



**Innovation Expedition**  
Rethinking and Leading the Future

# INSIGHT NOTE

CHIEF EXPLORER DON SIMPSON



**Reflecting on my Multiple Roles as Chief Explorer**

**Understanding My Journey to Prepare for these Roles**

This Insight Note provides some background and context around the roles I have come to play as Chief Explorer. First, of the Innovation Expedition Network and more recently of the flagship Renaissance Expedition. It also covers the journey I have taken in order to prepare myself for these roles.

# A GLOBAL ODYSSEY

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# REFLECTING ON MY MULTIPLE ROLES AS CHIEF EXPLORER: UNDERSTANDING MY JOURNEY TO PREPARE FOR THESE ROLES

## 1. Purpose of this Insight Note

My overall intent is to prepare some more focused thoughts on:

- the roles I have come to play as Chief Explorer first, of the Innovation Expedition Network and more recently of the flagship Renaissance Expedition
- the journey I have taken in order to prepare myself for these roles.

This is being done to prepare myself to better answer questions from those who, aspiring to become modern day Renaissance Leaders, have been asking me to explain how I prepared myself for the role I have engaged.

## 2. Defining One's Career: Asking the BIG Questions

At various times throughout our lives we find ourselves trying to grapple with some key questions about our potential careers.

- What do I want to be when I grow up?
- What educational path should I take to start preparing for that career?
- What work and social experiences will best support my intentions?
- How will I know if I am being successful?

I used to admire and even envy individuals who knew at an early age what role they wanted to play in life (doctor, lawyer, teacher, accountant, mechanic, symphony musician, etc.). This clarity allowed them early on to concentrate on the preparatory tracks designed by others that would enable them to take on this role.



For my part, I had no such early clarity about a desired role. Indeed, at age 81 I find myself only half-jokingly suggesting that “I am still trying to figure out what I will do when I finally grow up.”

How then might I best provide support, insights and some guidance for individuals of all ages who are seeking to improve their capacity to perform as collaborative, entrepreneurial, high performing, and innovative leaders? My hope is that I can best help them by reflecting back on my life’s journey—a journey which I have been describing as my “Global Odyssey in Search of Cross-Cultural Harmony and High Performance.”

### 3. Outlining my Intentions

My main driving intent has been to explore the world—both the physical world with its wonderfully diverse communities and the world of ideas that I have come to know as being equally diverse. For more than five decades, I have wandered the world seeking breakthrough ideas and the people behind them. As Chief Explorer, I have experimented with applications of innovation, learning and leadership ideas in an eclectic career as educator, entrepreneur, administrator, researcher and program designer, and mentor.

My passion is to help organizations in all sectors learn how to seize the opportunities offered by a fast-changing, global, knowledge-based, economy and to organize themselves to unleash innovations aimed at bringing about dramatic improvements in organizational performance.

My larger purpose is to support leaders who, in addition to driving performance improvements, also aspire to contribute to the creation of harmonious, multicultural, productive and globally connected communities offering prosperity and a high quality of life to all citizens.

### 4. My Efforts to Activate my Intentions into Work Priorities

In seeking to identify the work pattern of my life there is no specific linear career pattern. One way of summarizing that journey would be to suggest that I have, over this long period of time undertaken assignments concerned with the following issues:

- leadership development and accelerated experiential problem-based learning
- unleashing innovation to drive dramatic improvements in organizational performance (with a particular interest in initiatives that included a goal of reducing social and economic inequalities)



- creating and testing models for community-based development (with a bias towards development in low-income communities)
- clarifying the essence and impact of culture on leadership behaviours and developing the art and skill of practicing cross-cultural communication and management

My ability to eventually engage in helping change leaders design and implement transformative initiatives were shaped over 50 years by my involvement in a diverse set of activities, including the following:

- Functioning as an educator at all levels of an education system—high school, teacher training at a university, adult education. I was active with several groups designing problem-based learning organizations, and served a term as the Director of International Business at the Ivey Business School at Western University.
- Creating, managing and participating in several nonprofit agencies, including one (African Students Foundation) that organized airlifts of African students to North America in the late fifties and early sixties and one (Operation Crossroads Africa) that organized rural work camps in Africa for a mix of young leaders from the United States, Canada and many African countries.
- Serving as a mentor to several First Nations and Inuit organizations on a variety of economic and social action efforts, including major transformational initiatives related to education and the creation of organizations focused on strengthening aboriginal communications.
- Participating as one of the initial research entrepreneurs in the International Development Research Centre created by the former Prime Minister of Canada (the Right Honourable Lester B. Pearson) and led by the creative cross-cultural agricultural economist, David Hopper.

Note: My global work with IDRC in the early seventies was a high level opportunity for me to bring together all my experiences to that point and apply them in helping to implement ideas for distinctive, highly successful, breakthrough models for transforming third world communities.

- Founder and CEO of two private companies, one (Kanchar) focusing on nurturing trade relations between Canada and several Third World countries; and the other (Salasan) focused on major transformational projects in the HR sector.
- Founder and Chief Explorer for a virtual network organization known as the Innovation Expedition (IE). This breakthrough initiative was founded in 1991 at the world-famous Banff Centre in the Canadian Rocky Mountains when I was filling the role of Vice-President for Leadership Development. IE moved out of the Banff Centre in 1994 and eventually became an incorporated company owned by me. It has occupied my energy and time ever since.



As Chief Explorer, my focus now is on sharing with others—as mentor/coach/consultant—as connector/promotor—and as writer and storyteller—the insights gained through work in the public, business, education, research, and not-for-profit sectors in over 75 countries.

(See Appendix 1 for a small sample of the experiences that have shaped my perspectives and my approach to life.)

## 5. Perspective on the Educational and Work Experiences that Helped me to Take on a Role as Chief Explorer

### **Educational Preparation**

As you come to know something about my unusually diverse educational experience on journey to receive my Ph.D., you will come to understand why I have little or nothing to offer to any aspiring young leader in terms of a clear precise educational path to prepare for the wonderfully rewarding kind of life that I have enjoyed and which I continue to experience.

I was a mediocre high school student who only got committed seriously in preparing for university because of my athletic ability. I started off in a business program and soon left because of my unease with the intentions and values being presented in that program. Switching to a program in sciences, I got a B.A. which included possible entry into medical school. Feeling uneasy with a further four-year commitment, I took a year off to try teaching at a high school. My happy experiences as a high school teacher led me into post-graduate studies, into a position as association professor at a major university and eventually to a Ph.D. in history.

### **Personal Attributes**

My educational journey had no plan to it and indeed was shaped by my responses to a continually evolving set of events and opportunities. The way in which I responded to these events, I now realize, was influenced by the attitude I was developing towards the world. No doubt one's attitude towards the world is influenced by one's family, the early events in one's life (for me World War II is an example), and by the early educational experiences one enjoys or suffers through. I also now recognize the importance I began to place on building trusting relationships with a diverse group of people whose cultural background, family life and work experiences were somewhat different than my own.



I also recognize now that my significant sense of curiosity and my desire to understand individuals and events were strong drivers in keeping me involved in disciplined learning that eventually led to a Ph.D.

### **A Volatile Career Cycle**

My career cycle has moved periodically from teacher to administrator, to entrepreneur (of projects, organizations or companies), to researcher, to designer and developer, to mentor and back again to teacher. My frequent efforts to initiate and operate international projects have inevitably led me back to a research and a teaching mode (at least on a part-time basis). I returned periodically to an academic environment to allow me the time and environment to synthesize what I had learned from the projects and to design teaching and consulting programs by which this new knowledge might best be shared with others who are committed to action.

Recognizing that High Self-Awareness is a Common Attribute of the High Performing Leader Through some specific research on performance that I discovered early in my travels I came to recognize that one of the most common attributes shared by high performing individuals in different walks of life is their highly developed sense of awareness:

- awareness of themselves and how they gather information and think
- awareness of others who think differently and how to build relationships with them
- awareness of the challenges of their work environment and of the natural environment in which they live
- awareness of the processes they go through when they perform.

Through most of the last two decades in my journey I have been trying to take some time to reflect on my life and to try to be more consciously aware of my own behaviour and of all the above issues.

### **Explorations in Self-Awareness to Recognize My Profile as Chief Explorer**

The shift in 1965 from my role as high school teacher at Beck Collegiate into the mixed role of graduate student / associate professor at the University of Western Ontario was an early defining moment which opened up for me a vast new world of ideas and personalities to explore.

Finding a way to define myself in an academic culture slowly led me to organize my interests around a broad collection of concepts. After an undergrad experience in business and the sciences (biology, chemistry and physics), my post-graduate role was now revolving around the disciplines of history and teacher education.



Instinctively, I allowed these two discipline bases of history and teacher education to lead me to explore a diverse set of experiences and ideas. Constantly, I was being advised by my peers to get focused and to stop dabbling in so many disparate groups and activities. My sense was that the diverse ideas I was exploring were somehow all connected. Gradually I gained confidence to claim that I was focused but the map I was using as a guide was a big one.

### My Life as Chief Explorer

Through a combination of an inherited passion to explore the world, a certain determined streak, cockeyed optimism (some would say naïveté), and luck, I have been able to travel widely and have now lived, worked in or visited more than 75 countries. I have been privileged to witness and play some part in shaping Canada's evolving relationships with many of these countries.

Reflecting back on my life as I undertook to capture the stories of my life, I came to recognize that the focus of my work involves serving as a global connector—identifying, linking, mentoring and promoting the work of entrepreneurial innovators who are committed to building high performing organizations in their sector and in helping to create sustainable prosperity in their community and in others around the world.

But none of this was part of any grand plan. Born in the Great Depression of the 1930s, I had no dreams as a teenager of accomplishing anything more than finishing high school and finding a factory job.

In the search for a word or phrase that somehow best captures the essence of my life—the one with which I feel most comfortable—is “Explorer.” Without ever really planning how I wished to be seen by others, upon reflection I realize that I have been living the life of an Explorer for most of my life. The Excerpts from my LogBooks document many of these exciting explorations.

**Note:** I am almost finished preparing 15 personal, purposeful learning and leadership stories from my Global Odyssey. To review these stories, visit my personal website ([www.donaldsimpson.ca](http://www.donaldsimpson.ca)).

My explorations saw my involvement in a diverse range of initiatives as educator; entrepreneur; administrator; researcher; program designer and mentor. In 1991 as a vice-president of the world-famous Banff Centre, I created the Innovation Expedition as a pilot global network organization. It has served as the organizing vehicle for my diverse work ever since.



Our growing network since the 1990s embarked on a global search for best practices aimed at nurturing innovative leaders for building high performing organizations in the knowledge economy. We developed initiatives and processes for engaging with senior executives in Canada and abroad who were struggling to understand how to function in this global, knowledge-based economy.

For me, the Innovation Expedition serves both as a metaphor and as a model for nurturing collaborative, caring interventions to transform individuals, organizations and communities. As a metaphor IE suggests that we view this distinctive, fast-changing, knowledge-based world as if it were a new cultural place only recently discovered. Our challenge is to acknowledge that this new place operates quite differently than any place known to us. Our task, then, is to work hard at understanding how best to prepare ourselves and others to be successful in this new world.

As a model, our intent was to work with colleagues and clients to co-create transformative initiatives and leadership styles that would help us build high performing organizations in this new world and also help create sustainable prosperity in our communities and others throughout the world.

We began to recognize that leaders were now working in a globally, highly competitive, fast-changing, knowledge-based world where the “rules of the game” are constantly shifting, where local decisions are influenced dramatically by global realities and where uncertainty and ambiguity had become givens. These leaders are challenged to constantly find efficient solutions to new and increasingly complex problems, often with limited resources, and to produce strong observable results. Our sense was that these leaders more and more needed to exhibit the characteristics of effective Explorers engaged in understanding this knowledge-based world and in learning how to organize for success in it.

We began to describe the skills of Explorers to include:

- a high level of curiosity and a readiness to consider alternative futures
- a willingness to take risks
- an openness to new ideas and new facts and an interest in developing a global perspective
- an agile, quick and sensitive learning capability
- a high tolerance for ambiguity
- a trust in their intuition and a readiness to learn from failure
- an ability to ask good questions in order to gain understanding
- a high level of personal courage and conviction



- an ability to give up control and work closely in partnership and in a team with others as equal colleagues
- a sense of optimism and a sense of humour

### Understanding My Instincts as a Traveller

Several years ago, reading the Forward to V.S. Naipaul's autobiography, *Finding the Centre*, a passage leapt off the page. Naipaul, in trying to explain what role travel played in shaping his role as a writer, indicates that his uncertainty about his role eventually withered as he recognized his instincts as a traveller. He describes how he became "content to be myself, to be what I had always been, a looker." And then he indicates, "I learned to look in my own way."

Naipaul then goes on to describe in insightful detail the way world travels affected him—I found his description to closely parallel my own life. Here are his words:

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*"To arrive at a place without knowing anyone there, and sometimes without an introduction; to learn how to move among strangers for the short time one could afford to be among them; to hold oneself in constant readiness for adventure or revelation; to allow oneself to be carried along, up to a point, by accidents; and consciously to follow up other impulses—that could be as creative and imaginative a process as the writing that came after.*

*Travel of this sort became an intense experience for me. It used all the sides of my personality; I was always wound up. There were no rules. Every place visited was different, every place opened in a new way.*

*Always, at the beginning, there was the possibility of failure—of not finding anything, not getting started on the chain of accidents and encounters. This gave a gambler's excitement to every arrival. My luck held; perhaps I made it hold. Always, after the tension, there came a moment when a place began to clear up, and certain incidents (some of them disregarded until then) began to have meaning."*

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In hindsight, I can now better describe some of the meaning emerging from the journeys I have been on since my youth. But while I was engaged in these exciting, diverse activities, the pattern was not clear to me and no doubt was confusing to my family and friends. My instincts were leading me to



engage in initiatives with mainstream Canadians, with Third World countries (focused mainly on Africa and southeast Asia), with black Canadians, with First Nations in Canada, and with many different sectors and many different types of organizations (business, nonprofit, research, education, government agencies).

The concepts that linked my diverse learning experiences revolved around the elements of learning, leadership and innovation in cross-cultural settings. The goal was to nurture harmony and assist organizations to both improve their performance and to help create sustainable prosperity in their communities and in others throughout the world. For me the concept of sustainable prosperity includes a focus on creating more jobs, increasing the creation of wealth and expanding the quality of life for a broad cross-section of citizens.

The result of my worldwide travels, most of which was done alone, has been both stimulating and emotional. But over the years I found it hard to explain to family or friends exactly what was driving me or what specific benefits I received from the extensive travels.

### **A Natural Connector and Systems Thinker**

My style is that of a networker, bringing together people in a wide variety of sectors, as well as linking people from various parts of the world. Only much later would I realize that instinctively I was trying to develop a capacity to look at some large, complex challenges in a holistic manner—to practice systems thinking as a useful way to find solutions—and to help leaders organize high performing teams able to collaborate and unleash innovations to address complex tasks.

Through all of these activities my focus has been on people. The context for my efforts has been intercultural and international. Others have described my life as that of a “cultural explorer”.

### **Building Trusting Relationships as a Foundation for High Performance and Harmony**

*“Trust men and they will be true to you; treat them greatly, and they will show themselves great.”*

*Ralph Waldo Emerson*

The dream was always the same. How could one build a trusting relationship with a new group of people that allowed an exchange of ideas and experiences that was mutually satisfying?



Gradually I began to gain some ability to help people identify their key challenges, explore the available options and build collaborative teams to create entrepreneurial, innovative responses to their complex performance challenges. The goal was to create high performing organizations in a wide variety of sectors.

Progressively I found words to succinctly state my evolving sense of purpose. I began to tell myself that my personal mission statement was “to nurture harmony globally in a diverse world and help to improve individual and organizational performance.”

## 6. More Details on Five Key Roles I have Played as Chief Explorer

### My Role as Educator

My primary instinct is that of a teacher. However, I have a strong desire and a need to take theories and ideas and test them in a pragmatic, operational manner by creating projects or new institutional structures, which might give life to these ideas.

Early on I began to realize that I learned best by engaging in real life challenges. I came to respect the evolving design work by some innovative pedagogues who gradually shaped and won respect for what is now known as “experiential” or “problem-based” learning. That approach was somehow instinctive to me and I realize I was practicing this approach to education long before I realized it was becoming an accepted discipline in educational circles.

I have enjoyed the formal role of teacher in a wide variety of settings, including the following:

<b>High School Teacher</b>	<ul style="list-style-type: none"> <li>• <b>Sir Adam Beck Collegiate</b></li> </ul>
<b>Teacher Trainer</b>	<ul style="list-style-type: none"> <li>• Althouse College of Education at Western University</li> </ul>
<b>Trainer of Volunteers for Service in Other Cultures</b>	<ul style="list-style-type: none"> <li>• Orientation Program for CUSO (Canadian University Service Overseas)</li> <li>• Orientation of Participants in Operation Crossroads Africa</li> </ul>



<b>Adult Educator</b>	<ul style="list-style-type: none"> <li>● Ontario Institute for Studies in Education</li> </ul>
<b>Business Educator</b>	<ul style="list-style-type: none"> <li>● Ivey School of Business, Western University <ul style="list-style-type: none"> <li>○ teaching Organizational Behaviour Across Cultures. Helping to organize short-term exchange programs for the Ivey Business students in Europe and Asia. Co-designer and facilitator for the Canada-Kenya Executive Management Program</li> <li>○ leadership training in schools in Germany and China)</li> </ul> </li> </ul>
<b>Leadership Development</b>	<ul style="list-style-type: none"> <li>● The Banff Centre for Management</li> <li>● Indian Teacher Education Program (Memorial University)</li> <li>● Short Programs and Presentations at: <ul style="list-style-type: none"> <li>○ European Foundation for Management (Brussels)</li> <li>○ Said School of Business (Oxford)</li> <li>○ Faculty of Health (York University)</li> <li>○ Schulich Executive Leadership (York University)</li> </ul> </li> </ul>

Teaching helped me develop my capacity to successfully engage in:

- multi-tasking
- addressing widely diverse individuals with different approaches to learning and different attitudes to the world
- expecting the unexpected
- changing direction quickly in response to the unexpected
- learning how to stimulate collective learning by posing high level questions

**Note:** A colleague recently reacted to this last point by confirming my sense that the discipline of teaching stressed the importance of the art of asking good questions and that most teachers were introduced to the Socratic method of posing questions to facilitate learning. This colleague then suggested that many teachers, however, were warned or just developed a protective instinct for not



asking any questions for which they did not know the answer. My colleague then added that I and a few others in IE actually revelled in asking some high level questions for which we had no clear answers. They suggested that I did this in order to set up a good environment for collective learning and that this approach for posing high level questions to support collective learning was one of my distinctive attributes.

In my mind, my teaching experience in a wide variety of institutions provided me with a strong foundation for building cross-cultural relations globally. Indeed, I feel the wide variety of skills I developed as a teacher are probably the single most important source of my success.

### **My Rol as Entrepreneur**

The term, “entrepreneur,” is not usually linked directly with the role of educator. Classically it has been applied to some select individuals engaged in starting new businesses. I have been fortunate to meet, engage with and learn from several such individuals in business.

But somewhat fortuitously my mind was led to see entrepreneurship as representing a philosophy of life, a set of strategic intentions and a set of skills that could be applied usefully in a wide range of sectors including government agencies, research centres, educational institutions and many nonprofit organizations.

I think this happened initially through my early work in developing countries. In several African and Asian countries I met with outstanding educators and leaders in social action agencies who had stretch goals for their work and were committed to high performance but knew they never would be able to attract the level of official support that colleagues in similar situations in more developed countries would be able to draw on. So to attain their stretch goals they developed skills both in innovation and in practicing the entrepreneurial skills that would be required to unleash these innovations.

I began in my thirties to describe entrepreneurs as “individuals who saw change as normal and as an opportunity to be exploited.” I consciously began to document how I and others had managed to create some high performing non-profits to address social, economic and environmental challenges in marginalized communities.

Starting with few resources except our contacts with some amazingly creative individuals, we began to collect and create processes, tools and other specialized resources that had a proven record for helping courageous, determined individuals to start important new initiatives.



The first major flagship product of the Innovation Expedition (the Challenge Dialogue System—CDS™) became a major organizing vehicle for most of these tools and processes. We positioned it as a flexible but comprehensive performance improvement system with a capacity to engage diverse stakeholders to successfully collaborate and innovate to solve complex tasks.

By becoming engaged with others in the co-creation of a number of new non-profits, as well as some major business initiatives, I was able to use these as vehicles for implementing some distinctive social, economic and environmental initiatives.

### **My Role As Administrator**

Ideas are important. But I quickly came to recognize that unless one developed some skills related to turning the ideas into action, few useful outputs would be accomplished.

Developing several of these administrative operating skills came out of my early efforts to work with my high school students in Operation Education (bringing students from Africa) and in my role as one of the founders of Crossroads Africa (sending young Canadians for short-term experiences in Africa). In both cases I was thrown into providing part-time overall administrative experience for these two new entrepreneurial innovations after I finished my day's teaching and coaching. I took this on with no particular preparatory training. However, in both cases, I was aided by some incredible mentoring support from a number of outstanding leaders of successful organizations.

The stories of these early administrative and project management roles are told in the Excerpts from LogBook Two of my Global Odyssey. Here I recount how my administrative leadership as a co-founder of Canadian Crossroads Africa led me to be schooled as an administrator by an amazingly thoughtful business leader, Robert Hertog, who served as chair of our initial board. He helped me learn how to utilize well the scarce time of our volunteer board members.

These Excerpts from LogBook Two also explore how my brash naivety led me to engage a group of top business leaders in London, Ontario as my personal advisors for organizing and operating our breakthrough project with my high school students which helped create a national foundation, the African Students Foundation. My advisors included the CEO of Labatt's Brewery, the leader of Huron Erie Canada Trust, the co-owners of London Life Insurance, and the founder and owner of Canada Linens. With the help of these kinds of friends it was difficult not to succeed. With success came confidence in my new skills.



The skills I gained in these early non-profits which I helped to create, prepared me for later roles as an administrator and operations manager in much more complex organizations including: Regional Director of CUSO West Africa, Executive Director of the Office of International Education at Western University, Project Leader in Education for IDRC, Vice-President of the Banff Centre and finally Chief Explorer of the Innovation Expedition.

### **My Role as Researcher and Designer**

Although some people knew me best because of the new information that I uncovered and presented to them in a manner that helped them dramatically improve their performance, I have never seen myself as a classical researcher, nor do I tend to describe myself as a researcher.

When you read the story of how I came to write a Ph.D. thesis (see Excerpt 19 from LogBook Three), you will see that the research output started with the building of relationships with a group of community innovators in the Buxton community— and it was aimed initially at helping them achieve their desire to create a community museum about their history in relation to the Underground Railroad.

As the challenge of this Buxton museum project began to take on aspects of some kind of research effort, the constraints of the subject matter pushed me into an “Oral History” approach to research even though up to that point I had not yet been introduced to the evolving, exciting nature of the discipline of oral history.

This type of research certainly improved my tolerance for engaging in ambiguous challenges with little certainty of gaining positive results. It also honed my capacity for engaging with and building positive trusting relationships with people who knew nothing of me and whose life experiences were quite different from mine.

In addition, my evolving development as a researcher benefitted from the impressive inputs I received from my lead tutors in my Ph.D. classes, the friendly but demanding support from my Ph.D. Advisor, Jim Talman, along with all the learning I gained from the extensive oral history travels throughout the northern part of the United States. All of these experiences, plus a summer at the Schomburg Centre on black culture in Harlem, helped me slowly pick up some of the skills of a researcher and were to support me immensely later in my role as mentor to change leaders.

The next time I was confronted with the need to decide if I could comfortably see myself described as a researcher was in my surprise job interview with David Hopper, the newly appointed President of a



unique organization dedicated to providing improved leadership, technology, content and contacts to important R&D groups in developing countries. The new organization David was heading was IDRC (International Development Research Centre). The stimulus for that organization came initially from Lester B. Pearson, our former Prime Minister. He served as the first chair of the board for IDRC and in the short time I saw him in that role he provided me with huge inspiration as well as some examples of best practices for helping major change projects to succeed.

I began my contract with the new IDRC in 1970/71 in an informal manner. I was asked to help the new president Hopper and his key leaders get to know some of the most entrepreneurial, innovative academics in Canada. Many on David's team did not know the strength of leadership in the Canadian system as they had been working mainly in developing countries for some time.

Thus in a meeting with David in which I expected to report further on my review of the Canadian system, I suddenly found myself in a job interview. I was invited to become one of the early staff in what was destined to become the leading innovative research centre globally that was addressing broad social, economic and environmental challenges faced by low income countries.

I told David that I did not feel I was well-suited for IDRC as I was not an outstanding researcher—at least in the traditional way that most defined a researcher. He asked me to describe what I liked doing and what activities I felt I did well. I remember answering him in the following way:

- I like to engage with an interesting group that is trying to develop a solution to some complex challenge that is important to the group and to others in its community.
- I count on fairly quickly building enough of an initial trusting relationship with them that I can engage them in a frank conversation to help them articulate the key challenge or challenges they need to address in order to achieve their goals.
- I think I have some skills to get them engaged in some strategic thinking to explore a wide range of possible options for addressing the key challenge. My goal here is to ensure they don't drop into the trap of conventional thinking and start to believe that there is only one way that their problem can be solved.
- Once they have a list of possible options for solving their key challenge I then enjoy helping them to brainstorm about the range of resources that they might possibly attract to their project and what creative opportunities they might use to attract these resources.



- At that point I tend to help them start to link the range of options with the list of possible resources so that they end up developing one or two integrated options that have at least a reasonable chance of being achieved.
- Then I turn my attention to helping them to understand the elements and tools of strategic planning—and engage them in a reasonably quick collaborative process for building a strategic and operational plan for implementing a solution to the key challenge(s) they have identified.
- As they turn their attention to launch the execution of their plan I then provide some support for them to consider some key measures that matter and that might help them track how successful their early execution of the plan is.
- From time to time I then like to reconnect with the team to review their success and to help them refine and adjust some of their action plans based on the results of their review of the impact.

David's major response to all of the above was:

*"Oh, I am delighted that you are actually functioning as a 'research entrepreneur' and that is exactly the kind of person we want on our team. We are not here to do the research. Our job is to stimulate others, to mentor others and to provide them with some resources, some tools and technology, some contacts and some best practice examples to help them carry out their change leadership responsibilities at a high level."*

Thus I became a player in IDRC which became the lead innovator in international development assistance globally for the next ten years. This role gave me the amazing opportunity to carry out this distinctive role in some of the most significant research and development initiatives in the world. These experiences were with widely different institutions addressing a diverse group of key challenges. My territory covered Southeast Asia, Anglophone Africa, Latin America and the Caribbean.

The time with IDRC was a defining moment for me and led me into an ongoing role with diverse clients in which the skills refined in IDRC as a "research entrepreneur" became one of my strongest assets.

### **My Role as Mentor**

By the 1990s through the insights gained through extensive experiential learning achieved through the above four different categories of leadership roles, I began to speak of myself regularly as both an "Explorer" and a "Mentor."



By that time I had come to recognize that the pressures of a fast changing world built on knowledge and driven by global interaction and global competitiveness demand:

- flexible organizations that can change strategy and direction quickly if required
- organizations in which authority and responsibility had been passed from senior leaders throughout the organization
- learning organizations which have the capacity to constantly reinvent themselves in order to survive
- organizations in which ad hoc teams from cross-functional areas can be organized quickly to perform well on a particular problem before being disbanded

These kinds of high performing learning organizations require different kinds of relationships between senior leaders and employees and indeed among the employee peer groups themselves. The need is increasingly for coaches, for enablers, for guides, for teachers, for challengers, for sources of ideas, information samples and also for sources of support, courage and compassion.

This is the role of the mentor.

Mentoring is a daunting task but one that everyone can play at least to the limit of their own experience. It is fueled not merely by information, knowledge or experiences. It is fueled by a deep-rooted philosophy of life and a spirit of collaboration which sees leadership as an opportunity to serve, to learn and to grow as a person. While knowledge, skills and varied life experiences are significant assets in a mentor's toolkit—the more esoteric tools of wisdom, joy and magic are also essential items, for part of the task is helping someone see things in a new way and to dance to new rhythms.

Mentoring is sometimes about being somewhat of a prophet. It is always about building a relationship and about experiencing mutual learning and mutual growth through that relationship. It depends on the mentor having to walk the fine line between having courage and commitment to their own ideas, yet prepared to acknowledge their potential inadequacy. It requires a delicate balance between confidence and humility. As Chip Bell has put it in his sensitive book, *Managers as Mentors*, "mentoring is more about a mutual search than about wisdom passage [and] mentoring works best when mentors are focused on building not boasting."



As you read through the Excerpts in LogBook Fifteen you will see my explanation of my role as mentor—on my idea of a “Mentor’s Map” —and on my extensive reflections on the various ways I have been going about further developing my mentoring through such activities as:

- Understanding the power of personal perceptions and the importance of being convinced that we are living through an unusual period of global change.
- Creating a concept of a culture of innovation and the idea of an Innovation Supply Chain.
- Understanding the sense in having a sense of humour in order to mentor leaders in change management.
- Gaining personal support through the Zany Group (a wonderfully crazy collection of creative mentors from around the globe) which served for a while as my personal global human resources support group.
- Maintaining a sense of optimism.
- Nurturing the two spirits of “Festivity and Fantasy.”
- Reflecting on and sharing our stories with others.

Through my wide range of life experiences I had come to recognize that a new style of leadership had become a key point of leverage for nations, for organizations and for individuals in this highly competitive, fast-changing, global knowledge economy. Mentoring, as I have come to define it, is a highly flexible, personalized, customized and learner-centred approach to assist others to provide innovations for improved performance.

Mentoring, in my mind, should be seen more as art and philosophy—rather than science and discipline. Mentoring is highly personalized and is driven more by the mind and perception of individual mentors and their clients than by a huge reliance on learning technologies.

## 7. Responding to a Changing Perspective on Leadership: Conceptualizing the Concept of a Modern Day Renaissance Leader

As you read the Excerpts from LogBook 14 you will come to understand the experiences and events which led me and a few key colleagues to recognize that leadership had become the key element for leveraging success for an individual, organization or a nation. We recognized that the arrival of a fast-changing, highly competitive, global knowledge-based economy required a distinctly different type of leadership. We began to speak of this as modern day Renaissance Leadership.



Our focus on the idea of a modern day Renaissance began in the nineties at the Banff Centre when, in my work developing Leadership Program for individuals from business, government and non- profits, I was able to draw on input from a range of world-class artists participating in the Centre.

Over the next 20 years, in a diverse series of events including some design work at the Saïd Business School at Oxford University an online Dialogue with members of the Foresight Group—an eight-country network based in Sweden, we developed a conceptual view of a modern day Renaissance and we articulated the profile of such a Renaissance Leader. We also synthesized, refined and integrated over 30 specific competencies of such leaders into six core competencies or attributes.

We also then started to organize the diverse resources available in our Challenge Dialogue System which would support the efforts of individuals to develop the philosophy, attributes and skills of a Modern Day Renaissance Leader.

### **Some Defining Characteristics of Modern-Day Renaissance Leaders**

Our team, working with several global test groups attending the Advanced Management Program at the Saïd Business School at Oxford University, identified over 30 competencies that these leaders felt were critical in their roles as major change leaders. We synthesized, integrated and refined these competencies/attributes into what we determined were six overarching characteristics of Modern Day Renaissance Leaders.

#### **1. Practice Personal Mastery**

They have high integrity and view self-awareness as a prerequisite for leadership. They work hard to develop their capacity to innovate and to inspire others to join them in making the world a better place.

#### **2. Apply a Glocal Mindset**

They have a keen sense of history and seek a holistic understanding of changes taking place on a global scale. They use this global perspective as they address local challenges and seize opportunities (global and local – hence “glocal”).

#### **3. Accelerate Cross-Boundary Learning**

They constantly seek to satisfy an intense curiosity about every facet of human life, past and present, scientific and artistic, technical and social. They guide others in distilling meaning from a morass of information and efficiently apply their learning in creative ways to nurture innovation and drive improved performance.



#### 4. *Think Back from the Future*

They are able to richly imagine alternate futures and work back from there—connecting with lessons from the past to better understand the present and choose among possible paths to the future they see.

#### 5. *Lead Systemic Change*

They are systems thinkers who seek out patterns, interconnections and interdependencies. They are skilled in seeking common ground and nurturing productive collaboration across diverse parts of the system—be it an organization, a sector, a community or a network—to solve complex problems and drive large scale change.

#### 6. *Drive Performance with a Passion*

They care that their leadership makes a substantive and sustainable difference and are relentless in their commitment to performance. They articulate clear (and high) expectations of themselves and others create focused strategies for innovating in order to achieve these ends and are disciplined about assessing progress.

## 8. Launching a New Personal Renaissance Expedition to Shape the Next Phase of my Life

On July 13, 2014 I turned 80. When friends and family asked me then what kind of celebration I, as Chief Explorer of the Innovation Expedition, would welcome to mark this milestone, I found myself musing on what we could do that would:

- be innovative
- involve an exploratory journey
- be global in perspective
- bring together diverse friends and colleagues from every phase of his life
- be informative, innovative and inspiring to all who participate
- challenge participants to engage in collaborative innovations
- be built around a theme I'm passionate about

Based on the above criteria, I hatched a plan to head out on a yearlong personal global expedition to deepen my understanding of what I had come to think of as “Modern-Day Renaissance Leadership.”



Since then I have been engaging with others who share this interest and working with them to learn more about what Renaissance Leadership is and why it matters. I have been seeking out its practitioners (Renaissance Pathfinders) and documenting what innovations they have given to the world and what has been possible as a result.

## Develop a New Action Plan Involving Three Roles

I and a number of close colleagues have been working on refining the description of three new roles for me to carry out as Chief Explorer in my ongoing person Renaissance Expedition. Here are the latest versions of the three roles.

### Mentoring (Coaching/Consulting)

#### *Act as an active ambassador nationally and globally to:*

- promote the concept of modern day Renaissance Leadership (as developed by the Chief Explorer and his Innovation Expedition team) and the particular role of Renaissance Pathfinders in transforming the sector in which they operate
- encourage a wide range of aspiring change leaders to take time to review, understand and utilize the Renaissance Leadership concept to strengthen their ability to function as entrepreneurial, collaborative innovators in addressing their particular complex challenge
- articulate the nature of our distinctive, highly flexible, personalized, customized and learner-centred mentoring approach. This process is aimed at helping leaders improve their ability to help diverse stakeholders collaborate, innovate and function in an entrepreneurial manner in order to drive dramatic improvements in organizational performance

**Note:** This mentoring approach is supported by the Chief Explorer's Challenge Dialogue System (CDS)<sup>™</sup> for supporting major change programs. CDS<sup>™</sup> is a flexible, but comprehensive organizational performance improvement system with a proven capacity to help diverse stakeholders collaborate and innovate to accomplish complex tasks. It was created by the Chief Explorer, along with some of his colleagues and clients.

#### *Provide this type of high performance mentoring (aimed at coaching leaders to drive transformational and cross-cultural change projects) to:*

- a select group of Pathfinders and potential Pathfinders and potential Pathfinders
- a select group of individual entrepreneurs, existing start-ups, online educational and leadership development teams who are seen as demonstrating significant dedication to:



- designing scalable high-impact ideas on issues of significant strategic importance
- identifying and efficiently and effectively utilizing appropriate tools and resources to help grow their big idea
- functioning in a collaborative manner and exhibiting a capacity for building trust with potential allies and collaborators with them so as to give interested and supporters confidence that this leader can be relied on to “do what they say they will do”
- Identify and support a few significant, strategically important new breakthrough initiatives which have the potential to both demonstrate the skills and expertise of many Pathfinders and to provide the Pathfinders with insights, allies, best practices and various support resources to help them scale-up their own specific innovations.

The initial initiatives now underway are:

- Mentoring a group of influential thought leaders exploring the feasibility of launching a new “Foundation to address the 9 Billion Challenge,” complete with a supporting fund.
- Mentoring the creation of a Renaissance Artistic Instigators Team.

## Storytelling: Create, Capture and Distribute Learning and Leadership Development Stories

### *Creation of the Stories:*

- Create new manuscripts on:
  - a 25-Year Journey in Search of Renaissance Leaders
  - Reflections on the Multiple Roles of the Chief Explorer and Understanding his Journey to Prepare for these Roles
  - The Roles of the Arts in Powering Creativity and Innovation in Leadership (with Steve Murgatroyd)
- Create a minimum of 100 brief purposeful, personal learning and leadership stories based on the Chief Explorer’s Global Odyssey
- Create stories offering profiles and introductions to the more than 50 Renaissance Pathfinders with whom the Chief Explorer is engaged throughout the world
- Create several presentations on significant leadership challenges for use in public presentations and workshops (10 minutes—up to 40 minutes)
- Organize Insight Notes, Bulletins, Mind Thumpers and other resources on transformational leadership that have been created by the Chief Explorer and members of his core network over the past 25 years



### ***Distribution of stories through:***

- LinkedIn site
- Personal website ([www.donaldsimpson.ca](http://www.donaldsimpson.ca)) to host LogBook stories, stories on Pathfinders and a diverse collection of resources supporting transformational leadership
- Podcast presentations and interviews utilizing a special platform
- Print copies of LogBook stories
- Audio LogBook Stories with music created by Renaissance Artistic Instigators
- In person presentations for use at public events or at leadership development workshops
- Arrangements to serve as part-time Innovator in Residence within a University or professional organization, or a business organization
- Engaging in design work with groups operating leadership development programs for which the Odyssey stories and the profiles of Renaissance Pathfinders might serve as powerful resources
- Videos/films/TV series on the Global Odyssey of the Chief Explorer

The initial year-long pilot Expedition has since led to a second year-long exploratory efforts. The results are being synthesized and integrated into a new action plan for continuing this personal Renaissance Expedition of the Chief Explorer and for inviting others to participate and to engage the Chief Explorer in sharing stories and/or providing mentoring based on this Expedition.

### **Connecting/Promoting The Work of Individual Pathfinders**

- Preparing Scouting Reports/Blogs which introduce these Pathfinders and connect others to them.
- Posting these Blogs on both the Chief Explorer's LinkedIn site and his personal website.
- Interviewing Pathfinders online, both individually and in group podcast conversations, capturing the key insights of these conversations and making them available online through the Chief Explorer's website and through other online distribution channels.

## **9. Reflecting on the Map for the Next Phase of my Journey**

Some of my family and friends say I am working too hard or travelling too much or still trying to deal with too many different issues. Their advice, as I approached my 80th birthday, was that I should slow down, reduce my travelling and concentrate on a few areas and take more holidays.

The advice, while not new, seems sensible. Yet, it is at variance with my personality. As I deal with both my insatiable curiosity and my bouts of loneliness, I continue to be driven to seek out interesting cross-cultural challenges, to test my ability to design new solutions and to inspire people



to explore life broadly, to continue to take on important challenges, and find the courage to try to implement the solutions they discover from their explorations. All of this kind of activity nourishes my brain and soul.

Many of those who know me well understand my inability to make clear distinctions between work and play or to respond to advice that I need to take more real holidays. Recently, a close friend in the energy sector, Bob Mitchell, directed me to the following favourite quote of his from the author, James Michener.

*"The master of the art of living makes little distinction between his work and his play, his labor and his leisure, his mind and his body, his information and his recreation, his love and his religion. He hardly knows which is which. He simply pursues his vision of excellence at whatever he does, leaving others to devise whether he is working or playing. To him he is always doing both."*

These words speak strongly to me. Applying this approach to my life's journey has provided me with great learning, great friends, great joy and satisfaction. I am eager to "Let the Journey Continue."

My focus then, as I move through my 82nd year, is to step back from any direct project operational responsibilities and leave those roles to younger leaders. My focus now is on sharing with others—as connector/promoter—writer/storyteller—and as mentor/coach—the insights gained about practicing collaboration to unleash innovation in order to drive improved performance through global work in the public, private and not-for-profit sectors. That urge to share and to mentor is what has led me to turn the results of my Odyssey project into a diverse collection of resources that can be easily made available to any who wish to use them.



# INSIGHT NOTE

## APPENDICES



**Reflecting on my Multiple Roles as Chief Explorer**

UNDERSTANDING MY JOURNEY TO PREPARE FOR THESE ROLES

## APPENDIX 1: SELECTED ACTIVITIES OF THE CHIEF EXPLORER, DON SIMPSON

### In the 1960s

- As a rookie high-school teacher and football coach, launching a small student project to fund post-graduate studies in Canada for one student from Ghana – then growing it into the national African Students Foundation, which educated over 300 Africans
- Inspired by Harlem-based black preacher, Dr. James Robinson, founder of Crossroads Africa and by his own personal volunteer experiences building rural schools in Ethiopia and Nigeria, co-founding the Canadian arm of Crossroads Africa, which continues today as Canadian Crossroads International
- Serving as CUSO's first regional director for West Africa, based in Ghana
- Creating a computerized cross-cultural learner centre in London, Ontario, connected by telephone to a floor-sized random access batch processor in the United States, to prepare CUSO volunteers for work in developing countries.

### In the 1970s

- Becoming one of the first staff members (Project Associate for Education Initiatives for Africa, Asia and Latin America) of the International Development Research Centre (IDRC) – founded by the Right Honourable Lester B. Pearson, led by Dr. David Hopper and recognized as a breakthrough innovator in the use of collaborative global research networks.
- As the chair of the Southern Support Group for the Dene Nation in the Northwest Territories, helping to train social development community workers and to prepare submissions to the Berger Inquiry into a proposed Mackenzie Valley Pipeline
- Completing a PhD thesis on the history of blacks in Canada before confederation, published in 2005 by York University's Africa World Press as Under the North Star: Black Communities in Upper Canada
- While researching, beginning a still active connection with the community of Buxton (once a terminus of the Underground Railroad) and helping them fulfill their dream of opening a museum of what was then known as "negro history."



## In the 1980s

- Serving as Director of the Centre for International Business at the Ivey Business School, stimulating efforts to globalize their curriculums, founding their first MBA course in Sustainable Development and helping establish the first “western-style” business school in China at Tsinghua University
- Co-founding consulting firms Kanchar International, focused on economic development, and Salasan Associates, working to develop human resources and organizational capacity in developing countries and with First Nations in Canada
- Leading such diverse initiatives as introducing a Canadian solar energy firm to Kenya, working to transform the university sector in Indonesia and organizing community dialogues on education across Canada’s Northwest Territories

## In the 1990s

- As vice-president of the Banff Centre in Alberta, taking on the challenge of globalizing the curriculum and perspectives of the Centre for Management
- Leading the team that engaged over 20,000 community leaders in roundtables exploring what it would take to build an innovation-driven society, as part of Premier Don Getty’s “Toward 2000 Together” initiative.
- Supporting early efforts of Canada’s national Roundtables on the Environment, and serving as catalyst for environmental management training programs in Canada, Europe and Japan
- Founding the Innovation Expedition, which from its spiritual home in Banff identifies, connects and mentors influential innovators from around the world
- Creating the Challenge Dialogue System (CDS™) to help diverse stakeholders collaborate and innovate in order to accomplish complex tasks and dramatically improve performance
- Undertaking major transformational initiatives with large corporations, including AVCO Finance, Bayer Canada, Occidental Petroleum and Textron

## Since 2000

- Applying CDS to mentor the diverse corporations that form the Oil Sands Leadership Initiative (OSLI) in a collaborative innovation program with economic, social and environmental goals
- Mentoring the young Kenyan entrepreneurs who won the \$1 million prize in the Nokia Growth Economy Venture Challenge for their company, Virtual City, which uses mobile phone technology to automate rural supply chains



- Assisting Dr. Stephen Murgatroyd in establishing FutureTHINK Press™, producing e-books and paperbacks that challenge, enable, encourage, inspire, provoke and equip leaders to rethink the future. Coauthoring a book with Dr. Murgatroyd, Rethinking Innovation, in the series.
- Documenting Canada's early interaction with Africa and Asia, and with visible minorities domestically beginning in the 1960s, through the lens of his personal experience, in A Global Odyssey: A Personal and National Search for High Performance and Cross-Cultural Harmony (100 purposeful leadership stories from the 15 LogBooks of this Odyssey in the process of being posted in a new personal website ([www.donaldsimpson.ca](http://www.donaldsimpson.ca)))
- Donating the papers he's collected over a half-century of global engagement to create the Simpson Archives in the Clara Thomas Archives and Special Collections at York University
- Collaborating with Seth Goldenberg of the Epic Decade in co-creating a coalition to assist the Wood Buffalo Community in their quest to build a global model of sustainable living
- Interim CEO of the ArtsGames, a breakthrough innovation whose mandate is to present to a global audience the excellence that exists in all cultures, by returning medalled competitions to the Olympic and Paralympic movements
- Teaching emerging leaders from around the world at the Oxford University Advanced Management Programme
- Creating a Renaissance Innovation Network to identify, connect and support a group of innovative organizations that are rethinking the future of their sectors (energy, health, education, corporate sustainability, philanthropy, humanitarian assistance and development in Africa) and playing a role in creating sustainable prosperity in their communities
- Co-authoring Renaissance Leadership: Rethinking and Leading the Future with Dr. Stephen Murgatroyd, reflecting on two decades of exploring the style of leadership that succeeds in unleashing innovation and building high performing organizations

## Big New Idea

At 80, the Chief Explorer of the Innovation Expedition has launched a new Global Expedition in Search of Modern Day Renaissance Leaders (REx). These leaders, who come from a diverse group of social and economic sectors, are high integrity individuals with sensitive self-awareness and a passion both for driving high performance in their organizations and for helping to make the world a better place. Their breakthrough innovations are organized mainly around the following significant strategic challenges:



- **Transforming Cities**—focus on building happy, healthy, productive, benevolent, harmonious, globally-connected, multicultural communities; including the role of young change leaders in driving some transformations.
- **Transforming Humanitarian Assistance**—focus on challenges faced by those at the bottom of the economic pyramid, along with the creation of appropriate “arrival cities” globally for immigrants and refugees.
- **Transforming the Natural Resources Sector**—focus on prioritizing a Triple Bottom Line approach that delivers positive economic, social and environmental outcomes.
- **Pioneering in the Fourth Industrial Revolution**—focus on mobility solutions, the emergence of digital, open-source manufacturing, the evolution of the “Maker Movement” and the “Internet of Everything.”
- **Nurturing Modern Day Renaissance Leadership**—focus on IT-enabled, experiential-based, cross-cultural education and leadership development programs, supported by Renaissance Artistic Instigators who stimulate the “drive to strive” required of influential innovators.

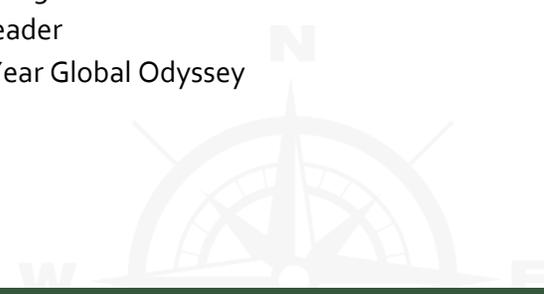


## APPENDIX 2: CAPTURING THE STORIES OF MY GLOBAL ODYSSEY

As I enter the beginning of my 82nd year, I have moved out of any direct operational involvement in projects and am starting to focus on sharing with others—as coach, mentor, writer and storyteller—the insights gained through work in the public, private and not-for-profit sectors in over 75 countries. The rough manuscript describing my life I have entitled, *A Global Odyssey: A Personal and National Journey Towards Cross-Cultural Harmony and High Performance*.

My intent is to start sharing various incidents in my life through a series of Excerpts from the LogBooks from this Global Odyssey. Each full LogBook contains 40 or more pages of my reflections on my more than 50 years of work and travel globally and deals with a sub-theme on that journey:

- **LogBook One:** The Making of the Chief Explorer
- **LogBook Two:** A Young Teacher Dreams of Africa and Finds a Purpose
- **Logbook Three:** Connecting With the African Diaspora in Canada and Coming to Grips With the Roots Of Racism
- **Logbook Four:** The Long Journey to Multiculturalism as Part of the National Search For a Canadian Identity (1960s And 1970s)
- **Logbook Five:** Canada’s Coming Of Age In The Third World – The CUSO Story in the 1960s
- **Logbook Six:** Educating Canadians About Third World Culture and the Challenges of International Development
- **Logbook Seven:** From Colony to Contributor – Canada’s Role in International Development, With a Spotlight on the International Development Research Centre
- **Logbook Eight:** Discovering the Fourth World In Canada
- **Logbook Nine:** From Educator to Entrepreneur (1976 To 1990)
- **Logbook Ten:** My Journey to the College In The Mountains: The Banff Centre and the Creation of the Innovation Expedition
- **Logbook Eleven:** The Triple i Continues to Grow; Moves Outside the Banff Centre and Evolves Into the Innovation Expedition
- **Logbook Twelve:** Developing Our Distinctive Operating Models By Undertaking Complex Change Projects
- **Logbook Thirteen:** Building Flagship Programs To Support Mentoring
- **Logbook Fourteen:** The Concept Of a Modern Day Renaissance Leader
- **Logbook Fifteen:** Rethinking The Future And Reflecting On A 50 Year Global Odyssey



Each Excerpt presents a short story taken from one of the larger LogBooks. In total, the collection involves 100 personal, purposeful, learning and leadership stories taken from the 15 LogBooks. They describe some of my personal, diverse experiences and explore how these experiences helped me prepare to take on my role as Chief Explorer, mentoring senior leaders in a wide variety of organizations and facilitating change projects globally in a diverse range of sectors.

The different resources in the series of LogBook Excerpts from my Odyssey all feature personal reflections on the major phases of my eclectic, global, cross-cultural career. The unifying focus of these stories is on some incredible individuals who mentored me or worked with me as colleagues or clients. The stories also present a wide variety of cross-cultural experiences that helped me build my capacity to mentor others to function successfully in a highly competitive, fast-changing, global, knowledge-based economy.

For more details about my life, my interests and my experiences, please join my personal LinkedIn site and visit my personal website [www.donaldsimpson.ca](http://www.donaldsimpson.ca).

