



ANU

THE AUSTRALIAN NATIONAL UNIVERSITY

School of Management, Marketing, and International Business

**Renaissance Leadership:
Transforming Leadership for the 21st Century
Part II: New Leadership Development**

Jay Martin Hays and Choule Youn Kim
2008

WORKING PAPER SERIES

Volume 3 · Number 2

ISSN: 1833-6558

School of Management, Marketing, and International Business

WORKING PAPER SERIES

ISSN: 1833-6558

School of Management, Marketing, and International Business

The School of Management, Marketing, and International Business in the College of Business and Economics was established at the beginning of 2006. The School draws together staff with interests mainly in international business, management, and marketing. The mission of the School is to enrich both the general and the business community through its education, community work and research activities. This mission is accomplished by: conducting high quality pure and applied research so as to increase knowledge in our business disciplines and to communicate that knowledge to others; promoting learning, which provides graduates with relevant skills and knowledge; and serving the education, research and training needs of students, professions, industry, government, employers and other interested groups and individuals. Undergraduate degrees for which the School has primary responsibility include Bachelor of Commerce, Bachelor of E-Commerce, and Bachelor of International Business. The School will also offer a new degree Bachelor of Business Administration from 2009. The School had a large number of students, with approximately 850 effective full-time undergraduate students and 25 coursework graduate students in 2004, making it the largest school in the university. There has also been growth in the PhD program. At the close of 2004 there were 56 PhD and several MPhil students enrolled with panel Chairs or Supervisors in the School. For further information about the School, please visit <http://www.cbe.anu.edu.au/schools/mmib/>.

Editor

Jiang Fuming, Ph.D.

Associate Editor

George Chen, Ph.D.

Advisory Board

Bruce W. Stening, Ph.D.

Professor of Management

Vlerick International Dean

China Centre for Economic Research, Peking University.

Former Associate Dean for Research, College of Business and Economics, The Australian National University.

George Chen, Ph.D.

Professor of Management

School of Management, Marketing, and International Business

College of Business and Economics, The Australian National University.

The views expressed in the ANU School of Business and Information Management Working Paper Series are those of the author(s) and do not reflect the view of the School of Business and Information Management. Readers of the Working Paper Series are encouraged to contact the author(s) with comments, critics and suggestions.

Copyright remains with the author(s). Further copies of the papers may be obtained by contacting the School Secretary, School of Business and Information Management, Faculty of Economics and Commerce, The Australian National University, Canberra 0200, Australia. Tel: +61 2 6125 3664, Fax: +61 2 6125 5005.

The online electronic version (PDF) of the Working Paper Series can be accessed from ANU ePrints site at:

<http://dspace.anu.edu.au/handle/1885/44441>, or be searched via www.google.com.

School of Management, Marketing, and International Business Working Paper Series aims to solicit and welcome articles of interest to academics as well as practitioners. It serves as an outlet for presentation of scholarly papers in the domain of international business, marketing and management, and facilitates discussions and communications between academics in the school and other institutions. The articles may be qualitative or quantitative, empirical or theoretical in nature and can discuss completed research findings or work in progress. Articles judged suitable for the working paper series are subject to a review process. Manuscripts in electronic (MS Word) version should be submitted to the editor at fuming.jiang@anu.edu.au.

Renaissance Leadership: Transforming Leadership for the 21st Century Part II: New Leadership Developmentⁱ

Jay Martin Hays and Choule Youn Kim

Correspondence:

Jay Martin Hays, Ph.D.
Room 1059, PAP Moran Building 26B
School of Management, Marketing, and
International Business
ANU College of Business and Economics
The Australian National University
ACT 0200 Australia
Tel: +61 2 6125 5548
Fax: +61 2 6125 8796
Email: jay.hays@anu.edu.au

Choule Youn Kim, Ph.D. Candidate
Room 227, SR Wilson Building
School of Management, Marketing, and
International Business
ANU College of Business and Economics
The Australian National University
ACT 0200 Australia
Tel: +61 2 612 57918
Fax: +61 2 6125 8796
Email: choule.kim@anu.edu.au

ABSTRACT

*Conventional leaders and leadership of the past are insufficient to meet the demands of the 21st Century. As we enter the new millennium, our world is characterised by unprecedented complexity, paradox, and unpredictability. Change is rapid and relentless. Today's leaders face demands unlike any ever before faced. Standard leadership approaches that have served us well throughout much of history are quickly becoming liabilities. Conventional wisdom regarding leadership and many of its habits must be unlearned. The strong, decisive, charismatic, and independent leader may prove counter-productive in the new millennium and undermine a sustainable future. The challenges and opportunities of the 21st Century call for a new type of leader and leadership, indeed an entirely new and different way of thinking about leadership and of developing future leaders. Comprised of two parts, this paper explores the nascent millennium and eight sets of leadership qualities and capabilities expected to be crucial in the uncertain decades ahead. A significant gap remains between current leadership competencies and those needed in the future. Implications of this gap are discussed. Leadership development programs in industry and higher education have yet to refocus to produce the kind of leaders needed. Suggestions for reform are offered. Part I, *The New Leadership*, covered the 21st Century environment and context for leadership, compared conventional and emerging views of leadership, and documented the eight competence sets of *The New Leadership*. Part 2 examines leadership development, discusses the gap between conventional leadership development and that needed in the 21st Century, and presents an integrated curriculum for leadership development based on the eight leadership competency sets identified as crucial in the new millennium.*

Key Words: Leadership, management education, future trends, leadership development, *The New Millennium*, leadership competencies.

INTRODUCTION

Orientation

As we enter the 21st Century there are serious questions arising concerning our capacity to deal with its challenges. Based on a review and synthesis across a range of literatures covering management, organisation, leadership, and learning and development,^a Renaissance Leadership: Transforming Leadership for the 21st Century, Part I—The New Leadership identified some of the issues, challenges, and opportunities likely to characterise the early decades of the new millennium. In that paper, we noted that this new age will be increasingly challenging in ways not before experienced, and, thus, that a new kind of leader and leadership^b are needed. In Part I, the authors distilled eight distinct, primary categories of competence and capacity:

- Learnership – Leader as Learner and Teacher
- Transformational Potency
- Capacity for Complexity and Strategic Thought
- Leader as Integrator
- Service – Servant Leadership
- Emotional Intelligence and Authenticity
- Leader as Wise, Virtuous, and Ethical
- Social Engineer and Relationship-Builder

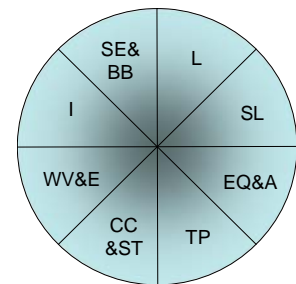
We will not reiterate the detail on those competencies, here, but provide the following table that summarises the eight competency sets (Table 1). It is with reference to these eight sets of leadership qualities for the 21st Century that Part II, New Leadership Development, proceeds.

^a The reference list at the end of this paper includes over 250 sources covering themes of relevance. These references cover both Parts I and II. Many sources examined of potential contribution were excluded due to their tangential or insubstantial nature.

^b In this paper we do not generally distinguish leader and leadership, suggesting that both can be characterised by the same qualities. We acknowledge, however, that “leader” sounds like an individual and may be confused with positional, hierarchical leadership; further, “leader” has traditionally been and continues to be treated in the literature as “the head” or top echelons of an organisation. We, like Day (2001) and others, claim that leaders and leadership exist and are required at all levels of and throughout the organisation. This will be increasingly recognised as crucial in the evolving and emerging organisations of the new millennium.

While aspects of these competencies have been recognised over time, others are new. The attention these competencies are receiving in both academic and practitioner literatures may represent a paradigm shift^c in leadership thought and practice, or what we refer to as “the leadership renaissance.” The renaissance leader has many of the attributes exceptional leaders have always had, but these are configured and balanced differently; and new qualities contribute to making the renaissance leader richer, deeper, better integrated, and more authentic than his or her counterparts of the past. Our synthesis of the emerging views of leadership suggests that the renaissance leader is personally more adaptive and resilient, broader in perspective, and more proactive than his or her predecessors. Importantly, the renaissance leader is also more effective in cultivating these habits and qualities in others. Taken together, the renaissance leader is expected to be more effective in the tumultuous and uncertain environment of the 21st Century.

The pie model at right shows the eight renaissance leader competency sets as individual segments. This reflects that there is no prioritisation intended or implied in the order these sets of attributes are presented. Nor is one set



of competencies and capacities necessarily more complex or sophisticated than another, though we may understand or feel more familiarity with some more than others. We return to this model later in our discussion of leadership development for the 21st Century. And, as we argue throughout this paper, some measure of competence in each set is crucial. While no individual is expected to be master in all areas, teams, organisations, and communities will need to possess strengths across the eight dimensions to flourish in the new millennium. As individuals and groups increasingly shade all segments of the pie—that is, as they develop across all eight competency sets—they are approaching renaissance leadership.

^c A paradigm shift is a fundamental transformation in understanding phenomena, impacting beliefs, assumptions, biases, values, applications, and behaviour—everything related to the construct. Thomas Kuhn (1962) is credited with surfacing the importance of paradigms in his *The Structure of Scientific Revolutions*. See Hays (2008b) for a discussion and application of paradigm shifts.

Table 1. The Eight Essential Categories of the 21st Century Leader.

<p>Learnership – Leader as Learner and Teacher The leader of the 21st Century is continuously learning and is committed to helping others learn and develop. Learning remains at the forefront of community focus and organisational activity. Unlearning is a strategic imperative. The 21st Century leader is not master of all she surveys, but is student of all she confronts.</p>	<p>Service – Servant Leadership The 21st Century leader is servant and steward first, to the public he or she represents, his or her employees, and other designated key stakeholders. The Servant Leader consistently shows high levels of faith, respect, trust, and compassion to all he or she serves. The 21st Century leader leads from the heart, as well as the head.</p>
<p>Transformational Potency A forward-thinker, the 21st Century Leader remains focused on the long-term. He or she has a clear vision of future possibility and helps all stakeholders see the future and the ways and means of fulfilling it. The 21st Century leader spreads energy, excitement, hope, and belief. In service of continuous improvement and transformational change, the leader of the 21st Century is willing and able to transform him- or herself and creates an open and nourishing environment wherein staff and other stakeholders can transform themselves and their work.</p>	<p>Emotional Intelligence and Authenticity 21st Century leaders know themselves as well as their people; they represent themselves as they really are and encourage others to “be themselves.” Diversity and individuality are honoured. They are honest and encourage honesty—building and maintaining trust is essential in the networked, virtual, and autonomous world of the 21st Century. They are vulnerable and, most of all, human. They understand their own emotions and accept the emotionality of their staff and other stakeholders. Foremost, they are self-reflective and encourage others to practice reflection.</p>
<p>Capacity for Complexity and Strategic Thought The 21st Century leader see the big picture and accepts that everything is inter-related, appreciating that action and inaction have profound social and environmental impacts and implications. He or she understands the nature of dynamic complexity and helps others learn to understand and cope with uncertainty and to become more responsive and adaptive to complex challenges. These leaders resist temptation to solve problems or make decisions alone.</p>	<p>Leader as Wise, Virtuous, and Ethical The 21st Century leader sees wisdom as the only salvation for the future (survivability and sustainability); seeks to deepen his or her own wisdom, and develop deep pools of wisdom throughout the organisation. It is not about being clever, successful, or impressive, but doing the right thing for the greater good. 21st Century leaders know their values and motives and conduct all affairs in accordance with a moral code and set of upstanding values and principles. They are the role models for staff and other stakeholders.</p>
<p>Leader as Integrator The 21st Century leader is inclusive, involving, and unifying; architect of coherence. He or she helps employees and other stakeholders see:</p> <ul style="list-style-type: none"> ■ where and how the organisation fits in the bigger picture ■ where and how they fit in or relate to the organisation and how their attitudes and behaviours contribute to its important mission ■ why things are done as they are or should be done differently. <p>The Leader as Integrator helps people find meaning, belonging, and purpose.</p>	<p>Social Engineer and Relationship-BUILDER As Social Engineer and Relationship-BUILDER, the leader of the 21st Century is master connector and conduit, facilitating and encouraging all staff and other stakeholders to network and collaborate within and without the organisation. Here, the 21st Century leader sees opportunities to connect people and ideas that might not normally have cause to come together. The crucial task is to share power and promote shared ownership and collective effort resulting in greater capability and commitment and producing more sustainable solutions.</p>

In two parts, this paper comprises seven major sections, in addition to the introduction:

Part I

□ **Leadership—Past and Present.** Traditional / conventional perspective of leaders and leadership,

including the positional-hierarchical view and predominance of the “Great Man” orientation.^d Significant differences between management and

^d See Bennis and Nanus (2007) for clarification on the Great Man orientation to leadership.

leadership, and their implications for individuals and organisations, and for leadership development.

□ **The 21st Century.** Predictions and depictions concerning the 21st Century (of primary concern to management researchers and practitioners), including problems, opportunities, issues, emerging trends and their implications. Five major areas covered: globalisation, diversity, technology, uncertainty, and Knowledge Workers.

□ **The New Leadership.** Emerging conceptions of leadership and the leadership qualities expected to be of great value in the nascent millennium. This is an elaboration on the eight competency sets comprising renaissance leadership as portrayed by multiple and diverse scholars in the field.

Part II

□ **The Leadership Gap.** Gap between the more traditional / conventional views of leaders and leadership and those expected to be increasingly important as the 21st Century proceeds; and the research and practical implications of this gap.

□ **Leadership Development.** Exploration of leadership development “state of the art”—how potential leaders are being prepared for their future roles, both industry models and management education. Contrast current practices with leadership qualities held to be essential for the coming decades. Implications for the gap between what we are producing and what we should be.

□ **Leadership Development Reform for the 21st Century.** A range of leadership development objectives and strategies, both industry programs and management education, linked to the qualities established as essential in the coming decades of the new millennium.

□ **Conclusion:**

- Retrospective Overview. Major points and implications covered in the paper.
- Caveats and Considerations. Limitations and directions for further research. Assessing 21st Century leadership.
- Concluding Remarks. Contending with leadership challenges, including mandate for leadership development.

Renaissance Leadership: Transforming Leadership for the 21st Century, Parts I and II, consolidate diverse perspectives on the leadership challenges of the new millennium, and offers practical recommendations for developing leaders who possess

the competencies necessary for leading today’s and tomorrow’s organisations and institutions. While the original sources referenced in this paper are worthwhile reading, often insightful and sometimes provocative, Renaissance Leadership: Transforming Leadership for the 21st Century distils and organises the vast range of descriptions, objectives, issues, and recommendations into one source of relevance and utility to academics and practitioners. This paper contrasts conventional and emerging notions of leadership, showing how evolving views and practices of leadership correspond to shifts in larger contextual and environmental conditions. Having intensely researched the topics of leadership and environment it is our view that the world is dramatically different than ever before and, thus, that the leadership challenge is entirely different. While threats and challenges loom large, we are heartened by the way leaders and leadership are beginning to be conceived. Renaissance leadership is very different. We are intrigued by the question of which comes first: Is renaissance leadership a consequence of environmental demands and an evolving world view, or is The New Leadership—as conveyed by the numerous sources cited in this paper—promoting the revolution in leadership theory and practice?

Review of the Literature

Our study set out to determine what the leadership requirements of the near-future are and how prepared our organisations and institutions are to fulfil those leadership demands. We thought it necessary to explore a range of literatures touching on different, but related topics. First, there are two future-oriented aspects:

1. Depictions (and sometimes predictions) of the future – what we refer to herein alternatively as the 21st Century or the new millennium. This is the environment in which we can expect to find ourselves in the approaching decades. And,
2. Descriptions and prescriptions for leaders and leadership in the 21st Century—what we are calling Renaissance leadership. Here, we draw on notable and influential authorities on leadership.

By exploring these two future-oriented subjects against the context of relevant past and current leadership paradigms we sought to reveal whether or not there were any significant gaps in the theory and practice of leadership, and to identify specifically what these gaps and their implications might be. Specifically, are current beliefs about and practices of leadership sufficient to meet the leadership demands of the 21st Century?

Next, we took a look at the current literature covering leadership development, both from a professional development and management education perspective. Again, we wanted to ascertain whether or not and to what extent leadership development programs are effectively addressing the needs of 21st Century leaders and the organisations and institutions that will depend on them. Our comparison of the leadership development “state of the art” with forecasts concerning future leadership requirements reveals several significant gaps. These gaps and their implications are summarised in two sections of the review of the literature below, The Leadership Gap and The Leadership Development Gap.

THE LEADERSHIP GAP




Drawing on our research into emerging impressions and expectations of leaders and leadership juxtaposed against the backdrop of more mainstream understandings, we discuss in this section the gap between the two and its implications. Table 2, below, shows a comparative overview of conventional views of leadership and those that appear to be gaining acceptance – The New Leadership.





As the comparisons in Table 2 show, there is a substantial divergence between mainstream and




emerging views of leaders and leadership. These sharp contrasts do not, per se, confirm or elucidate the gap between leaders adhering to mainstream paradigms and those adopting emergent styles and philosophies of leadership. We can only speculate that individuals “schooled” in more conventional forms of leadership will increasingly confront a workforce, peers, and other stakeholders who hold views and expectations that depart from conventional wisdom and norms. They may find this cognitively troubling and practically problematic. While we do not claim that the emerging trends are better—that is, will be more effective in the long run—we also do not think the emerging trends will revert. For the present, we are on a certain trajectory toward a more human type of leadership and, perhaps, a more enlightened one.

While it would be premature to declare renaissance leadership as synthesised in this paper a panacea, there is no question that it has many advocates and does hold promise for a more ethical and sustainable leadership. If it can be a standard or benchmark to strive toward and mainstream leadership is the current measure of performance, then we have a significant way to go to close the gap. Just how we might begin closing that gap is the topic we pursue in the following section.

Table 2. Comparative Leadership Modes: Conventional versus Emergent.

Conventional Leaders and Leadership		Emerging Views of Leaders and The New Leadership
<p>The leader as machine. The leader is (should be) and must be perceived to be hard, cool, calm, and collected; objective, calculating, precise.</p>		<p>The leader as human. It is increasingly recognised that leaders are and should be human. It would be impossible to list the attributes of what it is that makes us human, but the point is that denying our humanity limits our own potential and distances us from those we would lead and inspire.</p>
<p>The leader as “made it.” Leadership is a destination, not a journey. Leadership positions are about having attained rank, title, power, and influence, using them effectively; and, in some cases, working hard to retain them.</p>		<p>The leader as a work in process. Leadership is decreasingly thought of as a final or penultimate objective—when you’ve arrived, you’ve made it; rather a lifelong, continuous process of learning and development.</p>
<p>The leader as superior. By virtue of rank, title, or position, the leader is <i>the</i> authority—the one who challenges, inquires, advocates, controls. The position of superior has been earned or conferred, and there are few positions at the top. While seldom stated, the inference is that anyone not in top positions is inferior or, at best, subordinate; as such, they do not lead, and, taken to its extreme, nor could they or should they lead.</p>		<p>The leader as equal. There is little dispute that The New Leadership is about empowering and enabling others to learn and develop, and, notably, to lead. The new leader does not see him- or herself as “superior” in a superior-subordinate relationship, but as an equal amongst others, all who have unique and different qualities and can and should lead as circumstances call for.</p>

<p>The leader as agent. The superior in any situation is the leader. It is this person's prerogative, role, and responsibility to use his or her position and associated power and influence to get the job done through "leadership acts." Accountability resides in the position. Accordingly, others are not required to have ownership, responsibility, or commitment exceeding that strictly prescribed by job description or role statement; nor are they generally rewarded for going above and beyond the call of duty, and, in fact, may be chastised for doing so.</p>		<p>The leader / leadership as a process. Increasingly, leadership is seen as a relationship and a dynamic process, less as a person or activity. Since leadership is not vested in a particular person or position, it is distributive in nature—everyone might have some. Ideally, leadership flows amongst people when, where, and how it is most needed. It is offered and received graciously and with best intentions. While not everyone wants or has the skills to lead, such an environment generates higher levels of commitment and performance than in strictly regimented, hierarchical systems, and creates unsurpassed future leadership capacity.</p>
<p>Leader as stabiliser. It is the leader's role and responsibility to ensure employees and other stakeholders feel secure and confident with strategic policy and direction, to assure everyone that the organisation (and its leadership) are at the helm and capable of steering through whatever weather may present itself. Consistency, reliability, predictability, composure, and control are the catchwords.</p>		<p>Leader as change agent. Consensus is that it is the leader's role and responsibility to create change-able organisations – responsive and adaptive – and to envision and usher in change that keeps the organisation abreast of changes in the environment or, better, anticipates and proactively leads the organisation to contend with and capitalise upon emerging trends. This is the leader as "destabiliser."</p>
<p>The leader as instrument of shareholders. The primary responsibility of the CEO and other executives is to shareholders—to profit and ROI. The corollary is short-term gains (quarterly returns).</p>		<p>The leader as servant and steward. Increasingly, leaders are being sought and lauded for their demonstrated values of service, altruism, and stewardship. These are people who care about others, the communities in which they work, and the planet on which we inhabit. Such dedication is of special importance today given the rate of resource depletion, environmental and ecological destruction, and the urgent requirement to focus on sustainability, not to mention the recurring instances of corporate greed that have spawned greater vigilance and emphasis on social responsibility.</p>
<p>Leader as KISS apostle. The leader's job is to "keep it simple, stupid." Make communiqués and instructions as simple as possible; target the least common denominator. Employees and other stakeholders will be confused by and distrust complexity and see weakness in indecision. Only tell them what they need to know... Seek clear and direct information on which to base decisions. Cut through the crap...</p>		<p>Leader as proselyte of complexity. The leader of the new millennium is a student of and preaches complexity. Liberated by [the acceptance of] the fact that the world is too dynamic and complex for any one person to understand it, reduce its uncertainty, or make it behave, the new generation of leaders will take pleasure in studying complexity and engaging in deep and meaningful dialogue with a wide range of enlightened and / or concerned souls to plumb the depths of emerging problems and opportunities and to consider best, not quickest or most economical solutions.</p>

<p>Leader as executor. The leader's task is to get the job done as efficiently and economically as possible. To manage, coordinate, and control effectively (or ensure these functions are carried out diligently). To take direction from superiors or the board of directors and implement accordingly.</p>		<p>Leader as creator and patron of meaning. The 21st Century leader sees it as his or her role to elicit meaning (if not craft it) from work and circumstances and help employees and other stakeholders connect with that meaning. This is largely the vision, values, and purpose discussed so broadly these days. Work increasingly is seen as a most likely place for people to find needed meaning, purpose, and even community. At the same time, there is a groundswell belief that people will go above and beyond the call of duty for causes (work) they believe in.</p>
<p>Leader as engineer. The leader's job is to ensure everyone knows what their roles and responsibilities are, and that they have the skills, tools, and other resources to do their prescribed job. The organisation is a well-designed and maintained machine, precise and predictable. Units and people behave rationally, and will continue to do so as long as policy and procedure are strictly followed. If something goes wrong, the faulty part, process, or person is replaced. Rationality reigns!</p>		<p>Leader as community-builder. It is no longer sufficient to merely ensure the workplace is safe and secure and that workers' basic needs are met. Leaders of the new age create environments where people want to come to work, contribute in a meaningful way, and derive the benefits of membership (citizenship) in that vital community, including nourishing emotional rewards (sense of belonging, esteem, personal growth). Personality reigns!</p>
<p>Leader as warrior. The leader's task is to anticipate, pre-empt, or subdue threat from within (competing tribes or ambitious lieutenants) and without (antagonistic, intimidating, and encroaching neighbours and others competing for our sovereignty, resources, or markets). Keep your friends close and your enemies closer... As long as you (and your organisation or nation) are powerful and in control, no one can take advantage of you. The best defence is a strong offence.</p>		<p>Leader as peacemaker^e. The leader's task is to build bridges amongst and across parties competing unnecessarily and counter-productively, and to use conflict and tension productively, not seeking harmony for ease and pleasantness, but to create opportunities for creativity and constructive work. The leader as peacemaker is all about collaborating and partnering, looking for new friends and repairing failed friendships. The best defence is commitment to resolving shared concerns and trust built up over time.</p>

^e While unintentional, the dichotomy between Leader as Warrior and Leader as Peacemaker reminds us of Dan Millman's *Way of the Peaceful Warrior: A Book that Changes Lives*. The book's themes parallel principles of 21st Century leadership, and it should be mandatory annual reading for leaders and those aspiring to lead.

LEADERSHIP DEVELOPMENT

In an effort to discover best practice in leadership development, the authors sourced over 100 articles and research papers dealing centrally with leadership or management development and / or management education where leadership or management was a focal concern (see Endnote 2 for a review of some of the papers found to be of particularly useful for our current study).ⁱⁱ

By way of summary, what we can say is that much has been published, there is considerable overlap from that which has been published, and there is little that we would describe as particularly novel, inspired, or compelling (with some prime exceptions included in our review). It may be that leadership development is a behemoth industry, fairly conservative, well-established, and slow to change. It may be that the consulting companies, corporate universities, and business schools have got it right. There is certainly much being done in terms of leadership and management development. We've seen estimates of expenditures in the billions (Beddowes, 1994; Hartman, Conklin, and Smith, 2007; Ready and Conger, 2003), with individual organisations spending millions annually on leadership development (Weiss and Molinaro, 2006). Dramatically, Connaughton, Lawrence, and Ruben (2003) go so far as to say that "corporations waste between \$5.6 and \$16.8 billion each year on ineffective leadership development programs" (p. 46). We have also seen some practical, progressive, and ambitious efforts (Nixon, 2003; Shefy and Sadler-Smith, 2006). But, despite a chorus of calls for more integrated, continuous, and holistic development strategies (Boyatzis and McLeod, 2001; Hernez-Broome and Hughes, 2004), mainstream development efforts, on the whole, do not appear to be keeping pace with emerging views of leaders and leadership (Doyle, 2000).

The major disconnect between renaissance leadership and companion development initiatives may be explained by the fact that the compendium of 21st Century leadership competencies is complex. These competencies, which tend to be intangible and subjective, do not lend themselves to the standard training course or university classroom, as many traditional leadership development programs do (Cooper, et al., 2005). Becoming more authentic, for instance, may require more time, deeper and intense experiences, greater breadth of situations and environments, and more capable facilitators and coaches than allowed for by most current formats and venues. They may also pose greater risk to and demand more courage of the participants of such programs and the organisations that source and fund them. The easy development subjects are offered extensively and well enough. These are the subjects

with "packageable" course content consisting of discrete knowledge bits and easily-demonstrated skills. One of the underlying drivers for such practical courses is that they are measurable. Corporate sponsors can readily assess return on training investment. This is one of the characteristic requirements of the contemporary leadership development movement as evidenced in numerous research papers from the field (see Pernick, 2001 and Ready and Conger, 2003, as examples). Such training is also easy to cost.

Ironically, courses and programs addressing the simpler leadership development tasks pose a complex of insidious problems. In part, they:

- Deceive participants and organisations into believing that meaningful leadership development is occurring, while diverting funding that could be devoted to more effective leadership development;
- Detract attention from the big picture and undermine its importance by focusing on peripheral and simplistic issues; and thus,
- Lead to sense of scepticism and derision amongst participants and prospects;
- Become self-reinforcing, as a result of the "training as reward" phenomenon, the visibility of graduates demonstrating evidence of training (using the jargon, applying the tools), satisfaction ratings on course feedback, and other dubious indicators.

In other words, they pander to the "quick fix" mentality and undermine the real complexity of leadership and the leadership development task.

Of course, corporate-wide training offers advantages such as creating shared language and experience, fostering networking and relationship-building, exposing participants to other parts of the business, and embedding use of new techniques and business process—all valid benefits. But one must ask whether these reasons merit the spending of limited leadership development dollars.

Given the complexity of the world we live in and the problems we face, simple approaches to leadership development are insufficient, at best, and quite possibly counterproductive. It is time we recognise this fact and begin demanding more of program developers, providers, and participants.

Community of Practice as Model for Leadership Development

The authors would like to present the following case as an example of a leadership development initiative with great potential. It is promising because of its

informality and low cost, on the one hand, and its demonstrated effectiveness at building superior collegial, collaborative leadership on the other. Paradoxically, the initiative was unplanned and emerged quite naturally and opportunistically from a Community of Practice project in which one of the authors was involved. That project entailed starting and / or supporting a number of multidisciplinary COPs across the university. There were a dozen COPS in various stages of development, from “early days” to firmly established. The original objective of the project was to see if and how leadership can be developed through Community of Practice activity.

As few of the COPs were self-sufficient and most seemed to be struggling, the project team committed to providing facilitation and administrative support to them. Each COP had at least one project team member serving in various support roles, from secretary and general *behind the scenes* organiser and helping hand, to facilitator, catalyst, and functional membership. Recognising that project team involvement might be impeding COPs from becoming more self-directing and inhibiting their individual members from developing critical skills and taking on more responsibility, the team decided to create a separate COP comprised of individuals from the respective COPs who showed leadership promise. Leadership development efforts would concentrate on the individuals with obvious potential.

This metacommunity, or SuperCOP, began meeting regularly every two weeks. The agenda was flexible, and centred on issues and challenges representatives were facing in their communities. One underlying theme provided continuity: facilitation—what were the skills, behaviours, and values that underpin collaborative effectiveness, and how could they be developed? It should be noted that positional, hierarchical leadership was downplayed, and a shared, distributive model of leadership was sought. This creates a tension between leading (directing) a group and promoting leadership development within it, palpably felt by both facilitators and group members. Interestingly, both sides wanted more leadership, the difference being who demonstrated it

and how it manifested. Also in a process like this there exists a tension between *task accomplishment*, seen as the content and priority by group members, and *leadership development*, seen as the content (and process) and priority for facilitators. This is a significant (though perhaps neglected) issue in progressive leadership development programs that integrate development with strategic corporate objectives (see, as examples, Beddowes, 1994; Nixon, 2003; Ready and Conger, 2003). [These are sometimes referred to as Action Learning projects (Raelin, 2006a; Smith, 2001).]

Progress in the SuperCOP could be characterised as a series of “bumps and starts.” Numerous learning and development objectives and topics were entertained, directly and indirectly related to Communities of Practice with leadership always as a central theme. However, it was not until members galvanised around the planning and running of a national conference on leadership that they really started to “click” as a group. Relieved at the completion of the conference and gleefully surprised at their success, the group began to appreciate what they *collectively* had achieved, with no external leadership or direction. Finally, the lessons on leadership with which the group had been struggling for months were at least partly resolved.

The SuperCOP has continued to meet for over a year following the conference, every second week for an hour and one-half. Members come voluntarily, set the agenda, and run sessions on their own, based on member needs, wishes, and preferences. Another big event is planned, a Dialogue Conference (for more on Dialogue, see Isaacs, 1999; and Scharmer, 2001; pp. 146 - 148).

How has this Community of Practice promoted leadership development and what specific competencies have been developed? We enumerate, here, just some of the knowledge, skills, and attitudes members have identified related to 21st Century leaders and leadership:

- | | |
|---|--|
| <p><input type="checkbox"/> Individual and shared reflective practice leading to individual and group learning and development, greater understanding and appreciation of individual differences, and improved overall effectiveness. There is a reflective activity at practically every session.</p> | <p><input checked="" type="checkbox"/> Learnership</p> <p><input checked="" type="checkbox"/> Emotional Intelligence and Authenticity</p> |
| <p><input type="checkbox"/> Dialogue skills and use of Appreciative Inquiry leading to more effective and fulfilling resolutions, initiatives, and change projects. These are examples of topics studied and applied in various situations. Making the decision to become a centre of excellence for Dialogue in support of the university’s internal and external stakeholders and demanded adoption of an ethic of service and transformation: we can and will make a difference!</p> | <p><input checked="" type="checkbox"/> Capacity for Complexity and Strategic Thought</p> <p><input checked="" type="checkbox"/> Service – Servant leadership</p> <p><input checked="" type="checkbox"/> Transformational Potency</p> |

Group problem solving, decision making, and planning skills. Planning and running the national conference and other initiatives exercised and developed important collaborative skills, built confidence, and demonstrated that “outside” leadership was neither essential nor particularly desirable. Developing the “content” for conference workshop activities on emergent, non-positional leadership required shifts in thinking and practice. The entire process was experimental, “risky,” and instructive; it embodied paradox and ambiguity.

Capacity for Complexity and Strategic Thought

Emotional Intelligence—it’s okay for you (and others) to show and to use emotion, but importantly to understand how your emotional being impacts on your thinking and behaviour and, consequently, affects others. Rich and open conversation and honest feedback gives people insights into others and themselves.

Emotional Intelligence and Authenticity

Personal agency—acknowledgement of ones efficacy and obligation to contribute. Knowing when and how you impact others. Greater appreciation of ones personal power and influence, and skill in their use. Role plays, debriefs, real case studies, and other activities complemented by reflection contribute to individuals’ growing sense of agency.

Transformational Potency

Authenticity and presence—enhanced honest and complete appraisal of self, and willingness and ability to project the real human being leading to richer relationships and more meaningful work. Disclosures (sharing of personal and professional struggles and impediments, as well as values, delights, and passions) through various community-building and professional development activities lead to greater self- and other-understanding and acceptance and allow us to bring more of the “self” to work.

Service – Servant Leadership

Facilitation skills—planning and running meetings, problem-solving sessions, other group work. Everyone rotates facilitation responsibilities. Everyone a leader. Development of a shared sense of responsibility and mutual inter-dependence. We’re all in this together, and it won’t work if we don’t each “share the load” and pull our weight. Content is always tied to process: what we need to learn as a group becomes part of the delivery. How do we facilitate a lesson on facilitation? How do we lead in an environment of shared leadership?

Learnership

Leader as Integrator

The very formation of the meta-community (SuperCOP) served to integrate individuals from various parts of the university toward shared purpose and around common themes. Working together helps participants see that they are all part of a bigger organisation, but that they are not alone and everyone shares similar problems or has familiar situations. Through SuperCOP, participants feel connected, contributing, and supported. While individuals may have their own unique issues and challenges, they can learn from one another and help each other. SuperCOP becomes the “proving ground” for testing out solutions and exploring ideas that can be used back in participants’ units or their own Communities of Practice. We’ve worked on such issues as promotion, indigenous staff recruitment and retention, and conflict resolution.

Leader as Integrator

Transformational Potency

The power of the collective. The realisation that you are not alone, that much can be achieved through collaboration and collective effort. Appreciation for concerted effort and knowing how to get it. Numerous side projects have been spawned through activities and discussion in the metacommunity; subgroups have collaborated on the writing of research papers, proposed new university initiatives, forged collaborations with industry partners, got executive endorsement for new programs, and helped members solve numerous problems related to their respective Communities of Practice.

Social Engineer and Relationship-Builder

□ Development of capacity to see the bigger picture and consider the range of issues and perspectives. Continual confrontation of dilemmas, tensions, and paradoxes. Constant testing of views and values, and continual exposure to multiple and diverse points of view. A gradual, but inexorable maturation in understanding ones own biases, beliefs, and motives and those of others. This comes about primarily through on-going dialogue that is open and honest, sometimes confrontational, but always caring; and implies a foundation of trust, itself a product of personal commitment / investment and shared experience.

☑ Leader as Wise,
Virtuous, and Ethical

Management Education / Higher Education

One need not look far to find criticisms with higher education, in general, and management education, in particular. Criticisms generally centre on the lack of education's relevance (see, as an example, Gold and Homan, 2001) and often point to particular deficiencies such as ethics and moral development, reasoning and critical thinking (Huber, 2003). While debate on the value of higher education, per se, is beyond the scope of this paper, the authors happen to believe that a little education goes a long way – and the more the better. Connaughton, Lawrence, and Ruben (2003) would agree, as they assert:

An educated citizenry is the most coveted, vigorously cultivated, and dependable national resource, and higher education rapidly is becoming a requirement for full participation in societies today (p. 46). [Later, they add] Citizens must become better educated to fulfil leadership challenges responsibly, effectively, and ethically (p. 47).

This notwithstanding, more often than not, relevance critics generally decry the preparedness of graduates to enter the professional workforce smoothly, quickly catch their stride, and begin productive work—work that is increasingly team-based and requiring high levels of interpersonal skill (Morrison, Rha, and Helfman, 2003). Universities must “lift their game.”

Employers are looking for graduates who demonstrate initiative and are responsive and proactive; who are self-directed and can perform well in autonomous circumstances; who are creative, flexible, and eager to learn and develop further (Huber, 2003; Morrison, Rha, and Helfman, 2003). We would add that employers seek or should be seeking people who are different and bring new perspective and complementary skills, but who can “fit in” as well. Fitting in, it seems, is more important than ever. And, we don't mean being assimilated and submerged—acculturated to the point of losing your identity and individual spark—but having the courage and skill to remain and express yourself, while adapting and accommodating to those around you

such that everyone remains a valued individual and valuable team-player. A crucial ingredient in the portfolio of success for the 21st Century leader is this ability to get along with people of all ilk, and to create environments wherein all feel capable, respected, and eager to collaborate. This is something that can and should be learnt at university, but often is not.

In our review of several dozens of scholarly articles on higher and management education that we thought might be of relevance to this paper, we conclude that, on the whole, management education fails to contribute much to developing leaders of the future who possess the attributes needed by the 21st Century. Worse, in some cases, management education is counter-productive in this regard,^f as exemplified by:

- Perpetuating independent study and competition over collaboration and teamwork.
- Promoting passivity and dependence, as opposed to the fostering of autonomy and initiative.
- Subtly or not-so-subtly discouraging students from challenging ideas and authority or taking risks, while encouraging them to follow instructions and rules.
- Rewarding “right,” mainstream answers and behaviour rather than promoting unconventional, out-of-box thinking, what's needed for creativity and innovation.
- Perpetuating the power status quo—teacher is the authority; the only one whose views count.^g

These and other classroom dynamics undermine development of leadership competencies for the 21st Century. What management education does well – like its industry counterparts – is prepare the analysts and functional specialists of the future. This does allow graduate to find jobs and to begin or advance their careers. But it does not prepare them to work in

^f Anakwe and Purohit (2006) craft a particularly scathing criticism of management education; Gold and Holman (2001) paint a bleak picture, and Swain (1999) basically asks, “what are business schools good for?”

^g See Hays (2008b).

the tumultuous environment in which modern managers and leaders operate. Higher education and management and business schools can and should be doing more to prepare the next generation.

Case in Point: The Community Project—Linking Theory and Practice. Rather than providing lists of courses or course content topics that would be more in line with the needs of 21st Century leaders, we present, here, a description of one university course with which the authors are familiar. This course – not even a leadership course – naturally promotes development of the 21st Century competencies amongst students. Versions of the survey course, Management, People, and Organisation, have been run at both undergraduate and post-graduate levels. In response to recognised need to make courses in the curriculum more practically relevant, MPO was redesigned and subtitled *The Community Project*. Course content—including such topics as strategic planning, communications and interpersonal skills, leading change, entrepreneurship, teams and teamwork, and human resource management—remained the same. The main difference is that students must undertake one or more community projects as a part of the 13-week course.

Students are introduced to the objectives and nature of the course in Week One. Their first related task is to interview students, faculty, and others at or around the university to ascertain what people think about “community,” and to discover what stakeholders believe would improve community or the overall learning experience. Also as a group, they develop the criteria by which proposals will be assessed. This gives them a sense of what potential projects might be expected to accomplish and what they hope to discover through the data gathering (interview) process. The exercise also begins to build a sense of ownership for potential projects, and starts a process that continues throughout the semester of building community in the classroom through dialogue, shared purpose, and collective activity. Having conducted interviews and developed proposals, students present their ideas to the class in Week Two, and as a group they select one or more proposals to work on during the semester.^h From then on, each weekly meeting

^h By Weeks Two or Three, the emergence of natural leaders can already be seen. These tend to be the more assertive students who, by virtue of personality, experience, or expectation, exhibit more proactive behaviours. They are louder, and more demonstrably active and seemingly engaged. They tend to organise other students and activities and take control of situations; they often appear dominant and sometimes even domineering. Where in typical classrooms the emergence of such natural leaders is expected (and, perhaps, tacitly encouraged), in *The Community Project*, through instruction, modelling, coaching,

consists of a theory piece on the designated topic (say, organising or work design) and how it relates to the community project(s); and a practical segment where students work in groups on project aspects. Examples of projects to date include: campus safety and security; a multicultural festival; design of a community centre; improvement of career centre operations; library improvement; and a sports carnival.

By the end of the semester, students have designed, implemented, and evaluated a real, major project. However, *The Community Project* is not [just] an applied project management course. Not limited to reading and analysing cases, listening to lectures or discussing theory in the abstract, or even undergoing role plays and simulations in the safety of the classroom, these students have had to deal with real people, multiple and competing priorities, and complex problems with very little guidance. The instructor serves as facilitator, coach, and champion, trying to provide a framework for working and a supportive learning environment. As if *The Community Project* weren't enough, in cells of four or five, students develop and present the lesson covering one text chapter (e.g., strategy; planning and control; motivation and performance management). These lessons, usually more like a seminar or workshop, are generally creative, interesting, and informative, and often surprisingly engaging. Students love learning from one another, and are grateful for having the opportunity to research, develop, and present a lesson.

Let's Work Togetherⁱ

Like the real world, the course and *The Community Project* pose considerable risk and ambiguity for students (and faculty). And there is a fair amount of chaos and confusion until students “find their stride.”

discourse, and abundant feedback, all students come to appreciate how their own attitudes and behaviour demonstrate effective leadership and followership. We discuss the advantages and disadvantages, the implications and consequences of a predilection in either direction. The more assertive students struggle to “back off” and support the more reticent students as they strive to step out of their comfort zones and become more present. (We use the term “present” here in the sense of agency, not just active or engaged, but engaging: presence, not in sense of charisma or allure, but in terms of taking an active, responsible role—putting yourself “out there.” Maybe we think that is what leadership is all about. We certainly believe this is a fundamental character of the leader of the 21st Century.

ⁱ “Let's Work Together,” from the Canned Heat album *Canned Heat Cookbook* released in 1970. (Original written by Wilbert Harrison.)

By the end of the semester, students have experienced disappointment, frustration, and anger when people and circumstances don't cooperate; they've felt what it's like to really commit to something important, and discovered what shared responsibility is all about. They've experienced joy, celebration, a deep sense of accomplishment, and camaraderie, an emotional gamut quite unlike anything experienced in other

courses. They have managed themselves, demonstrated leadership, presented to executives, and learned to depend on one another and work together toward the achievement of something meaningful. They have not only achieved something of merit, but developed crucial 21st Century competencies, as shown in the Table 3.

Table 3. Coursework Leadership Development.

Learnership – Leader as Learner and Teacher	The teacher undertakes learning with her students, not as sole source of wisdom and authority, but as a co-learner, expressing passion for and delight in learning, her own and her students'. Students are encouraged and rewarded for taking risks, taking initiative, showing courage, being different, doing more than expected—becoming self-directed and demonstrating personal agency and contribution to the community. Students work in Learning Cells (study groups) and have to reflect on their individual and collective performance and effectiveness in the cells, project teams, and classroom. Learning is stressed, not a particular outcome (there are no exams).
Service – Servant Leadership	The notion of service is stressed throughout the semester and woven into discussions and activities. The instructor strives to serve her students, as facilitator, counsel, guide; promoting for their sense of self-efficacy and esteem. Attention to treating students as equals and with dignity and respect as human beings and the leaders of the future. Helping them see that leadership is not just about power and authority (telling people what to do), but about sharing power and helping others develop and grow as human beings and leaders; that leadership is everyone's responsibility.
Emotional Intelligence and Authenticity	Students are involved in many group activities inside and outside the classroom. These activities form much of the core or context for learning, the background for theory. This is where we learn about ourselves in relation to those around us, developing social and cultural skills. "Reflective Moments" are built into weekly activities and students are required to write reflective learning journals. Both have them explore their interpersonal behaviour linked to course topics such as influence, planning, teamwork, or listening. The instructor shares passages from her own journal, reflecting on her experience of the course and project. Through modelling and other inducements, instructor facilitates students to come to understand and more readily and honestly reveal aspects of themselves becoming more authentic. Emotional expression is encouraged and respected.
Capacity for Complexity and Strategic Thought	Material on complexity, chaos, coherence, ambiguity, and paradox have been added to the course. Community project proposals, as an example, must demonstrate complex strategic analysis and consider multiple stakeholders. Students apply systems thinking and tools to solve complex problems. Students are always encouraged to think more widely, and to become mindful of their own assumptions, biases, values, beliefs, and predilections, and how these impact problem solving and decision making. They are required to draw their own conclusions and defend them, and to live with the consequences (as opposed to being continually told what to do or corrected).
Leader as Wise, Virtuous, and Ethical	Additional readings are provided touching on interesting and different ways of thinking from a range of sources on philosophy and ethics (especially classical Greek and Eastern works). Instructor shares readings and well as personal insights, anecdotes, and stories to make leadership more accessible and multi-faceted. Students are led to an understanding of their own moral positions and what this means in their lives and for their careers. Virtues are stressed, not because of their instrumental value, just because.... Students acquire reflective discipline, and are taught to think of wider impacts (implications of decisions and consequence of actions) beyond "bottom line" objectives, to think of the longer-term / sustainability, of the full spectrum of stakeholders, on impacts to the community and the environment. The constant concern is "the greater good."

Leader as Integrator	The course is run as an organisation and community. There is a place for everyone; while everyone is different, everyone has unique gifts to contribute. Emphasis is on how we work together as a whole to achieve the best ends for everyone. Considerable work is done to ensure separate projects are not conceived and implemented discretely, but are part of a more-important bigger purpose: community betterment. Every student is made to feel important to the success of the project, and that he or she is benefiting from contribution and will continue to learn and develop through contributing. The underlying message is <i>we are all in this together</i> .
Transformational Potency	The instructor strives to exemplify transformative leadership and promote deep, transformative change in students, as well as helping them see themselves as change agents and in need of continuous renewal: their projects are about meaningful change. How can they inspire and sustain it? How can they improve themselves through their work, and help others to learn and develop at the same time. Change is shown to be the constant and the requirement for progress, and change skills as the great differentiator—something we must all possess and encourage. Instructor realises that for these skills to develop in students that she must “let go,” and let them find their own way. One of the first units in the semester is change leadership. A first leadership act of the instructor is to begin crafting a vision of a better community and helping students to find that piece of the vision that is most inspiring and compelling for them. They, in turn, learn about vision-crafting when undertaking their projects.
Social Engineer and Relationship-Builder	Constant attention is paid to helping students see and act as if they are not alone: there is a wide world out there full of people whose support they may need, whom they might learn from. Who are the stakeholders and what is their relation to the project? How can we work together more effectively? Who have we forgotten about or neglected? Where can we get better or a wider range of ideas? The first theory pieces in the semester cover topics most relevant to starting the project and working effectively on it as a group: global emerging trends, including new ideas on leadership and organisations; teamwork and collaboration; communications and interpersonal skills; diversity [classes have a high proportion of international students (graduate classes between 50 and 95%) and are quite multicultural]; and organisational development and change.

THE LEADERSHIP DEVELOPMENT GAP

Industry and higher education are doing a fair job of preparing leaders for the 20th Century, but not the 21st. There are numerous possible reasons for this, the newness and complexity of the leadership development task not the least of them. Doubt and scepticism may be other factors subtly working against leadership development. We have a history of failed leadership development programs; and there may remain a harbouring of belief amongst executives that leadership cannot be taught. While there is some agreement that leadership can be learnt (not taught) (Allio, 2005), many believe that learning leadership takes considerable time and may require confronting and rebounding from difficulty and, possibly, failure in the “crucible of experience” (Thomas, 2008). Specific problems with past and some current leadership development initiatives include that they are simplistic, disunified, and unintegrated with or difficult to translate to the real work context (Doyle, 2000). They often promote

development of functional knowledge and skill (and may be fun and rated highly by participants), but what they learn should not be confused with leadership. When training and courses do promote development of relevant leadership knowledge and skill, the job, itself, participants’ managers, and their organisational culture may unwittingly work against them applying their new abilities.

The gap is significant. The eight sets of renaissance leadership qualities presented in this paper for the 21st Century represent a daunting omnibus of competencies. Many of these emerging competencies are new and different from the skills, knowledge, abilities – *ways of being* – ever widely thought previously to be important aspects of leaders and leadership. Compounding this problem was the generally-held belief that individuals were born with such traits; you either had them or you didn’t. (The corresponding belief was that only an elite minority were born with leadership potential.) There has been a gradual trend away from this narrow view of leaders toward one that increasingly holds that leaders are bred, not born. This means leadership can be taught

(or at least learnt). At the same time, however, we confront an increasing recognition of the world's complexity and uncertainty, and that the leaders of tomorrow must possess sophisticated capacities to lead our organisations, institutions, and nations. Moreover, there is a growing trend toward democracy, egalitarianism, and empowerment. Employees and citizens expect to have a voice, and are more equipped to express it. Never has it been as possible or more important for the governed to be self-governing.

The implications of this are profound. In the modern, global organisation of the 21st Century, everyone is not only entitled to but must demonstrate leadership. There is much work to be done to enable the workforce to develop and express leadership. And, it is not just people development of concern. Organisations and institutions must change to accommodate a more capable workforce, or their efforts will be stymied. Current leaders must change the way they lead to ensure the next generation of leaders are being developed now.

LEADERSHIP DEVELOPMENT REFORM FOR THE 21ST CENTURY

Shine on you crazy diamond – Pink Floyd^j

Having explored leadership in the context of the 21st Century and having revealed substantial gaps in leadership and leadership development, the important question becomes what can we do to reduce the gap? Clearly, we cannot continue to prepare future leaders as we have done in the past. Our focus on both content of leadership development programs and targets for leadership development has missed the mark. We can and must change the way we are preparing the next generation of leaders. This involves who participates, who delivers, what is delivered and how. The authors do not believe that the solution is increasing the budget for leadership development, at least not exclusively. What is needed is a wiser use of the resources available. Also in desperate need of change is the “tick the box” mentality that sees leadership development as administration and something to be managed in discrete bits: scheduling and running participants through training courses or packaged programs. Similarly, we do not advocate measurable ROI on leadership development initiatives as many currently do, as this leads to simplistic and short-term development objectives, strategies, and measures rather than meaningful, encompassing, and long-term

^j Released on the album *Wish You Were Here*, 1975.

behaviour change. Effective leadership development is not something that HR or external providers do, it is something in which we are all involved and for which we are all responsible.

Rome wasn't built in a day—Morcheeba^k

Renaissance leadership capacities such as authenticity, service, transformational potency, and holistic thinking do not lend themselves to “stand-alone” professional development or single university courses. Deepening appreciation for and ability to demonstrate such competencies must really be seen more as a journey than a destination, gradual growth rather than instant behaviour change. This is not to say that individual courses cannot provide introductory or even more-advanced awareness and skills—you have to start somewhere! Courses, seminars, and workshops can be very effective if complemented by a variety of leadership development activities across a curriculum, and embedded or fully integrated into “the way things are done.”

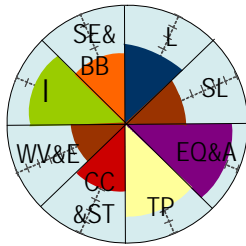
Effective leadership development courses employ and embody the principles, values, tools, and behaviour desired. Participants should experience as realistically as possible what it is they are meant to learn. For example, instructors and facilitators should model collaborative behaviour, facilitating shared decision-making and giving participants substantial responsibility for success of the course. When they see what it's like for participants (subordinates) to have a significant voice in what they do and how they do it, they are likely to reproduce this behaviour themselves on the job. Of course this is just one example of creating an environment wherein individuals begin acquiring requisite awareness and skill. To be fully genuine and effective, every task and lesson should represent the ideal. While this might be impractical, trainers and instructors should consider how each and every task or lesson could better reflect one or more 21st Century competence. Indicative guiding questions include:

- How can the complexity of this problem be revealed?
- How can this task build a sense of service?
- What are the relationship-building opportunities inherent in this situation?
- How can we rethink the job such that participants have more chance to exercise creativity?

^k “Rome Wasn't Built in a Day,” appearing on *Parts of the Process*, 2000, produced by Godfrey, Godfrey, and Norris.

- How can this project be used to help individuals find out more about themselves and each other?
- What are the potentials in this activity for participants to discover and express themselves authentically?
- How might we reveal the many perspectives possible on this particular issue?

The point is that the range of 21st Century competencies cannot be learned overnight. Nor is it the case that everyone can master all of the renaissance competencies thought necessary of 21st Century leaders. But everyone can develop in each of these areas. While the competencies may be hard to teach, they can be quite fun and interesting to learn,



and the importance of development in these areas should not be underestimated. The pie chart, below, similar to that introduced at the very beginning of this paper, reflects one way that an individual's status with respect to renaissance leadership can be displayed. Each of the eight segments represents one of the 21st Century competency sets. Individual measures can be ascertained employing the thermometers presented in the conclusion to this paper. Using this pie chart (left) with ratings in each competence set as an example, we see that the manager in question is well along her development path and fairly well-rounded, having appreciable levels of attainment in each segment, or competence set. She has particular strengths in Emotional Intelligence and Authenticity (EQ&A) and Integration (Leader as Integrator – I), with room for improvement in Service – Servant Leadership (SL) and Wisdom, Virtue, and Ethics (WV&E). Lower scores in these two areas may be more a function of values and aspirations the manager has than any assessment from her manager or other associates. For instance, she may feel the need or desire to develop in and demonstrate more of the qualities associated with service and wisdom. Discussing results with managers and peers helps clarify expectations and normalise ratings. Such dialogue also sets the stage for projects and other learning tasks that will help individuals capitalise on their strengths and develop in other areas.

Arrival at this point already indicates that an organisation has come a long way, showing both commitment to leadership development and sophistication in program implementation. There first needs to be a general awareness of the importance of these competencies across the organisation. This can start with statements of philosophy and values, but must be reinforced constantly through word and deed.

Then, employees at all levels need to undergo continuing education, suited to their personal attainments and positions in the organisation. All organisational systems and practices need to be aligned with the competencies so that they are continually monitored, shaped, and rewarded, and over time become part of the fabric of the culture. Each organisation may want to adapt and adopt the competencies in their own unique ways. Having a battery of operationalised competencies could help ensure that the right people are being recruited, hired, developed, promoted, and retained. The indicators provided for each of the eight sets of attributes in the section The New Leadership might be a useful place to start.

The following section presents an overview of indicative strategies to assist organisations and institutions of higher learning design and assess their leadership development programs. The purpose is not to provide an exhaustive and detailed compilation of leadership development strategies, but to offer illustrative suggestions to consider and expand upon. We have organised the strategies according to the emerging expectations of 21st Century leaders and leadership, as articulated previously in this paper.

In reflecting on the leadership development strategies included here, program designers and evaluators should carefully consider the leadership qualities the organisation (or graduates) need today and in the near future. Realise also that we have included development strategies only for the emerging leadership qualities sought. While they may not apply to every organisation across all industries, these leadership qualities are both generally applicable and widely thought needed in the 21st Century. In addition to these, the organisation may already have or still need to develop strategies for more conventional leadership development and for the specific operational discipline / functional areas required.

Table 4 presents the eight dimensions of renaissance leadership and corresponding leadership development strategies. While some of the dimensions and / or their attendant leadership development strategies might be more appealing to readers than others, for instance, thought to be of more utility to a particular organisation or leader, careful thought should be given to selection. If anything, the renaissance leader of the 21st Century is well-rounded, not one-dimensional; human from every angle and enlightened in his or her many facets. This being the case, choosing one dimension or single development strategies would be insufficient. For simplicity or accountability, program managers might seek to narrow the development focus or limit the breadth of strategies. It would be natural, for example, to see each dimension as a stream. Different leaders could be placed in various streams, as suited to their

developmental needs. This, however, is too much like the professional development on offer: discrete and

fractured, with little relationship amongst training courses and less to the workplace.

Table 4. Leadership Development Strategies Keyed to the Eight Dimensions of Renaissance Leadership.

Renaissance Leadership	Leadership Development Strategies
<p>Learnership – Leader as Learner and Teacher. <i>The leader as a work in process.</i></p>	<p>Leaders at all levels of the organisation have and periodically update learning and development plans.</p> <p>Executives’ plans are posted on the organisation’s intranet site. Shortfalls and what they are doing to overcome them are there for everyone to see.</p> <p>Leaders at all levels have learning roles and teaching assignments, which might include training, facilitation, or mentoring.</p> <p>Organisational Learning objectives and activities are visible and focused.</p> <p>The CEO or delegate is Chief Learning Officer; mandate and agenda are clear and progress closely monitored.</p>
<p>Emotional Intelligence and Authenticity. <i>The leader as human.</i></p>	<p>Reflective journal-writing.</p> <p>Group / team shared reflection on experience.</p> <p>Training in Emotional Intelligence.</p> <p>Incorporation of EI into performance management system (professional development plans and appraisals) along with coaching and / or mentoring.</p> <p>Incorporation of an emotional / reflective component in individual and group projects.</p> <p>Incorporation of EI into corporate “health checks” and employee surveys.</p>
<p>Service – Servant Leadership. <i>The leader as servant and steward.</i></p>	<p>Every employee has a service commitment as part of his or her annual plan of at least 15% of time. Service commitments can be within the organisation (e.g., leading efforts that might not normally be in the individual’s job purview, such as running a club with a service connection), but emphasis should be on the local community (Big Brother, hostel visits, teaching / training).</p> <p>The organisation has at least one strategic objective that is altruistic / service related, appropriate to the size of the organisation and its industry.</p> <p>Values and principles of services / Servant Leadership are integrated at every level, from corporate values statement to individual performance plans.</p> <p>Every university major has at least one course on service / Servant Leadership and every course has some component (that might be assessable).</p> <p>Course credit is awarded by institution of Higher Education for supervised projects and work experience of a service nature.</p>
<p>Transformational Potency. <i>Leader as change agent.</i></p>	<p>Everyone organisation should have a change curriculum, whether or not there is an on-going change program (implementation). Larger organisations might have a “change college” and might even host individuals and teams from other businesses. Individuals might pass through several ranks, earning certificates or credentials, each with associated responsibilities in change management.</p> <p>Everyone needs to learn how to develop visions and facilitate vision development. Every individual should have a personal vision at least partially related to his or her team or organisation’s vision, purpose, and objectives.</p> <p>Universities need to offer programs in change management and transformational leadership, awarding certificates and degrees / credentials, as appropriate. A basic course in change / change management must be a part of every degree program.</p>

	<p>All students should have one or more courses or major projects involving change or implementation of some initiative, and that offers some leadership experience.</p> <p>Coursework offerings should include at least one course where students have to undergo some personal transformation, and where they learn the stages of change people go through. Such courses must include a reflective component, and may need to be facilitated by professionals with advanced skills. This model can and should be adopted by industry as well.</p>
<p>Capacity for Complexity and Strategic Thought. <i>Leader as proselyte of complexity.</i></p>	<p>The organisation has and runs a “complexity college,” a centre of excellence or institute offering advanced training in the science and practice of complexity and systems thinking.</p> <p>Universities offer courses and majors in uncertainty, emergence, chaos, and complexity leading to certificate or degree.</p> <p>All proposals and business cases require a systems perspective, including discussion of short- versus long-term costs and benefits, not just in terms of the business but including the community or larger environment as well.</p> <p>All students have to take at least one course on sustainability or ecology and environment.</p> <p>All courses have at least one unit (topic, chapter, etc.) on sustainability or ecology and environment.</p> <p>In selection, organisations weigh formal coursework in complexity topics as “highly desirable.”</p>
<p>Leader as Wise, Virtuous, and Ethical. <i>Leader as peacemaker.</i></p>	<p>All students have to take at least one course on ethics and / or corporate social responsibility.</p> <p>All courses have at least one unit (topic, chapter, etc.) on ethics and / or corporate social responsibility. Could be on the philosophy of virtue.</p>
<p>Leader as Wise, Virtuous, and Ethical. <i>Continued</i></p>	<p>Organisations and communities sponsor wisdom awards. Individuals, teams, business units, and organisations compete for the prestigious honour of winning.</p> <p>Organisations identify wisdom criteria, offer training, include as professional development and performance appraisal objectives and measures.</p> <p>People are selected for advanced development and positions based on demonstrated virtuous, wise, and ethical behaviour.</p>
<p>Leader as Integrator. <i>Leader as creator and patron of meaning.</i></p>	<p>All leaders and managers undertake training in inclusion and facilitation, including such topics as how to build consensus, involvement and engagement.</p> <p>All leaders and managers undertake courses / training in communications, including speechcraft / public speaking.</p> <p>Communities of Practice flourish within which members dialogue concerning organisational “meaning-making,” looking for opportunities to highlight and further develop the organisations purpose and values.</p>
<p>Social Engineer and Relationship-Builder. <i>Leader as community-builder. The leader as equal. The leader / leadership as a process.</i></p>	<p>All leaders and managers undertake training in team-building, collaboration, strategic partnering, building and sustaining Communities of Practice. As appropriate, running one or more of these groups is included in duty statements and assessed as part of the appraisal process.</p> <p>All leaders and managers undertake training and have as part of their professional development plans and performance appraisal process courses in shared decision-making, empowerment, and group problem-solving.</p> <p>Awards and recognition are offered to individuals and teams who spearhead</p>

	<p>initiatives to partner or collaborate across the organisation or with other businesses and organisations.</p> <p>Leadership positions are rotated so everyone has a chance to develop leadership skills and learn more about the business.</p> <p>Competition is downplayed amongst individuals, while team and collaborative efforts are encouraged and rewarded.</p>
--	---

Figure 1 shows renaissance leadership as an integrated curriculum. Leadership development for the 21st Century needs to be as systemic and integrated as possible in order to produce leaders who encompass and embody the eight dimensions.

What we are suggesting is that businesses and universities consider all eight dimensions of the 21st Century leader as an integrated and continuous program, and structure leadership development accordingly. One way to do this, and building on the strategies listed above, would be to pick and choose one or more strategies from each of the eight dimensions for any given individual. Such latitude allows for personal preference and program requirements, while not diluting the overall curriculum. Everyone involved – learner, manager, administrator, and facilitator – would be using the same language and working toward the same overall outcome: well-rounded leaders with requisite skills, knowledge, and attitudes for the new millennium.

Case in Point: An Integrated Leadership Development Program. One manager might have, for example, to develop as a mentor or coach as part of her learning and development plan (*Learnership*). Since this manager has received feedback from peers and subordinates previously that she tends to be quite

directive, curt, a bit insensitive to others, and doesn't listen well, she also is undertaking training in Emotional Intelligence and is working with a coach, herself, to accelerate her development in this area (*Emotional Intelligence and Authenticity*). Great with numbers and Information Technology, the manager has found a volunteer opportunity in the local community, helping marginalised citizens develop their computing skills and complete jobs they have entailing numbers, like tax returns and business plans (*Service*). The manager has committed to writing up her observations and experiences working with her protégé and locals downtown in her reflective learning journal (*Emotional Intelligence and Authenticity*). She uses the material in on-going dialogue with her own coach.

In agreement with her manager and in consultation with her coach, she has determined that she is going to transform herself: to become more effective in working with her team and others in the organisation. On-going change projects allow her to observe herself transforming as she leads her team through change, looking at change from both personal (human) and business-technical perspectives (*Transformational Potency*). She also includes observations and insights in her journal.

Figure 1. Renaissance Leadership Integrated Curriculum



With some of the changes going on at work so large and complex, the manager is taking a course at the local university titled “Complexity and Change: Seeing Business Transformation through the Eyes of a Systems Thinker” (*Capacity for Complexity and Strategic Thought*). She is putting her learning in the course to good use and has enlisted her team in trying to compete for one of the organisation’s wisdom awards. If they can show they are implementing business change using best principles of change and at the forefront of corporate virtues and values they might just have a chance! (*Leader as Wise, Virtuous, and Ethical*). In addition, she has joined a corporate Community of Practice on organisational change, and learning from and sharing war stories with others involved in various change projects around the place (*Social Engineer and Relationship-BUILDER*). Together, they are trying to make sense of all the initiatives underway and how they might better leverage and integrate them (*Leader as Integrator*).

Further, she is encouraging her team to connect with people in other industries to see what they can learn from them, in some cases paying for travel when prospects are promising (*Social Engineer and Relationship-BUILDER*). She also has been “talking up” courses at the university in which team members might be interested, and speaking with them individually about how they might architect their learning and development plans to accommodate courses they might take (*Learnership*). Finally, she instituted an award for the team member or sub-team that discovers and / or develops the most novel and useful new product, service, or business process (*Transformational Potency; Social Engineer and Relationship-BUILDER*), along with its systemic business case (*Complexity and Strategic Thought*); and team members are having lots of fun trying to “out do” each other (*Leader as Integrator*).

This case example highlights the integrated nature of Renaissance Leadership Curriculum. The specifics might not be particularly new or different in and of themselves than what many individual leaders and organisations might be doing already. But deliberately and thoughtfully drawing from each of the eight dimensions and directed in concert toward building a well-rounded leader in context (with mutually supporting organisational systems and culture), the likelihood of producing individual leaders who can more effectively and confidently meet the challenges of the 21st Century – and help others to do so – is greatly enhanced.

CONCLUSION

Retrospective Overview

We have raised a number of issues in this paper of relevance to industry and community leaders,

practitioners involved in leadership development, and management educators and researchers. These include:

1. Leading through times changing more quickly than we can observe and interpret them is one of the great leadership challenges of the new millennium. This has significant implications for leading and the development of leadership, and for conceptions of organisation. Our notions of permanence, consistency, and stability must shift to accommodate more organic and dynamic forms (Griffin, 2008). We must learn to be sensing at the farthest reaches of the known and exploit our collective intelligence to interpret and respond to changes before they overcome us.
2. The ability to envisage possible futures is a crucial quality of thinking that leaders will increasingly need in the new millennium. Not only do leaders of the 21st Century need to be visionaries – the best leaders have always been so – they need to take visioning to new levels to conceive of the inconceivable. Never has the need to be creative and innovative been so important. Organisations must continually look for ways to foster and get the most of new ways of thinking and doing things.
3. Not only must our leaders be able to anticipate possibilities and discern emerging trends, but they will need to identify those of most concern or opportunity. Moreover, they will need to be consummate communicators, leading others to see future possibilities and to forge visions themselves. Individual eloquence will always be admired and will sometimes be necessary, but the greatest communication challenge and opportunity is dialogue amongst people. The leader’s task is to connect people in meaningful ways and encouraging open exchange.
4. The leader of the 21st Century will have to be able to mobilise people to undertake tasks in uncertain, rapidly-changing environments. While the need to marshal and galvanise people under challenging circumstances is nothing new, how such mobilisation will occur is. This is where the 21st Century leader will bring all his or her assets to bear to encourage and inspire, to involve and engage as leaders in the past have not had to do.
5. The effective leader of the 21st Century is whole and leads with heart, head, and soul. Such authenticity and wholeness touch others, those who work for, with, and above him or her, partners, and other stakeholders (Griffin, 2008). The whole person takes a holistic view of the world (English, Fenwick, and Parsons, 2005), seeing everything as connected, and realising that

action and inaction have consequences exceeding the immediate present and vicinity. It is management education's responsibility to educate "the whole person" (Boyatzis and McLeod, 2001).

6. 21st Century leaders are global citizens who embrace diversity, straddle continents, and penetrate complexity, knowing how to make the most of every opportunity that presents itself. These are renaissance persons, well-rounded and always eager to learn more. Schwandt (2005) calls such individuals philosopher-managers and managers as learners, stressing that continuous learning is key to the leader of the future and that "the essence of managerial development should include 'learning to learn'" (p. 188).
7. Building shared leadership is one of the prime objectives and requisite abilities of the 21st Century leader. This requires the ability to "step aside" and support others to "step up." Effective 21st Century leaders will lead by "letting go." Leaders as the elite at the top will give way to a surge of leadership from below and around; the bias toward positional, hierarchical leadership will continue its shift to a lateral, collaborative, collective form of leadership.
8. Prevailing beliefs about and practices of leadership are insufficient to meet the leadership demands of the 21st Century. A groundswell of interest in revolutionary ideas on leaders and leadership spearheaded by forward-thinkers, however, suggests these anachronistic beliefs and practices can be overcome. Attributes of 21st Century leaders have been distilled into eight sets, as identified in this paper:

<ul style="list-style-type: none"> ■ Learnership – Leader as Learner ■ Leader as Integrator ■ Transformational Potency ■ Service / Servant Leadership 	<ul style="list-style-type: none"> ■ Emotional Intelligence and Authenticity ■ Leader as Wise, Virtuous, and Ethical ■ Capacity for Complexity and Strategic Thought ■ Social Engineer and Relationship-Builder
---	---
9. Industry and academic leadership development programs are not effectively addressing the needs of 21st Century leaders or the organisations and institutions that will depend on them. However, more integrated curricula and creative ways of linking theory and practice hold promise. This

paper proposes an integrated curriculum model that may be used in industry and higher education, and provides case examples of and illustrative strategies for leadership development across the eight sets of competencies.

10. While no one individual will likely master all eight sets of 21st Century leadership competencies, organisations can begin to recruit and select, develop, and promote based on them. If possessed sufficiently, these competencies should predict individual, team, and organisational effectiveness and resilience over the long haul.
11. Four major, interrelated trends of the 21st Century were highlighted that will impact upon organisations and society at large, and provide the context for leaders and leadership in the coming decade: technology, globalisation, diversity, and Knowledge Workers.
12. Organisational and global activity will increasingly be dominated by pervasive uncertainty. A prime task for 21st Century organisations is developing leaders at all levels with a high tolerance for ambiguity (Huber, 2003). Comfort zones must become a thing of the past, and 'discomfort zones' will become the new preoccupation.
13. Since emerging views of leaders and leadership are so different than those conventionally held, and the voices propounding these views so many and convincing, the authors believe that we are experiencing a renaissance in leadership—a transformation in the way we think about leaders and practice leadership. Individuals who possess and are developing the capabilities portrayed here as 21st Century competence sets are renaissance leaders. Those who practice renaissance leadership are transforming their teams, organisations, and communities.

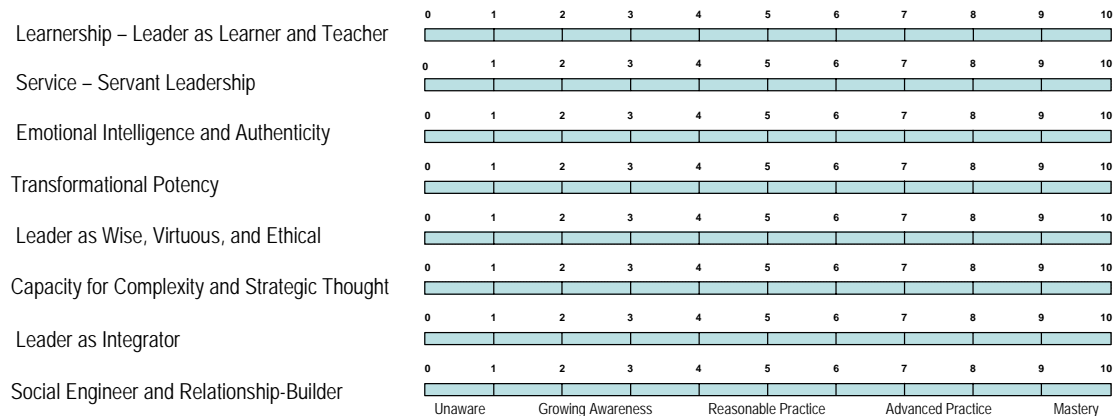
Caveats and Considerations

To develop the eight sets of leadership attributes presented in this paper we have drawn on hundreds of research papers and dozens of books and book chapters. We found overwhelming consistency across authors and topics for the individual competencies we have synthesised into the eight categories. We found no significant disagreement or alternatives. Given our interpretation of the global environment, what these many researchers and scholars have to say regarding leaders and leadership makes a lot of sense to us. What we cannot say is whether or not what we are seeing is an abundant case of idealism and wishing thinking.

Conceptions of the leader of the 21st Century are much different than ever before. Does this reflect a dawning age of enlightenment or a widening schism between theory and practice? We do not know how aligned the notions of leaders and leadership are between emerging depictions and real-world practice. To this end, we would point to an important area of empirical research needed: How embedded in today's

organisations are the attributes thought necessary to 21st Century leadership? Is there evidence that they are being incorporated in leadership development programs, performance management processes, and promotion? Are employees and managers even aware of the emerging competencies? Do they believe they are important? –likely to ever be adopted?

Figure 2. 21st Century Leadership Portfolio Assessment.



Despite the fact that we obviously see value in people and organisations that embody the eight dimensions of renaissance leadership, we accept that the skills, knowledge, abilities, and attitudes that comprise these capacities are somewhat intangible. There will be many who discount 21st Century leadership attributes purely as they are difficult to measure. Some of the best things in life, however, are hard to define and difficult to grasp, though none the less important. We have tried to make the attributes presented in this paper a little more tangible for readers. Care was taken in discussing the individual competencies in the section titled *The New Leadership*, and performance indicators were provided for each. Illustrative leadership development strategies were enumerated for each competency set in Table 4.

We believe that most organisations are capable of developing useful measures for each of the 21st Century leadership attributes. In fact, just having the conversation amongst individuals about the characteristics and how they might be demonstrated and measured could become part of a leadership development strategy. Just such a conversation informed the assessment that resulted in the manager's pie chart shown previously, and the professional development plan subsequently crafted. As staff discuss and debate the competencies and what behaviours might discriminate appreciable over nominal performance they come to a shared understanding of what's

valued, how its displayed, and how it might be fostered.

Pending such dialogue, the authors provide this simple device, a set of “thermometers” for each of the eight sets of 21st Century leadership competence (Figure 2). Any individual or organisation can use this device to begin assessment and awareness-building.

Simply fill in the “thermometers” to the degree that you (or you collectively) feel most closely describes your level of achievement. You may also “tick” a box, place an “X” where it belongs on the continuum, or circle the number that best sums your current level. These bars can also be used to show progress. Remember that capacities in the eight dimensions have knowledge, attitude or value, and behavioural aspects to them. Everyone may know, for example, what an attribute represents and assert that they believe it is important, but may not demonstrate it through day-to-day behaviour. Whether you feel more specific assessment of these different aspects is useful is up to you. The point is the more time spent thinking about how these attributes are shown and what their importance to the organisation and its culture are the better.¹

¹ Thermometer scores for one manager are shown in the pie chart introduced earlier in the section on reform. She scored highly for Emotional Intelligence and Authenticity (9) and Integration (8), with room for improvement in Wisdom, Virtue,

In finalising this paper, the authors have concluded that there is a dearth of substantive studies or articles showcasing best practice in leadership development. Many published sources lack detail, theoretical underpinnings, or empirical data to substantiate them. Perhaps not surprisingly, papers on academic programs tend to be more-defensibly written, but therefore may be perceived as having less to offer the corporate practitioner. In any event, more studies and articles that provide solid contextual background and thorough detail on design, delivery, and evaluation of leadership development programs are needed. The authors challenge academics and practitioners alike to publish results on programs that are attempting to genuinely deal with the dynamic complexity that characterises the world in which we live.

In the year 2525, if man is still alive, if woman can survive, they may find...^m

Concluding Remarks

While it is clear that “times they are a’changin,” for many of us the grip of outmoded and idealised beliefs about leaders and leadership is too strong to allow us to move smoothly and confidently into a present that is already far different than anything the human race has before experienced, a present and unfolding future in which we are all leaders in our own right. If we survive the challenges of the new millennium, we have succeeded together; if we fail, we have only ourselves to blame, not some hapless leader in whom we have placed not only our faith and trust, but our responsibility as well. Unfortunately, it is in times of great distress and uncertainty that we turn to leaders. It is then that we are mostly willing to be led. We hope their intelligence, guidance, and resolve will see us through the turmoil. While strong, directive leadership and the dependence it engenders may see us through a particular crisis, it is counterproductive. First, it is unsustainable. Dependence is seldom a healthy condition. Second, it is inadequate in dealing with the complexity of the 21st Century. No hero-saviour is strong or smart enough to solve problems of global significance. [Superhuman heroes are few and far between, and reliance on them unsustainable (see Teo-Dixon and Monin (2007) and references at Endnote ii (Part I).] It is only through effective working and leading

and Ethics (4) and Service – Servant Leadership (5).

^m *In the Year 2525*, the worldwide smash 1969 hit from Zager and Evans, was written by Rick Evans in 1964. Amongst other ominous tone and allusion, the song foretold mans gradual, but inexorable dehumanisation.

together that we may have a chance to, yet, save our planet and thrive on it for generations to come.

There is an inherent paradox in the emerging notions of 21st Century leaders and leadership. Much continues to be written about the leader of the future in terms that are outmoded. While the qualities are shifting from conventional understandings of leadership – for example, from autocratic to more facilitative and power-wielding to power-sharing – the focus remains on the leader him- or herself, as a single person or elite minority. Indeed, it has been difficult in this paper to write of 21st Century leadership without connoting this leadership as resident in a particular leader, some *one* as leader. Yet, what many forward thinkers are calling for and 21st Century challenges might, themselves, require is that everyone demonstrates leadership. This idea is not totally new, and is seen in the empowerment literature (Bartram and Casimir, 2005; Carson and King, 2005; Choi, 2006; Houghton and Yoho, 2005; Özaralli, 2003;) and, more recently, in studies and other works on shared or distributed (distributive) leadership [see Endnote 4 (Part I)].

It strikes us that this movement is unique. At no time in our past has there been such a persuasive call for empowerment or the conditions in place to permit it on a large scale. This is not a utopian pipe-dream or clarion call for socialism. Responsibility shared amongst responsible and able people for organisational or community survival may be what enables us to effectively address the very real problems that beset us today and will befall us tomorrow. This means that people throughout the organisation or within the community possess leadership skills and have both the freedom and sense of responsibility to enact leadership. They are, in fact, leaders or becoming leaders, not just potential leaders (or worse, excluded from leadership opportunities). These ideas are increasingly being explored in works on corporate democracy and citizenship (Choi, 2006; Weymes, 2004). This is not, by the way, multitudes of individuals vying for power over others, but individuals who see what needs to be done, have the initiative and motivation to do something about it, and are ready, willing, and able to work with others to get the job done.

This changes everything. Perhaps the greatest challenge looming ahead of us is to develop collective leaders—people who lead with and through others, not over them. This poses a dilemma for leadership development programs that, by nature, take individuals with presumed leadership potential and develop their individual leadership skills—to lead [over] others, not with them.

It may be debated how soon or to what extent this revolution might happen. The evidence is convincing, however, that a transformation is already happening and is only likely to increase. We are in no way prepared for this leadership shift. Time-honoured traditions of seniority, position-based accountability, and status tied to rank or level, not to mention deeply-entrenched cultural practices are just a sample of the forces moderating against the transition to a more collectivistic, collaborative, and distributive leadership. Added to these restraining forces are the habits, skills, and attitudes that currently reside on either side of the divide: those in positions of authority and those not. Those on neither side have much experience or confidence in sharing power, on the one hand, or accessing it on the other, in allowing others to lead or in leading themselves. If the destination is shared power and leadership, the road there is fraught with hurdles and hazards, with all taking it confronting tensions, paradox, and uncertainty—endemic challenges of the 21st Century. Therein lie, perhaps, clues to how we might effectively prepare our future leaders. It will be neither easy nor popular to change the way we teach or do business. But our very survival depends on it.

The way forward cannot be defined or predicted in comforting detail, and even if it could, there would be little time to prepare for it. But advance we must, and in ways we never have previously. The New Millennium demands a new kind of leader and a different leadership. Emerging views of leaders and leadership provide us with a platform of competencies and characteristics believed to be necessary in the early decades of the 21st Century. Taken together, these qualities embody the renaissance leader. Such individuals are already leading a renaissance in the way we think about leadership, people, and organisations. They are transforming the way we approach our work, our environment, and each other.

ACKNOWLEDGEMENTS

The authors gratefully acknowledge Chris and Catherine Ikin for their original idea and stimulus for this paper. Their search for criteria to assess leadership competence for the 21st Century—whether for recruitment, selection, development, promotion, or reward and recognition—led to further questions concerning what leadership competence for the new millennium is and how it is demonstrated; and, thus, a larger research project was launched that ultimately became “Renaissance Leadership: Transforming Leadership for the 21st Century.” We also thank Kerry Baker, Doug Jackman, Ian Primrose, Colette Raison, and Dominic Teakle for reviewing previous or successive drafts of this paper. Their questions,

recommendations, and constructive criticisms assured the final version became readable, relevant, and compelling. Appreciation also goes out to several anonymous reviewers whose critique ensured the paper’s logic, scholarly rigour, and precision.

REFERENCES

- Abshire, D. (2007). Trustworthy leaders. *Leadership Excellence*, Vol 24, Is. 4, p. 20.
- Adams, J. (1986). *Transforming Leadership: From Vision to Results*. Alexandria: Miles River Press.
- Adler, H. (2007). Key leader characteristics. *Leadership Excellence*, Vol. 24, No. 12, pp. 5 – x.
- Alexander, J. (2006). The challenge of complexity. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 85 – 94. San Francisco: Jossey-Bass.
- Alimo-Metcalf, B. (1995). An investigation of female and male constructs of leadership and empowerment. *Women in Management Review*, Vol. 10, No. 2, pp. 3 – 8.
- Allio, R. (2005). Leadership development: teaching versus learning. *Management Decision*, Vol. 43, No. 7/8, pp. 1071 – 1077.
- Anakwe, U., and Y. Purohit. (2006). Using conflict-management surveys to extricate research out of the “ivory tower”: an experiential learning exercise. *Journal of Management Education*, Vol. 30, No. 3, pp. 501 – 524.
- Ashour, A. (1973). The contingency model of leadership effectiveness: an evaluation. *Organizational Behavior and Human Decision Processes*, Vol. 9, No. 3, pp. 339 – 355.
- Avolio, B. and W. Gardner. (2005). Authentic leadership development: getting to the root of positive forms of leadership. *Leadership Quarterly*, Vol. 16, pp. 315 – 338.
- Badaracco, J. (2002). *Leading Quietly: An Unorthodox Guide to Doing the Right Thing*. Boston: Harvard Business School Press.
- Bailey, D. (2006). Leading from the spirit. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 297 – 302. San Francisco: Jossey-Bass.
- Baker, S. and D. Gerlowski. (2007). Team effectiveness and leader-follower agreement: an empirical study. *Journal of American Academy of Business*, Vol. 12, No. 1, pp. 15 – 23.
- Banning, K. (2003). The effect of the case method on tolerance for ambiguity. *Journal of Management Education*, Vol. 27, No. 5, pp. 556 – 567.
- Barbuto, J. and D. Wheeler. (2006). Scale development and construct clarification of servant leadership. *Group & Organization Management*, Vol. 31, No. 3, pp. 300 – 326.
- Barendsen, L. and H. Gardner. (2006). The three elements of good leadership in rapidly changing times. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 265 – 280. San Francisco: Jossey-Bass.
- Bartram, T. and G. Casimir. (2007). The relationship between leadership and follower in-role performance and satisfaction with the leader. *Leadership & Organization Development Journal*, Vol. 28, No. 1, pp. 4 – 19.
- Bass, B. (1985). *Leadership and Performance beyond Expectations*. New York: Free Press.
- Bass, B. and B. Avolio. (1994). *Improving Organizational Effectiveness through Transformational Leadership*. Thousand Oaks: Sage.
- Bass, B. and P. Steidlmeier. (1999). Ethics, character, and authentic transformational leadership behavior. *Leadership Quarterly*, Vol. 10, No. 2, pp. 181 – 217.
- Bass, B., Waldman, D., Avolio, B., and M. Bebb. (1987). Transformational leadership and the falling dominoes effect. *Group & Organization Studies*, Vol. 12, No. 1, pp. 73 – 87.
- Batten, J. (1992). Servant leaders. *Executive Excellence*, Vol. 9, Is. 11, p. 11.
- Beaubien, J. (1998). Leadership evolution. *Executive Excellence*, Vol. 15, Is. 5, p. 12.
- Becker, K., Hyland, P., and B. Acutt. (2006). Considering unlearning in HRD practices: an Australian study. *Journal of European Industrial Training*, Vol. 30, No. 8, pp. 608 – 621.
- Bedeian, A. and J. Hunt. (2006). Academic amnesia and vestigial assumptions of our forefathers. *Leadership Quarterly*, Vol. 17, pp. 190 – 205.
- Beddowes, P. (1994). Re-inventing management development. *The Journal of Management Development*, Vol. 13, No. 7, pp. 40 – 46.
- Begley, P. (2006). Self-knowledge, capacity and sensitivity: prerequisites to authentic leadership by school principals. *Journal of Educational Administration*, Vol. 44, No. 6, pp. 570 – 589.
- Bell, A. (2007). Using vision to shape the future. *Leader to Leader*. Vol. 27, Is. 45, pp. 17 – 21.
- Bennis, W. (2003) *On Becoming a Leader* (Revised Edition). Cambridge: Basic Books.
- Bennis, W., and B. Nanus. (2007). *Leaders: Strategies for taking Charge, 2nd Ed.* New York: HarperCollins Publishers.

- Bennis, W. and R. Thomas. (2002). *Geeks & Geezers: How Era, Values, and Defining Moments Shape Leaders*. Boston: Harvard Business School Press.
- Bennis, W. and Thomas, R. (2007). *Leading for a Lifetime: How Defining Moments Shape the Leaders of Today and Tomorrow*. Boston: Harvard Business School Press.
- Bezzina, C. (2000). Educational leadership for twenty-first century Malta: breaking the bonds of dependency. *The International Journal of Educational Management*, Vol. 14, Is. 7, pp. 299.
- Bettis, R. and C. Prahalad. (1995). The dominant logic: retrospective and extension. *Strategic Management Journal*, Vol. 16, No. 1, pp. 5 – 14.
- Bjugstad, K., Thach, E., Thompson, K., and A. Morris. (2006). A fresh look at followership: a model for matching followership and leadership styles. *Institute of Behavioral and Applied Management*, pp. 304 – 319.
- Blanchard, K. (2000). Leadership by the book. *Executive Excellence*, Vol. 17, Is. 3, p. 4.
- Blanchard, K., Zigarmi, D., and R. Nelson. (1993). Situational leadership after 25 years: a retrospective. *The Journal of Leadership Studies*, Vol. 1, No. 1, pp. 21 – 36.
- Blanchard, K. and D. Carey. (2006). Regaining public trust: a leadership challenge. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 153 – 164. San Francisco: Jossey-Bass.
- Blanchard, K. and M. Miller. (2007a). *The Secret: What Great Leaders Know and Do*. San Francisco: Berrett-Koehler.
- Blanchard, K. and M. Miller. (2007b). The higher plane of leadership: *Leader to Leader*, Vol. 27, Is. 46, pp. 25 – 30.
- Boddie, W., Contardo, J. and R. Childs. (2007). The future workforce: here they come. *Public Manager*, Vol. 36, Is. 4, pp. 25 – 28.
- Booth, R., Corriher, S., and V. Guerin. (1995). The head rules the heart in business education. *SAM Advanced Management Journal*, Vol. 60, No. 3, pp. 40 – 47.
- Boulding, K. (1966). The economics of the coming spaceship earth. Paper presented at the 6th Resources for the Future Forum on Environmental Quality in a Growing Economy, Washington, D.C., March 8, 1966.
- Boyatzis, R. and P. McLeod. (2001). Our educational bottom line: developing the whole person. *Journal of Management Education*, Vol. 25, No. 2, pp. 118 – 123.
- Brady, C. and O. Woodward. (2005). *Launching a Leadership Revolution: Mastering the Five Levels of Influence*. New York: Business Plus.
- Brown, L. and B. Posner. (2001). Exploring the relationship between learning and leadership. *Leadership & Organization Development Journal*, Vol. 22, Is. 6, pp. 274 – 280.
- Bryman, A. (2007). Effective leadership in higher education” a literature review. *Studies in Higher Education*, Vol. 32, No. 6, pp. 693 – 710.
- Burke, R. (2006). Leadership and spirituality. *Foresight*, Vol. 8, No. 6, pp. 14 – 25.
- Burns, J. Cammock, P. (2003). *The Dance of Leadership: The Call for Soul in 21st Century Leadership* (2nd Ed.). Auckland: Pearson Education.
- Cardona, P. (2000). Transcendental leadership. *Leadership & Organization Development Journal*, Vol. 21, Is. 4, pp. 201 – 208.
- Carson, C. and J. King. (2005). Leaving leadership: solving leadership problems through empowerment. *Management Decision*, Vol. 43, No. 7/8, pp. 1049 – 1053.
- Cegarra-Navarro, J. and B. Moya. (2005). Business performance management and unlearning process. *Knowledge and Process Management*, Vol. 12, No. 3, pp. 161 – 170.
- Cegarra-Navarro, J. and F. Dewhurst. (2006). Linking shared organisational context and relational capital through unlearning. *The Learning Organization*, Vol. 13, No. 1, pp. 49 – 62.
- Cetron, M. and O. Davies. (2008). Trends shaping tomorrow’s world: forecasts and implications for business, governments, and consumers (Parts One and Two). *The Futurist*, pp. 35 – 52.
- Chaleff, I. (1995). *The Courageous Follower: Standing Up to and for our Leaders*. San Francisco: Berrett-Koehler.
- Choi, J. (2006). A motivational theory of charismatic leadership: envisioning, empathy, and empowerment. *Journal of Leadership & Organizational Studies*, Vol. 13, No. 1, pp. 24 – 43.
- Cober, R., Hacker, S., and C. Johnston. (1998). Spiritual leadership and vision alignment. *ASQ’s Annual Quality Congress Proceedings*, pp. 917 – 923.
- Connaughton, S., Lawrence, F., and B. Ruben. (2003). Leadership development as a systematic and multidisciplinary enterprise. *Journal of Education for Business*, Vol. 79, No. 1, pp. 46 – 51.
- Cooksey, R. (2003). “Learnership” in complex organisational textures. *Leadership & Organization*

Development Journal, Vol. 24, No. 4, pp. 204 – 214.

Cooper, C., Scandura, T., and C. Schriesheim. (2005). Looking forward but learning from our past: potential challenges to developing authentic leadership theory and authentic leaders. *Leadership Quarterly*, Vol. 16, pp. 475 – 493.

Covey, S. (2002). Servant-leadership and community leadership in the twenty-first century. In Spears, L. and M. Lawrence (Eds.), *Focus on Leadership for the 21st Century*, pp. 27 – 33. New York: John Wiley & Sons.

Covey, S. (2006). Leading in the knowledge worker age. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 215-225. San Francisco: Jossey-Bass.

Cowie, K. (2008). The HR challenge: leadership development for ordinary heroes. *Ivey Business Journal Online*, Vol. 72, Is. 3.

Crevani, L., Lindgren, M., and J. Packendorff. (2007). Shared leadership: a postheroic perspective on leadership as a collective construction. *International Journal of Leadership Studies*, Vol. 3, Is. 1, pp. 40 – 67.

Crosby, P. (1992). 21st century leadership. *The Journal for Quality and Participation*, Vol. 15, Is. 4, pp. 24 – 27.

Cullen, J. and S. Turnbull. (2005). A meta-review of the management development literature. *Human Resource Development Review*, Vol. 4, No. 3, pp. 335 – 355.

Davenport, T. (2001). Knowledge work and the future of management. In Bennis, G., Spreitzer, M., and T. Cummings (Eds.), *The Future of Leadership: Today's Top Leadership Thinkers Speak to Tomorrow's Leaders*, pp. 41 – 58. San Francisco: Jossey-Bass.

Day, D. (2001). Leadership development: a review in context. *Leadership Quarterly*, Vol. 11, No. 4, pp. 581 – 613.

Day, G. and P. Schoemaker. (2008). Are you a 'vigilant leader'? *Sloan Management Review*, Vol. 49, No. 3, pp. 43 – 51.

De Holan, P., Phillips, N., and T. Lawrence. (2004). Managing organizational forgetting. *Sloan Management Review*, Vol. 45, No. 2, 45 – 51.

Dennis, R. and M. Bocarnea. (2005). Development of the servant leadership assessment instrument. *Leadership & Organization Development Journal*, Vol. 26, Is, 7/8, pp. 600 – 615.

DePree, M. (1989). *Leadership is an Art*. New York: BRW Business Library.

Des, G. and J. Picken. (2000). Changing roles: leadership in the 21st century. *Organizational Dynamics*, Winter, pp. 18 – 34.

Doyle, M. (2000). Managing development in an era of radical change: evolving a relational perspective. *The Journal of Management Development*, Vol. 19, No. 7, pp. 579 – 601.

Driscoll, C. and M. McKee. (2007). Restorying a culture of ethical and spiritual values: a role for leader storytelling. *Journal of Business Ethics*, Vol. 73, pp. 205 – 217.

Drucker, P. (2002). *Managing in the Next Society*. New York: Truman Talley Books.

Eddy, P. and K. VanDerLinden. (2006). Emerging definitions of leadership in higher education: new visions of leadership or same old "hero" leader? *Community College Review*, Vol. 34, No. 1, pp. 5 – 26.

Edgeman, R. and J. Dahlgaard. (1998). A paradigm for leadership excellence. *Total Quality Management*, Vol. 9, No. 4 / 5, pp. 75 – 79.

Eicher-Catt, D. (2005). The myth of servant-leadership: a feminist perspective. *Women and Language*, Vol. 28, No. 1, pp. 17 – 25.

English, L., Fenwick, T., and J. Parsons. (2005). Interrogating our practices of integrating spirituality into workplace education. *Australian Journal of Adult Learning*, Vol. 45, No. 1, pp. 7 – 28.

Espinosa, A., Harnden, R., and J. Walker. (2007). Beyond hierarchy: a complexity management perspective. *Kybernetes*, Vol. 36, No. 3 / 4, pp. 333 – 347.

Fairholm, G. (1996). Spiritual leadership: fulfilling whole-self needs at work. *Leadership & Organization Development Journal*, Vol. 17, Is. 5, p. 11.

Fernandez, C. and R. Vecchio. (1997). Situational leadership theory revisited: a test of an across-jobs perspective. *Leadership Quarterly*, Vol. 8, No. 1, pp. 67 – 74.

Fiedler, F. (1967). *A Theory of Leadership Effectiveness*. New York: McGraw-Hill.

Fiedler, F. (1983). Assessing the validity of Fiedler's contingency model of leadership effectiveness: a closer look at Strube and Garcia. *Psychological Bulletin*, Vol. 93, pp. 404 – 8.

Fisher, J. (2004). Servant leadership: begin with the what and why. *Executive Excellence*, Vol. 21, Is. 5, pp. 15 – 16.

Fraser, G. (2008). *Click: Ten Truths for Building Extraordinary Relationships*. New York: McGraw-Hill.

- Freiberg, K. and J. Freiberg. (2004). How gutsy leaders blow the doors off business-as-usual. *Leader to Leader*, Vol. 33, pp. 32 – 37.
- Fuller, B. (1963). *Operating Manual for Spaceship Earth*. New York: Dutton.
- Gabel, M. and J. Walker. (2006). The anticipatory leader: Buckminster Fuller's principles for making the world work. *The Futurist*, Vol. 40, No. 5, pp. 39 – 44.
- Gardner, H. (2007). *Five Minds for the Future*. Boston: Harvard Business School Press.
- Gardner, W., Avolio, B., Luthans, F., May, D., and F. Walumbwa. (2005). "Can you see the real me?" A self-based model of authentic leader and follower development. *Leadership Quarterly*, Vol. 16, pp. 343 – 372.
- George, B. (2005). Authentic leaders: the case for new leadership. *Leadership Excellence*, Vol. 22, Is. 10, pp. 3 – 4.
- George, B. and A. McLean. (2007). Why leaders lose their way. *Strategy & Leadership*, Vol. 35, No. 3, pp. 4 – 11.
- George, W. (1999). Leadership: building a mission-driven, values-centered organization. *Vital Speeches of the Day*, Vol. 65, No. 14, pp. 439 – 443.
- Geroy, G., Bray, A., and D. Venneberg. (2005). The CCM model: a management approach to performance optimization. *Performance Improvement Quarterly*, Vol. 18, No. 2, pp. 19 – 36.
- Ghani, U. (2006). The leader integrator: an emerging role. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 241 – 250. San Francisco: Jossey-Bass.
- Glaser, J. (2006). *The DNA of Leadership: Leverage your Instincts to: Communicate-Differentiate-Innovate*. Avon: Platinum.
- Glaser, J. and M. Pilnick. (2005). Leadership models: these set corporate fashion. *Leadership Excellence*, Vol. 22, Is. 3, pp. 4 – 5.
- Gold, J. and D. Holman. (2001). Let me tell you a story: an evaluation of the use of storytelling and argument analysis in management education. *Career Development International*, Vol. 7, No. 7, pp. 384 – 395.
- Goldsmith, M. (2006). Leading new age professionals. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 165 – 172. San Francisco: Jossey-Bass.
- Graeff, C. (1983). The situational leadership theory: a critical view. *Academy of Management Review*, Vol. 8, No. 2, pp. 285 – 291.
- Graetz, F. (2002). Strategic thinking versus strategic planning: towards understanding the complementarities. *Management Decision*, Vol. 40, No. 5/6, pp. 456 – 462.
- Greenberg-Walt, C. and A. Robertson. (2001). The evolving role of executive leadership. In Bennis, G., Spreitzer, M., and T. Cummings (Eds.), *The Future of Leadership: Today's Top Leadership Thinkers Speak to Tomorrow's Leaders*, pp. 139 – 157. San Francisco: Jossey-Bass.
- Greenleaf, R. (1977). *Servant Leadership: a Journey into the Nature of Legitimate Power and Greatness*. Mahwah: Paulist Press.
- Griffin, K. (2008). Metaphor, language, and organizational transformation. *Organization Development Journal*, Vol. 26, No. 1, pp. 89 – 97.
- Hampden-Turner, C. and F. Trompenaars. (2000). *Building Cross-Cultural Competence: How to Create Wealth from Conflicting Values*. Chichester: John Wiley and Sons.
- Hankin, H. (2005). *The New Workforce: Five Sweeping Trends that will Shape your Company's Future*. New York: AMACOM.
- Hartman, N., Conklin, T., and J. Smith. (2007). What leaders say versus what academics write: the relevance of leadership theory. *SAM Advanced Management Journal*, Vol. 72, No. 4, pp. 32 – 33.
- Hays, J. (2007). Dynamics of organizational wisdom. *Business Renaissance Quarterly*, Vol. 2, Is. 4, pp. 77 – 122.
- Hays, J. (2008a). Teacher as servant: applications of Greenleaf's servant leadership in higher education. *Journal of Global Business Issues*, Vol. 2, Is. 1, pp. 113 – 134.
- Hays, J. (2008b). Threshold and transformation. *European Journal of Management*, Volume 8, No. 3.
- Headington, E. (2001). Seeking a newer world. In Bennis, G., Spreitzer, M., and T. Cummings (Eds.), *The Future of Leadership: Today's Top Leadership Thinkers Speak to Tomorrow's Leaders*, pp. 226 – 237. San Francisco: Jossey-Bass.
- Helgesen, S. (2006). Challenges for leaders in the years ahead. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 183 – 190. San Francisco: Jossey-Bass.
- Heifetz, R. (2006). Anchoring leadership in the work of adaptive progress. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2:*

Visions, Strategies, and Practices for the New Era, pp. 73 – 84. San Francisco: Jossey-Bass.

Heifetz, R. and D. Laurie. (2003). The leader as teacher: creating the learning organization. *Ivey Business Journal*, Jan-Feb, pp. 1 – 9.

Herman, R. (2000). A leadership evolution. *Employment Relations Today*, Vol. 26, No. 4, pp. 73 – 82.

Hernez-Broome, G. and R. Hughes. (2004). Leadership development: past, present, and future. *Human Resource Planning*, Vol. 27, No. 1, pp. 24 – 32.

Hersey, P. and K. Blanchard. (1969). Life cycle theory of leadership: is there a best style of leadership? *Training and Development Journal*, Vol. 33, No. 6, pp. 26 – 34.

Higgs, M. (2003). How can we make sense of leadership in the 21st century? *Leadership & Organization Development Journal*, Vol. 24, No. 5/6, pp. 273 – 284.

Hinterhuber, H. (1996). Oriental wisdom and western leadership. *The International Executive*, Vol. 38, No. 3, pp. 287 – 302.

Hogan, R. and R. Kaiser. (2005) What we now about leadership. *Review of General Psychology*, Vol. 9, No. 2, pp. 169 – 180.

Hollander, E. (1986). On the central role of leadership processes. *Applied Psychology*, Vol. 35, Is. 1, pp. 39 – 52.

Hollenbeck, G., McCall, M., and R. Silzer. (2006). Leadership competency models. *The Leadership Quarterly*, Vol. 17, pp. 398 – 413.

Houghton, J. and S. Yoho. (2005). Toward a contingency model of leadership and psychological empowerment: when would self-leadership be encouraged? *Journal of Leadership & Organizational Studies*, Vol. 11, No. 4, pp. 65 – 83.

Huang, M., Cheng, B., and L. Chou. (2005). Fitting in organizational values: the mediating role of person-organization fit between CEO charismatic leadership and employee outcomes. *International Journal of Manpower*, Vol. 26, No. 1, pp. 35 – 49.

Huber, N. (2003). An experiential leadership approach for teaching tolerance for ambiguity. *Journal of Education for Business*, Vol. 79, No. 1, pp. 52 – 55.

Humphreys, J. (2005). Contextual implications for transformational and servant leadership. *Management Decision*, Vol. 43, No. 10, pp. 1410 – 1431.

Humphreys, J. and W. Einstein. (2003). Nothing new under the sun: transformational leadership

from a historical perspective. *Management Decision*, Vol. 41, No. 1, pp. 85 – 95.

Hunter, D. (2006). Leadership resilience and tolerance for ambiguity in crisis situations. *The Business Review*, Vol. 5, No. 1, pp. 44 – 50.

Huxham, C. and S. Vangen. (2000). Leadership in the shaping and implementation of collaboration agendas: how things happen in a (not quite) joined-up world. *Academy of Management Journal*, Vol. 43, No. 6, pp. 1159 – 1175.

Irby, B., Brown, G., Duffy, J., and D. Trautman. (2002). The synergistic leadership theory. *Journal of Educational Administration*, Vol. 40, No. 4, pp. 304 – 322.

Isaacs, W. (1999). Dialogic leadership. *The Systems Thinker*, Vol. 10, No. 1, pp.1 – 5.

Jankowicz, D. (2000). From ‘learning organization’ to ‘adaptive organization.’ *Management Learning*, Vol. 31, No. 4, pp. 471 – 490.

Jones, D. and J. Culliney. (1998). Confucian order at the edge of chaos: the science of complexity and ancient wisdom. *Zygon*, Vol. 33, No. 3, pp. 395 – 404.

Joseph, E. and B. Winston. (2005). A correlation of servant leadership, leader trust, and organizational trust. *Leadership & Organization Development Journal*, Vol. 26, No. 1/2, pp. 6 – 22.

Kaagan, S. (1998). Leadership development: the heart of the matter. *The International Journal of Educational Management*, Vol. 12, Is. 2, p. 74.

Kanungo, R. (1998). Leadership in organizations: looking ahead to the 21st Century. *Canadian Psychology*, Vol. 39, No. 1/2, pp. 71 – 82.

Kellerman, B. (2004). *Bad Leadership: What it Is, How it Happens, and Why it Matters*. Boston: Harvard Business School Press.

Kent, T. (2005). Leading and managing: it takes two to tango. *Management Decision*, Vol. 43, 7/8, pp. 1010 – 1017.

Kirkpatrick, S. and E. Locke. (1991). Leadership: do traits matter? *Academy of Management Executive*, Vol 5, pp. 48 – 60.

Kotterman, J. (2006). Leadership versus management: what’s the difference? *The Journal for Quality and Participation*, Vol. 29, No. 2, pp. 13 – 17.

Kouzes, J. and B. Posner. (2001). Bringing leadership lessons from the past into the future. In Bennis, G., Spreitzer, M., and T. Cummings (Eds.), *The Future of Leadership: Today’s Top Leadership Thinkers Speak to Tomorrow’s Leaders*, pp. 81 – 90. San Francisco: Jossey-Bass.

- Kouzes, J. and B. Posner. (2006). It's not just the leader's vision. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 207 – 212. San Francisco: Jossey-Bass.
- Kouzes, J. and B. Posner. (2007). *The Leadership Challenge, 4th Ed.* San Francisco: John Wiley & Sons.
- Kuczmarski, S. and T. Kuczmarski. (2007). *Apples are Square: Thinking Differently about Leadership*. New York: Kaplan Publishing.
- Kuhn, T. (1962). *The Structure of Scientific Revolutions*. Chicago: University of Chicago Press.
- Laub, J. (1999). *Assessing the Servant Organization: Development of the Servant Organizational Leadership Assessment (SOLA) Instrument*. Unpublished dissertation. Florida Atlantic University.
- Lawler, E. (2001). The era of human capital has finally arrived. In Bennis, G., Spreitzer, M., and T. Cummings (Eds.), *The Future of Leadership: Today's Top Leadership Thinkers Speak to Tomorrow's Leaders*, pp. 14 – 25. San Francisco: Jossey-Bass.
- Leider, R. (2006). The leader in midlife. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 289 – 296. San Francisco: Jossey-Bass.
- Lewis, D., Medland, J., Malone, S., Murphy, M., Reno, K., and G. Vaccaro. (2006). Appreciative leadership: defining effective leadership methods. *Organization Development Journal*, Vol. 24, No. 1, pp. 87 – 100.
- Lorenzi, P. (2004). Managing for the common good: prosocial leadership. *Organizational Dynamics*, Vol. 33, No. 3, pp. 282 – 291.
- Love, C. (2005). Using both head and heart for effective leadership. *Journal of Family and Consumer Sciences*, Vol. 97, No. 2, pp. 17 – 19.
- Ludeman, K. and E. Erlandson. (2006). *Alpha Male Syndrome*. Boston: Harvard Business School Press.
- Luthans, F. (2002). The need for and meaning of positive organizational behaviour. *Journal of Organizational Behavior*, Vol. 23, pp. 695 – 706.
- Luthans, F., Avolio, B., Avey, J., and S. Norman. (2007). Positive psychological capital: measurement and relationship with performance and satisfaction. *Personnel Psychology*, Vol. 60, No. 3, pp. 541 – 572.
- Luthans, F., Luthans, K., and B. Luthans. (2004). Positive psychological capital: beyond human and social capital. *Business Horizons*, Vol. 47, Is. 1, pp. 45 – 51.
- Luthans, F. and C. Youssef. (2007). Emerging positive organizational behavior. *Journal of Management*, Vol. 33, No. 3, pp. 321 – 349.
- Maciariello, J. (2006). Peter F. Drucker on executive leadership and effectiveness. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 3 – 27. San Francisco: Jossey-Bass.
- Maier, M. (1997). Confronting the (f)laws of the pyramid: Challenger's legacy for leadership and organizational development. *Public Administration Quarterly*, Vol. 21, No. 3, pp. 258 – 293.
- Mamaghani, F. (2006). Impact of Information Technology on the workforce of the future: an analysis. *International Journal of Management*, Vol. 23, No. 4, pp. 845 – 943.
- Manz, C. and H. Sims. (1991). SuperLeadership: beyond the myth of heroic leadership. *Organizational Dynamics*, Vol. 19, pp. 18 – 35.
- Mapes, J. (2007). True leadership. *Leadership Excellence*, Vol. 24, No. 6, p. 7.
- Markow, F. and K. Klenke. (2005). The effects of personal meaning and calling on organizational commitment: an empirical investigation of spiritual leadership. *International Journal of Organizational Analysis*, Vol. 13, No. 1, pp. 8 – 27.
- Marques, J. (2006). Leading the 21st Century workplace: the easy versus the hard part of being an awakened leader. *The Business Renaissance Quarterly*, Vol. 1, Is. 3, pp. 35 – 50.
- Marston, C. (2007). *Motivating the "What's in it for Me?" Workforce: Manage across the Generational Divide and Increase Profits*. New Jersey: Wiley & Sons, Inc.
- Martin, A. (2007). The future of leadership: where do we go from here? *Industrial and Commercial Training*, Vol. 39, No. 1, pp. 3 – 8.
- Matathia, I. and M. Salzman. (1998). *NEXT: Trends for the Future*. Sydney: Macmillan.
- Maxwell, J. (2008). *Leadership Gold: Lessons Learned from a Lifetime of Leading*. Nashville: Thomas Nelson.
- McCartney, W. and C. Campbell. (2005). Leadership, management, and derailment. A model of individual success and failure. *Leadership & Organization Development Journal*, Vol. 27, No. 3, pp. 190 – 202.
- McCormick, B. and D. Davenport. (2004). Leader as shepherd. *Executive Excellence*, Vol. 21, Is. 2, pp. 6.

-
- McCrimmon, M. (2005). Thought leadership. *Management Decision*, Vol. 43, No. 7/8, pp. 1064 – 1070.
- McKee, A., Boyatzis, R., and F. Johnston. (2008). *Becoming a Resonant Leader: Develop your Emotional Intelligence, Renew your Relationships, Sustain your Effectiveness*. Boston: Harvard Business School Press.
- Miller, S. (2005). Men working differently: accessing their inner-feminine. *Journal of Organizational Change Management*, Vol. 18, No. 6, pp. 612 – 626.
- Millman, D. (1980). *Way of the Peaceful Warrior: A Book that Changes Lives*. Tiburon: HJ Kramer / Novato: New World Library.
- Mintzberg, H. and J. Gosling. (2002). Educating managers beyond borders. *Academy of Management Learning and Education*, Vol. 1, No. 1, pp. 64 – 75.
- Montuori, L. (2000). Organizational longevity: integrating systems thinking, learning and conceptual complexity. *Journal of Organizational Change Management*, Vol. 13, No. 1, pp. 61 – 73.
- Morrison, J., Rha, J., and A. Helfman. (2003). Learning awareness, student engagement, and change: a transformation in leadership development. *Journal of Education for Business*, Vol. 79, No. 1, pp. 11 – 17.
- Moynihan, D. and P. Ingraham. (2004). Integrative leadership in the public sector: a model of performance-information use. *Administration & Society*, Vol. 36, No. 4, pp. 427 – 453.
- Mroz, J. (2006). Leadership over fear. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 107 – 112. San Francisco: Jossey-Bass.
- Neuschel, R. (2005). *The Servant Leader: Unleashing the Power of your People*. Evanston: Northwestern University Press.
- Nielsen, J. (2004). *The Myth of Leadership: Creating Leaderless Organizations*. Palo Alto: Davies-Black.
- Nixon, B. (2000). *Global forces: a guide for enlightened leaders – what companies and individuals can do*. Kemble: Management Books 2000.
- Nixon, B. (2003). Leading business transformation – learning by doing. *Industrial and Commercial Training*, Vol. 35, No. 4, pp. 163 – 167.
- Nye, J. (2008). *The Powers to Lead*. New York: Oxford University Press.
- Olsen, S. Gendered heroes: male and female self-representations of executive identity. *Women in Management Review*, Vol. 17, No 3/4, pp. 142 – 150.
- Özarelli, N. (2003). Effects of transformational leadership on empowerment and team effectiveness. *Leadership & Organization Development Journal*, Vol. 24, No. 5 / 6, pp. 335 – 344.
- Parry, L. and R. Wharton. (2007). Teaching and learning in internationalized MBA programs. *Journal of American Academy of Business*, Vol. 10, No. 2, pp. 163 – 169.
- Pauchant, T. (2005). Integral leadership: a research proposal. *Journal of Organizational Change Management*, Vol. 18, No. 3, pp. 211 – 229.
- Pearce, C. and C. Manz. (2005). The new silver bullets of leadership: the importance of self- and shared leadership in knowledge work. *Organizational Dynamics*, Vol. 34, No. 2, pp. 130 – 140.
- Pernick, R. (2001). Creating a leadership development program: nine essential tasks. *Public Personnel Management*, Vol. 30, No. 4, pp. 429 – 444.
- Plowman, D., Solansky, S., Beck, T., Baker, L., Kulkarni, M., and D. Travis. (2007). The role of leadership in emergent, self-organization. *Leadership Quarterly*, Vol. 18, pp. 341 – 356.
- Porth, S., Steingard, D., and J. McCall. (2003). “Title.” In Williams, O. (Ed.) *Business, Religion, and Spirituality: A New Synthesis*, pp. 249 – 262. Notre Dame: University of Notre Dame.
- Putz, M. and M. Raynor. (2005). CEO advisory: integral leadership—overcoming the paradox of growth. *Strategy & Leadership*, Vol. 33, No. 1, pp. 46 – 48.
- Raelin, J. (2003). *Creating Leaderful Organizations: How to bring out leadership in Everyone*. San Francisco: Berrett-Koehler.
- Raelin, J. (2006a). Does action learning promote collaborative leadership? *Academy of Management Learning & Education*, Vol. 5, No. 2, pp. 152 – 168.
- Raelin, K. (2006b). Finding meaning in the organization. *Sloan Management Review*, Vol. 47, No. 3, pp. 64 – 68.
- Rao, S. (2006). Tomorrow’s leader. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 173 – 182. San Francisco: Jossey-Bass.

- Ready, D. and J. Conger (2003). Why leadership efforts fail. *Sloan Management Review*, Vol. 44, No. 3, pp. 83 – 88.
- Rebernik, M. and K. Sirec. (2007). Fostering innovation by unlearning tacit knowledge. *Kybernetes*, Vol. 36, No. 3/4, pp. 406 – 419.
- Regine, B. and R. Lewin. (2003). Third possibility leaders: the invisible edge women have in complex organizations. *The Learning Organization*, Vol. 10, No. 6, pp. 347 – 352.
- Rosenau, J. (2004). Followership and discretion: assessing the dynamics of modern leadership. *Harvard International Review*, Vol. 12, No. 1, pp. 14 – 17.
- Rosenthal, C. (1998). *When Women Lead: Integrative Leadership in State Legislatures*. New York: Oxford University Press.
- Rowell, K. and T. Berry. (1993). Leadership, vision, values and systemic wisdom. *Leadership & Organization Development Journal*, Vol. 14, No. 7, pp. 18 – 22.
- Russell, R. and A. Stone. (2002). A review of servant leadership attributes: developing a practical model. *Leadership & Organization Development Journal*, Vol. 23, Is. 3/4, pp. 145 – 157.
- Sanders, D. (2008). *Built to Serve: How to Drive the Bottom Line with People-First Practices*. New York: McGraw-Hill.
- Sanders, J., Hopkins, W., and G. Geroy. (2003). From transactional to transcendent: toward an integrated theory of leadership. *Journal of Leadership & Organizational Studies*, Vol. 9, No. 4, pp. 21 – XX.
- Sarros, J. (2003). The heart and soul of leadership: the personal journey. In *The Heart and Soul of Leadership* (Ch. 1; pp. 6 – 21), sponsored by the Australian Institute of management. North Ryde: McGraw-Hill.
- Sauser, W. (2005). Ethics in business: answering the call. *Journal of Business Ethics*, Vol. 58, pp. 345 – 357.
- Scharmer, C.O. (2001). Self-transcending knowledge: sensing and organizing around emerging opportunities. *Journal of Knowledge Management*, Vol. 5, No. 2, pp. 137 – 150.
- Scharmer, C. O. (2008). Uncovering the blind spot of leadership. *Leader to Leader*, Vol. 2008, Is. 47, pp. 52 – 59.
- Scharmer, C. O., Arthur, W. B., Day, J., Jaworski, J., Jung, M., Nonaka, I., and P. Senge . (2001). Illuminating the blind spot: leadership in the context of emerging worlds. McKinsey-Society for Organizational Learning Leadership Project 1999 – 2000.
- Schiro, J. B. (1999). Leadership: past, present, and future. *Futurics*, Vol. 23, No 3/4, pp. 67 – 72.
- Schwandt, D. (2005). When managers become philosophers: integrating learning with sensemaking. *Academy of Management Learning & Education*, Vol. 4, No. 2, pp. 176 0 192.
- Schwartz, P. (1991). *The Art of the Long View: Planning for the Future in an Uncertain World*. New York: Doubleday Currency.
- Sendjaya, S., Sarros, J., and J. Santora. (2008) Defining and measuring servant leadership behaviour in organizations. *Journal of Management Studies*, Vol. 45, No. 2, pp. 402 – 424.
- Senge, P. (1990). The leader's new work: building learning organizations. *Sloan Management Review*, Vol. 32, No. 1, pp. 7 – 23.
- Senge, P. (2006). Systems citizenship: the leadership mandate for this millennium. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 31 – 46. San Francisco: Jossey-Bass.
- Shamaugh, R. (2005). The integrated leader. *Leader to Leader*, Vol. 36, pp. 15 – 18.
- Shefy, E. and E. Sadler-Smith. (2006). Applying holistic principles in management development. *The Journal of Management Development*, Vol. 25, No. 3/4, pp. 368 – 385.
- Shelton, C. and J. Darling. (2003). From theory to practice: using new science concepts to create learning organizations. *The Learning Organization*, Vol. 10, No. 6, pp. 353 – 360.
- Sinclair, A. (2007). *Leadership for the Disillusioned: Moving beyond Myths and Heroes to Leading that Liberates*. Crows Nest: Allen & Unwin.
- Sinkula, J. (2002). Market-based success, organizational routines, and unlearning. *Journal of Business & Industrial Marketing*, Vol. 17, No. 4, pp. 253 – 269.
- Slater, P. (2001). Leading yourself. In Bennis, G., Spreitzer, M., and T. Cummings (Eds.), *The Future of Leadership: Today's Top leadership Thinkers Speak to Tomorrow's Leaders*, pp. 103 – 115. San Francisco: Jossey-Bass.
- Smith, B., Montagno, R., and T. Kuzmenko. (2004). Transformational and servant leadership: content and contextual comparisons. *Journal of Leadership & Organizational Studies*, Vol. 10, No. 4, pp. 80 – 91.
- Smith, P. (2001). Action learning and reflective practice in project environments that are related to

- leadership development. *Management Learning*, Vol. 32, No. 1, pp. 31 – 48.
- Smith, R. (2007). Educating the metamanager: a new breed of leader. *Business Strategy Series*, Vol. 8, No. 4, pp. 240 – 245.
- Spears, L. and M. Lawrence. (Eds.). (2002). *Focus on Leadership: Servant Leadership for the 21st Century*. New York: John Wiley & Sons.
- Spendlove, M. (2007). Competencies for effective leadership in higher education. *International Journal of Educational Management*, Vol. 21, No. 5, pp. 407 – 417.
- Spillane, J. (2005). Distributed leadership. *The Educational Forum*, Vol. 69, No. 2, pp. 143 – 150.
- Spreitzer, M. and T. Cummings. (2001). The leadership challenges of the next generation. In Bennis, G., Spreitzer, M., and T. Cummings (Eds.), *The Future of Leadership: Today's Top Leadership Thinkers Speak to Tomorrow's Leaders*, pp. 241 – 253. San Francisco: Jossey-Bass.
- Stacey, R. (2002). Organizations as complex responsive processes of relating. *Journal of Innovative Management*, Vol. 8, No. 2, pp. 27 – 39.
- Stallard, M. and J. Pankau. (2008). Strengthening human value in organizational cultures. *Leader to Leader*, Vol. 2008, Is. 47, pp. 18 – 23.
- Stewart, J. (2001). Trust me on this: organizational support for trust in a world without hierarchies. In Bennis, G., Spreitzer, M., and T. Cummings (Eds.), *The Future of Leadership: Today's Top leadership Thinkers Speak to Tomorrow's Leaders*, pp. 67 – 77. San Francisco: Jossey-Bass.
- Swain, P. (1999). Organisational learning: developing leaders to deal with continuous change—a strategic human resource perspective. *The learning Organization*, Vol. 6, No. 1, pp. 30 – 37.
- Taborda, C. (1999). Leadership, teamwork, and empowerment: management toward 2000. *AACE International Transactions*, pp. 03.1 – 03.4.
- Taylor, C. (1997). Modern management education: how it needs to lead to leadership. *Managing Service Quality*, Vol. 7, Is. 6, pp. 312 – 316.
- Teo-Dixon, G. and N. Monin. (2007). Guru of gurus: Peter Drucker, logology, and the ultimate leader. *Journal of Management Inquiry*, Vol. 16, No. 1, pp. 6 – 17.
- Thomas, R. (2006). Diversity management: an essential craft for future leaders. In Hesselbein, F. and M. Goldsmith (Eds.), *The Leader of the Future 2: Visions, Strategies, and Practices for the New Era*, pp. 47 – 60. San Francisco: Jossey-Bass.
- Thomas, R. (2008). Crucibles of leadership development. *Sloan Management Review*, Vol. 49, No. 3, pp. 15 – 18.
- Townsend, A., DeMarie, S., and A. Hendrickson. (1998). Virtual teams: technology and the workplace of the future. *The Academy of Management Executive*, Vol. 12, Is. 3, pp. 17 – 29.
- Townsend, P. (2002). Fitting teamwork into the grand scheme of things. *The Journal for Quality and Participation*, Vol. 25, No. 1, pp. 16 – 18.
- Townsend, P. and J. Gebhardt. (2003). The leadership-teamship-followership continuum. *Leader to Leader*, Vol. 29, pp. 18 – 21.
- Tulgan, B. (2004). Trends point to a dramatic generational shift in the future workplace. *Employment Relations Today*, Vol. 30, Is. 4, pp. 23 – 31.
- van Eijnatten, F. (2004). Chaordic systems thinking: some suggestions for a complexity framework to inform a learning organization. *The learning Organization*, Vol. 11, No. 6, pp. 430 – 449.
- van Engen, M., van der Leeden, R., and T. Willemsen. (2001). Gender, context and leadership styles: a field study. *Journal of Occupational and Organizational Psychology*, Vol. 74, pp. 581 – 598.
- van Opstal, D. (1998). The new competitive landscape. *Issues in Science and Technology*, Vol. 15, Is. 2, pp. 47 – 54.
- van Seters, D. and R. Field. (1990). The evolution of leadership theory. *Journal of Organizational Change Management*, Vol. 3, Is. 3, pp. 29 – 45.
- Vecchio, R. (1977). An empirical examination of the validity of Fiedler's model of leadership effectiveness. *Organizational Behavior and Human Performance*, Vol. 19, pp. 180–206.
- Verbos, A., Gerard, J., Forshey, P., Harding, C., and J. Miller. (2007). The positive ethical organization: enacting a living code of ethics and ethical organizational identity. *Journal of Business Ethics*, Vol. 76, pp. 17 – 33.
- Weick, K. (2001). Leadership as the legitimation of doubt. In Bennis, G., Spreitzer, M., and T. Cummings (Eds.), *The Future of Leadership: Today's Top leadership Thinkers Speak to Tomorrow's Leaders*, pp. 91 – 102. San Francisco: Jossey-Bass.
- Weiss, D. and V. Molinaro. (2006). Integrated leadership development. *Industrial and Commercial Training*, Vol. 38, No. 1, pp. 3 – 11.
- Wheatley, M. (2004). Servant leaders: what has to change now? *Executive Excellence*, Vol. 21, Is. 7, pp. 15 – 16.

Whyte, D. (2004). Five conversations on the frontiers of leadership. *Leader to Leader*, Vol. 33, pp. 20 – 24.

Winston, B. and K. Patterson. (2006). An integrative definition of leadership. *International Journal of Leadership Studies*, Vol. 1, Is. 2, pp. 6 – 66.

Wofford, J. and L. Liska. (1993). Path-goal theories of leadership: a meta-analysis. *Journal of Management*, Vol. 19, No. 4, pp. 857 – 876.

Weymes, E. (2004). Management theory: balancing individual freedom with organisational needs. *The Journal of Corporate Citizenship*, Vol. 16, pp. 85 – 98.

Yeo, R. (2006). Developing tomorrow's leaders: why their worldviews of today matter? *Industrial and Commercial Training*, Vol. 38, No. 2, pp. 63 – 69.

Young, M. and V. Dulewicz. (2007). Similarities and differences between leadership and management: high-performance competencies in the British Royal Navy. *British Journal of Management*, Vol. 19, pp. 17 – 32.

Yukl, G. (2002). *Leadership in Organizations*, 5th ed. New Jersey: Prentice Hall.

Zigarmi, D., Blanchard, K., O'Connor, M., and C. Edeburn. (2005). *The Leader Within: Learning enough about yourself to Lead Others*. New Jersey: Prentice Hall.

Notes:

ⁱ **Renaissance Leadership.** By renaissance we imply an entirely new or fundamentally refigured leader and leadership. This is the emerging view of leaders and leadership documented in this paper: well-rounded, balanced, and possessing multiple talents, abilities, and interests, whose concerns transcend profit or exclusive bottom lines to the environment, sustainability, and the future, and to the welfare of all stakeholders. This paper presents a convincing case that there is, indeed, a “renaissance” in leadership thought—that is, that a new kind of leader and leadership is required. Those shepherding this revolution are themselves renaissance leaders: people who see new possibilities and campaign tirelessly to realise them.

Transforming Leadership. One of the authors’ first leadership texts was an edited volume (Adams, 1986) of a collection of papers / chapters by scholars whose then leading-edge ideas continue to influence the way we think about and practice leadership. It was titled *Transforming Leadership: From Vision to Results*. We hope that this current work does those pioneers justice. We use transforming as a double entendre: (a) leadership that transforms individuals (including leaders, themselves), organisations, and societies and (b) leadership that is itself transforming or evolving as a consequence of or along with major shifts in the environment, some of which are detailed in the section The 21st Century.

ⁱⁱ Here, we provide a synopsis of some of more informative and relevant sources on **leadership development and management education.**

a. Beddowes (1994) amongst others suggested that management development would increase focus on “learning to learn” as opposed to master of some static content or specific managerial skills. He also suggested that traditional methods of leader development would become decreasingly relevant and, thus, less sought—unless they reinvent themselves. This includes business schools. He noted that those involved in leadership development would have to adapt as quickly as the businesses they support and anticipate changing environmental conditions. The challenge for management developers will be to get the most out of people while helping them get the most out of work. In line with our competency set Social Engineer and Relationship-BUILDER, Beddowes (1994) noted that networking and partnering skills are requisite core competencies for leaders in the 21st Century.

b. Cullen and Turnbull (2005) provide a good overview and analysis of the management development literature. We find especially useful their notion of “natural” leadership and management learning. By “natural” we interpret them to mean an organic approach that naturally and necessarily links or integrates formal education and training with genuine developmental initiatives in the organisation, taking context – including the organisation’s culture – into consideration, in fact, utilizing or employing that context.

c. Doyle (2000). This paper is useful for its focus on management development within the context of radical change, and its call for development that is relational (in

context), with greater awareness of system dynamics. Summarising his review of the literature, Doyle (2000) finds that management development will continue to fail unless it becomes negotiated and inclusive, as opposed to pushed on developing leaders from above; unless it becomes more readily related to the real work and developing leaders see more relevance to participating. In short, programs must address a complex of “structural, cultural, political, emotional, and psychological influences” (p. 585) and their dynamic interaction. Useful also is Doyle’s (2000) coverage of emerging leadership development efforts that focus on affective states, helping leaders deal with “emotional fallout” and preparing them to assist others in dealing with emotional, psychological, and attitudinal issues.

d. Hartman, Conklin, and Smith (2007) in their review of trends in leadership and leadership development find that there is increasing focus on higher-order skills, many of relevance to this study. While this is a positive sign, they also note that the complex of “behavioral, cognitive, and social skills...may require a long time or a broad range of experiences to develop (p. 33). They also found that leaders give little credit to formal education or training, placing more value on experience. Another optimistic finding is that there is congruence between what leaders and researchers are saying.

e. Similarly, Hernez-Broome and Hughes (2004) write that leadership development is likely to have greater impact when developmental activities are linked or embedded in the individuals’ on-going work, “an “integrated set of experiences” (p. 25). They also note that there has been increasing focus on aspects such as authenticity, credibility, and trustworthiness, on the emotional connectedness to and impact on others, what they describes as “related more to the affective quality of a leader’s relationships with others than to specific leader behaviors and competencies” (p 26). Hernez-Broome and Hughes (2004) note that much of leadership development affects how people think about themselves: it can and does involve “the development of the whole person” (p. 27). They assert that leadership development must be continuous, not a stand-alone program or single event. They summarise conclusions of the Conference Board’s report “Developing Business Leaders for 2010.” Four crucial dimensions for development, keyed to our dimensions, are (1) master strategist (Capacity for Complexity and Strategic Thought), (2) change manager (Transformational Potency), (3) relationship / network builder (Social Engineer and Relationship Builder), and (4) talent developer (Learnership). Finally, Hernez-Broome and Hughes (2004) stress the collective and collaborative nature of leadership and leadership development, noting that the competencies entailed are more difficult to develop than traditional management skills and demand leadership development programs that are more encompassing and better integrated than typically the case.

f. Kaagan (1998) concluded from his research that executives (as opposed to academics or consultants / trainers) were the best equipped and placed to “teach” leadership. He notes that experiential approaches are far better at promoting leadership development, especially those that have learners engage in ongoing dialogue and reflection with peers.

g. Given the notion of gendered organisations and leadership and the emergence of the desirability of feminine leadership traits and behaviours (see Endnote 1, above), Miller's (2005) recognition that "there is little if anything in the literature that examines how men might develop a wider repertoire to include the kinds of feminine characteristics becoming so important to management" (p. 624) is provocative. She provides little concrete to go on, but does suggest that managers need to understand themselves better before they can more effectively lead. She suggests dialogue and shared experiences, and "opportunities for self-discovery, peer support, and applied learning and reflection" (ibid.) as strategies for leader development.

h. Nixon (2003) reminds us that leadership and leadership development must be different today: leaders basically have to "handle and thrive on chaos" (p. 163). Given "the degree of complexity and uncertainty, a far more complex approach to leadership is needed than in the past—not so much a heroic approach as a more enabling one" (p. 164). Such leadership development is best served when it is part and parcel of real organisational work, what he describes as "an explicitly holistic approach—integrating mind, heart, spirit and body; his main example being organisational change. Learning and change go hand-in-hand. We would summarise his points by "real work-real time." His incorporation of meditation and Qigong in his leadership development regime is progressive.

i. Leadership matters and leadership can be learned, Pernick (2001) asserts. He also notes that learning on the job can be "haphazard" and unreliable. Organisations require formal leadership development programs that embed a number of premises. These include a focus on the whole person, and balancing organisation-wide objectives with individual / tailored development; leadership is for everyone and all employees will benefit from leadership development; leadership is about relationships, and relationships provide the context and focus for leadership development. His nine steps and corresponding questions are quite useful in helping practitioners design, deliver, and evaluate leadership development programs.

j. In their paper on the failure of leadership development efforts, Ready and Conger (2003) identify three pathologies: 'ownership is power' mind set, productisation, and make-believe metrics. Solutions, they submit, include sharing ownership and making all leaders accountable for leadership development; focus of process not products, integrate leadership development and make it on-going; and measure what matters—competencies that link directly to sustained superior business performance.

k. We like Shefy and Sadler-Smith's (2006) paper because it addresses holistic principles in management development, and employs Taoist philosophy to describe leader capabilities. These include (1) quieting the mind, (2) harmony and balance, (3) relinquishing control, (4) transcending the ego, (5) centeredness, and (6) power of softness. While they seem to have an air of "new age" about them, we believe these capabilities are relevant and closely aligned to competencies described elsewhere in this paper of relevance to 21st Century leadership. It is a new age, and leadership habits and thinking of the past do

need an overhaul. Shefy and Sadler-Smith describe a leadership development program that has both conventional objectives and holistic approach that exercises both heart and head. Unconventional aspects of their program included meditation, guided imagination, drawing, playing an instrument, and writing poetry. Achievements are reported in a number of dimensions of importance to us here, including improvements in emotional awareness, shared perspective, interpersonal sensitivity, benevolence, and fulfillment.

l. "[C]urrent approaches to building leadership capacity are failing to hit the mark, and many senior leaders have little confidence in their organization's leadership development programs" claim Weiss and Molinaro (2006; p. 3). Their criticisms of current approaches centre on what they call the "single-solution" (one size fits all) approach, over-reliance on classroom teaching, and over-emphasis on generic leadership models. They advocate an "integrated solution" that combines and leverages a variety of development options, stressing the importance of three inter-related concepts or principles: strategy, synergy, and sustainability. The bottom-line, again, would be leadership development programs fully integrated into strategic direction and operations.

**School of Management, Marketing, and International Business
Working Paper Series**

Stening, W. Bruce and Yu, Yi. 2006. *Expatriates in China: A Review of the Literature*, vol. 1, no. 1.

Winter, Richard and Monroe, Gary. 2006. *The Employment Relationships of Junior Accountants: Importance of Perceived Organizational Support*, vol. 1, no.2.

Cui, Lin; Jiang, Fuming and Stening W. Bruce. 2007. *Choice of FDI Entry Mode by Chinese MNCs: An Integrated Framework and Empirical Evidence*, vol. 2, no. 1.

Do, Thien; Quilty, Mary; Milner, Anthony and Longstaff, Simon. 2007. *Business Culture Issues in Vietnam: Case Studies*, vol. 2, no. 2.

Hays, J. Martin and Kim, Choule Youn. 2008. *Renaissance Leadership: Transforming Leadership for 21st Century, Part I, The New Leadership*, vol. 3, no. 1.

Hays, J. Martin and Kim, Choule Youn. 2008. *Renaissance Leadership: Transforming Leadership for 21st Century, Part II, The New Leadership Development*, vol. 3, no. 2.