

Leadership for the Future

Leadership for the Future:

*Lessons from the Past, Current
Approaches, and Future Insights*

Edited by

Thomas Mengel

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*Dedicated to all our grandchildren.
May they become better stewards of the future
than we may have been.*

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FOREWORD

Imagine you are a 33-year adult who discovers through genetic testing that you have an identical twin sister, you never knew existed! That is the story of Katey Bennett and Amanda Dunford, who were separated at birth in South Korea, but adopted by different American families. When Amanda was 7 or 8 years old, her mother told her she had a twin sister.

Fast forward a quarter-century later. Amanda is a Naval Petty Officer, stationed in Norfolk, Virginia. She signed up for *23andMe*, a DNA testing service, with the hope of finding her twin. Meanwhile, Katey who lives in California had no idea that Amanda existed. Katey took a DNA test in September 2017, to see what diseases she might be prone to.

Katey's results came back immediately. "You have one direct relative, a 100 percent DNA match, your identical twin sister, Amanda." During their 1st phone call, they spoke for nine hours. Katey and Amanda realized they both had a lot in common. They both failed Algebra the same year. They both passed their driver's test on the 2nd try. They both wore their hair in the same style. That November, NBC's TODAY show arranged for them to meet each other for the first time on live TV. Finding each other after 33 years, they are not going to let anything separate them again.

Leadership for the Future tells a similar story of identical twins separated at birth, namely leadership and futures studies. Both siblings came of age in the 20th century but remained mostly unaware of their identical DNA. Both have grown their communities, each by their respective scholars and practitioners. Both seek to help individuals, organizations, and communities understand the road ahead to create better outcomes.

Now Thomas Mengel, the editor of this stunning compendium, has brought these two fields together, to examine what they have in common, and consider what sets them apart. Whether you are a leadership or a foresight practitioner, or a scholar in either or both fields, I am confident this landmark volume will introduce you to a parallel world you never knew

existed through the ultimate family reunion of leadership and futures studies!

Jay Gary, PhD
Chair, Association of Professional Futurists
Washington, DC
January 18, 2021

INTRODUCTION

THOMAS MENGEL

Overview

Leadership skills like anticipation, foresight, visioning, creative and complex problem-solving, engaging communication, social innovation, and participatory facilitation are some of the most wanted competencies in any job market. Yet, creative and competent candidates of that calibre appear to be scarce (McGlochin 2017; Zaidi 2020). “We want and can do more than ever before. But as always this depends on being able to do so” (UNESCO, n.d.).

Leadership education and development programs often focus on quick fixes by developing skills and behavioral approaches that are profitable and that were successful in the past. Most programs today don’t realize that even tomorrow’s problems may quickly become history in the context of exponential developments in various fields of practice, including artificial intelligence, neural networking, quantum computing, data mining, automated production, robotic, autonomous transportation, bioengineering, and healthcare (Friedman 2009; Lustig and Ringland 2018; Zaidi 2020). Even preparing leaders for “trend mapping and analysis” is insufficient and may even confuse any sincere efforts to “future-proof” our leadership processes (Zaidi 2020, 95). “Moving forward”, truly innovative long-term approaches to leadership from and for the future are urgently needed (Mengel 2020).

In this book, completed during a global pandemic that – although it was part of many futures scenarios of the past – most of us were not well prepared for, twenty authors from around the globe present, explore, and discuss such approaches from multi-disciplinary, multi-cultural, and planetary perspectives for the 21st century. They embrace a variety of diverse values, cognitive maps, definitions, and frameworks. Some approaches are more academically oriented, discussing and developing theoretical perspectives; others focus on the practice of leadership in and for the future and offer practical guidelines for implementation.

To enable this variety of perspectives to evolve and to be offered for critical discussion and application, the invitation to participate and the call for submission had been published through various channels of several international futures, foresight, and leadership organizations and associations. Further, the selection criteria for chapters focused on safeguarding academic integrity while being inclusive of the broadest and most diverse set of creative ideas and concepts.

Structure and Content

In Part I, we describe the development of leadership theory and models. In particular, we harvest lessons from the past that may inform leadership models that are futures ready.

In the first two chapters, we explore the evolution of leadership theory. Timothy E. Dolan focuses on describing the modern theory development and on presenting possible new directions. Based on his earlier doctoral dissertation, Christian Couturier and I offer a leadership metamodel which is derived mainly from reflection on and content analysis of more than 2,000 years of leadership writing. Steven Walker presents a case study from 2008, offering an early application of what could serve as model of Futures Thinking.

Part II explores the “value shift” (Paine 2003) discernable in current approaches of leadership for the future. We will critically discuss how this shift may have contributed to an equalization of leadership in theory and practice.

Values and mindfulness are discussed as key elements of a potential shift of leadership and organizational focus in Chapters four and five of Part II. First, I comprehensively summarize my research on values-oriented leadership, which is based on and inspired by Victor Frankl’s work (1959-2007) on meaning and values. Second, Charlene D’Amore discusses how mindful leadership can transform individuals, organizations, and society as a whole.

Further, various paradigm shifts and their impact on leadership are explored chapters six through eight. First, Carol Nemeroff and Elizabeth Fisher Turesky discuss networking particularly from a feminist lens. Then Antonio Jiminez-Luque presents an

epistemological and cultural turn from a Eurocentric to an intercultural approach. Finally, Shelbee Nguyen Voges describes social justice as a core concept for leadership and higher education.

In Part III, we draw from the field of futures-studies and foresight to present and discuss a variety of approaches for what leadership in and for the future might look like.

Anticipation, imagination, and futures intelligence are explored as key principles of leadership approaches for the future in the first three chapters of this section. Mattia Vettorello and James Burke invite us to innovate forward. Based on an exploratory review of leadership literature and a computer aided content analysis of a science fiction trilogy, I present leadership perspectives for the future. Tyler Mongan and Kevin Reddy propose six pillars as core building blocks of leadership future intelligence.

The role of artificial intelligence (AI) and knowledge in leadership processes for the future are investigated and discussed in the next three chapters. Roger Spitz and Rauli Nykaenen explore the nature of decision-making in the future and the agency of AI within a suggested existential framework for leadership. Elissa Farrow discusses how organizations and leaders need to adapt for AI futures. Tom Meylan compares leader-centred with knowledge-driven leadership in light of “the Unexpected”.

Finally, the last three chapters of Part III shed light on particular applications of foresight in the context of leadership. Verne Wheelwright offers foresight guidelines and recommendations to small businesses and Jan Klakurka and Candice Chow discuss values-infused foresight as core requirement of good governance. In the final chapter of this book, I summarize my earlier work on exploring meaningful futures by offering an integrative framework of guidelines and recommendations for values- and futures-oriented leadership that may help individuals, organizations, and communities to jointly imagine and create a meaningful future.

Acknowledgements

A project like this would not have been possible with the support and contributions by many:

First, I am grateful to my home institution, colleagues, and co-learners – otherwise also known as “students”, but that wouldn’t do their role justice in helping *me* learn also – at Renaissance College and the University of New Brunswick, Fredericton, Canada, for their support and for helping me grow as a scholar, educator, and practitioner.

Second, various international futures and leadership (education) associations provided me with a global home and network in those interdisciplinary fields and readily supported my call for chapters. In particular, I am grateful to Jay Gary, past Chair of the Board of the Association of Professional Futurists (APF) for his encouragement and for contributing his foreword.

Third, many scholars and practitioners responded to the call and were interested in the project. I am particularly grateful to those who demonstrated commitment and patience by responding to my various editorial comments, suggestions, and – hopefully not too many – “requests”; your unique perspectives, your persistence in “sticking with the project”, and your adaptability have made the result a hopefully valuable and meaningful contribution to the fields of leadership and futures studies in theory and practice.

Fourth, I am thankful to the publisher, Cambridge Scholars Publishing, and their competent staff for accepting, supporting, and for guiding this project through the process from start to finish.

Last but by no means least, I am grateful to my wife Marion, who not only encouraged and wholeheartedly supported my work on this project, but who also helped me with many details in the book that were crucial to making it whole and complete; particularly given that most of the project was completed from my home office during the COVID-19 pandemic, I could not have done this without the support and patience of a loving partner.

Overall, all that went well with this project is mainly due to the tremendous support and contributions of all of you. Any shortcomings remaining or surfacing after publication are my responsibility to bear as editor.

Conclusive Remarks

Wisely drawing from lessons of the past, critically assessing where we are and how we got here, we urgently need to develop a comprehensive “futures literacy” (UNESCO n.d.) and the respective “anticipatory systems and processes” (Miller 2019). These are necessary to help us create a variety of valuable visions for the future and the leadership that is effective in jointly creating and implementing a meaningful future for us all. I hope, this book will offer a wide variety of theoretical approaches and practical guidelines for both!

Grande-Digue, NB, Canada
 June 4, 2021
 Thomas Mengel

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I.

DEVELOPMENT OF LEADERSHIP THEORY AND MODELS - LESSONS FROM THE PAST, MODELS FOR THE FUTURE?

THE EVOLUTION OF LEADERSHIP THEORIES AND POSSIBLE NEW DIRECTIONS

TIMOTHY E. DOLAN

Abstract

As any student of leadership theory can attest, the massive literature around it has yielded ever more sophisticated contributions but no unified field theory. This is due to several factors that make this a quixotic quest including cultural, organizational structure and technological shifts that have taken place and continue to reframe what leadership means. This piece organizes these theories into a rough chronology to orient and provide a means to forecast new directions and potentially radical new conceptions of what constitutes leadership over coming generations. Latter sections describe an already emerging perspective referred to here as, “Feminized Leadership”, and anticipating AI as being on the cusp of meeting all contemporary notions of leadership, and culminating with the organizational shift from recursive work now being supplanted with cybernetic systems, to “adhocracy” with its being suited to project work directed organizationally by a fairly anonymous administrative core.

Keywords

Leadership; leadership theory; evolution of leadership theory; diffused leadership; servant leadership; feminized leadership; AI leadership; adhocracy

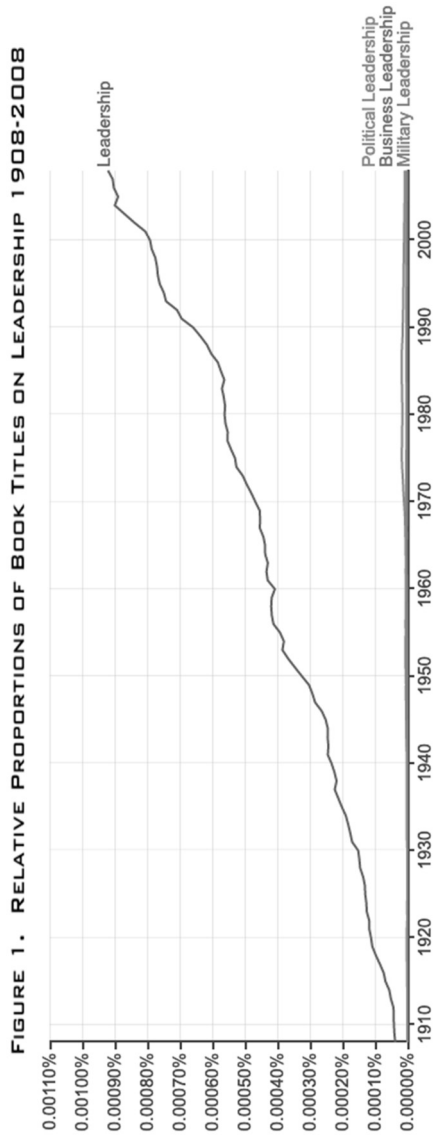
1.0 Preface

The concept of “Leadership” is slippery, and prone to a complex array of cultural and technological influences, yet is also a compulsive area of inquiry evidenced by the several generations of multiple theories. The sheer volume of the literature that surrounds it is testament to its long being fetishized as a key to comprehending the possible trajectories of social becoming. Its ambiguous yet real influence as an organizational and social

driver continues to be a topic of fascination with its futures an area well worth pursuing.

The focus of this chapter is first on the evolution of leadership theories from ancient notions of leaders as elders of merit demonstrated by success in battle or the hunt, or anointed by God(s), moving to more formalized contemporary understandings of collaborative relationships such as “servant leadership and diffused team leadership as well as numerous other variants culminating in the potential emergence of what is called here as “feminized leadership”. The ultimate aim is to demonstrate the dynamic and fluid nature of leadership manifested in what is now a wide range of organizational contexts.

There is no longer a one-size-fits-all holy grail for determining a leader though one would not know this given the claims by popular books that continue to grow in volume. This growth in the occurrence of book titles on leadership is shown in this graph generated by Google’s Ngram viewer, which draws upon a database of some five million volumes published up to 2008 (Lin, et al, 2012).



Neil deGrasse Tyson (2020) observed there is an inverse relationship between a subject's literature, and what we actually know about it. By that logic, we appear to be knowing more and more about less and less on the topic of leadership. Over many decades, theories of leadership have appeared like the new skin of a snake supplanting what were once a vibrant part of the corpus, to be shed with a new layer shining beneath the old. Thus we may be asking the wrong question and instead of investigating what makes a leader, we should ask instead, what makes us as a culture determine leaders?

Figure 1 above verifies that leadership literature variability by key individual organizational types, (political, business and military) are so few relative to the generic leadership titles as to be insignificant.

There are certain persistent elements that can be useful in understanding leadership. Among the most prominent is the connection between leadership and merit with "merit" being both pragmatically and normatively determined.

Then there is the binding of leadership with power. Power itself can be categorized as coercive, reward, legitimate, expert, or referent). These five categories of power are common components of any initial analysis of power and society. Each type is briefly summarized below:

- **Coercive Power** - This kind of power involves the usage of threat to make people do what one desires. In the organizational set up, it translates into threatening someone with transfer, firing, demotions etc. it basically forces people to submit to one's demand for the fear of losing something.
- **Reward Power** - As the name suggests, this type of power uses rewards, perks, new projects or training opportunities, better roles and monetary benefits to influence people. However an interesting aspect of this type of power is that, it is not powerful enough in itself, as decisions related to rewards do not rest solely with the person promising them, because in organizations, a lot of other people come into play like senior managers and board.
- **Legitimate Power** - This power emanates from an official position held by someone, be it in an organization, bureaucracy or government etc. The duration of this power is short lived as a person can use it only till the time he/she holds that position, as well as, the scope of the power is small as it is strictly defined by the position held.

- **Expert Power** - This is a personal kind of power which owes its genesis to the skills and expertise possessed by an individual, which is of higher quality and not easily available. In such a situation, the person can exercise the power of knowledge to influence people. Since, it is very person specific and skills can be enhanced with time; it has more credibility and respect.
- **Referent Power** - This is a power wielded by celebrities and film stars as they have huge following amongst masses who like them, identify with them and follow them. Hence, they exert lasting influence on a large number of people for a large number of decisions; like from what car to buy to which candidate to choose for a higher office in the country. (Management Study Guide, 2020)

Next is the curious instance of how transformational leaders so often arise from outside of the dominant culture. To be clear closer analysis indicates these cultural outsiders are actually culturally proximate, sufficiently close to metaphorically see the picture without being in the picture. This outsider perspective comes to be a potent means to effectively transform both organizations and cultures respectively.

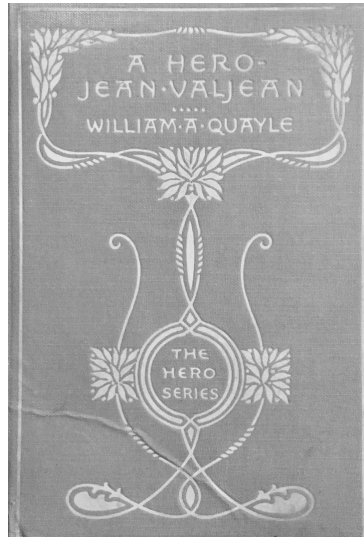
Finally there is the recognition that leaders require willing followers. This permeates the evolution of leadership theories beginning with one of the oldest, in terms of formal theoretical treatment, the so-called “Great Man Theory”, and then on to “trait theory”, behaviorist, situational leadership, contingency theory, transactional and transformational leadership following the framework established by Bolding, Gosling, Maturano and Dennison, (2003), augmented by King’s, (1990) chronology and Baur and Erdogan eds (2015) leader management exchange theory (LMX).

2.0 The Evolution of the “Great Man” Theory

The most persistent and still potent leadership narrative still persistent in the popular imagination is referred to as the “Great Man” theory. Within it there has been early debate between whether leaders being born or made. The debate would have little relevance outside of dinner conversation however, for when subjected to systematic examination both tended to depend upon a post-hoc narrative of destiny, either by divine mandate, or, for the “made school”, by pluck. It would yield a still robust biographical and autobiographical literature for and/or by successful leaders that would often only amount to self-justification, comprised of a vague *mélange* of references to strong will, seizing opportunities and the cultivation of relationships. Over time this

literature has become more sophisticated and subject to analyses that would reveal an interesting new set of factors ranging from stature, birth order and month of birth (Gladwell, 2008). In time great man theory would come to come into systemic academic gaze morphing into a more sophisticated treatment known as trait theory.

Figure 2. Example of Heroic Literature circa 1919



Previous generations have linked leadership with heroism, civilization's enhanced, popularly embraced extension of competence as a hunter. The hero model of great man leadership has itself evolved from bravest hunter, to most skilled warrior, to saint, etc.. Some might include enlightened despots such as Fredrick the Great, Peter the Great, and the Meiji Emperor as heroic figures for modernizing their respective realms. A century earlier the models were people of character and "exemplars of virtue". The figure above is an example of inspirational literature commonly read by school children to fortify their moral education. This particular book was presented to this author's great uncle in 1919 by jis Sunday school teacher. He would go on to become a teacher at a military school. In fact, he was young Donald Trump's teacher.¹

¹ Trump was sent there for punching his music teacher. According to family lore the great uncle found young Trump to be arrogant and a bully.

3.0 Trait Theory

Trait theory, simply put, is the identification and analysis of what qualities are perceived as common denominators among leaders. This attempt at enumerating traits soon expanded into determining the skills also associated with leadership thus synthesizing the born vs. made dialectic carried over from the great man theories. Stogdill, 1974 provides a useful example of the mix of traits and skills believed to be most common among leaders everywhere:

Table 1 Leadership Skills and Traits (Stogdill, 1974)

Traits	Skills
- Adaptable to situations	- Clever (intelligent)
- Alert to social environment	- Conceptually skilled
- Ambitious and achievement-orientated	- Creative
- Assertive	- Diplomatic and tactful
- Cooperative	- Fluent in speaking
- Decisive	- Knowledgeable about group task
- Dependable	- Organised (administrative ability)
- Dominant (desire to influence others)	- Persuasive
- Energetic (high activity level)	- Socially skilled
- Persistent	
- Self-confident	
- Tolerant of stress	
- Willing to assume responsibility	

This short list of attributes raises what can be called “the eye of the beholder” problem. These are qualities that are determined by the observer and could just as easily be interpreted in a negatively depending upon the interests and state of mind of the witness. “Assertive” can be also interpreted as “pushy.” “Organized” can be “compulsive” and so on. Still, trait theory can lead to determining what might inspire followers in given situations. Ultimately though, traits are not consistent reliable predictors as attributes in one organization or culture may not translate into effectiveness in another.

4.0 Behavioral Theories

In shifting first to leaders traits and inevitably what leaders do, the literature goes to the leader/follower relationship in organizational interaction. The classic work of David McGregor in his “Theory X vs. Theory Y” analyses became standard reading in management schools everywhere. Strictly speaking McGregor’s focus was on management and not leadership per se. The distinction is very significant in that, broadly speaking, managers metaphorically oversee the day-to-day “rowing” of an organization towards a given objective while the pure-type leader sets the actual course. Nonetheless, the work was embraced for providing something of a unified field theory for its analyses of motivation. It formalized the assumptions that then would lead to the choice of tools used to get workers to reach objectives. Put simply McGregor’s theory broke down the carrots and sticks schools of motivation. These assumptions carried by managers about human nature are summarized in Table 2 below:

Table 2. Breakdown of Manager Beliefs About Human Nature and Work

<p>Theory X managers believe that:</p> <ul style="list-style-type: none"> • The average human being has an inherent dislike of work and will avoid it if possible. • Because of this human characteristic, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve organizational objectives. • The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else. 	<p>Theory Y managers believe that:</p> <ul style="list-style-type: none"> • The expenditure of physical and mental effort in work is as natural as play or rest, and the average human being, under proper conditions, learns not only to accept but to seek responsibility. • People will exercise self-direction and self-control to achieve objectives to which they are committed. • The capacity to exercise a relatively high level of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population, and the intellectual potentialities of the average human being are only partially utilized under the conditions of modern industrial life.
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(McGregor, 1960)

The diffused leadership style configured to sub-organizational function now seems obvious with the subsequent advances in leadership theory, which would be reinforced and enhanced with the rise of the contingency/situational schools.

5.0 Contingency/Situational Leadership Theories

A new generation heralded the contingency/situational school of leadership studies. Fiedler, 1958 has been seen as the progenitor of leadership not just defined within organizational type but also by their circumstances. These elements would include:

- How well the leader and followers got along.
- How structured or fluid the task was to be performed
- How much power or authority the leader possesses.

For Fiedler, leaders are either relationship oriented or task oriented. If relationship oriented they would be more effective in situations where leader-follower relations are considered good, and the task roles clearly structured, regardless of leader power. This would be the case with, for instance a construction project foreman who coordinates the activities on site. Task oriented leaders also perform well when their power or authority was strong, but the task unstructured as in military combat. Fiedler's work is a precursor to describing "adhocracy" in which leadership is highly diffused and largely localized to specific projects.

Hersey and Blanchard, 1977 would refine this theoretical line, adding the critical element of considering the level of participant/stakeholder involvement in the decision-making. This would come open an important emphasis on decision-making as a subsidiary area of leadership studies. It was an immensely influential area of emphasis in the 1970s and 1980s, that would come to be known as reference group theory in sociology and pluralistic decision-making in political science circles. Coplin and O'Leary (1972) provided useful models for understanding the 3 dimensions of stakeholder influence. The 3 dimensions include: The power the stakeholder has in relation to the decision maker (interest * capability * will) ² the

² This is one of Rudolf Rummel's power equations that can be usefully applied here with each variable weighted from 0 (no interest or capability or will) to 3 (existential interest, capability or will). Note that because of the multiplicative nature of the formula, if any element is 0 then that stakeholder's power is 0. If any element is less than 1, then overall power is diminished. If any element is more than 1, even

relationship between stakeholder and decision-maker, (Peer, Constituent, Ally or Adversary), and the salience of an issue for the stakeholder on which decision(s) is to be made (ranging from unimportant to existential importance). The relationship dimension in this model is interesting in that if the relationship is that of peer, for instance, between that of a chief executive and a legislative leader, then the decision point is future oriented, (My support in the future in exchange for your support now). Coplin and O'Leary's model is particularly useful in political decision-making where the practical constraints on leaders is explicit in constitutionally derived limited and divided governance where power is formally shared between branches of government.

Tannenbaum and Schmidt's Leadership Continuum (1973) further refined the contingency/situational approach by recognizing that appropriate leadership style depended on the dynamic circumstances an organization might face. An autocratic "telling style" would be appropriate in an emergency situation where quick actions need to be taken as in a natural disaster. A persuasive "selling" style might be better suited to mobilize a sales force to believe in their product or service. The consultative style is marked by the process described in the passage above referencing the work of Coplin and O'Leary in which a decision maker consults with stakeholders as one sees in political deliberation or corporate shareholders meeting. The fully democratic style outlined by Tannenbaum and Schmidt seems less conventionally a leadership style than one taking the role of discussion moderator with a group consensus being the primary goal. This style approaches that of a feminized leadership model to be discussed later.

John Adair's Action-Centered Leadership Model (1973) is yet another elaboration on the contingency/situational leadership approach. Here the focus was on task accomplishment by focusing on leaders working with managers to define the task and plan, ensure resources, track progress and adjust when necessary in conjunction with a management team. The management team has the delegated duties of maintaining discipline, team spirit, motivating, delegating to sub-units, ensuring communication, and supporting team development. Individual members are expected to keep personal problems confined outside of work, support each other and focus

fractionally, then overall power is enhanced. When incorporated into Coplin and O'Leary's decision making model the power dimension for each element ranges from 0 to 3.