheer, www.cheereef.com.*
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- WORKSHOP II (Room WN-F619): *Comparing Indian and Chinese classical element-theories and their dynamic relations, by dr. Annelies Oosterhoff, PhD graduate Nyenrode University*



Welcome

- WORKSHOP III (Room WN-P663): *Holistic approach of careers and lifelines; to learn, lead and serve*, by **Mr. Aditya Kamalapurkar**, **Mrs. Noor Francken** and **Mrs. Petra de Boer** of The Art of Living.
- WORKSHOP IV (Room WN-C669): *Ethics in Business*, by **Mr. Rutger Koopmans**, President, Netherlands-India Chamber of Commerce and Trade



Workshop Discussion questions

1. How/where do you see SL attributes (e.g. listening, empathy, building community) supported or played out differently in the West and the Orient? Where are they the same, or more in front/background?
1. What can the West learn from the Oriental SL approaches to strengthen lifeline and career development, and visa versa?



Workshop Exercise

1. *From what you have heard today and read about SL, what servant-leadership characteristics (e.g. listening, empathy, conceptualization, community building) do you feel are of most importance to you, and for your (working) life?*

(2 yellow stickers are provided for participants to write two characteristics for themselves and 2 white stickers are provided to post on the group sheet in the reception area).

2. *What commitment will you make to live these characteristics during your career/lifeline?*



Euro-a-Day



Euro-a-Day
geef kinderen een kans



IAHV
INTERNATIONAL
ASSOCIATION FOR
HUMAN VALUES
THE NETHERLANDS

*Building a
One World Family through
shared values*

Voorpagina

Nieuwsbrieven van Euro-a-Day

Wat doet Euro a Day?

"Teachers need to know that human physiology and human nature are very similar to atomic structure. Like in an atom, the central part is positive. The electrons or negative charge, are only on the periphery. Any negativity you find in a child is really on the periphery."

Z.H. Sri Sri Ravi Shankar

Giving Back

The project **Euro a Day** supports schools in India and is part of the International Association for Human Values. Euro a Day provides holistic education with an emphasis on social responsibility and human values to enhance the school careers of children in underserved communities, see www.careforchildren.org and www.euroaday.nl.





Thank you!